

**WATERFORD KAMHLABA
UNITED WORLD COLLEGE
of
SOUTHERN AFRICA**

**QUALITY ASSURANCE SELF EVALUATION REPORT
JULY 2015**

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Disclaimer: This report represents and reflects a very broad range of majority ideas and opinions and was compiled by a team of volunteer members of staff after extensive investigation. The report or any aspects of it do not necessarily reflect the personal views of the writers.

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ABBREVIATIONS USED IN THIS REPORT

WK	Waterford Kamhlaba
GC	Governing Council
DPP	Deputy Principal Pastoral
DPA	Deputy Principal Academic
CMG	Central Management Group
HOR	Head of Residence
HOD	Head of Department
AcCo	Academic Coordinator
UWC	United World College movement
IQAA	Independent Quality Assurance Agency
ISASA	Independent Colleges Association of Southern Africa
SIP	School Improvement Plan
EM	Eco Estate Manager
DOR	Director of Residences

RATIONALE

1. At the meeting of the Heads of the United World College movement (UWC) in October 2013 it was noted that the UWC was no longer in a position to quality assure the Colleges as it had done in the past. It was decided that each college should find a reputable agency to accredit and validate the quality of education as well as the mission and UWC ethos of the college. It was agreed that all colleges would undertake this by the end of 2017. Regular quality assurance evaluations are also a requirement for Waterford's membership of the Independent Schools Association of Southern Africa (ISASA). The Agency appointed fulfils the role of the external auditor of an internally led self-evaluation process. To this end the Waterford Kamhlaba (WK) Governing Council (GC) engaged the services of the Cape Town based Independent Quality Assurance Agency (IQAA). It was noted that such agencies operating from the UK, Australasia or North America, charged for their services in hard currency. (The one agency that presented their services at an UWC Education Committee meeting was ten times the cost of IQAA.)
2. At the GC meeting, the Waterford Principal publically declared that he is a member of the IQAA board – a voluntary position with no financial benefits attached. IQAA has worked extensively with schools from a range of Associations of Independent Schools in Southern Africa and has developed a rigorous “School in A Mirror” instrument designed to guide schools through intensive self-evaluation processes. IQAA appointed an external “mentor” to provide assistance and guidance to the internal team of evaluators who volunteered their services. The extensive quality assurance process began in February 2015.

PURPOSE AND PROCESS

3. The purpose of the self-evaluation for WK was:
 - 3.1. To meet the Quality Assurance requirements of the UWC in order to maintain our accreditation as part of UWC.
 - 3.2. To undertake a thorough and extensive investigation into all areas of operation at WK including those “grey” areas which cause confusion and misrepresentation.
 - 3.3. To inform our strategic plan for 2016 and beyond.
 - 3.4. To comply with the ISASA conditions for membership. Waterford Kamhlaba UWCSA was found to be compliant with all of ISASA's conditions for membership.
4. Given that the college is in a transition phase owing to its relatively new leadership (Chairman of the Governing Council, Principal, Deputy Principal Pastoral, Deputy Principal Academic and Bursar) it was agreed that we would undertake an investigation using the IQAA Core Model:
 - 4.1. Teaching Learning and Attainment
 - 4.2. College Functioning

- 4.3. And that we would add on
- 4.4. Governance and Management
- 4.5. Boarding
- 4.6. Ethos

The Waterford Kamhlaba (WK) Evaluation team

5. The membership of the team is as follows:

Name	Nationality	Position held at WK	Area of Investigation
Joanne de Koning	South African	Deputy Principal: Academics	Team Leader
Richard Alexander	English	Head of Mathematics	College Functioning
Neil Keating	Irish	IGCSE Co-Ordinator. Head of Theatre	Boarding
Elinor Lowry	Zimbabwean	English Teacher	Classroom Observations Teaching , Learning and Attainment
Tich Muyambo	Zimbabwean	English Teacher	Teaching , Learning and Attainment
Bongani Nxumalo	Swazi	Maths Teacher	Ethos Quality Management Systems
Ramila Patel	English	Head of Visual Arts	Governance and Leadership
Albina Mululu (Owuor)	Kenyan	Head of Junior Hostel Biology Teacher	Ethos and Senior Management
Pat Brink	South African		External Mentor

