

A self-evaluation conducted under the
auspices of IQAA

May 2015



BELLAVISTA SCHOOL

A VIEW TO A BRIGHTER FUTURE

EST. 1967

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MENTOR:

Mrs Cheryl Kindon

DATE OF EVALUATION:

12 May 2015

TYPE OF EVALUATION:

Core Model Evaluation



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ABOUT BELLAVISTA SCHOOL

Bellavista School is a multi-cultural, co-educational, independent Remedial School catering for 214 learners from Grade R to Grade Seven.

Bellavista School is for children with learning potential who experience specific or generalised learning difficulties and require full-time placement, with necessary supportive therapies to remediate their learning difficulties.

Due to the specialised nature of the school, children from varied socio-economic backgrounds in and around Johannesburg attend Bellavista School.

We believe that every child has specific strengths and weaknesses. We aim to encapsulate their strengths and promote these, whilst helping the child develop coping strategies. We also aim to mainstream our children into regular schools. However, as each child's background is unique, the time spent within this environment will depend on each individual's needs. The ultimate aim is to address each child's area of weakness in order for them to reach their potential.

The staff consists of approximately forty five dedicated and suitably qualified professionals. This comprises twenty seven Educators, including Specialist Teachers and Remedial Therapists, six Occupational Therapists, seven Speech Therapists, one Sports Administrator, and six Administrative Staff. In addition there are four part-time Psychologists, a part-time Music teacher, a part-time Speech Therapist and a part-time Coach. The Grade R teacher is assisted by a Teacher's aide. The Academic and Administrative staff are supported by dedicated auxiliary staff members. The inter-disciplinary staff teams work to support the specific needs of each child. The class sizes are limited to a favourable educator: learner ratio. 1:14. Learners may be removed from class to attend one-on-one or small group intervention at times.

Case conference time is vitally important as we use an interdisciplinary team approach. The members working with specific children need to be aware of the problems so that intervention can be integrated. Once a term, a formal class conference is held to monitor and document the progress of individual learners. This is to ensure that the classroom intervention and therapy programmes are constantly updated and the effectiveness of the intervention is monitored.

Ongoing communication is an essential aspect of our school. Regular contact with the parent forms an integral part of the success of the intervention programme. In addition, we encourage parents to attend the Open Afternoons. This is an opportunity to view their child's books and discuss progress with the team members.

At the end of each term, parents are invited to a formal Feedback Meeting with all the role players. The child's results are discussed in detail and strengths and weaknesses are highlighted so that parents are aware of the developing profile.

Bellavista School follows the Curriculum and Assessment Policy Statement (CAPS). Minor adaptations are made to include the development of Cognitive Thinking Skills, shared problem solving, co-operative learning groups and efficient study methods. Specific remedial approaches and proven learning programmes such as Reading Automaticity Vocabulary Engagement and

Orthography (RAVE-O) and Instrumental Enrichment (IE) are incorporated. This requires additional time for teachers to collaborate and prepare thoroughly, making sure that differentiation takes place.

The Cognitive Enrichment Programme, based on Feuerstein's theories on metacognition, is an example of an approach that is integral to the teaching and learning taking place at Bellavista School. A series of cognitive tools and blocks are taught in Cognitive Enrichment lessons and are mediated in an integrated manner, giving the learners more insight into their own learning.

Supplementing the curriculum, Bellavista School runs various annual programmes, such as Book Week and the Freedom Day Music Festival. In each of these weeks, a theme is chosen which runs concurrently throughout the school. Various speakers, outings and activities are organised to enhance the meaning of these authentic learning situations. During the first term of 2015, the whole school visited the Tutankhamun Exhibition, during the second term the school visited the Lego Exhibition, and during the third term the whole school attends the Pantomime.

Learners from Grade Three to Grade Seven take part in camp experiences at selected venues away from school. The learners participate in a variety of team activities and are encouraged to develop problem-solving and leadership qualities.

Each class has an opportunity to present an assembly and organise a 'Tuck Day' for the rest of the school. Biannually, a school concert is presented. All students participate in this production. The high standard of these performances is commendable when considering what many of the Bellavista School learners are required to overcome in order for them to take part.

Each year the Grade Sevens take part in a Business Project as part of their Economic Management Science (EMS) programme. This takes place during the Bellavista Bash, a family fun day. The learners are expected to initiate a business idea which they can market and implement on the day.

Bellavista School has a wide range of co-curricular activities available for the learners to take part in. These include art, drama, pottery, tennis, archery, softball, cross country, cricket, soccer and netball. Bellavista School has sporting teams which compete against other Johannesburg schools. On occasion, learners have been selected for provincial teams.

Each year an Inter-house Sports Day is held. All children participate in these events. Parents are invited to participate alongside their children in the fun races. A telling abundance of spirit and perseverance highlights the value of the day. Other Inter-house events include: Inter-house Cross Country, Netball, Cricket, Volleyball and Soccer, as well as an Inter-house quiz.

Bellavista School co-ordinates a number of outreach programmes such as the adoption of KweZwe Nursery School in Alexandra. Children and staff support KweZwe through weekly food contributions, fund raising and hosting an annual Christmas party for these children. The Grade Seven learners visit Hotel Hope as part of their outreach programme. This home in Melville assists teenage moms and their babies. Certain staff members support a local school by teaching the RAVE-O programme to children who require further intervention in literacy, at that school site.

Bellavista School provides two additional services, Bellavista S.E.E.K. and Bellavista S.H.A.R.E. The Assessment Centre (Bellavista S.E.E.K. – *Supporting Education through Evaluation and Knowledge*) provides multi-disciplinary assessments to learners who may be experiencing difficulties in their present learning environment. The Education and Resource Centre (Bellavista S.H.A.R.E.), offers continuing professional development for educators working in inclusive education. This continuing professional development is in the form of full courses, short courses and public talks on a variety of topics. Bellavista School's social improvement programme shares current information and research on learning difficulties with the wider community. Many teachers from other schools have received training in Literacy and Dyslexia, RAVE-O and other educational programmes.

S.H.A.R.E : Share what we know • Help where we can • Advise and assist • Resource and equip • Educate others



COMPLIANCE

Bellavista School is a member of the Independent Schools Association of Southern Africa – ISASA (BEL001).

The school has provisional accreditation with Umalusi (SCH00008PA)

All staff members are affiliated to the South African Council of Educators (SACE) and adhere to the professional requirements of this body.

Occupational Therapists, Speech-Language Therapists and Psychologists are registered with the Health Professionals Council of South Africa (HPCSA), and this requires a certain number of Continuing Professional Development points to be obtained annually in development and further education, to ensure continued registration. Furthermore, they are associated with their particular professional board.



