

# INTERNATIONAL SCHOOL OF HOUT BAY



## IQAA REPORT 2011

Independent Quality Assurance Agency

Internal Core Evaluation

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International School of Hout Bay

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ISASA



Independent  
Schools Association



UNIVERSITY OF CAMBRIDGE  
International Examinations

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# INTRODUCTION

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<b>Date of Evaluation</b>	6 September 2011 – Preprimary 7 September 2011 – Primary School 8 September 2011 – High School	
<b>Model Used</b>	Core Model	

# DESCRIPTION

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## **Background**

The International School of Hout Bay (ISHB) is presently located on two sites in the valley of Hout Bay in Cape Town. The Primary School was founded in 1999 as one of four locations of the International School of Cape Town. The school had a strongly Christian foundation, the curriculum was based on the British system and the school was located in Swan Cottage, Valley Road, in Hout Bay.

The school is an authorised school for the Primary Years Programme (PYP) in the Primary School and the Diploma Programme (DP) of the International Baccalaureate (IB) in the High School. IB World School status was achieved in November 2009. We are also introducing the pedagogy and philosophy of the Middle Years Programme to provide continuity through to the Diploma. ISHB has continued to grow with the programme and, as the first school to achieve International Baccalaureate World status for two programmes in South Africa has become the leader in the implementation of the programme in the country. The curriculum is considered to be of world standard and quality control is regularly enforced by the International Baccalaureate Organisation (IBO) through self studies, school visits and staff training, in order to maintain World School status. At present the ISHB High School learners also sit examinations of the International Cambridge Board at IGCSE level and the Secondary School is a registered Cambridge International Examinations Centre (CIE).

As an International Baccalaureate World School, ISHB embraces all religions and nationalities. In the Primary School the **IB Learner Profile** is at the centre of the school's ethos and the whole school community is encouraged to know his/her personal strengths and weaknesses in relation to the Profile.

As a private school the social, economic and cultural profile of the school is diverse with approximately 60% of the school body made up of South African citizens and approximately 40% made up of International people, some of whom are in South Africa for periods between 1 to 5 years. To enhance the diversity of the school and as part of the outreach programme, a Bursary Programme was founded in 2007 by a group of dynamic parents together with the school's owners. The school owners initially awarded 5 fully funded bursaries. The Bursary Programme has continued to grow and now supports 6 children.

In 2002 the parents of the school gained greater autonomy and a lease was taken on an old factory where a High School was established two kilometres from Swan Cottage. In 2005 the organisation SEK, through its subdivision IES (International Education Systems), purchased the school and a six hectare site on vacant land on the Kronendal Farm where a new international school will be built. Planning issues have caused delays to the development of the land; however these issues are now resolved so that building work can start with the intention to move into the new school in 2013.

## **Vision and Mission Statement**

The IES mission is *"to provide excellence in educational provision within an international perspective"*. We promote the development of young people who will have the capacity to contribute proactively to the creation of a better world. Through dynamic programmes, we will strive to develop leaders for the future who are collaborative, communicative, enquiring, respectful and creative individuals with a passion for lifelong learning. Our learners will be encouraged to integrate effectively in the local, national and international communities through a range of diverse opportunities.

IES schools are associated with the International Schools Association (ISA). ISA is an international non-governmental organization and the first educational NGO to be granted consultative status at UNESCO in the World. IES promotes a curriculum based on the International Baccalaureate Organisation. The organisation SEK

was involved in the early stages of the development of the International Baccalaureate Programme (IB). Tertiary educational institutions throughout the world endorse the International Baccalaureate. It is offered by more than two thousand schools, in more than one hundred countries, and there are more than half a million learners enrolled. It is considered to be the premier school leaving qualification. The International Baccalaureate aims “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

Hout Bay is a microcosm of the South African national context. This presents an opportunity to establish a model of quality education that plays an essential role in building an integrated local, national and international community.

### **Numbers and Figures**

<b>CURRENT ENROLMENTS October 2011</b>	
Early Years	47
Junior Primary	89
Senior Primary	59
High School	99
<b>TOTAL</b>	<b>294</b>
<b>Staff Learner Ratio 1:8</b>	

<b>SIZE OF STAFF</b>			
<b>Areas</b>	<b>Primary School</b>	<b>High School</b>	<b>TOTALS</b>
Academic	14	11	25
Classroom Assistants	3	0	3
Administration	2	1	3
Maintenance	1	0	1
Bursar	0	2	2
Domestic	3	2	5
Part Time Staff	4	5	9
<b>GRAND TOTAL</b>			<b>48</b>

# Areas of Operation Evaluated

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The following areas were evaluated in both the Primary and High Schools:

**1. *Teaching, Learning and Attainments (Pre-Primary & Foundation)***

- 1.1. Curriculum
- 1.2. Learning
- 1.3. Resources
- 1.4. Support
- 1.5. Ethos

**2. *Teaching, Learning and Attainments (Primary & High)***

- 2.1. Curriculum
- 2.2. Lessons
- 2.3. Assessment
- 2.4. Attainments and Attitudes
- 2.5. Teacher Development
- 2.6. Support
- 2.7. Progress

**3. *Functioning of the School (Whole School)***

- 3.1. Curriculum
- 3.2. Finance
- 3.3. Facilities
- 3.4. Orderliness
- 3.5. Security and Safety
- 3.6. Health Care

# Means and Methods Used

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The following means and methods were used to collect evidence on each of the areas evaluated:

- IQAA Opinion Learner, Parent and Staff Surveys conducted on 20 June 2011 (Appendixes 1-7)
- Parent, Staff and Learner Focus Groups
- Teacher Classroom Observations
- Outside Observations
- Parent, Staff and Learner interviews
- A review of the School Policies
- A review of Academic Planning, work records, scopes of sequence, assesment documents for PYP, MYC, IGCSE & DP phases
- A review of Subject Choice Forms
- A review of Staff Development Opportunities
- A review of the Mission and Vision statements
- A review of the Timetable and Extra-mural programme
- A review of Annual/Year Calendars
- A review of Health and Safety inspections and records
- A review of Staff Meeting Minutes
- Interviews with Curriculum Coordinators, Examination Officers, Bursar, Management

# Teaching, Learning & Attainments – Foundation Phase/Preprimary

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## 1. Curriculum

### *Team's Findings*

The survey results and discussion forums showed an overwhelming satisfaction from the parents, teachers and children. However, shortcomings were noted in the cultural programme and a further survey was conducted with the parents and learners to find positive solutions. There is strong evidence that the curriculum is child-oriented and age-appropriate, catering for the development of gross motor skills, includes music, movement and drama as part of the programme's holistic approach. Awareness of the environment is fostered by forms of exploration, discovery and experimentation. The International Baccalaureate Primary Years Programme (IBPYP) curriculum creates many opportunities for children to become involved in the Hout Bay community. Teaching includes the use of both indoor and outdoor learning experiences and there is adequate supervision during playtime. The school offers the opportunity for the development and enjoyment of the children's potential in cultural activities through the extra mural programme and produces an annual theatre production for the Early Years and Junior Primary.

### *Areas of Strengths*

- The programme allows for freedom and guided activity, formal routine, informal spontaneity, active and passive experiences
- The IBPYP programme ensures that a holistic approach is all pervasive
- The teachers have a clear understanding that the process of learning is more important than the result
- The teachers use a variety of planning, including collaborative planning within each year group and have clear recorded evidence of each child's progress
- Careful and detailed planning that is reviewed regularly

### *Areas of Weakness*

- Cultural Programme

### *Recommendations*

The extra mural programme to be reviewed to include a broader range of cultural activities. A group of staff to be tasked to review this to ensure a better quality control and sustainability.

Curriculum planning to be developed to show a clearer progression of Art, Drama and Music through the Programme of Inquiry.

## 2. Learning

### *Team's Findings*

The survey results and discussion forums reflected a high level of satisfaction with level of learning in this phase. The needs of the different learners are met – auditory, kinaesthetic, visual and spatial. The children are learning in both formal and informal settings and development through play. Opportunities for creativity are given and individuality is encouraged by most. The children learn to work individually and in pairs and groups.

### **Areas of Strengths**

- Differentiated programme which caters for individual learning needs
- The caring and happy relationship between teacher and learner, learner and learner and teacher and parent
- Learning through active inquiry and strong development of skill sets

### **Areas of Weakness**

- It was noted that not all the classroom assistants were as proactive in supporting the children's learning as they should be

### **Recommendations**

That teachers and support staff continue with the journey of continuous reflection and learning through regular professional development and collaborative planning.

A clear policy be developed in relation to the expectations and training of support staff including facilitators and classroom assistants.

## **3. Resources**

### **Team's Findings**

The survey showed that there was a concern regarding the physical size of the classrooms and that 31% of parents felt that there was not a good selection of outdoor apparatus. The Team found that the classrooms were well planned with the children's needs in mind and that each classroom had a computer which was accessible and well used by the learners. There is a wide range of equipment and learning materials available in each classroom, with areas of interest, which included a book corner, maths, science and literacy tables, fantasy role play areas and puzzles, blocks and toys. All resources are used fully and appropriately. Facilities are modest; however, they create a farm feel to the school along with the ducks, rabbits and chickens. The teachers are well-trained with specific qualifications and attend annual in-school workshops run by an authorised International Baccalaureate trainer on different aspects of the IBPYP curriculum and approach to teaching. The staff is approachable and focused on the children and express love and caring for the learners in their care. Parents are involved as much as possible and when appropriate. Healthy routines concerning hygiene and eating are encouraged.

### **Areas of Strengths**

- The effective and creative use of the facilities available
- The teachers' professionalism and commitment to giving the children the best possible learning experience in a safe, structured and nurturing environment

### **Areas of Weakness**

- The facilities are limited
- There could be a wider range of apparatus and concrete age-appropriate resources

### **Recommendations**

More Audio Visual items to be introduced in the classroom through a rolling programme of development.

There is a regular programme of inspection of the building, which due to its age needs regular repair and upgrading.

The school further develop the International Baccalaureate and media resources to facilitate the learning through inquiry. This should include further lateral development of the reading schemes and development of the role of the librarian.

## 4. Support

### **Team's Findings**

The surveys showed that 38% of the parent body felt that there should be more regular information and educational meetings with the parents. 90% of the parents felt that '*communication*' with the parents was good and regular with a 100% '*appreciation of the work the teachers are doing*'. It also showed that both parents and teachers felt that there were suitable opportunities available for parent involvement in their children's learning. There are effective and regular systems for communication between parent and teacher in the form of termly curriculum maps and weekly forecasts and daily homework/message books. There is appropriate support for children with special learning needs. Teachers receive training through workshops facilitated by the appointed remedial teacher. The remedial teacher also works closely with the staff in supporting the needs of individuals for learning support and extension. Teachers are also alert to notice barriers to learning in areas such as speech, hearing, seeing and others and to notify parents and advise referral where necessary.

