



ST BENEDICT'S
COLLEGE



**REPORT BY THE BOARDING HOUSE
EVALUATION TEAM ON
THE INTERNAL EVALUATION
OF BISHOP GRANDIN HOUSE,
ST BENEDICT'S COLLEGE**

**CONDUCTED UNDER THE DIRECTION OF THE
EXECUTIVE HEADMASTER, ANDRE OOSTHUYSEN**

August 2015

INTRODUCTION

This report is on an internal evaluation done at **Bishop Grandin House** during June and July of 2015.

Bishop Grandin House is situated at the following address:

19 Kings Rd
Bedfordview
2007

The **Internal Evaluation Team (IET)** consisted of:

Toby Craig (**Team Leader**)

Mr R de Reuck	Focus Group Leader	Mrs N de Reuck	Focus Group Leader
Sr S Kohler	Focus Group Leader	Mr A Goodhead	Focus Group Leader
Mrs J Walker	Minutes	Mr T Craig	Report

NOTE: This report was commissioned by Mr A Oosthuysen, Executive Headmaster and endorsed by Mr D Jeffrey, College Headmaster. It follows the ISASA commissioned report of June 2013 which excluded the boarding house. The main focus of this report is on the efficient functioning of the boarding house.

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1. **DESCRIPTIVE BACKGROUND**

Bishop Grandin House was originally the "Community House" built to house the Oblate priests and brothers who ran the school in its earliest years and who comprised almost the entire school staff. In 2005 the decision was made to convert the house into boarding facilities and in 2006 history was made with the admission of our first 20 boarders. Bishop Grandin House was born.

The house has now developed into a fully-fledged boarding establishment, catering for 96 boys. The boarding house offers both Weekly and Termly Boarding for boys from Grades 7-12. Every effort is made to create a caring environment where each boy has the opportunity to realise his full potential within the class as well as in the extramural arenas. Boys in boarding develop a sense of independence within an environment of structure and discipline. Attendance at weekly Mass is compulsory and the termly boarders attend Mass at the Church of the Blessed Sacrament in Malvern on Sundays.

The boarding environment allows for a greater involvement in the life of the College. Fewer distractions mean that the boys can concentrate on the business of building a worthwhile school career. The diversity and mix of ideas leads to a greater tolerance and understanding of others; whilst living together on a daily basis encourages a generosity of spirit and the fostering of friendships which last for lifetime.

2. **SOCIAL AND REGIONAL PROFILE**

The boarding house's feeder areas include Bedfordview, the South Rand and Greater Ekurhuleni. There are also a number of boys who come from as far afield as Tanzania, Namibia and Zimbabwe.

Enrolment in the boarding house at the start of 2015 was 96 and was made up as follows:

GRADE	BLACK	COLOURED	INDIAN	WHITE	OTHER	TOTAL
GRADE 8	12	2	0	6	0	20
GRADE 9	12	0	0	8	0	20
GRADE 10	8	1	0	11	0	20
GRADE 11	13	1	0	5	2	21
GRADE 12	10	0	0	5	0	15
TOTAL	55	4	0	35	2	96
PERCENTAGE	57.2	4.7	0	36.8	3.3	