FOCUS AREAS OF EVALUATION

Our previous evaluation of 2009 was 'Model A' evaluation. This year, 2015, we have undertaken the Core Model evaluation. This looks at the quality of teaching and learning in the school primarily. The focus areas identified for further attention are described in detail below.



MEANS AND METHODS

OPINION SURVEYS

Standard IQAA – Independent Quality Assurance Agency – opinion surveys were distributed to all learners, staff and parents for completion. The results of the survey were used by the internal evaluation team to define areas of investigation within the school.

Appendix A – Opinion Survey Statistics

FOCUS GROUPS

Following the initial evaluation team meeting, focus groups consisting of learners, parents and staff were established with evaluators appointed to specific areas of concern as flagged by the

data generated from the IQAA surveys. All focus groups were facilitated and minuted by two Evaluation Team members. Mrs Cheryl Kindon facilitated a focus group on bullying with children in the Foundation Phase.

Appendix B - Opinion Survey Scores: Areas of Concern

CLASSROOM OBSERVATION

Every teacher and therapist was required to visit one colleague's class / therapy session, and in turn have one colleague visit their class / therapy session. Standardised observation sheets were compiled and used.

The majority of ratings given on the classroom survey forms were "satisfactory" and "excellent". The overwhelming response in the comments reflected appreciation of colleagues and their areas of expertise.

Teachers / Therapists were inspired by their visits and some noted that they would include observed practices in their own lessons / therapy sessions.

We conclude that there is a high quality of learning happening at Bellavista School across all areas. The children are happy and engaged in the learning processes, whether in the classroom or in therapy sessions.

ADDITIONAL SURVEYS

Additional surveys were designed to elicit more in-depth feedback into the approachability of teachers.

Appendix C - Teacher Approachability Survey.

Appendix D – Results of Teacher Approachability Survey.



OPINION SURVEYS – RESULTS AND SALIENT POINTS

Standardised surveys were completed by learners, parents and staff in March 2015. The results of these surveys highlighted areas of concern for further investigation. This investigation took the form of Focus Groups and a survey on the approachability of staff.

The results of the survey were very pleasing. Statements such as 'My child is happy at the school', 'My child is making good progress at school', and 'My child is well cared for at school', received scores reflecting 100% agreement. Most other statements received very good scores.

The three areas flagged as needing further investigation were 'My child is bullied at school', 'The school has high standards in music, drama, art and dance', and 'The school satisfies my child's sporting needs'. These areas of concern were explored through focus groups which included separate groups for parents and learners in the Foundation Phase and the Intermediate Senior Phase, as well as staff.



Bullying

Bellavista School does very well in most aspects of conduct. The punctuality of both learners and teachers could be improved. This would be an ongoing process of raising awareness to punctuality and tardiness. Another aspect which needs attention is the behaviour and manners of the children towards each other and the staff. This concern was identified in the survey. The evaluation team held five focus groups around the topic of bullying: Learners in the Foundation Phase; Parents of learners in the Foundation Phase; Senior Learners; Parents of learners in the intermediate Senior Phase; Staff.

In their focus groups, the Parents of learners the Intermediate Senior Phase felt that their children had experienced bullying in other schools but not at Bellavista School. They considered Bellavista School 'a kind school' and were unaware of any incidents of bullying. The parents were aware of the verbal banter that the learners participate in which the learners call 'dissing'. The problem arises when the banter goes too far and the learners' feelings are hurt.

The learners the Intermediate Senior Phase identified incidents of 'bullying' it seemed that their definition of bullying is not as refined as the adults understanding. Racial and religious prejudices were identified as bullying. The exclusion from social groups or the naturally occurring 'in-group' was seen as a form of bullying. The 'hot spots' for bullying, which is usually verbal "dissing", is in the hallways, on the sports field and in the classroom when the teacher is in the storeroom.

Parents of learners in the Foundation Phase brought up instances of 'gang' type bullying that they had heard of. It wasn't happening to any children of parents present in the focus group. A focus group was also held with the junior learners. They were asked specifically about instances of 'gang' bullying; however, these children said there weren't any 'gangs' and there doesn't appear to be bullying occurring in the Foundation Phase classes.

The staff identified social shunning and exclusion as the primary modes of bullying amongst the senior girls, which is not confined to the school. Technology, particularly cellphones together with apps like *Whats App* and *Instagram*, is used as the means of exclusion and is often done after school hours.

The staff suggested that the Occupational Therapists become involved with teaching the children team games, e.g., foursquare and hopscotch, to give them alternatives to playing the 'shooting' type games they are playing currently.

The parents of learners in the Foundation Phase were not concerned about the social exclusion beyond the need to teach the children compassion, the life skill of resilience and not to take everything to heart. The parents made other suggestions including teaching the children how to identify bullying, which will equip them for mainstream schooling, provide a channel for them to report bullying, teach them about technology etiquette and the dangers of cyber bullying. The school will move forward on these suggestions and have solutions in place by the third term. The learners also identified the need for a channel to report bullying, and in particular, a channel that would protect their anonymity. The school will investigate the best way of providing this channel and will put it in place by the third term. A suggestion for this was to place a 'post box' in the junior and senior quads where learners could post letters to inform their teachers of bullying and other concerns: 'I wish my teacher knew...'.

All reports of bullying made to the staff will be taken seriously and the necessary steps to investigate the claims and to resolve the issue will be taken. The staff has already put in place the Circle Groups as a means of mediation between children and as an opportunity for early 'bullying' intervention. The staff agreed to monitor the movement of the learners on the hallways to prevent incidents of bullying. The staff recognises the need for all staff to be informed of bullying incidents so that the frequency and severity can be monitored and problem appropriately diffused. The staff will continue to regulate the use of technology (cellphones, iPads, tablets etc) at school. The Principal and Heads of Department wish to be informed of all cases of 'dissing' which will result in immediate consequences. This is an ongoing disciplinary step to try to eradicate 'dissing' at Bellavista School. There is a harmful behaviour report form in each child's Agenda Book that can be used to report and record incidents.

During the months of May and June, Bellavista School embarked on a series of workshops addressing bullying from the perspective of parents, teachers and school managers. This series was well attended by Bellavista School and representatives from the greater community.

Bellavista School prefers to praise and recognise positive behaviour in assemblies, by means of the Credit system, and High Five certificates. We wish to cultivate a culture of kindness and courtesy in accordance with our school values and ethos. The upcoming national 'Kindness Day' will be a good opportunity to raise awareness and promote positive interaction.

Sports and Culture

Bellavista School offers a variety of sporting and cultural activities. Although most sports teams compete against other schools, as they participate in leagues with other small schools there is not the same level of competition and excellence as one can expect from a mainstream school. The learners participate in both music and art classes, and drama is offered as part of the Integrated day. The school also presents regular stage productions which include dance, music and drama.