Other areas of investigation

6. These included interviews, surveys and focus groups with staff, students and parents and, where necessary, with members of Governing Council. These areas of investigation informed the findings of the main investigation and were managed by:

Name	Nationality	Position held at WK	Focus Group	Number of Participants

Name	Nationality	Position held at WK	Focus Group	Number of Participants
Andra Delver	Dutch	English Teacher	Harmful Behaviour	<ul style="list-style-type: none"> • 526 students • 33 members of staff
Kate Doyle	South African	Deputy Principal: Pastoral	Pastoral Care	<ul style="list-style-type: none"> • 6 teachers • School Psychologist • School Nurse • 5 Heads of Residences • 1 Parent • 1 student
Kate Doyle	South African	Deputy Principal: Pastoral	Food	<ul style="list-style-type: none"> • 5 teachers • 2 parents • 2 Capitol Caterer employees
Sally Greaves Brown	Swazi	French Teacher	Communication	<p>Separate Focus Groups of:</p> <ul style="list-style-type: none"> • 10 students • 10 teachers • 10 teachers
Annalie Koekemoer	South African	Maths teacher	Professional Development, Recognition of Skills and Equal Opportunities	Focus Group of 4 teachers, Written Feedback from 7 teachers
Iain Pearson	Scottish	Maths Teacher	Transparency of Leadership	Written Feedback from 3 teachers, Focus Group of 8 students
Polly Stapley	South African	Physical Education and English Teacher	Sport and Extra-Curricular activities	<ul style="list-style-type: none"> • 7 teachers • 4 parents • 5 students
Bongani Nxumalo	Swazi	Maths Teacher	Quality Management systems	<p>Separate Interviews with:</p> <ul style="list-style-type: none"> • Estate Manager • Fleet Manager • Maintenance staff

Name	Nationality	Position held at WK	Focus Group	Number of Participants
				<ul style="list-style-type: none"> • Housekeeping staff • Catering Manager • Bursar
Pat Brink	South Africa	External Mentor	Mentors Groups	Separate Focus Groups of: <ul style="list-style-type: none"> • 9 Parents • 7 teachers • 6 students

Process Synopsis

7. The areas of investigation were identified by the Team Leader in consultation with the Principal and the Central Management Group (CMG).
8. The evaluation team was made up of staff volunteers. As far as possible we opted to exclude senior management from this core team to ensure as inclusive a voice as possible.
9. The college community (parents, staff and students) were all invited to participate by completing online IQAA-produced surveys the results of which were sent to the college team. The surveys were managed entirely by IQAA completely independently of the college.
10. We met with the IQAA appointed mentor and established areas of responsibility and areas requiring further investigation. Seven focus areas were identified – all of which would link to the main areas of investigation and inform the findings in these areas. These focus areas were: Harmful Behaviour, Pastoral Care, Food, Communication, Professional Development, Recognition of Skills and Equal Opportunities, Transparency of Leadership, Sport and Extra-Curricular Activities.
11. Team members set up Focus Groups, Interviews, Surveys and/or Forum Discussions with members across all constituencies of the Waterford community.
12. Regular weekly meetings were held with the evaluation team to obtain feedback and, if necessary, institute other methods of investigation.
13. Findings were analysed and presented to the team leader.
14. The mentor returned for a three day intensive moderation of the process, conducting her own interviews and focus groups, observing lessons, viewing the whole campus including boarding, and debriefing the team.
15. The team leader compiled this report which was presented to the IQAA mentor for validation and then to the WK Governing Council (GC).
16. The report was then published.

REFLECTIONS OF THE 2005 EVALUATION

17. This was conducted by UWC in 2005. Since then the following have been addressed and significantly improved upon:
 - 17.1. Involvement in community service by both staff and students in the lower forms
 - 17.2. Financial sustainability
18. The following issues have received attention from the current leadership, and are 'works in progress':
 - 18.1. Regular maintenance schedules
 - 18.2. Facilities: IT, classroom and laboratory space, dining hall completed; others to be prioritised during 2015
 - 18.3. Teacher professional development.
19. The following recommendations have been initiated but not concluded during the past two years:
 - 19.1. A need to gain consensus on what the distinguishing features of WK are now.
 - 19.2. The UWC status of WK to be infused throughout the school, perhaps especially in the Forms.
 - 19.3. Skills training for students to learn crucial aspects of leadership and how to sustain initiatives.
 - 19.4. Facilities: Hostel for the junior forms to be expanded or replaced; administration block.
 - 19.5. Teacher appraisal.