### **Areas of Strengths**

- Support and Extension programme run by the remedial teacher with the support of an assistant teacher.

### **Recommendations**

There is awareness and practice of inclusion, however, a clear policy is needed.

## 5. Ethos

### **Team's Findings**

In both the parent and teacher survey the results showed a 100% feeling that the children were happy at school. The atmosphere is happy and fun. The '*Happiness Factor*' was mentioned by children, staff, parents and mentor. There are high standards of expectations of behaviour and the **IB Learner Profile** encourages fairness, equity, freedom and self discipline. There is a clear awareness of the needs of others in the school and broader community.

### **Areas of Strengths**

- The **IB Learner Profile** is the thread that consistently weaves its way through the daily teaching and the children use and understand the terminology and concepts to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced and reflective – guidelines to help the children take responsibility for their happiness and learning

### **Recommendations**

The school community continue to maintain and further develop the positive ethos of the school.

# Teaching, Learning & Attainment – Primary School

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## 1. Curriculum

### ***Team's Findings***

The surveys and focus groups reflected an overall satisfaction with the curriculum. It was however noted that the curriculum did not offer a choice between a South African or foreign language as a second language choice. It was also shown that there was a weakness in the cultural aspects of the curriculum in the Learner, Parent and Staff Surveys. A follow up survey was then conducted with these groups to find positive solutions to improve this area. As an International Baccalaureate World School, authorised to deliver the programme the team found that the curriculum has a clear sensitivity to gender and environmental issues. The school has full and current versions of all documents relevant to the curriculum available and teachers make active use of the International Baccalaureate Online Curriculum Centre (OCC). All planning documents are stored electronically on the ISHB prep Wiki and these are current and regularly reviewed. Time is allocated to the different learning areas and activities as required by the curriculum guidelines. The school aims to deliver a well balanced programme which includes 2 physical education lessons, a music lesson with relevant specialist teachers. Art and Drama are integrated into the programme of inquiry and are a vital element of teaching and learning. The school offers a broad sporting programme for both boys and girls, which affords individuals and teams an opportunity to develop and enjoy their sporting ability. The school offers the opportunity for the development and enjoyment of the children's potential in cultural activities and produces a bi-annual theatre production and Music and Talent evenings. Shortcomings regarding our cultural programme were noted in parent and learner surveys. Further surveys were conducted to find out which other cultural activities the learners would like to do at ISHB. New clubs, Dance and Drama, were the most popular choices amongst the learners.

### ***Areas of Strengths***

- The curriculum is relevant to the needs of the learners and community, with the design units of inquiry that are related to real life, not only now but in the child's future life
- International Baccalaureate World School Status

### ***Areas of Weakness***

- Limited sporting facilities and resources
- Cultural programme
- Not enough use of subject advisors, the school has begun this process but it is still in its infancy
- Limited selection of 2<sup>nd</sup> and 3<sup>rd</sup> language choices
- The school experiences frustration due to the limited number of learners available to take part in team sports as the children often have extensive out-of-school commitments, which makes it difficult to support the school programme

### ***Recommendations***

The school further develop the programme of subject advisors to support the staff in the continued development of each subject discipline.

The school review the sporting and cultural programme by possibly appointing a task team of teachers to enquire what is realistically viable and sustainable, while staying in line with the school's mission and vision and to ensure that the resources are being used to the best advantage.

## 2. Lessons

### **Team's Findings**

The surveys and forum discussions showed a general satisfaction in the way lessons were delivered. Learners reflected that the teachers encouraged them to work hard and 94% of the parents felt their children were learning effectively. Learners were satisfied with the amount of homework given 89% and 77% of the parents agreed. The teachers work collaboratively to plan the whole Programme of Inquiry and daily activities, weekly and annually, making good use of the resources available. Evidence of this is seen in the Unit Planners, term overviews and curriculum maps and weekly/daily planning documents. The teachers have the appropriate professional qualifications and have good subject knowledge and skills appropriate to the levels they are teaching. Lessons are well presented and managed with lively learner participation and dialogue. The nature of the IBYP approach to learning is that the children are responsible for their learning and their questions and participation are a valued/vital part of their learning. There is a clear homework policy which underpins the approach that Homework plays a vital role in developing the child's time management skills. Homework is used appropriately to reinforce and enrich the curriculum. Teachers work hard to meet the needs of weak, average and strong learners through planning differentiated lessons. Group teaching supports this throughout the Primary School. Teachers have appropriately high expectations of the learners, working with the individual within the group to set personal achievement goals. Through the **IB Learner Profile** the learners are expected to take responsibility for their own learning choices. There is an expectation from the school that classes have at least one outing per term relevant to a place of interest as related to the Unit of Inquiry (UOI). There are also regular visits from members of the community to classes to share their expertise and knowledge. Evidence of this can be seen in planning documents and parent communication letters.

### **Areas of Strengths**

- Collaborative planning
- The relationship between teacher and learner

### **Areas of Weakness**

- Limited facilities and inconsistent parental support
- Limited choice of second and third language

### **Recommendations**

The school review the language policy and include the choice of alternative modern foreign languages in the programme.

## 3. Assessment

### **Team's Findings**

The surveys and forums revealed that the parents and learners felt there was an appropriately high standard of expectation of achievement. The school also takes part in external benchmarking tests such as SIAT and Conquesta Olympiads (Appendix 11). Assessment of work is regular and varied, not an end in itself but used to monitor progress and teaching methods and to motivate learners. Reports encourage parents' involvement in their child's learning and give a clear understanding of their progress in the elements of the programme.

### **Areas of Strengths**

- Good quality preparation drives the planning of all lessons and activities during the teaching and planning of UOI

- The teachers have received training on the IBPYP Assessment Techniques which are based on the Wiggins and Mc Tighe '*backwards by design*' research ([www.uintahbasintah.org/papers/ububypresentation.pdf](http://www.uintahbasintah.org/papers/ububypresentation.pdf))
- Effective use of the Learner Portfolio as evidence of the child's progress through the school

### **Areas of Weakness**

- Not enough International/ European forms of benchmarking except school visits from the International Baccalaureate Organisation

### **Recommendations**

The school look into sourcing a form of external benchmarking other than the Australian/New Zealand based SIAT or Conquesta Olympiad.

## **4. Attainments and Attitudes**

### **Team's Findings**

In the language of learning learners listen, read and write fluently, and express their ideas confidently. Learners handle numbers, calculate mentally and electronically, and solve mathematical problems. Learners achieve their potential in most of the work at each level and are proud of their progress and developed understanding. Through the PYP learners are encouraged to be critical thinkers and are able to find information, sift and order it to produce well-formulated outcomes as is age-appropriate at each level. Learners are curious, seeking information and experience and are able to build on the information acquired, taking their learning out into the world and vice versa. Learners are able to work well on their own with minimal supervision and they manage their time well, taking responsibility for their learning choices and progress. Learners work well together in groups, co-operating and respecting others' values, opinions and cultural differences.

### **Areas of Strengths**

- The children are confident in their ability to communicate on all levels
- Children are motivated to strive to achieve their best both academically and in social settings
- The consistent promotion and use of the **IB Learner Profile** and Attitudes

### **Recommendations**

The school continue to strive to model the **IB Learner Profile** in all areas of its work and community.

## **5. Teacher Development**

### **Team's Findings**

Teachers are enabled to reflect and evaluate themselves as part of the planning process for each unit of inquiry. This process is aimed at further developing and improving the delivery of the unit and the planning of follow up work. Teachers attend an annual International Baccalaureate approved workshop which deals with different aspects of the curriculum. They are also encouraged to prepare workshops and to share academic reading of interest with the rest of the staff. The school supports teachers who wish to further their studies by making a financial support programme available where the school covers half of the tuition fees. Staff are also released from teaching (school provides and pays for a substitute teacher) to attend training courses, on request, to further develop their skills, e.g. soccer coaching, etc.

### **Areas of Strengths**

- Annual training at the beginning of each year – International Baccalaureate authorised trainers run two-day workshops for the staff on different aspects of delivering the IBPYP

### **Areas of Weakness**

- Although there is an appraisal system in place for new members of staff, there is not a comprehensive or consistent form of appraisal for the rest of the staff

### **Recommendations**

The School develop and consistently run a comprehensive staff appraisal for all members of staff on an annual basis.

The School possibly consider a programme of incentive to support teachers in furthering their professional development.

## **6. Support**

### **Team's Findings**

Facilities and resources are limited, especially with regard to IT/AV equipment. Each classroom has a computer with recently connected internet access. The IT lab's computers are limited. The library, although small, is comprehensive and used by all. The junior classes have lessons relevant to the topic of research and reading schemes. The senior classes visit the library on a regular basis to supplement the classroom resources and to choose books for enjoyment. The librarian visits the Primary School weekly to maintain the library systems. However, the library needs to be upgraded to fully support the school's needs. Provision is made for learning support for learners who experience barriers to learning through the school's support and extension programme run by the remedial teacher and assistant. Both work alongside the staff in supporting children who are at opposite ends of the learning spectrum. This programme is subsidised by the school and the parents are required to pay an additional fee for this service. Sporting facilities and resources are limited, but effective use is made of those available. The school also hires facilities from Dominican Grimely School (DGS) – swimming pool, tennis courts and larger field for matches. As the school does not have access to a hall, classrooms are used for the delivery of the cultural activities on offer and Ambleside School Hall is hired for school performances.

### **Areas of Strengths**

- The staff of the school are committed to delivering the best support possible to the children and families of the school

### **Areas of Weakness**

- Limited IT/AV resources
- Limited accessibility of the school librarian who only visits once a week
- There are many staircases and uneven ground and as a result the school facilities do not suit the physically handicapped
- Primary School toilets need to be upgraded

### **Recommendations**

The school revisit the policy on extra lessons as driven by the individual learning programme to ensure that this is clearly defined.

# Teaching, Learning & Attainment – High School

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## 1. Curriculum

### **Team's Findings**

Through the surveys conducted it was found that the large majority of parents, staff and learners are happy with the academic curriculum (MYC, IGCSE & DP) and find it both challenging and rigorous. There is an increased awareness of the rigour and demands required of the International Baccalaureate Diploma Programme (IBDP) and confidence in the programme is growing due to international recognition of what it means to have an International Baccalaureate Diploma. 98% of the learners felt that the school has very '*high standards academically*', and a further 91% agreed that they were '*making good progress at school*'. Staff in particular felt that the demands of having to teach and prepare for 7 different year groups was challenging. One area that stood out in particular was the '*school's ability to satisfy the learner's sporting needs*'. Parents (60%), Learners (70%) and Staff (63%) seemed united in disagreement on this statement. However, the sporting issue and needs met was more complicated than this and focus groups and surveys were conducted to investigate this issue further.