A concern was identified in the survey regarding sport with just over a third of all respondents in disagreement that the school satisfies the sporting needs of the learners. An almost equal number of respondents did not agree that the school has high standards in cultural activities such as drama, dance, music and art. The evaluation team held five focus groups around the topic of sports and culture: Foundation Phase learners; Parents of learners in the Foundation Phase; Intermediate senior Learners; Parents of learners in the Intermediate seniors; and Staff. Productive discussion took place during these focus groups.

Communication: Parents from both focus groups expressed the request to be provided with more information about sport and cultural activities offered by the school. It was suggested that all the activities be explicitly communicated in a newsletter at the beginning of each term. The school in trying to avoid parental interference in the child's choice of cocurricular activity and has chosen not to communicate all the choices available with the parents. The school would like the children to make the choice in freedom and choose an activity that they are really interested in. The staff agreed that the learners should be fully briefed around the requirements for each sporting and cultural choice. The Principal together with the Heads of Department have the final say in the selection of cocurricular activities, as some activities have limited group sizes.

Participation: The focus of Bellavista School is for everyone to participate in their chosen activity and to participate when the team competes against other schools. The focus on participating and not winning was acknowledged by the parents yet it does, at times, create tension. Stronger players are sometimes frustrated by the inclusion of weaker players. Suggestions were made to ensure more inclusive participation such as reversing the batting and bowling order during a cricket match to ensure that the weaker players do not get bored with the sport. The Sport Department currently employs a strategy of rotating players to allow participation by all. Coaches and staff frequently encounter complaints and excuses from children trying to get out of extra mural activities. The staff tries to balance these excuses with the physical constraints experienced by some of the children.

Team Sport: Parents thought that some sports matches could be better organised. They also thought the teams would benefit from a team talk at the end of matches to develop team spirit. Parents also expressed a concern that in Netball, ten year olds were competing at open age level due to that fact that Bellavista School has too few girls to field a team entirely made up of one age group. The learners thought they may not be placed in their 'best' position on the netball court.

The learners thought that team selection was fair. Parents and learners requested that the team sports: Cricket, Soccer and Netball, be extended by several months with more intensive training to provide better preparation and results in the competitive season. The learners would also like to compete against other schools in Cross Country events.

Swimming: As Bellavista School does not have a swimming pool the learners and parents asked whether swimming could be offered at the local Planet Fitness Centre. The school has explored this option in the past and found the centre unwilling to host the school. A further suggestion was the possibility of sharing resources, such as swimming pools and fields, with local schools. The Principal and Management team was of the opinion that swimming was too dangerous in that offsite transport became an added logistic, too staff intensive and logistically difficult.

General Fitness: Parents of learners in the Foundation Phase thought that there was not enough focus on general fitness, ball skills or cultural activities for the junior children. Following this discussion the teachers have added more active sessions with clearer aims and goals to the integrated day. The focus of these sessions is fitness and ball skills. Other suggestions by the teaching staff for the Foundation Phase included Mini Boot Camp, Tumbling Tigers, dancing, soccer, netball, and fitness training.

Activities provided by external service providers: There are a few private extramural activities which use Bellavista School premises, eg. Play Ball, Soccer Stars and Boxing. Parents of junior learners felt that these were not adequately advertised. They also wish to increase these activities to include; Little Engineers, piano or music lessons, chess and karate. The parents offered to co-ordinate these activities. The physical logistics of this suggestion and the school's liability due to injury etc were not considered. Bellavista School is a very busy school with a high demand on its facilities and venues. It is not feasible at this time to expand the number of service providers on the property.

Wasted time: Parents of the senior learners were concerned about time wasted across all sport activities. They referred to twenty boys bowling in one cricket net and the lack of rotation

during the activities. Another concern was that mixed ability groups leads to wasted time for the more advanced players. A suggestion was made of a separate coach to coach the beginners in developing their skills. The staff mentioned that the learners were tardy in getting to their activities on time.

Additional suggestions for the extra-mural programme: The learners requested the inclusion of additional sports to the choices offered. These included: swimming, grass hockey, rugby ('touch rugby' as it is safer). The inclusion of chess was also suggested.

PE lesson clash with Jewish Studies: The parents of learners in the Foundation Phase were dissatisfied that Jewish Studies was held at the same time as Physical Education resulting in Jewish children missing a Physical Education lesson.

Equipment: There is a need for a larger, dedicated sports storeroom to ensure the safe-keeping of sports equipment.

Music and singing: The teaching staff suggested that the children be taught and encouraged to sing a greater variety of songs / war cries for Sports Day. The benefit would be an enhanced sense of participation and team spirit. The inclusion of the following activities was suggested by the staff: choir, instrument ensemble, marimba band, DJ club for Grade Seven learners.

Dance: Since the focus groups' discussions, dance lessons have be introduced to the Grade One Integrated Day.

Drama: The learners would like to compete externally, possibly at an Eisteddfod.

Art: The inclusion of pottery to the Integrated Day was appreciated by the parents.

Staffing of extra-mural activities: The staff wished to have more staff trained in archery to allow for staffing rotation. The staff wanted the equity of staff involvement in extra-mural activities and sport fixtures to be examined. They wanted to find equitable solutions for what appears to be exemptions.

Further discussions and planning about sports and cocurricular activities are scheduled to take place, in order to take effect by the third term.

Teacher approachability

An additional survey was administered to the senior learners to find out to what extent, and in which situations, the learners were uncomfortable approaching the teachers. The results of the survey showed that a large portion of the learners were uncomfortable approaching teachers with regards to their school work, homework, feelings and bullying.

Currently, if any staff member is aware of stress or trauma within a family, this is usually communicated and shared with the teaching team. All incidents are taken seriously and the learners are encouraged to voice their thoughts and feelings.

A focus group with the teaching staff and therapists was held to discuss and formulate strategies to encourage learners to feel comfortable approaching their teachers. The following suggestions were recorded:

- Teachers and therapists were asked to overtly allocate time for questions within a lesson and to encourage this by complimenting learners who asked appropriate questions.
- Should the learner feel embarrassed to approach the teacher face-to-face in the classroom context, they could approach the teacher at an allocated time or at the end of the day. In addition, teachers could encourage learners to use technology (Email and SMS,) to discuss and notify them of issues.
- The use of non-verbal identifiers to communicate signals of distress could be encouraged for shy or reserved learners; for example: S.O.S. cards, red flags, thumbs up, and 'feelings chart'.
- The designated Post Boxes placed in each courtyard could also be utilised for communicating concerns.
- A light-hearted atmosphere in the classroom as well as a conscious awareness of tone of voice could relieve anxiety amongst some learners and reduce the stress.
- Learners could be encouraged to consult peers, monitors or members of their circle group to support them if they do not feel confident to approach staff directly.