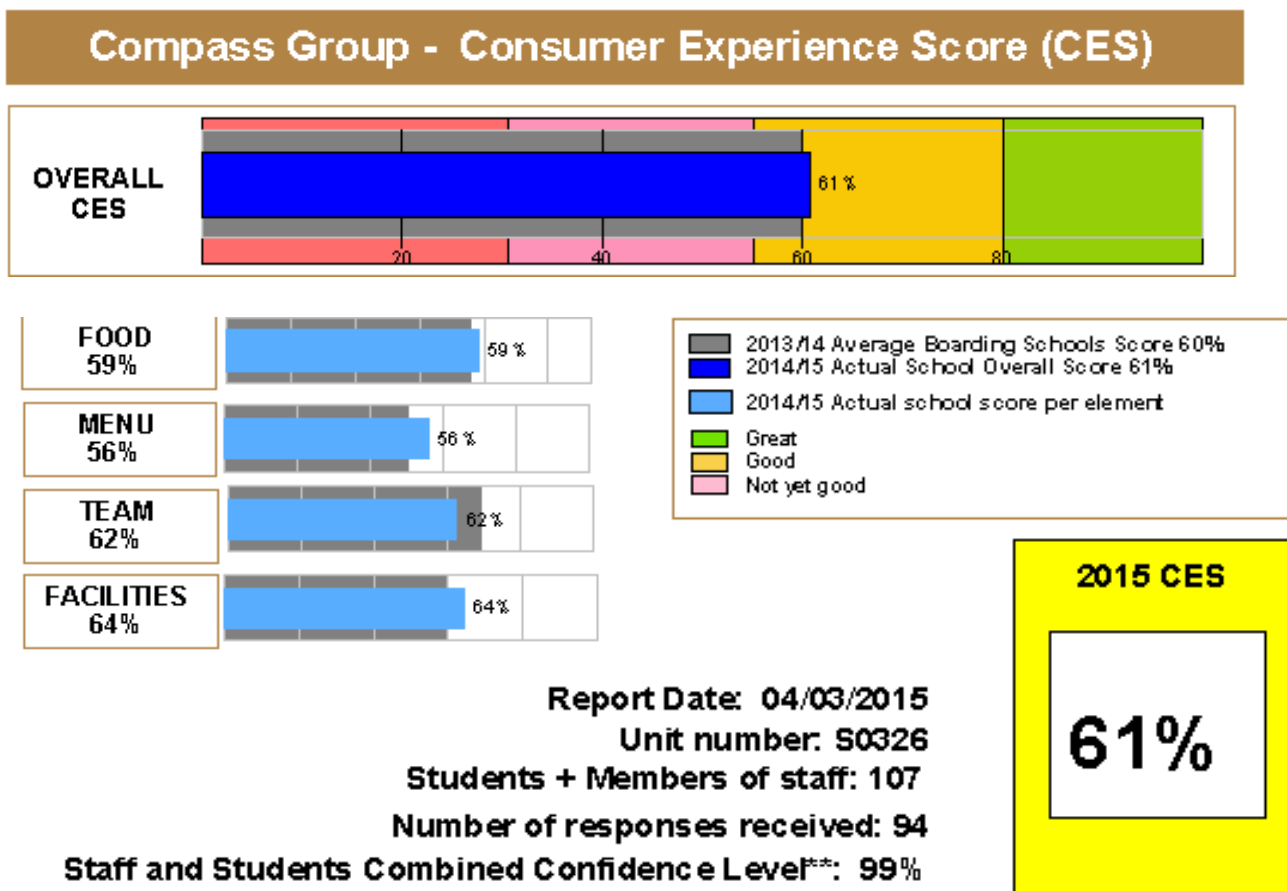
3. **COMPLIANCE**

Bishop Grandin House received its Ekurhuleni Metropolitan Municipality certificate of Acceptability in terms of Section 3 of Regulations Governing General Hygiene Requirements for Food Premises in February 2012.

Further to this, the boarding house and Compass Group Southern Africa (catering and cleaning) undergoes a biannual Compliance Risk Assessment conducted by an independent service provider, the LTL Group of Companies. Internal Health and Safety inspections and fire drills are conducted termly by the appointed Health and Safety Team.

4. **CATERING AND CLEANING**

The catering and cleaning is outsourced to Compass Group Southern Africa (formerly KKS). Customer satisfaction Surveys are conducted annually; most current report dated 4 March 2015. The Consumer Experience Score (CES) for 2015 was 61%. This is benchmarked relative to the Compass Group 2013/2014 Average Boarding School Score of 60%.



5. **MEANS AND METHODS**

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

- Online Boarding House Pupil Opinion Surveys
- Online Boarding House Parent Opinion Surveys
- Junior and Senior Pupil Focus Groups
- Junior and Senior Parent Focus Group

The boarding house opinion surveys were conducted using a Google Docs form. The link was emailed to all parents and made available to all boarding house pupils. Participants were given a suitable amount of time to complete the survey and were encouraged to participate in the survey. The rates of return were as follows; boys 84% and parents approximately 48%.

The participants in the boys' and parents' focus groups were selected via a random sampling process. The staff selected to oversee the focus group meetings were done so on the basis that that would be non-threatening and unprejudiced to both the boys and parents.