HISTORY AND CONTEXT OF WATERFORD KAMHLABA

20. Waterford Kamhlaba United World College of Southern Africa is one of Africa's first multi-racial schools established in expressed opposition to the South African Apartheid regime and its laws of racial segregation. Waterford was one of the first schools in Southern Africa to welcome students irrespective of racial, faith or socio-economic background. In 1963, the college was founded in Mbabane, Swaziland with just 16 students. Today the college values its socio-economic and cultural diversity with 625 students representing 61 nationalities, taught by staff from 20 countries.

IQAA SURVEY RESULTS

21. The online surveys administered by IQAA were completed by 98% of Teachers, 44% of parents and 76% of students.
22. Findings specific to particular areas of investigation (Teaching, Learning and Attainment, College Functioning, Governance and Leadership, Boarding, Ethos) will be dealt with in more detail in those sections of the report.

Positive Practices and Attitudes (The source is indicated in parenthesis)

23. Students are very happy at the college and are making good academic progress (student survey 92%, parent survey 99%, teacher survey 96%)
24. There are excellent opportunities for students to grow and learn in areas other than academics eg Leadership (student survey 86%, parent survey 95%, teacher survey 84%)
25. Teachers are actively engaged in extra-curricular activities (teacher survey 100%)
26. Students are respected by their teachers and feel they afford due respect to teachers in return (student survey 94%, parent survey 92%, teacher survey 91%)
27. Teachers take an interest in student work, provide ample encouragement and issue a fair amount of homework (student survey 84%, parent survey 98%)
28. Discipline is good and is carried out consistently and fairly (student survey 77%, parent survey 91%, teacher survey 82%)
29. High Academic standards are set and maintained (student survey 83%, parent survey 98%, teacher survey 96%)
30. Extra-Curricular and sporting needs are met (student survey 77%, parent survey 98%, teacher survey 84%)
31. There is a strong emphasis on diversity (student survey 95%)
32. There is a strong sense of college pride and a sense of character development (student survey 96%, parent survey 97%, teacher survey 98%)
33. There is good pastoral care and support (student survey 85%, teacher survey 98%)
34. The college is well managed and the Principal provides good leadership (parent survey 90%, teacher survey 86%)

Areas of Concern (The source is indicated in parenthesis)

35. Perceived theft – despite the large amount of accumulated lost property including valuable items such as jewelry and phones which are not claimed (student survey 58%, parent survey 23%, teacher survey 44%)
36. Harmful behaviour within the community (student survey 72%)
37. Class sizes are too big (student survey 16%, teacher survey 23%)
38. Internet is poor (student survey 39%)
39. Ineffectual communication (parent survey 77%)
40. Staff Development and Appraisal is insufficient (staff survey 60%)
41. The role and functioning of the Governing Council is unclear (parent survey 27%, staff survey 37%)
42. Approaching teachers with problems is perceived to be difficult (student survey 47%)
43. Careers Guidance is not always available (student survey 26%)

44. Extra Lessons are not always available (student survey 23%)
45. There is not enough effective orientation for new staff (teacher survey 58%)
46. Teachers feel that they do not have enough of a say in how the college is run (33%) however, they do not want to have more meetings (Focus Group)

Summary of Joint Survey Findings

47. The survey results reveal a happy, functioning school with high levels of satisfaction in all the core areas from its constituents. The staff indicated the highest number of concerns and this may well be a result of new management and changes being implemented which challenge the status quo. The surveys allowed for a quantitative measure of areas of concern which supported the existing anecdotal evidence. Some of the concerns raised in the survey are already being addressed.