MAJOR STRENGTHS AND AREAS OF CONCERN

Key Strengths of Bellavista School

The IQAA evaluation process offered an opportunity to identify key strengths in the school. Through this process, we came to recognise and celebrate many accomplishments, all of which contribute to Bellavista School being a highly regarded and sought after school. The combined results of the evaluation process indicate major strengths.

Children are happy at school. Both parents and children feel secure at Bellavista School and the children are well cared for. The Bellavista School learners are happy at school. They love coming to school and this creates a good learning environment.

Health and safety are important to Bellavista School. Bellavista School has many systems in place to ensure the safety of the children. There is a staff member trained in first aid in each department or phase. Fire drills are practised and each venue has a fire evacuation plan as well as preparation and procedures for evacuations. Indemnity forms are completed upon each outing and the school has an updated and accessible record of each child's allergies and medication, and emergency procedures for each individual learner. We have a 'no-sweets' policy for everyday lunches and parents are encouraged to pack healthy snacks. Our tuckshop strives to serve healthy food.

School grounds and buildings. Bellavista School was revamped and rebuilt in 2008, providing bigger classrooms and therapy rooms, as well as specialist rooms such as a music room, technology lab and a recently updated computer lab. Staff decorate walls and corridors creatively with relevant themes, eg. Book Week, CEA terminology (Cognitive Enrichment Approach), and children's work. The latest development is the well-researched Snoezelen Room, for which equipment was imported, to provide the perfect environment for children to receive therapy in a stress free manner, promoting a sense of peace and tranquillity.

Bellavista School has good academic standards. This is evident through the large majority of Bellavista School learners who mainstream to independent private schools. The learners are able to keep abreast of their peers, by applying and integrating strategies and skills they have learnt at Bellavista School. The majority of children make progress at the new schools and the Bellavista School staff are informed of the learners' progress.

Bellavista School keeps parents informed of their child's progress. Termly parent meetings are held with the team of teachers and therapists working with the child. At these meetings the child's profile is discussed in depth. Class conferences with the integrated team meet termly to determine each child's needs after which an in-depth report is written. These reports are based on regular and thorough assessments. Parents receive regular communication from teachers via SMS, Whats App and/or Email. Weekly news bulletins are sent out, giving news and information relevant for the week.

Leadership. The Principal is well informed about current trends in technology and education, and has a vision for both teachers and learners at the school. She is able to foresee the needs of staff and learners, and is proactive in planning and providing for them.

Moral education. Bellavista School is a non-discriminatory environment. Children are taught to be accepting of others and that everyone is unique. Multi-culturalism is explored and celebrated over various religious festivals. Children are given the opportunity to explore their strengths and personal interests through activities throughout the year. (Book Week, Grade Assemblies, Concerts and Music Performances.)

The telling signs of Bellavista School's success are the unanimous agreement that:

- The school is well managed
- The Principal provides good leadership
- Children understand the discipline policy of the school
- Children are well cared for
- There is no unfair discrimination of any kind at the school
- Character development is important at the school and consideration of others is valued
- Children are taught the difference between right and wrong
- Health and safety policies are well implemented
- These are clearly communicated and accessible policies are in place.
- Parents understand and accept school policies
- Children's details are kept up to date
- Cleanliness is a priority at the school

Other successes recognised from the surveys with results of 99% agreement include:

- Parents and children feel welcome in the school
- The school promotes equal opportunities for all learners
- The school's academic standards are good

- Children make progress at school
- Parents speak well of the school and support school events
- Children feel safe at school
- The school buildings and grounds are well planned, bright, happy and interesting.

Further success with over 95% agreement include:

- Children are happy at school
- The school keeps parents informed of the progress of their children
- Parents respect the professionalism of the teachers
- Parents are able to approach the teachers about their children
- Teachers treat the children fairly
- Discipline is applied fairly at school
- Children's possessions are safe at school
- Children are given meaningful homework

Key Areas of Concern

The areas of concern identified by the survey were explored through focus groups and an additional survey. These have been detailed in the pages above, see **Evaluation Team Findings**.

The concerns were:

- The school does not satisfy all learners' sporting needs.
- The school does not extend the music, drama, art and dance needs of all the learners.
- Some children experience bullying.
- Some children find it difficult to approach teachers with their problems.

The outcomes of this evaluation led to the recommendations discussed in Evaluation Team Findings from pages 10 – 15.



IMPLEMENTATION OF PREVIOUS RECOMMENDATIONS

Recommendation: Staff meeting to discuss the feasibility and benefits of employing a full time sports master/mistress.

Implementation: A sports coach was employed in 2010. An additional sports coach was employed from the beginning of January 2015

Recommendation: A programme to develop resilience and assertiveness.

Implementation: Circle groups were established in 2013.

The Code of Conduct was reviewed and a copy placed in each learner's Agenda Book for ease of reference.

There is frequent input to learners on themes such as 'Bounce Back', 'Grit', and resilience. Motivational guest speakers inspire learners with their personal experiences of challenges overcome.

Recommendation: Design and implementation of a training course for facilitators.

Implementation: Ongoing in collaboration with SAALED – Southern African Association for Learning and Educational Differences. This was formalised in 2014 as the 'FLOW programme' initiative.

Dedicated members of staff are timetabled to offer alternative, practical courses for learners with more individual needs.

Recommendation: The installation of interactive whiteboards.

Implementation: Sixteen classrooms have interactive boards and there is one interactive table. One classroom is set up for multi-media. The computer room was upgraded to include touch screen computers at the computer work stations. Two classroom sets of iPads are available for use by learners. Learners are encouraged to bring their own technological devices to facilitate their specific needs. In addition, learners who qualify for concessions in tests and exams are provided with the required readers or scribes, either in the form of technology or personnel.