### **Areas of Strengths**

- ISHB is an **International Baccalaureate World School** and has a very high academic standard
- The curriculum offered is relevant to the needs of learners and the community
- Timetabling allows for learner choice where appropriate and is dependent on learner numbers
- It is felt that from a Staff perspective there is a healthy balance between academic, sporting, cultural and spiritual activities in line with the school mission statement – the CIA (Community In Action) programme reflects this balance
- There is a strong arts and drama programme in the High School with annual One-Act Plays and School Musicals

### **Areas of Weakness**

- The school has 3 'different' curriculums running through the 7-year High School period (MYC, IGCSE & IBDP) with staff preparing up to 7 levels of preparation
- The South African curriculum statements are not well known as the school is applying the International Baccalaureate curriculum statements
- The MYC (Middle Years) curriculum is underdeveloped and needs to be improved. Subject assessment guidelines for each learning area in the MYC (Middle Years Curriculum) need to be improved
- More collaboration is needed with subject advisers and user groups to allow for lessons that cater for a range of skills and abilities
- An existing parent perspective and expectation exists that more sport should be added to the programme

### **Recommendations**

The staff are encouraged to incorporate the 3 different curriculums together into one 7-year plan or 'road map' which clearly shows how one curriculum phase of the child's academic progress dovetails with the other two. It is essentially '*one programme with two international exit examinations at ages 16 and 18*'.

The School needs to clarify what its sporting policy is and determine once and for all what it can and is able to deliver with the resources that it has available and be able to remain consistent in its decision. This needs to be clearly communicated to all stakeholders to avoid unrealistic expectations.

Time needs to be set aside to continue to develop the MYC curriculum further and bring it in line with its IGCSE and IBDP counterparts and more time allowed for collaborative planning between the academic phases.

## 2. Lessons

### **Team's Findings**

Generally the team found that the staff have a sound knowledge and passion of/for their subject matter and were incorporating a variety of teaching methods and activities within their lessons. This was however sometimes hampered by the lack of resources available or the unreliable internet availability. Staff felt that their academic expectations of learners was high enough although there was some room for improvement in some subjects. 69% of the learners felt that they were '*satisfied with the homework they were expected to do*' while 81% of the parents and 95% of the staff felt that the '*nature and amount of homework was appropriate*'.

### **Areas of Strengths**

- Educators have excellent knowledge of the subjects that they teach and display the skills appropriate to the levels they are teaching
- Learners are challenged and encouraged to actively participate and take ownership of their own learning experience
- Homework assigned is appropriate and reinforces and enriches the curriculum
- The school has piloted an online academic information site called **Moodle** for MYC learners

### **Areas of Weakness**

- The absence of a standardized format of short term/long term planning for MYC, IGCSE, and the IBDP curriculums. Staff planning exists but in a variety of different formats
- Sometimes the range of learner needs in a class was not able to be met due to extreme ranges of the learners' abilities in a particular class
- Lessons were sometimes interrupted by power failures/water cuts and internet problems
- **Moodle** is not functioning at its optimum due to inadequate technology unable to support the requirements of the website

### **Recommendations**

Develop a standardized short term/long term planning template to incorporate the three academic phases.

Ensure that the facilities/resources available would support and enhance the delivery of lessons (stable internet throughout the school and updated computer hardware).

Develop a plan to ensure lessons continue even if the basic services to the school are cut (water/power).

Develop a Differentiation Policy to include the various learner needs/abilities.

## 3. Assessment

### **Team's Findings**

The survey forms and further focus groups showed that the school has a good quality assessment system which evaluates and prepares learners well for the 2 international examinations written at the end of IGCSE and the

IBDP. Assessments are regular throughout the phases and include two major examination periods each year. Reports are issued at the end of each term and include grades and comments which help facilitate the Parent/Teacher meetings which follow each reporting stage. The use of an electronic grade book **Easygrade** has also proved to be an effective tool in assisting staff in capturing and managing assessment data.

### **Areas of Strengths**

- Assessment at ISHB is varied, regular and caters for a variety of educational needs
- Subject assessment guidelines for each learning area in International Baccalaureate and Cambridge IGCSE are in use and updates are communicated regularly
- Homework assigned is appropriate and reinforces and enriches the curriculum
- Midterm progress reports are submitted to the Phase coordinators to monitor the academic progress against the lesson plans
- The reporting system gives a clear understanding of learner progress and reports provide subject comments (where applicable)

### **Areas of Weakness**

- Each of the 3 academic phases has a different assessment policy sometimes leading to confusion and lack of understanding amongst parents
- When report marks/comments are being entered into the computers (end of each term) frustration levels run high due to the limited number of computers available to enter grades onto the school data base

### **Recommendations**

Put together and clearly communicate to all stakeholders the Assessment Policy.

## **4. Attainments and Attitudes**

### **Team's Findings**

The learners have consistently performed well against their peers from other schools when participating in Olympiads (Mathematics, English and Science) although there is a strong feeling amongst parents (from the parent focus groups) that more competitions/opportunities to compete with other schools intellectually would serve our learners well. Past learners are doing very well and have been able to apply and get accepted to international and local universities (Appendices 8 & 9)

### **Areas of Strengths**

- Each year learners have achieved above average results in the Cambridge IGCSE, and Cambridge A-level results (A-levels done up to 2009 where after it was replaced by the International Baccalaureate Diploma Programme)
- 2010 IBDP results have been in line with the world averages
- Past learners have been accepted at top overseas (United Kingdom) and local universities (University of Cape Town) and are performing very well

### **Recommendations**

Continue to develop the **IB Learner Profile** in each of the academic phases.

Include more academic competitions/olympiads/school debates/quizzes for all learners to participate in in the annual calendar.

## 5. Teacher Development

### **Team's Findings**

With the exception of 2 staff members, all staff have undergone online International Baccalaureate training including 2 staff members who attended a training workshop in Johannesburg. 60% of the staff feel that they 'have opportunities for development' within the school while there is a general consensus (65%) that there are not enough 'promotion opportunities' available. 70% of the staff also disagree that a 'good appraisal system' currently exists in the school.

### **Areas of Strengths**

- A number of IBDP & IGCSE staff training opportunities were offered this year
- Some staff training is sourced and allocated each year

### **Areas of Weakness**

- Teachers are not evaluated regularly and are not given opportunities to identify areas for development
- Staff do not feel there is adequate non-contact time in the timetable
- There is no Skills Development Plan for areas identified by teachers that provides for learning opportunities
- Staff do not feel there are opportunities for promotion in the school
- Staff would like to see more training opportunities available for them
- IBDP training is very expensive and being one of only 2 International Baccalaureate Schools in South Africa most training occurs overseas
- Staff do not feel that the appraisal system that exists is a good one

### **Recommendations**

More funds need to be allocated to the staff training budget to provide more opportunities for development and training.

A Skills Development Plan needs to be drawn up that is in line with the school's vision and mission statements.

A task team needs to be formed to review and improve the Staff Appraisal System.

## 6. Support

### **Team's Findings**

The school was found to have created a very supportive and caring environment where 73% of learners said they were 'happy at school'; this fact was further corroborated by 76% of parents and 100% of the staff who felt the same. Further evidence of positive support was the fact that 69% of learners felt that they could 'approach their teachers with any problems' and a further 86% of learners and 95% of parents felt that learners were 'safe and secure at school'. There was however some concern raised about the lack of a clear and effective policy on extra lessons, counselling and learning support. The biggest issue highlighted in this area was the general lack of support in the form of resources available to the staff, something which centres largely around the need to get the new school campus built.

### **Areas of Strengths**

- Staff respect and care for the learners and are generally easily approachable
- Learners feel safe and secure at school, there is little or no bullying
- Staff are very supportive of one another

- A rolling programme of resourcing has resulted in several curriculum areas being well resourced for textbooks and several class rooms have ICT resources (2 interactive whiteboards, 6 projectors)
- Career guidance for IBDP learners and Subject Choice guidance for IGCSE learners is available
- Life skills and personal learner development is available during Guidance (PSHE) lessons
- Use of Dominican Grimley Schools' (DGS) sports facilities

### **Areas of Weakness**

- There is no media centre or adequate resources centre. The existing library is inadequate for its purpose
- The Tutor System needs to be reviewed as some turnover in the tutors has disrupted the effectiveness of the system
- Some subjects lack recent/modern text-books
- There are very limited facilities to cater for sporting, cultural or spiritual needs
- The Hall is shared by the Physical Education and Drama courses causing disruption and frustrations to both subjects (this is due to the fact that there is no dedicated Drama classroom and inadequate playing fields outside)
- There is no music programme or facility to accommodate it adequately
- There is no clear policy on extra lessons
- Phase coordinators are responsible for monitoring SEN (Learners' Educational Needs), but there has been little support in these roles
- Phase coordinators are not given non-contact time to perform their duties adequately
- School buildings and facilities do not cater for those who are physically challenged
- The lack of a clear counselling policy

### **Recommendations**

Move the existing library to a new location and build up the resources to fulfil the needs of an International Baccalaureate World School.

The Phase Coordinator's function, job descriptions and expectations needs to be overhauled and reevaluated.

Clear policies must be drawn up for extra lessons, tutor groups and student learning support.

All the facility related issues once again highlight the need to get the new campus built as the constant delays are causing problems in almost every aspect of the school.

The Tutor System needs to be reviewed.

## **7. Progress**

### **Team's Findings**

The learners successfully complete the work required for each grade/year group. There are however, some learners who cannot cope with the academic demands and rigours of the school and end up leaving to further their studies in a less demanding academic environment. During the 2010 academic year with the exception of 2 learners who chose to repeat a grade, all learners were promoted to the next year group. It was impossible to ascertain whether or not our former IBDP learners are finding or creating suitable employment opportunities for themselves as the first graduating IBDP class are currently in their first year of university.

### **Areas of Strengths**

- Learners progress well through each year group and phase

***Recommendations***

None

# Functioning of the School – Whole School

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## 1. Curriculum

### *Team's Findings*

On the whole, ISHB is proud of its International Baccalaureate PYP and DP accreditation and its Cambridge Examination status and feel that we have made great strides in delivering a world class curriculum which caters to both the national and international clientele. In addition the school is registered with its provincial education department WCED and is a member of ISASA (Independent Schools Association of South Africa) and ISA (International Schools Association). The school generally runs smoothly with well structured policies and procedures in most areas.