TEACHING, LEARNING AND ATTAINMENT

Curriculum

48. The college follows the Cambridge International General Certificate in Secondary Education (IGCSE) curriculum for all the IGCSE subjects except for siSwati which follows the SGCSE, which is the local examining board in Swaziland. Post IGCSE, the college follows the International Baccalaureate Diploma Programme (IBDP) and endeavours to deliver the curriculum in line with the IB values and principles. As such, emphasis is also put on IB Learner Profile (attached as Appendix A) when planning lessons. In addition, as a UWC, the college adheres to the UWC spirit and there is a drive to embed the ethos in the delivery of the lessons and in other college programmes. The Lower School Curriculum is designed and implemented by Departments as a preparatory programme prior to IGCSE. Versions of current documents relevant to the curriculum can be accessed through Heads of Departments (HOD), Academic Coordinators (AcCo) and the Deputy Principal: Academic (DPA). IGCSE and IBDP documents relating to pedagogy, administration and external examinations can be accessed through Academic Coordinators (AcCos) and the IBDP Administrator. HODs continuously refer to subject assessments guidelines with members of their departments and are informed of any updates by the AcCos or DPA as soon as they are available. The college makes use of subject advisers through online courses and subscribing to approved websites where teachers share good practice with other teachers from around the world. The college curriculum is relevant to the needs of the students and the community through the offering of courses such as life skills, career guidance and IT.

Assessment

49. Based on information received from HODs, it is evident that departments use a variety of assessments to assess learners' progress. These forms of assessment include weekly tests, end of unit and termly examinations, speaking and listening activities and practical presentations where applicable. Most of the assessment is formative with some teachers also including summative assessment in their practice. Parent involvement in their children's learning is encouraged. Assessment results and progress reports are sent to parents at the end of every term with detailed comments from all subject teachers.

Classroom Practices and Attitudes

50. The classroom observation process was led by a team of six members of staff and undertaken by 52 of WK's 63 staff members. It was an enormously beneficial process in itself. Teachers were assigned to visit classes and complete a classroom observation form (attached as Appendix B) in order to "check the pulse of the college". The instructions were to observe the class and comment on the form but not to judge.
51. The data suggests a good, even great, school: Facilities including audio-visual equipment are more than adequate albeit that the buildings are old and a little tired. Students are involved in a large variety of learning activities throughout the day. There was clear evidence of planning and preparation for lessons. Each of the twenty IBDP/UWC values was touched on at least five times in the 45 lessons recorded. Tasks are challenging and varied.
52. Classes are of a manageable size for teaching and learning although judged unsatisfactory by teachers in being able to give each learner the individual support they need and for the physical size of some of the spaces. A college policy on class size, especially in IBDP, is being considered by the DPA – at present it varies from department to department.
53. Some areas which may require attention:
- 53.1. A fairly high proportion of classrooms are still arranged in rows.
 - 53.2. Although learner-centeredness is a professed key value at WK, there is a reliance on the teacher that might belie that.
 - 53.3. There is a predominance of 'chalk and talk' on the teachers' part, and the students are spending a large amount of time listening.
 - 53.4. The amount of 'empty' time within lessons.
 - 53.5. The relatively low score of 'risk-taking' as a value might be something we wish to address.
 - 53.6. We lose a good few minutes at every lesson changeover so that 40 minute lessons are rarely more than 35 minutes long.

54. However, the team working on this area of investigation felt that these were not alarming observations and should not dominate when clearly there is much to celebrate.
55. The written comments on the classroom observation form gave two overall impressions. Firstly, most comments seemed to convey a favourable impression (even though staff had been asked to withhold judgement). Secondly, all comments, even the concerned ones, showed an extensive level of interest and professionalism from all members of the teaching staff.

Teachers

56. GC and management agree that one of WK's most valuable assets is the academic staff. Care is taken to maintain staff diversity when appointing new staff. All teachers are academically qualified professionals who have a passion for their subject and a desire to teach it. Teachers are involved far beyond the classroom in community service, sports and other extra-curricular activities. Most teachers are also tutors and are therefore central to the pastoral care provision for the students. Teachers experience significant stress and fatigue owing to the demands on their time and their emotions. Care must be taken to ensure that all teachers have the necessary support.