DEVELOPMENT PLAN

ASPECT	ACTION RECOMMENDED	PERSON RESPONSIBLE	TIMEFRAME FOR IMPLEMENTATION
Teaching and Learning: Teacher Approachability	Special survey of Gr 4 – 7 learners	Miss Heather Allais - <i>Administrator</i>	April 2015
	Focus group with staff	Mrs Fleur Durbach – <i>Deputy Principal</i>	May 2015
	Staff meeting re results of survey and focus group	Mrs Fleur Durbach – <i>Deputy Principal</i>	By term 3 2015
Teaching and Learning: Awareness of environment by exploration, discovery and experiment	Staff workshop for sharing ideas. Assembly to raise awareness of our contribution to a sustainable environment.	Mrs Fleur Durbach – <i>Deputy Principal</i> , Design & Technology and Social Science teachers.	By end of 2015
Functioning of the school: Sports and Culture	Focus groups with learners and parents, both juniors and seniors, and the staff	Evaluation team: Mrs Lisa Meyerov – <i>Occupational Therapist</i> , Mrs Annelize Clark – <i>Grade Two Teacher</i> , Mrs Gretchen Koch – <i>Speech and Language Therapist</i> and Mrs Katrinka Frankish – <i>Grade Six Teacher</i>	Learners (jnr and snr) – 6 May 2015 Parents – 7 May 2015 Staff – 11 May 2015 Review by end of Term 3
Functioning of the school: Bullying	Focus groups with learners and parents, both juniors and seniors, and the staff	Evaluation team: Miss Heather Allais - <i>Administrator</i> , Mrs Jeannine Cloete – <i>Remedial Teacher</i> and Mrs Fleur Durbach – <i>Deputy Principal</i>	Learners (jnr) -12 May 2015 Learners (snr) -8 May 2015 Parents (jnr) -11 May 2015 Parents (snr) -8 May 2015 Staff -11 May 2015 Review by end of Term 3



QUALITY ASSURANCE CULTURE

The IQAA evaluation process reinforces an awareness of self-reflection. The staff at Bellavista School has engaged in self-reflection questionnaires for the past two years. This is in keeping with our cognitive approach to learning and in order to become metacognitive in our teaching practice. Team teaching is a common occurrence and provides an opportunity for both peer evaluation and sharing of ideas. The Heads of Department regularly visit the classrooms to observe lessons. Constant reflection and monitoring of learners' progress is an integral part of the teaching and learning. The principal and deputy principals collaboratively engage all staff members in a Key Performance quality assurance process.

The learner profiles which are updated by each class teacher are regularly checked by the Heads of Department to ensure a high quality of teaching and learning is maintained. These profiles are referred to at the class conferences in order to share information with the therapy team, who also contribute individualised assessments. Learner assessments are scanned into "Docit" and made available to all relevant teachers and therapists.

In November of every year, the remedial therapists use standardised assessments to measure each child's progress. These scores are graphed and shared with the parents. The parents receive a comprehensive report at the end of each term. These reports are discussed in an interview with the team of professionals working with each child.



CONCLUDING WORDS

The evaluation team felt the survey was a worthwhile process to engage in. It highlighted key points in the functioning of our school, and provided a comprehensive overview of areas of strength and relative strengths. The focus groups with relevant role players created a forum for beneficial discussion and airing of views. This allows for constructive forward planning and modification of existing programmes. Sometimes we lose sight of the value of our organisation and this process affords us an opportunity for acknowledging the positives and becoming more aware of our influence in the wider community, and in the lives of children. Hopefully, we have contributed to a brighter future for each one of them.

Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.

-Malcom X



APPENDIX A – OPINION SURVEY STATISTICS

FOUNDATION PHASE - Primary Parent / Guardian Opinion Survey – Grade 1 - 3

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
1. My child is happy at school.	88%	12%	0%	0%
	100%		0%	
2. My child is making good progress at school.	64%	36%	0%	0%
	100%		0%	
3. My child is involved in school activities beyond the classroom.	36%	44%	16%	4%
	80%		20%	
4. I respect the professionalism of the teachers.	68%	28%	4%	0%
	96%		4%	
5. My child's teachers treat my child fairly.	76%	20%	4%	0%
	96%		4%	
6. My child is well cared for.	76%	24%	0%	0%
	100%		0%	
7. The school keeps me informed of my child's progress.	68%	28%	4%	0%
	96%		4%	
8. I am able to approach the teachers about my child.	68%	24%	8%	0%
	92%		8%	
9. Discipline is applied fairly at school.	60%	36%	4%	0%
	96%		4%	
10. My child understands the discipline policy of the school.	44%	56%	0%	0%
	100%		0%	
11. My child's possessions are safe at school.	44%	48%	4%	4%
	92%		8%	
12. My child feels safe at school.	60%	36%	4%	0%
	96%		4%	
13. My child is bullied at school.	0%	12%	40%	48%
	12%		88%	
14. My child is given meaningful homework.	40%	56%	4%	0%
	96%		4%	
15. The principal provides good leadership of the school.	84%	16%	0%	0%
	100%		0%	
16. The school is well managed.	76%	24%	0%	0%
	100%		0%	
17. The school's academic standards are good.	60%	40%	0%	0%
	100%		0%	
18. The school has high standards in music, drama, art, dance, etc	16%	64%	20%	0%
	80%		20%	
19. The school satisfies my child's sporting needs.	16%	48%	28%	8%
	64%		36%	
20. I feel welcome in the school.	68%	32%	0%	0%
	100%		0%	
21. I understand the role of the school Governors.	48%	48%	4%	0%
	96%		4%	
22. The school's buildings and grounds are good.	68%	32%	0%	0%
	100%		0%	
23. I speak well of the school.	84%	16%	0%	0%
	100%		0%	
24. The school promotes equal opportunities for all learners.	80%	20%	0%	0%
	100%		0%	
25. I support school events.	68%	28%	4%	0%
	96%		4%	
26. The school provides leadership opportunities for children.	52%	36%	12%	0%
	88%		12%	
27. My child is taught the difference between right and wrong.	64%	36%	0%	0%
	100%		0%	
28. Character development is important at our school.	76%	24%	0%	0%
	100%		0%	
29. My child is guided in dealing with change.	52%	40%	8%	0%
	92%		8%	

FOUNDATION PHASE - ECD Teacher Opinion Survey – Grade R

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
1. Children are happy at school.	100%	0%	0%	0%
	100%		0%	
2. Children are safe and secure in the school premises.	67%	33%	0%	0%
	100%		0%	
3. Practitioners conscientiously are for children	100%	0%	0%	0%
	100%		0%	
4. Indoor facilities are kept safe	100%	0%	0%	0%
	100%		0%	
5. Outdoor play apparatus is in good order and regularly checked	33%	67%	0%	0%
	100%		0%	
6. There is enough age-appropriate equipment for the children to choose from	100%	0%	0%	0%
	100%		0%	
7. The school prioritises cleanliness in all areas	67%	33%	0%	0%
	100%		0%	
8. Children's possessions are well cared for	67%	33%	0%	0%
	100%		0%	
9. The principal provides effective leadership	100%	0%	0%	0%
	100%		0%	
10. The school is well managed	100%	0%	0%	0%
	100%		0%	
11. Practitioners encourage children to speak in their home language	0%	67%	33%	0%
	67%		33%	
12. Health policies are clearly displayed to staff and parents/guardians	33%	67%	0%	0%
	100%		0%	
13. Policies are kept updated	67%	33%	0%	0%
	100%		0%	
14. The school provides nutritious meals	50%	50%	0%	0%
	100%		0%	
15. A clearly communicated daily routine is provided	100%	0%	0%	0%
	100%		0%	
16. Children understand what is expected of them	67%	33%	0%	0%
	100%		0%	
17. Children are comfortable in a steady routine	100%	0%	0%	0%
	100%		0%	
18. Practitioners are quick to inform parents of any developments regarding their children	100%	0%	0%	0%
	100%		0%	
19. The school communicates regularly with parents/guardians	100%	0%	0%	0%
	100%		0%	
20. Practitioners have opportunities for professional development	100%	0%	0%	0%
	100%		0%	
21. There is a high level of job satisfaction at the school	67%	33%	0%	0%
	100%		0%	
22. Practitioners build and maintain positive relationships with the parents/guardians	100%	0%	0%	0%
	100%		0%	
23. Parents/guardians are encouraged to be involved in school activities	100%	0%	0%	0%
	100%		0%	