6. **FOCUS GROUP FINDINGS**

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

6.1. Composite - Pupil Opinion Survey

COMPOSITE – PUPIL OPINION				
	Superb	Above Average	Below Average	Terrible
Facilities	23	45	24	8
Catering	16	35	35	14
Health and Safety	35	37	22	6
Academics	18	38	31	13
Extramural	38	38	19	5
Pastoral	30	43	19	8
Discipline	32	45	15	8
General	23	45	24	8

6.2 Minutes - Pupil Focus Groups

Facilities

There was a feeling amongst the junior boys that there were insufficient toilets and wash facilities between the number boys using the facility. Hot water and water pressure is a slight issue but it had been resolved to a degree. Belongings were not safe if left unattended but all juniors would like lockers/wardrobes with wooden doors.

Catering

Breakfast; some issues around variety and taste. There are certain menu items specifically mentioned which the boys do not like and requests for meal additions include more fruit, porridge in winter and muesli.

Lunch; not enough protein and burgers don't come with chips. Portions are occasionally too small

Supper; some issues around taste, variety, quality and quantity of portions.

General; Tea time issues and some variety of juice issues. The cleanliness of cutlery/crockery was an issue along with lack of table condiments. Pigeons remain a problem.

Health and Safety

Masters occasionally difficult to find.

Academics

Not enough computers for juniors and wi-fi connectivity poses some issues along with bandwidth and network restrictions. Some of the computer terminals need upgrading.

Extra-Mural

Would like to see more competition between the grades in house. There was some discontent around the gaming apparatus such as having to pay for the soccer table.

Pastoral

Family atmosphere could be developed along with greater collegiality and interaction/freedom of movement between grades. The relationship between the master and pupil could be developed further.

Discipline

Punishment is not always consistent and may not be fairly dispensed. There are instances of discipline being perceived as "unreasonable" and abusive". Some discontent expressed about some of the rules of the house and whether these are up for debate.

General

Soap dispensers and toilet sprays in the bathrooms have been requested and there are some logistical issues around dispensing sufficient loo paper at the end of the weekend. The termly boarders would like to go out on outings on weekends.

6.3 Composite - Parent Opinion Survey

COMPOSITE – PARENT OPINION				
	Superb	Above Average	Below Average	Terrible
Facilities	22	74	0	4
Catering	19	34	35	12
Health and Safety	32	57	10	1
Academics	24	48	19	9
Extramural	37	36	22	5
Pastoral	37	46	13	4
Discipline	34	49	13	4
General	36	44	14	6

6.4 Minutes – Parent Focus Groups

Facilities

Aware of hot water issues. Other bathroom issues include no hand soap at basins and no air freshener.

Some items have been reported as missing/stolen.

Catering

Some issues of quantity were expressed, especially when the food was of a better quality. There should be snacks and more teas whilst trips to BP should be minimised due to safety concerns. As well as this, the boys are not eating enough and are filling up on junk food. There were no real complaints regarding quality of food but the accuracy of website menu was questioned.

Academics

There are sufficient computers as most boys have their own devices. There were issues of poor internet access and Wi-Fi connectivity. Parents feel there is close to no communication from the boarding house.

The first term pictures during orientation were well received along with phone calls from matric boys but then it stopped. Discipline and academic issues aren't communicated unless serious which is actually too late. There was a question of whether the boys receive academic support from the tutors.

Discipline

Parents have noticed litter, poor manners and poor uniform amongst the boys. There was a call for more discipline and consistency.

General

Load shedding concern and some interest in the purchase of a generator. Boys' exposure to societal concerns at BP, SPAR and Eastgate without necessary consent from masters/parents. The recreation room could be more homely but generally the boys are happy.

7. **FOCUS AREAS**

7.1 Areas of Strengths

Strength of numbers

The boarding house numbers have grown steadily since inception. The house is currently at capacity and the length of the waiting list continues to grow. There are presently 14 boys on the waiting list.

Strength of Staff

The demand from quality staff for positions within the boarding house have enabled us to become more selective in terms of the selection of appropriate masters. These masters make greater contributions to the lives of the boys through the well-established tutorship structure. This has taken the house into a position of strength in terms of the contribution it makes to the number of College Leaders, sound academics and successful sportsmen it produces.

The senior management of the College recognizes the worth of successful boarding and therefore appropriately prioritises the allocation of personnel and financial resources to the ongoing development of the house.