Professional Development

57. At present, there is an outdated college policy of performance appraisal which has not been in practice for some time. As such there is no evidence of teachers being evaluated regularly in most subjects although some subjects encourage class visits among colleagues. There is no policy in place that enables teachers to reflect and evaluate themselves although the DPA has been trialling a system with new teachers and teachers whose contracts are up for renewal. This trial system has asked teachers to reflect on their own practices, set goals and identify areas for professional development. The DPA visits the classes of those teachers and writes a report for the Principal on her observations. Teachers then meet with the HOD and the DPA to discuss these reflections and set goals.
58. Teachers are supported and encouraged to attend workshops, courses and user-groups and share the benefits with the rest of the department. Online courses are also encouraged and the college endeavours to support teachers who register for these courses. Professional development courses are constrained by the budget.
59. Heads of Department support new teachers by mentoring them, meeting with them regularly and visiting their classes. HODs are asked to write a probation report for all new teachers at the end of their first term of employment. This is considered seriously by the Principal and the DPA before confirming the appointment. All new teachers are provided with a clear set of

expectations and guidelines contained in the Staff Handbook. Knowledge and understanding of these expectations is contractual.

60. The process of appointments to management positions is not always clear leading to a suspicion of a lack of transparency. The teachers in the Focus Groups also felt that there is a lack of recognition for their successes and an undue focus on their failures. Management does not agree with this perception highlighting a disconnect which needs attention. All management positions are advertised internally and all members of staff are free to apply. The interview panel always consists of the Principal, a Deputy Principal (either Pastoral or Academic depending on the post available) a Head of Department and a member of the teaching staff. The Governing Council Chairman is included when Management appointments are made. The panel will agree on questions to be asked to the candidate beforehand so that the interview is as comprehensive as possible. Only the successful candidate is announced out of respect for those who were unsuccessful.
61. In the event of a student or parent concern about a teacher, the DPA and the HOD undertake a thorough investigation including visiting the classes of the teacher concerned, asking his or her students to complete a survey form, determining the nature of the complaint and its severity, meeting with the teacher, setting up a monitoring programme and reporting back to the student or parent. Investigations of this nature are kept confidential to protect the dignity of the teacher involved.

Support

62. The college has properly used classrooms, laboratories, an IT centre, performance rooms and music rooms that effectively cater for students' academic needs. Students who experience barriers to learning are catered for through liaison with the SENCO (Special Educational Needs Coordinator) in collaboration with the Extra English support offered by the English department. Some departments run extra lesson classes but there is no agreed college policy on extra lessons. Comprehensive careers counselling is given with respect to university options to IBDP students and is clearly based around career aspirations. Most of the academic counselling is done from the office of the Director of Admissions, especially during IB orientation. There is some careers counselling provided to Form 5 students who may not wish to pursue the IBDP. This happens through the Director of Admissions, the IGCSE Academic Coordinator and the tutor system

Progress

63. Almost all students successfully complete the work of each form in a year and progress to the following year. Academic coordinators track the progress of each learner in liaison with subject teachers and tutors. In recent years the informally advertised natural 'exit points'

have been at the end of F3 (one student last year who was perceived not to be ready for WK's IGCSE programme was counselled and left for another school) and at the end of F5. Admittance to the IBDP is not an automatic progression. Students for whom the IBDP does not seem to be the best option are counselled to consider other options. The college will not admit students to the IBDP who, in our professional opinion, are going to struggle academically or emotionally. Repeating a year is not considered an option and it has not really happened in recent times; someone entering WK in, say, F4 may discover quite soon they were better suited to F3 and move there but that is not the same as failing and repeating a year. Most college leavers who complete the IBDP enrol in degree programs around the world. In 2014 all of the IBDP graduates at WK received university offers. There has not been tracking in place for those who leave the college after completing the IGCSE curriculum.

COLLEGE FUNCTIONING

Policies

64. Many of WK's practices are based on a common understanding of how things have always been done. However, there is a very comprehensive General Information Booklet (GIB) and a Staff Handbook in which many of the operational expectations and practices are covered. The full list of available policies is attached as Appendix C.