FOUNDATION PHASE - Teacher Opinion Survey – Grade 1-3

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
1. Learners are happy at this school	80%	20%	0%	0%
	100%		0%	
2. Teachers are involved in school activities beyond the classroom	100%	0%	0%	0%
	100%		0%	
3. Learners show respect for teachers	20%	70%	10%	0%
	90%		10%	
4. Teachers show respect for learners	70%	30%	0%	0%
	100%		0%	
5. Parents respect me as a professional	40%	60%	0%	0%
	100%		0%	
6. I try to build good relations with parents	56%	40%	0%	0%
	100%		0%	
7. Teachers at school are approachable	60%	40%	0%	0%
	100%		0%	
8. There is someone with whom teachers can talk about their problems	70%	30%	0%	0%
	100%		0%	
9. Children are well mannered and behave appropriately	0%	80%	20%	0%
	80%		20%	
10. The disciplinary procedures are transparent and applied consistently	50%	50%	0%	0%
	100%		0%	
11. Possessions are safe at school.	20%	80%	0%	0%
	100%		0%	
12. The security of the school is good	70%	30%	0%	0%
	100%		0%	
13. Teachers work to protect children from all forms of bullying	80%	20%	0%	0%
	100%		0%	
14. Homework is meaningful and appropriately scheduled	50%	50%	0%	0%
	100%		0%	
15. Learner transitions between grades is managed well	80%	20%	0%	0%
	100%		0%	
16. The principal provides effective leadership	100%	0%	0%	0%
	100%		0%	
17. The school management team performs well	90%	10%	0%	0%
	100%		0%	
18. There is support and provision made for staff well-being	70%	30%	0%	0%
	100%		0%	
19. There is an effective orientation process for new staff	30%	70%	0%	0%
	100%		0%	
20. The school's academic standards are good	70%	30%	0%	0%
	100%		0%	
21. The school has high standards in music, drama, art, dance, etc	20%	60%	20%	0%
	80%		20%	
22. The school satisfies learners' sporting needs	10%	70%	20%	0%
	80%		20%	
23. Most parents are supportive of the school	40%	60%	0%	0%
	100%		0%	
24. I understand the role of the school Governors	40%	50%	10%	0%
	90%		10%	
25. The school's grounds and buildings are good	70%	30%	0%	0%
	100%		0%	
26. Classes are of a manageable size	100%	0%	0%	0%
	100%		0%	
27. Teachers are proud to be at this school	90%	10%	0%	0%
	100%		0%	
28. Teachers treat learners fairly	70%	30%	0%	0%
	100%		0%	
29. Teachers have an appropriate say in the way the school is run	50%	50%	0%	0%
	100%		0%	
30. Teachers have opportunities for professional development	90%	10%	0%	0%
	100%		0%	
31. Teachers are recognized for their skills and competencies	60%	40%	0%	0%
	100%		0%	
32. The teacher appraisal system is understood and effectively applied	40%	60%	0%	0%
	100%		0%	
33. The teachers get on well with one another	50%	50%	0%	0%
	100%		0%	
34. Equal opportunities are promoted at our school	50%	50%	0%	0%
	100%		0%	

SENIOR PHASE - Primary Parent / Guardian Opinion Survey – Grade 4-7

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
1. My child is happy at school.	58%	38%	4%	0%
	96%		4%	
2. My child is making good progress at school.	42%	56%	2%	0%
	98%		2%	
3. My child is involved in school activities beyond the classroom.	53%	43%	4%	0%
	96%		4%	
4. I respect the professionalism of the teachers.	51%	47%	2%	0%
	98%		2%	
5. My child's teachers treat my child fairly.	44%	54%	2%	0%
	98%		2%	
6. My child is well cared for.	56%	44%	0%	0%
	100%		0%	
7. The school keeps me informed of my child's progress.	42%	47%	11%	0%
	89%		11%	
8. I am able to approach the teachers about my child.	60%	31%	9%	0%
	91%		9%	
9. Discipline is applied fairly at school.	45%	53%	2%	0%
	98%		2%	
10. My child understands the discipline policy of the school.	60%	40%	0%	0%
	100%		0%	
11. My child's possessions are safe at school.	42%	56%	2%	0%
	98%		2%	
12. My child feels safe at school.	60%	40%	0%	0%
	100%		0%	
13. My child is bullied at school.	4%	20%	42%	34%
	24%		76%	
14. My child is given meaningful homework.	29%	67%	4%	0%
	96%		4%	
15. The principal provides good leadership of the school.	73%	27%	0%	0%
	100%		0%	
16. The school is well managed.	60%	40%	0%	0%
	100%		0%	
17. The school's academic standards are good.	47%	51%	2%	0%
	98%		2%	
18. The school has high standards in music, drama, art, dance, etc	18%	46%	29%	7%
	64%		36%	
19. The school satisfies my child's sporting needs.	22%	38%	31%	9%
	60%		40%	
20. I feel welcome in the school.	62%	36%	2%	0%
	98%		2%	
21. I understand the role of the school Governors.	33%	58%	7%	2%
	91%		9%	
22. The school's buildings and grounds are good.	53%	45%	2%	0%
	98%		2%	
23. I speak well of the school.	71%	27%	2%	0%
	98%		2%	
24. The school promotes equal opportunities for all learners.	62%	36%	2%	0%
	98%		2%	
25. I support school events.	53%	47%	0%	0%
	100%		0%	
26. The school provides leadership opportunities for children.	33%	56%	11%	0%
	89%		11%	
27. My child is taught the difference between right and wrong.	53%	47%	0%	0%
	100%		0%	
28. Character development is important at our school.	51%	49%	0%	0%
	100%		0%	
29. My child is guided in dealing with change.	42%	47%	11%	0%
	89%		11%	