### *Areas of Strengths*

- Clear curriculum guidelines as set by the International Baccalaureate and Cambridge organisations
- Access to the International Baccalaureate Online Curriculum Centre (OCC) and Cambridge Examinations (CIE) teacher's support site which supports all members of staff through the sharing of best practice and discussion forums
- Senior member of staff is an authorised International Baccalaureate School Visitor and Workshop Leader
- External benchmarking through Conquesta Olympiad in the Primary School and international IGCSE and IBDP examinations in the High School

### *Areas of Weakness*

- Policies are not well communicated to the school community

### *Recommendations*

The school review its policy documents and make provision for the publication of these on the school website and in other appropriate documents.

## 2. Finance

### *Team's Findings*

The team was unable to investigate the financials of the school as it remains closed to the general public. Finances of the school are managed by the Financial Director of IES and the school Bursar manages the ISHB accounting department. Finances are independently audited each year and although a budget is drawn up and managed by the school Principal, there remains a feeling amongst parents that the school's financials be made public and that more transparency is needed to ensure parental confidence in the viability of the school. Once again the lack of building progress has highlighted this area as a growing cause for concern amongst the parent body. Insurance policies exist which cover a wide range of situations at school.

### *Areas of Strengths*

- An annual budget is drawn up, which is approved by the school owners (IES/SEK Spain)
- There is strict management and control of finances, with books audited annually
- Day-to-day budget is managed by the school Principal

- Overall Budget is managed by the school owners' finance department
- There is adequate provision for insurance of every kind

### **Areas of Weakness**

- Parents in Focus Groups Survey felt finances were not transparent enough and they were not getting value for the high tuition fees – this will be addressed in the Parent forum when the Vice President of IES next visits
- There was speculation that staff contracts did not conform to Company Legal Employment Act – representatives of the staff to investigate and do a study regarding salary scales, medical aid, pension fund, 13<sup>th</sup> cheque etc.

### **Recommendations**

Clarification about the school's business status needs to be clearly communicated and published – too much confusion exists as to the financial disclosure required of the form of company that is the International School of Hout Bay. This has only resulted in unfair parental expectations.

The Vice President of IES needs to address parental concerns about transparency with the parent body as a matter of urgency and communicate clearly the building timeline and plans.

## **3. Facilities**

### **Team's Findings**

Across the board learners, staff and parents felt strongly (averaging well over 90%) that the current facilities were not good enough or adequate to serve the needs of an International Baccalaureate World School. There is a huge discrepancy between what parents feel they pay for and what they actually get. While the Primary School feel that their facilities at Swan Cottage are not that bad when compared to the High School's premises at Riverside Terrace, it is clear that the delay and apparent '*lack of movement*' in fulfilling the promise of a new school has seriously undermined parent confidence and trust in the school to deliver a new campus. The delay in the building of the campus has seriously affected potential learner enrolments, programmes/activities/subjects that are offered, staff morale, learner pride in their school, etc., to name but a few issues. This is particularly sad when you consider all the genuinely good work that is happening inside the classrooms. Parents are also hard pressed to understand why not enough investments are made to improve conditions inside the classrooms while waiting for a new campus.

### **Areas of Strengths**

- The staff and learners of ISHB are using every little bit of space available on both campuses to deliver a world class curriculum **and** although frustrated, they have over the years made the best of the current facilities

### **Areas of Weakness**

- Lack of classroom space
- Lack of or no playing fields
- Inadequate numbers of toilets for High School staff and learners
- Inadequate technology (internet, computers, projectors, Wi-Fi points)
- ISHB does not cater for physically handicapped learners/staff

- Having employed only one groundsman for both campuses, the waiting time for maintenance jobs around the school is extended and delayed, when you consider that the same person is also the school bus driver it is physically impossible to ensure effective deliverance on maintenance issues
- Enrolments are down as learners/parents move to other established schools to further their education – not because of a lack of confidence in the academic programme but rather due to lack of facilities

### **Recommendations**

Simply put, the new campus needs to be built as a matter of urgency.

In the interim however, it was suggested through the learner and parent focus groups that plans be put into place to improve learner pride (particularly in the High School) with the immediate introduction of learner lockers (improve the look of the school and provide learners with a safe place to store their belongings), more benches to sit on outside and additional equipment for use during breaks (to substitute for the lack of fields).

Employ an additional handyman to assist the groundsman with the increasing long list of maintenance issues.

Improve conditions inside the classrooms. Some suggestions include new desks and chairs, more interactive whiteboards and data projectors, additional noticeboards, laboratory equipment, new computers, etc., with the view to take them to the new campus when we eventually move.

## **4. Orderliness**

### **Team's Findings**

There are good systems in place to record learner behaviour and staff are generally professional. Policies are in place to ensure and record attendance, punctuality, and staff cover in the event of an absence, etc. Behaviour and manners of the staff and learners is of a high standard. There is a clear expectation of the learner's conduct in the Primary School as set out by the IBPYP, **IB Learner Profile** and Attitudes. This is supported by the School's Code of Conduct. In the High School a Code of Conduct does exist and is included in the learner handbook (The Leopard) and includes a 'Demerit System' for minor infringements. When asked if '*discipline is good at the school*' in the High School, 69% of learners, 79% of parents and 83% of staff agreed with the statement. However learners and staff felt there were some inconsistencies in how it was currently being used.

### **Areas of Strengths**

- Manners and behaviour of the learners is generally excellent
- A well structured timetable exists in both schools
- The Primary School has an effective 'Leopard Badge' Merit System
- Discipline issues are dealt with effectively in both schools
- Class sizes are good ranging from 3 learners to 24 learners depending on year group and subjects

### **Areas of Weakness**

- As there is no school bell in the High School to mark the end of a period, sometimes learners and staff are not on time for classes
- Inconsistency of how the Demerit system is used by the staff (High School)
- No Merit system currently exists in the High School

### **Recommendations**

Introduce a school bell (High School).

Review and eliminate the inconsistencies around the use of the Demerit system (High School).

Introduce a Merit System to balance the Demerit System (High School).

Clearly communicate the Code of Conduct to the Primary School learners and parents.

## 5. Security and Safety

### **Team's Findings**

The school has all the required documents and procedures in place to ensure compliance with all the necessary security and safety aspects.

### **Areas of Strengths**

- The state and safety of the school buildings is generally good and complies with laws and regulations and with **WCED** inspection, registration 13/3/1/248
- The school employs a full-time security guard during the entire school day and at all school events on both campuses. A 24-hour guard service exists at the Primary School
- The school has one candidate who has completed a **Health and Safety Representative Course** and all staff have completed a basic First Aid course with regular refresher opportunities
- The school has access to a 24-hour emergency medical number (Educ8 Assist)
- The school employs the full time services of a cleaning company (Advance Cleaning) to ensure buildings and especially bathrooms are maintained, cleaned and hygienic. **Steiner Hygiene Services** are also employed for the installation and regular maintenance and replacement of roller towels and sanitary bins.
- Staff carry out regular monitoring duties to ensure extra supervision during break times
- Emergency Evacuation plans are displayed and visible and visual. Fire drills are done every few months and are timed and logged in the school's emergency register
- Fire extinguishers and hose reels are strategically placed throughout the buildings and are serviced annually
- All staff are allocated playground duties including before and after school duties
- The 12-seater school bus is regularly serviced and has safety precautions and rules clearly and visibly displayed for passengers. Every outing on the bus is accompanied by an adult (in addition to the driver)
- Drivers of the school bus have the necessary PDP licenses
- **Superbus** (the bus company that transports students to and from sporting activities) is registered and has all the necessary paperwork required

### **Areas of Weakness**

- Not enough evacuation drills throughout the year
- Staff and learners need regular instruction on what to do in the event of a fire and knowing how to operate an extinguisher, etc.
- Besides a fire emergency evacuation plan, there exists no emergency plan for other situations e.g. strange/unauthorised people on campus or a bomb threat

### **Recommendations**

Devise an annual/termly schedule for regular emergency evacuation drills and increase the number of drills currently held.

Introduce fire extinguisher workshops for staff and learners.

Clear contingency plans for different kinds of emergencies need to be developed and regularly reviewed and practised.

## 6. Health Care

### ***Team's Findings***

There is evidence showing that there is above average support and provision for the emotional, physical, social and spiritual needs of learners and staff. According to the opinion surveys students felt overwhelmingly safe and cared for. In both Primary and High Schools, learners, parents and staff believed that bullying was not a major problem in ISHB.

### ***Areas of Strengths***

- Learners feel safe and cared for at school
- Clear bullying, drug and alcohol policies exist

### ***Areas of Weakness***

- The school does not have a qualified nurse on the premises or sick room facilities
- The school does not have a full time Special Needs educator or counsellor
- The Primary School has not clearly communicated the policies dealing with bullying and other misdemeanours to the school community

### ***Recommendations***

A designated area for sick learners would be welcomed and a trained medical professional and full time counsellor would be a wonderful asset to the whole school.

School Policies must be clearly communicated and published on the website.

# Overall Recommendations

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Having completed an internal evaluation of the school, there is much to celebrate at ISHB. It is clear that the parents, learners and staff are passionate about teaching and embracing the International Baccalaureate curriculum. There is much good work happening within the classrooms and the students are genuinely very happy at school. In order to continue this momentum and for ISHB to stand alongside the other International Baccalaureate World Schools, the team suggests the following general recommendations:

1. **Build the new school** – at this stage it is imperative that building begins on the new campus without further delay. Much trust, support and faith in IES and the school has been lost due to the lack of visible progress in this area. Student numbers will continue to decline with each year that nothing happens on the building site.
2. **Significant improvements to be made within the classrooms** – investments need to be made inside the classrooms to restore parental confidence and belief that parents are getting quality and value for the rather high school fees. Improvements will also reduce staff frustrations at not having enough resources or working with out-dated equipment.
3. **School Policies to be reviewed and published** – all school policies must be communicated and published on the website to avoid unrealistic and vague expectations.
4. **Clear Strategic Plan to be implemented** – a clear strategic plan centred around the vision and mission statement needs to be developed and set out to provide guidance and support to the various programmes the school embarks upon.

# Suggested Plan of Action

Below is a brief summary of a suggested Plan of Action to assist the school in achieving the recommendations outlined in the report.

ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DUE DATE
Status of Building Commencement and Progress	Principal & IES management	November 2011
Role of Librarian to be developed	Principal, HS/PS Directors of Studies, Librarian	January 2012
Short/long term standardized planning templates to be developed for HS	HS Director of Studies	January 2012
Clarification of School's Business status	Principal & IES management	January 2012
Improvement of the ablution facilities in the PS	Principal, Deputy Head of PS & Groundsman	January 2012
Move and upgrade the HS Library	Librarian & Groundsman	January 2012
Review and development of the IT/AV resources	Principal, HS & PS Director of Studies, IT staff	January 2012
Phase Coordinator's job descriptions to be defined	Principal, HS & PS Director of Studies	January 2012
HS Tutor System to be updated	HS Deputy Principal & HS Director of Studies	January 2012
Introduction of a school bell for HS	HS Deputy Principal	January 2012
Introduction of 'Merit System' for HS	HS Deputy Principal & staff task team	January 2012
Policy for continuation of lessons despite disruptions in basic services	HS Deputy Principal	February 2012
Policy for Support Staff Expectations/Training	HS/PS Directors of Studies	February 2012
Update Evacuation Procedures (PS & HS)	HS & PS Deputy Principals	March 2012
Include inter-school academic competitions for inclusion to the HS school calendar	HS Staff	April 2012
Staff Skills Development Plan to be devised	Principal & HS & PS Director of Studies	April 2012
Improvement in Student Pride in HS	HS Deputy Principal and HS Director of Student Affairs	April 2012
Set up fire extinguisher workshops for staff/learners	Groundsman & staff task team	April 2012
Extra mural programmes to be reviewed	HS & PS Director of Student Affairs	April 2012
PS Curriculum Planning in Art, Drama & Music	PS Director of Studies	April 2012
Policy for Support Staff Expectations/Training	HS/PS Directors of Studies	
Language Policy to be reviewed and published (International Language choice - 2 <sup>nd</sup> and 3 <sup>rd</sup> Language in PS)	Principal, HS/PS Directors of Studies	April 2012
Review and update Staff Appraisal System	Deputy Principals & staff task teams from both schools	June 2012
Develop the roles of subject advisors in the PS	Principal & PS Director of Studies	June 2012
Policy on extra lessons to be developed (HS & PS)	HS & PS Director of Studies	June 2012
Review Policy for Differentiation in lessons in HS	HS Director of Studies	June 2012
Review Policy for Assessment in HS	HS Director of Studies	June 2012
School Policies to be reviewed and published	Principal & relevant staff	Ongoing

# Creating a Quality Assurance Culture

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ISHB is committed to creating a professional learning environment which embodies the concept of self-reflection. It is our hope that we as a school community continue to embrace the characteristics of the **IB Learner Profile** where reflection about what we do and how we do it remains at the forefront of our minds. Only once we are able to do this as a whole school, will we be able to ensure that the highest quality of education is continually offered at our school.

Being part of the International Baccalaureate family of schools around the world, already provides us with much of the framework needed in order to achieve this goal. Every 3-5 years we are required to undergo a 'self-study' under the auspices of the International Baccalaureate Organisation (IBO) and it is during this period that we will need to evaluate our educational quality assurance. This IQAA evaluation has afforded us a welcome 360° view of our school and while there is much to celebrate, there are some areas we need to work on. As we prepare for our 'self-study' due in 2013, we are confident that as a school the continuous self-reflection we are undergoing will help us to continue to grow from strength to strength.

# Appendices

## Appendix 1 - IQAA Survey Results for ISHB Pre-Primary School (Parents & Staff) – 20/06/2011

INDEPENDENT QUALITY ASSURANCE AGENCY		INTERNATIONAL SCHOOL OF HOUT BAY PRE PRIMARY 2011			
PARENT OPINIONS		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
P1	My child is happy at school.	50	50	0	0
P2	My child has developed positively in all areas.	43	57	0	0
P3	The activities offered are age-appropriate.	43	57	0	0
P4	The classrooms are neat and attractive.	48	33	19	0
P5	Children's work is not sufficiently displayed.	0	14	81	5
P6	My child experiences creative play at school.	14	81	5	0
P7	The playground has a good selection of apparatus.	5	64	26	5
P8	The apparatus is clean and safe.	6	76	12	6
P9	Educators are not sufficiently approachable.	4	5	29	62
P10	Children are encouraged to develop healthy friendships.	24	76	0	0
P11	Children are encouraged to be kind and considerate to others.	48	52	0	0
P12	Children are encouraged to consider the needs of others in the wider community.	11	84	5	0
P13	The programme covers all disciplines.	14	62	24	0
P14	The school is safe and secure.	14	76	10	0
P15	Educators are quick to let parents know of possible problems - health, learning or social.	25	65	10	0
P16	Communication with parents is good and regular.	33	57	10	0
P17	More regular information and educational meetings with parents are needed.	5	33	57	5
P18	Children know and understand what is expected of them.	28	67	5	0
P19	Children are comfortable and secure in a steady routine.	33	67	0	0
P20	Reports are well thought out and clear.	33	62	5	0
P21	Class sizes are reasonable.	33	52	10	5
P22	There is an efficient Aftercare.	27	64	9	0
P23	Children do not have a relaxed age-appropriate afternoon programme.	10	10	70	10
P24	The children are safe and secure.	11	89	0	0
P25	Parents are kept well informed of any situation, positive or negative.	22	56	11	11
P26	I always call for my child before the official closing time.	33	45	22	0

  

INDEPENDENT QUALITY ASSURANCE AGENCY		INTERNATIONAL SCHOOL OF HOUT BAY PRE PRIMARY 2011			
STAFF OPINIONS		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
S1	The children are happy at school.	100	0	0	0
S2	The parents respect the staff and are co-operative.	67	33	0	0
S3	The curriculum is well planned and age-appropriate.	83	17	0	0
S4	The school runs smoothly with well-structured policies.	100	0	0	0
S5	Staff are not sufficiently consulted in the drawing up of policies.	20	20	20	40
S6	The facilities are good.	40	20	60	0
S7	The buildings and playground are well planned and safe.	17	50	33	0
S8	The school is safe and secure.	50	50	0	0
S9	The playground needs a better selection of apparatus.	33	17	33	17
S10	The apparatus is clean and safe.	0	83	17	0
S11	Children know and understand what is expected of them.	50	50	0	0
S12	Children are comfortable and secure in a steady routine.	40	40	20	0
S13	Parents are not supportive and appreciative of staff efforts.	80	0	60	40
S14	Communication with parents is good, including information about the children's progress.	50	50	0	0
S15	Staff have opportunities for professional development.	100	0	0	0
S16	The school is well led and managed.	83	17	0	0
S17	Parents are encouraged to be involved.	80	20	0	0
S18	Communications between the pre-school and foundation phases is poor.	0	17	16	67
S19	The Grade 1 educators have realistic expectations of Grade R children.	33	33	17	17
		66			34

Appendix 2 - IQAA Survey Results for **National Pre-Primary Schools (Parents & Staff)**

**STAFF OPINIONS**

		PRE-PRIMARY GRADE 0000-1			
		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
S1	The children are happy at school.	74	26	0	0
S2	The parents respect the staff and are co-operative.	100	60	7	12
S3	The curriculum is well planned and age-appropriate.	81	35	11	5
S4	The school runs smoothly with well structured policies.	83	43	3	1
S5	Staff are not sufficiently consulted in the drawing up of policies.	96	28	41	14
S6	The facilities are good.	45	44	55	0
S7	The buildings and playground are well planned and safe.	98	54	7	1
S8	The school is safe and secure.	92	51	8	2
S9	The playground needs a better selection of apparatus.	89	29	40	13
S10	The apparatus is clean and safe.	48	57	16	1
S11	Children know and understand what is expected of them.	83	56	4	1
S12	Children are comfortable and secure in a steady routine.	95	41	2	0
S13	Parents are not supportive and appreciative of staff effort.	98	26	50	17
S14	Communication with parents is good, including information for children's progress.	34	41	12	6
S15	Staff have opportunities for professional development.	82	48	6	2
S16	The school is well led and managed.	92	51	5	2
S17	Parents are encouraged to be involved.	93	46	12	3
S18	Communication between the pre-school and foundation phase.	84	35	43	12
S19	The Grade 1 teachers have realistic expectations of Grade 1.	46	61	15	6
		79			21

**PARENT OPINIONS**

		PRE-PRIMARY GRADE 0000-1			
		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
P1	My child is happy at school.	65	34	1	0
P2	My child has developed positively in all areas.	99	52	4	0
P3	The activities offered are age-appropriate.	96	44	1	0
P4	The classrooms are neat and attractive.	99	37	2	0
P5	Children's work is not sufficiently displayed.	98	10	54	33
P6	My child experiences creative play at school.	14	50	3	0
P7	The playground has a good selection of apparatus.	97	49	6	0
P8	The apparatus is clean and safe.	94	57	4	1
P9	Teachers are not sufficiently approachable.	95	5	41	50
P10	Children are encouraged to develop healthy friendships.	9	56	2	0
P11	Children are encouraged to be kind and considerate to others.	98	46	1	0
P12	Children are encouraged to consider the needs of others in the wider community.	99	56	4	0
P13	The programme covers all disciplines.	96	58	4	0
P14	The school is safe and secure.	96	44	3	0
P15	Teachers are quick to let parents know of possible problems - health, learning or social.	96	45	4	0
P16	Communication with parents is good and regular.	95	45	5	0
P17	More regular information and educational meetings with parents are needed.	95	28	52	13
P18	Children know and understand what is expected of them.	35	62	4	0
P19	Children are comfortable and secure in a steady routine.	96	47	1	0
P20	Reports are well thought out and clear.	99	51	4	1
P21	Class sizes are reasonable.	96	52	7	2
P22	There is an efficient Aftercare.	91	52	8	3
P23	Children do not have a relaxed age-appropriate afternoon programme.	90	15	53	27
P24	The children are safe and secure.	20	46	7	2
P25	Parents are kept informed of any situation, positive or negative.	91	53	11	2
P26	I always call for my child before the official closing time.	87	37	15	8
		78			22

Appendix 3 - IQAA Survey Results for **ISHB Primary School (Learners, Parents & Staff)** – 20/06/2011