7.2 Areas of Concern

- The length of the waiting list is cause for concern. Boys who cannot be accommodated within the boarding school may opt to leave to another school where they can be accommodated.
- Boys are concerned that their possessions are not always safe in their dormitories
- The ablution facilities require attention IRO the amount of hot water, privacy, quantity and aesthetic feeling. Privacy both within the shower blocks and the dormitories needs attention.
- Catering remains problematic in terms of quantities, quality, varieties available, levels of service and cleanliness of catering equipment.
- Information technology requires improvement. Access to computers, data, connectivity and printing specifically.
- Room needs to be made within the boarding house routine for boys to play a greater role in the cultural arena of the College.
- Academic support structures need to be instituted for boys requiring assistance.
- Pastoral care and the creation of a family environment requires further attention.
- The Termly Boarders require greater supervision in the provision of recreational activity.
- Boys have need of a forum to express their concerns and queries within a non-threatening environment.
- Sustainability of and reliance upon national and municipal services remain a concern.

8. RECOMMENDATIONS FOR BOARDING HOUSE IMPROVEMENT

8.1 Recommendations

GOAL CATEGORISATION	TARGET DATE	ATTAINED/ NOT ATTAINED	PERSON RESPONSIBLE
SHORT TERM GOALS			
Staff Appointments	Ongoing		Mr Oosthuysen Mr Jeffrey Mr Craig
Staff Training	Ongoing		Mr Craig Mr de Reuck
Catering Review	Ongoing		Mr Craig Mr Masiya
Academic Review	Ongoing		Boarding House Masters
Mentorship Programme	January 2016 – November 2018		Dr Oerson Mr Craig

Wi-Fi Network Upgrade	June 2016		Mr Breetveld Mr de Reuck
Computer Network Upgrade	February 2016		Mr Craig Mr de Reuck Mr Breetveld
Gas Oven	January 2016		Mr Craig Mr Masiya
Wardrobes	October 2015 – November 2016		Mr de Reuck
Recreation Room	October 2015 – November 2016		Mr de Reuck
MEDIUM TERM GOALS			
Rainwater Harvesting	November 2016		Mr Oosthuysen Mr Craig
Showers Doors	November 2017		Mr de Reuck
Solar Lighting	2017		Mr Craig Mr Murphy
Vanity Slabs	2018		Mr de Reuck
LONG TERM GOALS			
Matric House	2018		Mr Oosthuysen Mr Jeffrey Mr Craig
Staff Housing	Indeterminate		Mr Oosthuysen Mr Jeffrey
Kitchen Extension	Indeterminate		Mr Oosthuysen Mr Jeffrey
Space Heating Dormitories	Indeterminate		Mr Craig

8.2 Recent Improvements

- Additional master's quarters built along with renovation of existing masters quarters to create more conducive living quarters to attract the right caliber of staff to the boarding house.
- Tutorship programme implemented enabling masters to play a greater role in the lives of the boys in their capacity as *loco parentis*.
- The dormitories were split into smaller 4 man dorms from the original 6 man dorms. The rollout of steel and wooden wardrobes commenced.
- The prep room was reconfigured into 2 man dormitories and boys began to do prep in their own dorms at their work stations.
- Headboys quarters constructed along with additional two dormitories.
- Additional shower block built.
- Shower doors installed in Junior Bathroom to replace shower curtains.
- Heat pumps installed on all geysers

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, achievement and the creation of a modern boarding environment.

It is the belief of the IET that a culture of continuous improvement within the boarding house must be allied to regular monitoring and evaluation. This demands the implementation of internal programs devoted to a regular and collegial evaluation of standards through the use of team structures. In addition to setting up these structures, the boarding house must and will 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 co-operation was evident. For boys, staff and parents, the process of internal evaluation was welcomed. Acceptance of the culture of regular internal evaluation will affect the boarding house's attitude to external evaluation.

The community of Bishop Grandin House extends its thanks to all who participated in this process of evaluation. In particular, we record our gratitude to Mr de Reuck for his efforts in the compilation thereof.

10. CONCLUSION

All documents used in the compilation of this report, specifically the questionnaires, minutes of focus groups and combined results of online surveys are freely available upon request. Please feel free to mail either craigt@stbenedicts.co.za or dereuckr@stbenedicts.co.za and request a particular document. Alternatively click through to <http://www.stbenedicts.co.za/Admissions/Boarding/Overview.aspx> where you will be able to view the complete folder.

This internal evaluation, combined with the FSC findings proved to be a most valuable process. Staff, parents and boys approached the evaluation with a positive attitude. Concerns raised about certain boarding house 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 Bishop Grandin House to adequately cope with the challenges which will soon face modern boarding establishments.