SENIOR PHASE - Opinion Survey - Learners Grade 4 and Above

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
1. I am happy at school.	30%	64%	3%	3%
	94%		6%	
2. I am making good progress at school.	40%	54%	6%	0%
	94%		%	
3. I am involved in school activities outside of the classroom.	67%	28%	2%	3%
	95%		5%	
4. There are leadership opportunities provided at school.	45%	50%	3%	2%
	95%		5%	
5. I respect my teachers.	68%	28%	4%	0%
	96%		4%	
6. At school I learn the difference between right and wrong.	45%	48%	3%	4%
	93%		7%	
7. My teachers take an interest in my progress.	40%	53%	4%	3%
	93%		7%	
8. My teachers encourage me to work hard.	52%	38%	8%	2%
	90%		10%	
9. Discipline is good at school.	53%	38%	5%	4%
	91%		9%	
10. My possessions are safe at school.	45%	41%	12%	2%
	86%		14%	
11. I feel safe at school.	56%	38%	4%	2%
	94%		6%	
12. Some children are bullied at school.	34%	44%	11%	11%
	78%		22%	
13. The homework set is fair.	24%	51%	20%	5%
	75%		25%	
14. The school has high standards academically.	45%	44%	6%	5%
	89%		11%	
15. The school has high standards in music, drama, art, dance, etc	22%	39%	25%	14%
	61%		39%	
16. The school satisfies my sporting needs.	27%	29%	25%	19%
	56%		44%	
17. I find school work interesting.	20%	55%	19%	6%
	75%		25%	
18. I learn to make friends of different genders, religions and cultures.	63%	31%	5%	1%
	94%		6%	
19. There are too many learners in my classes.	5%	4%	35%	56%
	9%		91%	
20. I find it difficult to approach my teachers with my problems.	27%	29%	24%	20%
	56%		44%	
21. The school's buildings and grounds are good.	52%	37%	8%	3%
	89%		11%	
22. I can use the internet facilities at school.	25%	42%	21%	12%
	67%		33%	
23. I am proud to be at this school.	64%	24%	8%	4%
	88%		12%	
24. My parents or guardians support events.	50%	32%	14%	4%
	82%		18%	

SENIOR PHASE Teacher Opinion Survey – Grade 4-7

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
1. Learners are happy at this school	44%	56%	0%	0%
	100%		0%	
2. Teachers are involved in school activities beyond the classroom	96%	6%	0%	0%
	100%		0%	
3. Learners show respect for teachers	0%	67%	33%	0%
	67%		33%	
4. Teachers show respect for learners	56%	44%	0%	0%
	100%		0%	
5. Parents respect me as a professional	22%	72%	6%	0%
	94%		6%	
6. I try to build good relations with parents	61%	39%	0%	0%
	100%		0%	
7. Teachers at school are approachable	72%	28%	0%	0%
	100%		0%	
8. There is someone with whom teachers can talk about their problems	72%	28%	0%	0%
	100%		0%	
9. Children are well mannered and behave appropriately	6%	61%	33%	0%
	67%		33%	
10. The disciplinary procedures are transparent and applied consistently	33%	61%	6%	0%
	94%		6%	
11. Possessions are safe at school.	22%	67%	11%	0%
	87%		11%	
12. The security of the school is good	56%	44%	0%	0%
	100%		0%	
13. Teachers work to protect children from all forms of bullying	72%	28%	0%	0%
	100%		0%	
14. Homework is meaningful and appropriately scheduled	38%	56%	6%	0%
	94%		6%	
15. Learner transitions between grades is managed well	50%	50%	0%	0%
	100%		0%	
16. The principal provides effective leadership	94%	6%	0%	0%
	100%		0%	
17. The school management team performs well	72%	28%	0%	0%
	100%		0%	
18. There is support and provision made for staff well-being	78%	22%	0%	0%
	100%		0%	
19. There is an effective orientation process for new staff	33%	37%	0%	0%
	100%		0%	
20. The school's academic standards are good	29%	65%	6%	0%
	94%		6%	
21. The school has high standards in music, drama, art, dance, etc	17%	60%	17%	6%
	77%		23%	
22. The school satisfies learners' sporting needs	22%	50%	28%	0%
	72%		28%	
23. Most parents are supportive of the school	28%	72%	0%	0%
	100%		0%	
24. I understand the role of the school Governors	56%	44%	0%	0%
	100%		0%	
25. The school's grounds and buildings are good	89%	11%	0%	0%
	100%		0%	
26. Classes are of a manageable size	78%	22%	0%	0%
	100%		0%	
27. Teachers are proud to be at this school	72%	28%	0%	0%
	100%		0%	
28. Teachers treat learners fairly	67%	33%	0%	0%
	100%		0%	
29. Teachers have an appropriate say in the way the school is run	28%	66%	6%	0%
	94%		6%	
30. Teachers have opportunities for professional development	89%	11%	0%	0%
	100%		0%	
31. Teachers are recognized for their skills and competencies	72%	28%	0%	0%
	100%		0%	
32. The teacher appraisal system is understood and effectively applied	61%	39%	0%	0%
	100%		0%	
33. The teachers get on well with one another	61%	39%	0%	0%
	100%		0%	
34. Equal opportunities are promoted at our school	45%	55%	0%	0%
	100%		0%	



APPENDIX B – OPINION SURVEY SCORES: AREAS OF CONCERN

Bullying at School

Parents Gr 1-3: My child is bullied at school (12% agree, 88% disagree)

Parents Gr 4-7: My child is bullied at school (24% agree, 76% disagree)

Learners Gr 4-7: Some children are bullied at my school (22% agree, 78% disagree)

Sport at Bellavista School

Parents Gr 1-3: The school satisfies my child's sporting needs (64% agree, 36% disagree)

Parents Gr 4-7: The school satisfies my child's sporting needs (60% agree, 40% disagree)

Learners: The school satisfies my sporting needs (56% agree, 44% disagree)

Staff: The school satisfied learner's sporting needs (76% agree, 24% disagree)

Cultural Activities at Bellavista School

Parents Gr 1-3: The school has high standards culturally e.g. in music, art, dance etc
(80% agree, 20% disagree)

Parents Gr 4-7: The school has high standards culturally e.g. in music, art, dance etc.
(64% agree, 36% disagree)

Learners: The school has high standards in music, drama, art and dance.
(61% agree, 39% disagree)

Staff: The school has high standards culturally e.g. in music, art, dance etc.
(62% agree, 38% disagree)

Teacher Approachability

Learners: I find it difficult to approach my teachers with problems
(56% agree, 44% disagree)

Parents Gr 1-3: I am easily able to approach the appropriate staff member(s) about my child
(92% agree, 8% disagree)

Parents Gr 4-7: I am easily able to approach the appropriate staff member(s) about my child
(91% agree, 9% disagree)

Staff: Teachers are easily approachable concerning problems by learners
(100% agree, 0% disagree)



APPENDIX C – TEACHER APPROACHABILITY SURVEY

Special Survey for Grade 4 – 7 Students at Bellavista School

Tick the box that applies to you.