LEARNER OPINIONS		PRIMARY International School, Hout Bay 2011				PARENT OPINIONS				PRIMARY International School, Hout Bay 2011				STAFF OPINIONS			
INDEPENDENT QUALITY ASSURANCE AGENCY		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	INDEPENDENT QUALITY ASSURANCE AGENCY		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	INDEPENDENT QUALITY ASSURANCE AGENCY		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
L1	I am happy at school.	32	57	9	2	P1	My child is happy at school.	50	45	4	1	S1	Learners are happy at this school.	81	19	0	0
L2	I am making good progress at school.	37	62	1	0	P2	My child is making good progress at school.	39	54	7	0	S2	Teachers are not involved in school activities beyond the classroom.	0	7	13	80
L3	I am not involved and interested in school activities beyond the	4	4	37	55	P3	My child is not involved and interested in school activities beyond the classroom.	4	10	44	42	S3	Learners do not have much respect for the	0	13	56	31
L4	I respect my teachers.	64	36	0	0	P4	My child's attitude towards and respect for the teachers is good.	61	37	2	0	S4	The staff show respect and care for learners.	94	6	0	0
L5	My teachers respect and care for me.	57	39	4	0	P5	My child's teachers show a good attitude towards and respect for her/him.	55	43	1	1	S5	Teachers are easily approachable concerning problems - by learners.	88	12	0	0
L6	My teachers encourage me to work	50	45	5	0	P6	My child is cared for, and not only in the classroom.	44	52	4	0	S6	Teachers are easily approachable concerning problems - by parents.	73	27	0	0
L7	My teachers often complain about my	4	9	44	43	P7	The school keeps me well informed of my child's progress.	24	58	16	2	S7	Discipline at the school is good.	19	63	18	0
L8	Discipline is good at school.	43	44	8	5	P8	I am easily able to approach the appropriate staff member (s) about my child.	48	46	5	1	S8	Possessions are safe at school.	19	75	0	6
L9	My possessions are safe at school.	32	46	18	4	P9	My child is experiencing good values through the people and activities at school.	39	54	7	0	S9	Learners are safe and secure at school.	69	31	0	0
L10	I feel safe and secure at school.	62	29	6	3	P10	Discipline at the school is good.	30	61	9	0	S10	Learners are bullied at school.	0	13	63	24
L11	I am bullied at school.	6	10	34	50	P11	My child's possessions are safe at school.	25	64	7	4	S11	Homework is set of the appropriate nature and amount.	38	56	6	0
L12	I am satisfied with the homework I am expected to do.	34	55	8	3	P12	My child feels safe and secure at school.	49	48	2	1	S12	The leadership of the school is good.	32	56	6	6
L13	The school has high standards	52	43	3	2	P13	My child is bullied at school.	2	7	51	40	S13	The management of the school is good.	21	57	7	15
L14	The school has high standards culturally, eg in music, drama, art.	32	46	17	5	P14	My child is given homework of appropriate nature and amount.	14	63	20	3	S14	The school expects too much of learners academically.	0	7	46	47
L15	The school satisfies my sporting	32	27	25	16	P15	The leadership of the school is good.	15	59	17	9	S15	The school has high standards culturally, eg in music, drama, art, dance etc.	0	44	43	13
L16	I am not interested in my work.	5	4	41	50	P16	The management of the school is good.	10	60	20	10	S16	The school satisfies learners' sporting needs.	0	63	37	0
L17	I have good friends at school.	57	37	5	1	P17	The school expects too much of learners academically.	0	6	67	27	S17	Parents do not show enough support for the	12	25	50	13
L18	There are too many learners in my	3	5	31	61	P18	The school has high standards culturally, eg in music, drama, art, dance etc.	8	43	35	14	S18	The governing body does a good job.	0	13	56	31
L19	I find it difficult to approach my teachers with any problems.	10	22	40	28	P19	The school satisfies my child's sporting needs.	12	43	26	19	S19	The school's facilities are good.	0	12	63	25
L20	The school's facilities are good.	28	36	22	14	P20	As a parent/guardian I do not feel welcome in the school.	4	3	45	48	S20	Classes are too big.	0	0	44	56
L21	My parents have a high opinion of the	31	51	15	3	P21	The governing body does a good job.	5	47	35	13	S21	The staff are proud to be at this school.	40	53	0	7
L22	I am proud to be at this school.	47	38	10	5	P22	The school's facilities are good.	1	17	40	42	S22	The staff do not always treat learners fairly.	0	7	13	80
						P23	I criticise the school to other people.	1	13	43	43	S23	The staff have an appropriate say in policy and decision making.	7	33	53	7
								14		96		S24	The staff have opportunities for development.	13	50	37	0
												S25	The staff have opportunities for promotion in the school.	0	19	63	18
												S26	There is a good staff appraisal system.	0	47	40	13
												S27	The staff get on well with one another.	19	75	6	0
														94		6	

# Appendix 4 - IQAA Survey Results for *ISHB High School (Learners, Parents and Staff) – 20/06/2011*

	AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
S1 Learners are happy at this school.	17	83	0	0
S2 Teachers are not involved in school activities beyond the classroom.	8	13	33	46
S3 Learners do not have much respect for the staff.	0	33	50	17
S4 The staff show respect and care for learners.	50	50	0	0
S5 Teachers are easily approachable concerning problems - by learners.	50	46	4	0
S6 Teachers are easily approachable concerning problems - by parents.	37	63	0	0
S7 Discipline at the school is good.	13	70	13	4
S8 Possessions are safe at school.	4	67	29	0
S9 Learners are safe and secure at school.	46	46	8	0
S10 Learners are bullied at school.	0	33	48	19
S11 Homework is set of the appropriate nature and amount.	10	85	5	0
S12 The leadership of the school is good.	9	43	39	9
S13 The management of the school is good.	13	65	13	9
S14 The school expects too much of learners academically.	4	10	76	10
S15 The school has high standards culturally, eg in music, drama, art, dance etc.	32	55	13	0
S16 The school satisfies learners' sporting needs.	4	33	50	13
S17 Parents do not show enough support for the school.	9	48	43	0
S18 The governing body does a good job.	0	50	0	50
S19 The school's facilities are good.	8	8	42	42
S20 Classes are too big.	5	8	59	29
S21 The staff are proud to be at this school.	9	45	41	5
S22 The staff do not always treat learners fairly.	4	21	50	25
S23 The staff have an appropriate say in policy and decision making.	5	28	57	10
S24 The staff have opportunities for development.	5	55	30	10
S25 The staff have opportunities for promotion in the school.	0	35	50	15
S26 There is a good staff appraisal system.	4	26	48	22
S27 The staff get on well with one another.	54	46	0	0

	AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
P1 My child is happy at school.	28	48	19	5
P2 My child is making good progress at school.	32	51	12	5
P3 My child is not involved and interested in school activities beyond the classroom.	83	17	0	0
P4 My child's attitude towards and respect for the teachers is good.	26	74	0	0
P5 My child's teachers show a good attitude towards and respect for her/him.	93	7	0	0
P6 My child is cared for, and not only in the classroom.	86	12	0	0
P7 The school keeps me well informed of my child's progress.	30	63	5	2
P8 I am easily able to approach the appropriate staff member (s) about my child.	24	48	25	3
P9 My child is experiencing good value through the people and activities at school.	72	28	0	0
P10 Discipline at the school is good.	87	13	0	0
P11 My child's possessions are safe at school.	29	53	16	2
P12 My child feels safe and secure at school.	82	18	0	0
P13 My child is bullied at school.	17	62	19	2
P14 My child is given homework of appropriate nature and amount.	79	21	0	0
P15 The leadership of the school is good.	12	56	22	10
P16 The management of the school is good.	32	63	5	0
P17 The school expects too much of learners academically.	95	5	0	0
P18 The school has high standards culturally, eg in music, drama, art, dance etc.	2	8	50	40
P19 The school satisfies my child's sporting needs.	10	70	14	5
P20 As a parent/guardian I do not feel welcome in the school.	81	19	0	0
P21 The governing body does a good job.	21	50	25	4
P22 The school's facilities are good.	71	29	0	0
P23 I criticise the school to other people.	16	55	25	4
	71	29	0	0
	0	12	66	22
	12	88	0	0
	13	55	27	5
	68	32	0	0
	4	36	29	31
	40	60	0	0
	7	5	40	48
	12	89	0	0
	2	53	37	8
	55	45	0	0
	2	5	43	50
	7	93	0	0
	2	13	34	51
	15	85	0	0

	AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
L1 I am happy at school.	3	70	25	2
L2 I am making good progress at school.	9	82	7	2
L3 I am not involved and interested in school activities beyond the classroom.	5	14	54	27
L4 I respect my teachers.	31	65	2	2
L5 My teachers respect and care for me.	96	4	0	0
L6 My teachers encourage me to work hard.	16	74	7	3
L7 My teachers often complain about my work.	26	62	9	3
L8 Discipline is good at school.	2	18	55	24
L9 My possessions are safe at school.	9	60	24	7
L10 I feel safe and secure at school.	69	31	0	0
L11 I am bullied at school.	9	47	27	17
L12 I am satisfied with the homework I am expected to do.	56	44	0	0
L13 The school has high standards academically.	21	65	14	0
L14 The school has high standards culturally, eg in music, drama, art, dance etc.	86	14	0	0
L15 The school satisfies my sporting needs.	0	4	38	58
L16 I am not interested in my work.	4	60	26	5
L17 I have good friends at school.	69	31	0	0
L18 There are too many learners in my classes.	51	47	2	0
L19 I find it difficult to approach my teachers with any problems.	89	2	0	2
L20 The school's facilities are good.	12	53	30	5
L21 My parents have a high opinion of the school.	65	35	0	0
L22 I am proud to be at this school.	5	25	36	34
	30	70	0	0
	2	9	63	26
	11	89	0	0
	39	47	12	2
	86	14	0	0
	0	7	36	57
	7	93	0	0
	4	27	53	16
	31	69	0	0
	0	7	40	53
	7	96	0	0
	19	53	21	7
	8	56	24	12
	64	36	0	0

Appendix 5 - IQAA Survey Results for *National Learners of Primary and High Schools*

NATIONAL PERCENTAGES - LEARNERS

02 June 2010

INDEPENDENT QUALITY ASSURANCE AGENCY

**LEARNER OPINIONS**

	PRIMARY UP TO GRADE 7				SECONDARY GRADES 8-12			
	AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
L1	56	40	4	5	29	59	9	12
L2	50	46	3	1	23	68	9	1
L3	12	9	25	55	9	14	31	46
L4	73	25	1	0	56	41	2	0
L5	66	29	3	1	28	59	10	3
L6	68	27	3	1	40	50	9	2
L7	7	17	36	39	3	13	49	35
L8	54	34	8	5	34	47	13	6
L9	40	36	16	12	13	39	29	18
L10	66	28	4	2	35	49	10	6
L11	9	16	24	50	3	8	29	60
L12	49	38	9	5	18	55	20	7
L13	64	30	4	2	51	40	6	2
L14	57	31	8	3	31	40	17	12
L15	54	30	11	6	26	38	21	16
L16	6	6	24	64	3	6	38	52
L17	74	20	4	2	59	35	5	2
L18	9	10	29	52	6	12	45	37
L19	14	21	31	34	12	29	45	15
L20	57	32	8	4	24	50	16	10
L21	59	32	6	3	36	48	12	5
L22	72	22	4	2	42	42	9	6