Finance

65. There are no documented policies or procedures in place for the Finance Department. The Bursar and the Principal are in the process of developing the necessary documentation. A new budgeting system has been proposed which will involve more discussion with the HODs and DPA. When this is in place there will be accountability for any overspend. At the moment much relies on the trust, honesty and experience of the accounts department and their overall aim is to not over spend and keep a healthy bank balance. The Finance Committee's (FinCom) role is to review and discuss the monthly management accounts in comparison to prior years' figures and the cash and debtor positions. There is also much advice provided by the external members on the FinCom with respect to tax positions and suggestions for capex financing. On an annual basis KPMG do a substantive audit on the accounts which are then prepared and presented to GC for approval.
66. A budget is drawn up and presented to Governing Council in late July or early August every year. The budget is not circulated to parents although it is not a secret. This year a new system for budget preparation is being tried. The Bursar liaises with the DPA and the Eco

Estate Manager to predict costs per department. The DPA will agree departmental budgets with HODs. The budget will be agreed by FinCom and the Governing Council.

Facilities

67. Buildings and grounds: These appear to meet college needs but the follow-up survey results (41 parents, 234 students and 42 teachers), indicate largely that buildings are deemed inadequate. Often there are too many students in a class for the size of the physical space available. There is some concern over accessibility of exits in the case of an emergency. The **Facilities Plan** (31 Oct 2014) itemizes 19 essential projects for which funding will be sought from annual surpluses, the Phoenix Fund (internal fund raising) or external donors. The new dining hall (2014) offers a much improved eating experience. The new Form 1 Block of three classrooms, a Laboratory and a computer hub is an exciting addition to the campus and has alleviated much of the pressure on classroom availability. There is no indoor campus venue suitable for whole college events.
68. Access: The surveys also indicated access is generally fine except for some night-time (safety) and weekend (availability) issues. There is a clear understanding that our campus is not presently suitable for anyone who might be physically challenged although new buildings all have wheel chair access. Toilet and shower facilities for day students are thought to be less than satisfactory both in number and standard.
69. Resources: The survey further indicated that resources are generally thought to be adequate or even relatively well provisioned. There are ongoing and expanding plans for sporting facilities. Cultural and spiritual needs are met mainly through observance at annual events.

Conduct

Children's Rights

70. These are implicit in our ethos and mission although they are not on permanent or prominent display. There is a Staff and Student protection policy in place which is currently under review. Expectations are extensively covered in the GIB and Staff Handbook. Teaching staff all have contracts which include job requirements and knowledge and acceptance of the rights of WK students.

Code of Conduct

71. The WK Code of Conduct is increasingly being incorporated into the GIB. The UWC Heads are once again reconsidering a UWC Code of Conduct that would apply to all colleges. The Published Notes of UWC Heads Committee, May 2015, Pune India: "**Student Code of Conduct and Alcohol on Campus**: noted that it was determined to be prudent and helpful

to review the code of conduct periodically. In preparation for reviewing it at the next UWC Heads meeting, each Head of College can ask their communities about questions, issues, and concerns about the code of conduct”.

Punctuality

72. The DPA and Academic Coordinators (AcCos) are clearly taking attendance and punctuality seriously. However consultations with students reveal a sense that punctuality is not good. Assembly rarely starts on time, for example, although there have been recent attempts to do so. The lack of a changeover gap between lessons in the timetable makes punctuality for class difficult to impose. Each teacher creates his or her own expectations and in some sense punctuality is seen as a learning experience that students have to adapt to.
73. Punctuality of Teachers: Those who have a home room are more able to be on time, waiting for every class. There are over 60 teachers, about 40 teaching spaces and over 30 classes ongoing at times during the day. The short lessons mean that even a five minute delay impacts greatly on the amount of teaching time.

Attendance

74. The AcCos follow up on this. IB Day Students self-register each morning. Boarders in the Forms are registered by the AcCo. The Nurse posts a list of students who are not well enough to attend class each day, although this system is imperfect and open to abuse. Students are not supposed to claim to be sick unless the nurse (or a hostel head) sanctions this. Teachers, tutors and AcCos have access to this information and the ‘bunking list’ in the staff room so that cross-checking is possible. This requires staff to be vigilant and to take a daily interest in such matters, following up at tutor period or individually with the AcCo. This works in that major problems are generally identifiable. Parents are contacted where necessary.