Grade:	4	5	6	7
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Boy		Girl	
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Please read and tick either Yes, Sometimes or No. Eg. I feel comfortable approaching my teachers when I don't understand the work in class. Yes ✓

I feel comfortable approaching my teachers when -

	Yes	Sometimes	No
- I don't understand the work in class			
- I need work to be explained more than once			
- The work is too difficult			
- I forget to do my homework			
- I didn't understand how to do the homework			
- I've left something at home			
- Other children are rude and nasty to me			
- I am sad			
- I'm feeling unwell			
- I'm left out of a group of friends			
- Someone bullies me on social media (Facebook, sms, twitter etc)			

	Yes	Sometimes	No
I am given responsibility in the classroom			
I am given responsibility in the school			



APPENDIX D – RESULTS OF TEACHER APPROACHABILITY SURVEY

I feel comfortable approaching my teachers when –

Summary of Survey as %

	Grade 4			Grade 5			Grade 6			Grade 7		
	Yes	S	No	Yes	S	No	Yes	S	No	Yes	S	No
- I don't understand the work in class	15	63	22	48	52	0	15	65	19	15	70	15
- I need work to be explained more than once	30	33	37	20	80	4	12	62	27	26	59	15
- The work is too difficult	4	41	59	48	32	20	15	46	38	15	61	24
- I forget to do my homework	0	30	70	32	32	36	8	54	38	6	51	43
- I didn't understand how to do the homework	4	22	70	56	40	4	19	46	35	15	62	24
- I've left something at home	19	52	41	40	52	8	19	35	50	12	53	35
- Other children are rude and nasty to me	15	52	33	36	32	32	31	46	23	24	39	36
- I am sad	0	56	44	24	40	32	15	38	42	26	26	47
- I'm feeling unwell	7	56	37	44	32	20	12	42	40	26	45	29
- I'm left out of a group of friends	7	41	48	16	36	48	19	23	50	26	14	60
- Someone bullies me on social media (Facebook, sms, twitter etc)	4	0	96	28	8	36	12	4	85	18	12	70

Leadership / Responsibility	Grade 4			Grade 5			Grade 6			Grade 7		
	Yes	S	No	Yes	S	No	Yes	S	No	Yes	S	No
I am given responsibility in the classroom	56	41	4	60	28	12	35	46	19	35	50	15
I am given responsibility in the school	30	52	15	40	40	20	42	27	31	85	12	3



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MENTOR'S REPORT

1. INTRODUCTION

- Bellavista School
- Head- Mrs Alison Scott
- Team Leader - Mrs Fleur Durbach
- Report Writer - Heather Allais
- Evaluation date - 12 May 2015
- Previous IQAA Evaluation - 11 June 2009
- Mentor - Cheryl Kindon

2. RECEPTION AND TONE

I visited the school to meet the evaluation team and to do the training on 9 March. I was made to feel very welcome, the training session went well and we were able to address the concerns that the team had concerning the evaluation.

Mrs Durbach and Mrs Heather Allais kept me well informed about all aspects of the evaluation and the timetable for my second visit on the 12 May arrived timeously with the Preliminary Findings. Thank you for the special refreshments supplied these were so welcome.

3. RIGOUR AND EFFICIENCY OF THE EVALUATION

- Onsite Training - Only two members of the evaluation team who were involved in the first evaluation are part of the current team, but this has not proved to be a challenge. All the members of the team were enthusiastic participants in the training.
- Team - As Bellavista is a school for children who experience barriers to learning therapists and teachers are part of the team.
- Opinion Surveys - A mixture of on-line and hard copy surveys were used and this was a challenge as the head stated that some of the statements in the surveys may have been misinterpreted by the parents. An additional survey on teacher approachability was completed by the children from Grade 4-7. The results were used to form the basis of the discussion groups.
- Discussion Groups - Both junior and senior children took part in discussions on Sport and Culture and Bullying and parents and staff discussed Bullying. The staff also discussed Teacher Approachability.
- Quality Targets - Each member of staff scored the school on the targets and the team then reached consensus on the results.
- Class Observation - All the teachers and therapists were visited.
- Evaluation of Means and Methods Used - These were carried out thoroughly and with the necessary rigour.

4. GENERAL AND SPECIFIC IMPRESSIONS GAINED BY THE MENTOR

- Teaching and learning - I witnessed good variety in the lessons observed and the needs of each individual child were catered for. Care was taken to ensure that all the children were involved in the lessons.
- School community - Obviously a most caring and concerned school community as parents, teachers and therapists work together in the education of the children.
- School Environment - The building and grounds are in excellent condition and the gardens are colourful and well tended.
- Atmosphere - Relaxed but carefully structured.
- Attitude - So positive.

Independent Quality Assurance Agency

Directors:

Samuel Isaacs (Chairman)

Ebrahim Ansur • John Falconer • Michael King • Stephen Lowry •
Sandile Ndaba • Anne Oberholzer • Mark Potterton

5. REFLECTIONS ON RECOMMENDATIONS FROM THE PREVIOUS EVALUATION

- Implementation of recommendations - Full time sports coaches have been employed, interactive white boards installed in the classrooms and extra training courses are offered to the staff and the wider community.
- Successes - More children are able to participate in sporting activities.
- On-going issues or challenges - Bullying continues to be a concern amongst the children and the parents.

6. ESTIMATION OF THE SUCCESS OF THE EVALUATION

- Compliance - The school is compliant in all required areas. The compliance document was completed by Mrs Alison Scott and myself.
- Buy-in from community - The class visits, discussion group and the interviews I participated in reinforced the fact that the evaluation has been a success.
- Report - The school report is a fair reflection of the evaluation process.
- Recommendations and timeline - All the recommendations and the timeline in the school's development plan are feasible and I endorse these.
- Culture of ongoing quality improvement - The enthusiastic dedicated staff are proof that quality education is very important and the quality of teaching and learning was visible throughout the visit.

7. ENDORSEMENT OF THE INTERNAL TEAM'S EVALUATION REPORT

'I am pleased to endorse the findings and recommendations of the Evaluation Team as set out in their Report. The process was openly and efficiently carried out, with appropriate rigour. The recommendations are an accurate reflection of the findings of the Evaluation Team. The timelines as set out in the School Development Plan are practical and achievable'.

8. **CONCLUSION** - It was a pleasure and privilege to mentor Bellavista School and this community is so fortunate to have access to such a special place. I wish them well for the future.

9. SIGNATURE AND DATE

Cheryl Kindon
2 August 2015