Appendix 6 - IQAA Survey Results for **National Parents of Primary and High Schools**

**PARENT OPINIONS**

	PRIMARY UP TO GRADE 7				SECONDARY GRADES 8-12			
	AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
P1 My child is happy at school.	58	40	2	0	41	53	5	1
P2 My child is making good progress at school.	45	52	3	0	32	61	7	1
P3 My child is not involved and interested in school activities beyond the classroom.	4	10	43	43	6	14	39	41
P4 My child's attitude towards and respect for the teachers is good.	62	37	1	0	52	46	2	0
P5 My child's teachers show a good attitude towards and respect for her/him.	53	45	2	0	32	61	6	1
P6 My child is cared for, and not only in the classroom.	46	51	3	0	34	58	7	1
P7 The school keeps me well informed of my child's progress.	43	50	6	1	32	52	14	2
P8 I am easily able to approach the appropriate staff member (s) about my child.	48	47	4	1	31	58	10	2
P9 My child is experiencing good values through the people and activities at school.	44	52	3	0	34	59	6	1
P10 Discipline at the school is good.	43	51	5	1	38	51	9	2
P11 My child's possessions are safe at school.	28	55	14	3	17	48	26	10
P12 My child feels safe and secure at school.	50	47	2	1	38	55	5	2
P13 My child is bullied at school.	4	12	49	35	3	7	41	49
P14 My child is given homework of appropriate nature and amount.	31	59	8	2	10	63	14	4
P15 The leadership of the school is good.	41	54	4	1	34	58	7	2
P16 The management of the school is good.	39	55	5	1	34	58	7	2
P17 The school expects too much of learners academically.	6	16	57	21	10	21	53	16
P18 The school has high standards culturally, eg in music, drama, art, dance etc.	30	54	13	3	30	49	15	6
P19 The school satisfies my child's sporting needs.	26	55	15	4	24	49	18	9
P20 As a parent/guardian I do not feel welcome in the school.	4	6	38	52	4	8	42	45
P21 The governing body does a good job.	26	67	5	1	22	69	7	2
P22 The school's facilities are good.	36	54	8	2	29	55	11	4
P23 I criticise the school to other people.	1	4	31	63	2	6	33	59
	<b>6</b>	<b>6</b>	<b>94</b>	<b>94</b>	<b>8</b>	<b>8</b>	<b>92</b>	<b>92</b>

## Appendix 7 - IQAA Survey Results for *National Staff for Primary and High Schools*

### INDEPENDENT QUALITY ASSURANCE AGENCY

02 June 2010

### NATIONAL PERCENTAGES - STAFF

<b>STAFF OPINIONS</b>					
	<b>AGREE STRONGLY</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>DISAGREE STRONGLY</b>	
S1	Learners are happy at this school,	47	51	2	0
		<b>98</b>		<b>2</b>	
S2	Teachers are not involved in school activities beyond the classroom.	4	8	35	54
		<b>12</b>		<b>88</b>	
S3	Learners do not have much respect for the staff.	4	16	52	28
		<b>20</b>		<b>80</b>	
S4	The staff show respect and care for learners.	60	38	1	1
		<b>98</b>		<b>2</b>	
S5	Teachers are easily approachable concerning problems - by learners.	50	47	2	0
		<b>97</b>		<b>3</b>	
S6	Teachers are easily approachable concerning problems - by parents.	46	51	2	1
		<b>97</b>		<b>3</b>	
S7	Discipline at the school is good.	30	56	12	2
		<b>86</b>		<b>14</b>	
S8	Possessions are safe at school.	16	57	23	4
		<b>74</b>		<b>26</b>	
S9	Learners are safe and secure at school.	55	42	2	0
		<b>97</b>		<b>3</b>	
S10	Learners are bullied at school.	3	23	55	19
		<b>26</b>		<b>74</b>	
S11	Homework is set of the appropriate nature and amount.	27	65	7	1
		<b>92</b>		<b>8</b>	
S12	The leadership of the school is good.	38	50	9	3
		<b>89</b>		<b>11</b>	
S13	The management of the school is good.	36	51	10	3
		<b>88</b>		<b>12</b>	
S14	The school expects too much of learners academically.	5	13	57	25
		<b>18</b>		<b>82</b>	
S15	The school has high standards culturally, eg in music, drama, art, dance etc.	38	44	15	3
		<b>82</b>		<b>18</b>	
S16	The school satisfies learners' sporting needs.	35	48	15	2
		<b>83</b>		<b>17</b>	
S17	Parents do not show enough support for the school.	8	26	51	14
		<b>34</b>		<b>66</b>	
S18	The governing body does a good job.	26	63	8	3
		<b>89</b>		<b>11</b>	
S19	The school's facilities are good.	35	48	14	2
		<b>84</b>		<b>16</b>	
S20	Classes are too big.	6	14	46	34
		<b>20</b>		<b>80</b>	
S21	The staff are proud to be at this school.	41	49	8	2
		<b>91</b>		<b>9</b>	
S22	The staff do not always treat learners fairly.	3	13	51	32
		<b>17</b>		<b>83</b>	
S23	The staff have an appropriate say in policy and decision making.	13	52	26	9
		<b>65</b>		<b>35</b>	
S24	The staff have opportunities for development.	28	56	12	3
		<b>84</b>		<b>16</b>	
S25	The staff have opportunities for promotion in the school.	12	52	28	8
		<b>64</b>		<b>36</b>	
S26	There is a good staff appraisal system.	15	52	25	8
		<b>67</b>		<b>33</b>	
S27	The staff get on well with one another.	34	56	7	3
		<b>90</b>		<b>10</b>	

## IBIS - International Baccalaureate Information System

Diploma session: NOVEMBER 2010 School: D03487 - International School of H... Role: DIPLOMA COORDINATOR

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### School statistics

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#### School statistics

Number of candidates registered in the session:	9
Number of diploma and retake candidates registered in the session:	9
Number of subject entries in the session:	72
Number of candidates who passed the diploma:	7
Average points obtained by candidates who passed the diploma:	32
Highest diploma points awarded to a candidate:	35
Average grade obtained at the school by candidates who passed the diploma:	5.19
Total number of candidates excluded from statistics:	0

## IBIS - International Baccalaureate Information System

Diploma session: NOVEMBER 2010 School: 003487 - International School of H... Role: DIPLOMA COORDINATOR

### Subject results

#### Subject results - grade distribution

Subject	Number of Candidates	Grade										Average grade (school)	Average grade (World-Wide)	Highest grade	Lowest grade	
		7	6	5	4	3	2	1	P	N						
<b>Subject Group 1</b>																
ENGLISH A1 HL	8	1	2	3	2	0	0	0	0	0	0	5.25	5.14	7	4	
ENGLISH A1 SL	1	0	1	0	0	0	0	0	0	0	0	6.00	5.40	6	6	
<b>Subject Group 2</b>																
FRENCH B SL	1	0	0	1	0	0	0	0	0	0	0	5.00	5.43	5	5	
SPANISH AB. SL	8	0	1	4	1	2	0	0	0	0	0	4.50	5.55	6	3	
<b>Subject Group 3</b>																
BUS.& MAN. HL ENGLISH	3	0	0	2	1	0	0	0	0	0	0	4.67	4.68	5	4	
GEOGRAPHY SL ENGLISH	2	0	1	1	0	0	0	0	0	0	0	5.50	5.03	6	5	
HIST.EUROPE/ME HL ENGLISH	4	1	3	0	0	0	0	0	0	0	0	6.25	4.99	7	6	
PSYCHOLOGY HL ENGLISH	1	0	0	1	0	0	0	0	0	0	0	5.00	5.38	5	5	
<b>Subject Group 4</b>																
BIOLOGY HL ENGLISH	2	0	1	1	0	0	0	0	0	0	0	5.50	4.75	6	5	
BIOLOGY SL ENGLISH	3	0	2	0	0	1	0	0	0	0	0	5.00	4.15	6	3	
PHYSICS HL ENGLISH	3	1	0	1	0	1	0	0	0	0	0	5.00	5.03	7	3	
PHYSICS SL ENGLISH	2	0	0	1	0	1	0	0	0	0	0	4.00	4.59	5	3	
<b>Subject Group 5</b>																
MATH.STUDIES SL ENGLISH	1	0	0	0	1	0	0	0	0	0	0	4.00	4.56	4	4	
MATHEMATICS HL ENGLISH	1	0	0	1	0	0	0	0	0	0	0	5.00	4.95	5	5	
MATHEMATICS SL ENGLISH	7	0	2	2	0	1	2	0	0	0	0	4.14	4.42	6	2	
<b>Subject Group 6</b>																
	5	0	1	1	3	0	0	0	0	0	0	4.60	4.68	6	4	

VISUAL ARTS  
OPTION A HL  
ENGLISH

VISUAL ARTS  
OPTION A SL  
ENGLISH

2	0	0	0	1	1	0	0	0	0	3.50	4.31	4	3
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**Results Broadsheet**

Centre No. ZA218	Candidate Name International School of Hout Bay	Qualification IGCE	Session November 2010
Cand. No.	Candidate name		
[REDACTED]	M		
[REDACTED]	M		
[REDACTED]	F		
[REDACTED]	M		
[REDACTED]	F		
[REDACTED]	M		
[REDACTED]	G		
[REDACTED]	P		
[REDACTED]	P		



This Provisional Results information is not an official document and is for information only.





# Conquesta



2011



This certificate has been awarded to

**International School of Hout Bay**

— oOo —

for achieving the following results:-

Mathematics (Higher Grade) : Silver (69%)

English First Language : Gold (75%)

**Congratulations!**





*Independent Quality Assurance Agency*

**MENTOR'S REPORT ON THE EVALUATION OF  
THE INTERNATIONAL SCHOOL OF HOUT BAY – PRE-PRIMARY AND PRIMARY  
SEPTEMBER 2011**

**1. INTRODUCTION**

**School name:** International School of Hout Bay - Pre-primary and Primary School  
**Model used:** Core Evaluation  
**Date of evaluation:** 6 & 7 September 2011  
**Team leader:** Mrs Denise Michel  
**Report writer:** Mrs Denise Michel and Mr Grant Ruskovich  
**Mentor:** Mrs Sue Gardener

This report by the mentor has as its primary purpose the endorsement of the school evaluation team's report on the process, findings and recommendations of the evaluation of the school. The mentor has already contributed in considerable measure to that report. The mentor has added a few individual comments but her report should be read in conjunction with the school team's report and serves little purpose without that being done.

**2. RECEPTION AND TONE**

In all my dealings with the Primary and Pre-primary School, both before and during the evaluation, I experienced the utmost courtesy, friendliness, frankness and professionalism from the deputy principal, Denise Michel, the evaluation team and all the staff and children that I came into contact with. The school went out of its way to ensure that I felt welcome, had a place to work, was escorted to the various sections of the school campus, and was offered lunches and teas at appropriate times.

**3. RIGOUR AND EFFICIENCY OF THE EVALUATION**

The internal evaluation team was well selected with a good balance of senior and middle management and other members of the staff. The team leader had attended the IQAA training workshop, and meetings before and during the evaluation confirmed that the team members were fully briefed for the task at hand. All team members were equipped with copies of the guideline document, 'School in a Mirror', for reference if necessary and in their work there was good attention to applying the guidelines. Denise Michel, the team leader, was very organized and led the team throughout with encouragement and good humour. She also captured the various elements of the report on the Primary School and distributed drafts for scrutiny by the team and mentor. The school principal, Andy Wood, was kept informed throughout the evaluation.

The summary of the initial work completed by the evaluation team before the mentor's visit was contained in the school's *Account of preliminary findings* and covered the internal team's findings in the areas under scrutiny. This account, which followed closely the IQAA requirements, was sufficiently detailed for me to form a useful working impression of the school before I joined the team for the two intensive days.

Rigorous meetings were held at the end of each of each day and during these meetings the team reported on their findings and debated points of difference in order to reach consensus.

The handling of the opinion survey results from parents, staff and learners was efficient and the return of parents' forms was good. The collection of comments on the forms was well handled with very careful attention being paid to ensure that all comments remained anonymous. Areas of concern raised by the three constituencies were frankly and honestly highlighted.

Before my visit to the school the teachers, under the guidance of the team leader/deputy principal, undertook a comprehensive process of evaluating classroom teaching. The teachers displayed a professional attitude to this and it was reported that many found it a most useful exercise. The reports on the classroom findings were frank, and while there were some areas of concern, it was clear that there is a good standard of teaching at the school. In the classrooms that I personally visited I found no evidence of 'window dressing' and was pleased at the relaxed way in which the teachers accepted my presence.

#### **4. ESTIMATION OF THE SUCCESS OF THE EVALUATION**

The final report on the internal evaluation of International School of Hout Bay, Pre-primary and Primary Schools reflects the findings accurately and concisely. It has been combined with the high school report and submitted as one document.

The team leader/writer ensured that all team members and the mentor were consulted before the report was finalized, and I am satisfied that all parties are confident of the validity of the report.

Comment from the team leader and principal, as well as other members of the team and some of the general teaching staff indicate that the school found the evaluation to be a useful process which provides pointers to future development.

Staff members reported that they found that the focus groups provided them with opportunities to air their views in a 'safe' environment and have requested that focus group discussions continue to be held from time to time. A significant number of staff has embraced the idea of classroom observation as an excellent means to staff development and I am confident that this will continue in the future.

#### **5. GENERAL COMMENT**

The campus and buildings of the Primary School provide a most relaxed and semi-rural atmosphere which is attractive and suitably informal for the primary years. The result is that the children in the school show little stress and I was impressed by their good manners and consideration towards each other. The space is used well and is for the most part well maintained, with some attention needed to the ablution facilities.

The curriculum is largely new to me and I was impressed by its pillars and principles. In the Early Years Programme there was a greater degree of formality than I am familiar with at this level but I found no reason to think that the children were not enjoying excellent education there. My general impression of the classroom work was of motivated teachers and good relationships. The children appeared to be enjoying school and participated confidently. In my view the library facilities could be improved and there should be more opportunities for teachers and children to make use of the incredible resources available on the internet. I recommend that the school explores the possibilities here.

In discussions with teachers, both as a group and as individuals, it became apparent a number of them would respond well to more opportunities for leadership and that positions such as subject leaders would find approval. It is my view, too, that the school would be well advised to develop a teacher appraisal system so that there is regular feedback to teachers on their performance and opportunities.

Some of the 'politics' and uncertainties created by a somewhat militant parent body have taken their toll on the teachers and the school, and this has been exacerbated by the delay in acquiring the new school campus. It has been a time when leadership is tested and I would like to congratulate Denise Michel on her leadership in the Primary School. Denise has the confidence of the teachers not only because of her expert understanding of the curriculum and its principles but also because of her empathetic and friendly manner. She constantly maintains a cheerful and positive attitude and this permeates the school.

## **6. ENDORSEMENT OF THE INTERNAL EVALUATION REPORT**

As the mentor for the evaluation of the International School of Hout Bay, Pre-primary and Primary Schools I associate myself with the internal evaluation team's report and I endorse its findings and recommendations. The process was openly, honestly, painstakingly and efficiently carried out, with appropriate rigour, neither too easy-going nor too harsh.

## **7. CONCLUSION**

I was pleased to be the mentor at this charming Primary School and I thank all those that made my visit so pleasant. The internal evaluation team, the team leader/deputy, Denise Michel, the principal, Andy Wood, as well as the many members of staff that I spent time with were friendly and enthusiastic and the children that I interacted with were well mannered and delightfully frank.

Thank you, and best wishes to all concerned.

**MRS SUE GARDENER**  
**IQAA MENTOR**  
10 November 2011



*Independent Quality Assurance Agency*

**MENTOR'S REPORT ON THE EVALUATION OF  
THE INTERNATIONAL SCHOOL OF HOUT BAY – HIGH SCHOOL  
SEPTEMBER 2011**

**1. INTRODUCTION**

<b>Name of school:</b>	International School of Hout Bay (High School)
<b>Model:</b>	Core
<b>Date of evaluation:</b>	8 September 2011
<b>Team Leader:</b>	Mr Grant Ruskovich
<b>Mentor:</b>	Dr Elizabeth Fullard

**2. RECEPTION AND TONE**

The mentor was welcomed most warmly by the school and was made to feel at home by the members of the evaluation team and their leader, Grant Ruskovich. There was a certain amount of palpable anxiety about the forthcoming evaluation although the team could see the potential benefits and were anxious to conduct the process according to the IQAA requirements.

**3. RIGOUR AND EFFICIENCY OF THE EVALUATION**

The team members were a good representation of the school and had been well prepared by the leader who had attended the training earlier in the year. The mentor was kept abreast of the regular meetings that were held to plan and carry out the internal evaluation. The team was ably led by Mr Grant Ruskovich, (Deputy Head of the High School) who was supported by Mrs Winell Gous and Mr Daniel Landi from the High School as well as the High School secretary, Mrs Diana Dunbar who was also the report writer. The full internal team included teachers from the Pre-Primary and Primary Schools.

Teaching, Learning and Attainments and Functioning of the School formed the main focus of the evaluation. Due to the unique situation of the school, the mentors undertook the evaluation of Governance and Management themselves and submitted a separate report on their findings.

The opinion surveys were distributed in good time and the results provided important background information upon which the internal evaluation was based.

The opinion surveys were used as a valuable evaluation tool and provided the topics for focus groups and other discussions with teachers, parents and learners.

The school consulted on a regular basis with the mentor by phone and email and the mentor met with the evaluation team three times before the final intensive day.

Information was collected by means of class visits, perusal of documents, interviews and observations. Policies, including the Vision and Mission, were reviewed together with minutes of meetings, health and safety records and academic planning and work records.

#### **4. ESTIMATION OF THE SUCCESS OF THE EVALUATION**

Compliance requirements were completed during the mentors' visit to the school.

The team accurately identified areas of strength that can be summed up as academic success, despite inadequate resources in some cases, a nurturing environment and the presentation of an internationally recognised curriculum.

Areas of concern are well recorded and incorporated into recommendations for improvement. Many of the concerns can be traced to the inadequate physical infrastructure of the High School and the lack of facilities for sport and recreation.

The problems of teaching in three different curricula, the lack of regular teacher evaluation/appraisal and a skills development plan based upon an analysis of the areas of development identified by the teachers themselves emerged as some of the main areas of concern.

The recommendations that pertain to the practical issues within the school are most likely to be attended to, although, where the issues involve the IES, it is more difficult to predict the outcome. It is to be hoped that the report will be well received by all and seen as a plan for school development into the future.

The evaluation team have stated a commitment to "a professional learning environment which embodies the concept of self-reflection". Indeed, this is in line with the self-study required by International Baccalaureate every 3-5 years under the auspices of the IB Organisation (IBO). ISHB is due to conduct its self-study in 2013. The team feels that the IQAA process has given "a welcome 360 degree view of our school" and "we are confident that as a school the continuous self-reflection we are undergoing will help us to continue to grow...."

#### **5. GENERAL IMPRESSION GAINED BY THE MENTOR**

Despite some of the problems created by awkward buildings, there is good work being done in the classrooms and creative solutions have been found for use of space. Currently there is too little space for recreation on the grounds which is frustrating for any group of active teenagers (especially boys) but a solution to the sport problems has been found by using the Dominican Grimley School fields, although transport is required to get there.

The Art and Drama departments are producing excellent work, also despite cramped quarters, culminating in the production of "Grease" soon after the evaluation.

One of the most intrusive shortcomings of the High School is the lack of a proper media centre. The space currently used as a library is quite inadequate. Apart from the demands of the International Baccalaureate course, any school aiming to be a superior international centre of learning must offer its students a modern facility for research. This is a matter that should be rectified with the building of new premises.

#### **6. ENDORSEMENT OF THE INTERNAL TEAM'S EVALUATION REPORT**

As mentor I associate myself with the internal evaluation team's report and endorse its findings and recommendations. The process was openly, honestly, painstakingly and efficiently carried out, with appropriate rigour, neither too easy-going nor too harsh.

## **7. CONCLUSION**

The internal evaluation team worked diligently to gather all the information required and the leader, Grant Ruskovich, is to be congratulated on his marshalling of the troops and generating the commitment of the team. The High School group all contributed to the process and supported one another throughout. The report writer, Diana Dunbar, did a very good job of getting the initial report together and capturing the results of the evaluation.

At first, ISHB seemed to be a school with many problems and a myriad of anxieties seemed to be swirling around among parents and staff. Despite this, the Principal, Andy Wood, was open to the evaluation which, he hoped would help to take the school forward, and his input was greatly valued. Many of the anxieties are perceptions brought about by a lack of transparency and understanding of the financial systems and IES vision for the school. If these issues can be overcome, members of the school community will experience the freedom that comes from open and honest communication at all levels and the school can move forward.

I should like to thank all who received me so hospitably and made my visits to the school so pleasant. I wish the ISHB every success as it moves into an exciting phase of building and further development.

**DR ELIZABETH FULLARD**

**IQAA MENTOR**

10 November 2011