Interpersonal Behaviour

75. According to follow-up consultations, there are cordial relations between most people, although there are occasional instances of personality clashes, bullying and being mean that are not appreciated.
76. The results of the online IQAA survey revealed that 73% of the student body experienced bullying and, as a result, a follow-up survey was designed and administered by first year Diploma Programme students of Anthropology and Psychology, under the supervision of the subject Head of Anthropology and the subject Head of Psychology, in which all students and 33 teachers participated.
77. According to the Waterford Kamhlaba Child Protection Policy of 2015 (draft),

“harmful behaviour (also referred to as ‘bullying’ or hazing) means any gesture, any written, verbal or physical act or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as race, colour, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic; is done with intent of physically or emotionally harming someone, damaging their property, or placing that person in fear of physical or emotional harm; has the effect of insulting or demeaning another or others.”

78. The summary of the findings revealed the following:

78.1. Forms of harmful behaviour were considered to be emotional, physical, sexual, electronic (cyber-bullying). Students reported a high incidence of perceived harmful behaviour through actions, jokes, gestures, behaviours and gossip. Fewer students felt that they had experienced cyber bullying. The effects of harmful behaviour are primarily emotional. Most students will tell their friends when they are experiencing harmful behaviour since they do not always feel that they are able to report harmful behaviour to teachers or tutors. The main locations where harmful behaviour is seen to occur is in the hostels, in the cafeteria, in the tuckshop and in the classroom block. Perceived causes of harmful behaviour include appearance, race and ethnicity. 25% of students surveyed felt they had been harmed by a teacher and that reporting this harmful behaviour had little or an unsatisfactory response.

78.2. Teachers recognise that there is harmful behaviour at WK and that this does need to be addressed as an ongoing concern. The DPA and the Principal do follow up most stringently on reports of harmful behaviour by teachers although the outcomes of these investigations are not published in order to protect the privacy of the victim and the teacher involved.

Communication

Electronic communication

79. The revamped website is attractive but does not always contain the latest information and some information is hard to find. Parents feel that cancelled events are not flagged up effectively. The weekly newsletter is generally effective and appreciated but not sufficient or timely enough in some cases. Parents of day students felt they were not sufficiently informed. The website is not updated regularly.

Management Information System – ADAM

80. This is a very new addition to our information management systems. It is in its second term of operation and although it is not yet considered to be fully utilised, it clearly has the capacity to become a centralized repository. Connectivity (intranet) within the college remains an ongoing issue that is being addressed.

Communication with Constituents

81. Parents:

- 81.1. The follow-up survey (completed by 41 parents) and the Focus Group of 10 parents indicated that there is a strong feeling that leadership, including the Governing Council, does not prioritize effective communication. Parents feel strongly that they are often not kept informed of events at college and that consideration is not given to day students when information is being disseminated.
- 81.2. There are regular and meaningful progress reports sent to parents and regular opportunities for every parent to meet with and speak to teachers. There are Parents' Evenings in terms 1 and 2 just before mid-term. These are valued but some parents from far away cannot attend and some teachers have too many parents to see in a short space of time. The possibility of Skype consultations is being considered.
- 81.3. Parents are generally informed of any situation regarding their child although there is some parental concern in this regard especially over medical matters. Communication from the college was ranked lowest in the follow-up survey of parents with a strong agreement that communication on pastoral matters and medical matters was ineffective. Tutors are encouraged to open up a channel of communication with parents but this is not checked. There is confusion as to what the first point of contact should be with the college. There have been directives issued in the fairly recent past stating that tutors are the first contact point – but this does not seem to be adhered to nor fully understood by everyone.
- 81.4. The Principal writes a weekly newsletter updating parents on events at WK and including reminders of events to come. There is always an invitation for parents to approach the Principal with questions or concerns. However, despite this, some parents in the Mentor's and Communication focus groups expressed dissatisfaction with the responses from the Principal.

82. Students:

- 82.1. Results of the follow up survey (234 students) and the Focus Group of 10 students indicate that students feel that Waterford does not take into account the diversity of the

parent body in its communications with parents. The college needs to consider that there are parents who have never been to the college or to Swaziland and are never likely to; there are many parents who do not speak English very well if at all; there are local parents who live in town and there are parents who live in a neighbouring state. Communication needs to be refined and targeted at specific audiences.

82.2. Students feel that more effective communication with CMG is needed. They would like to hear directly from the Central Management Group (CMG) what the responses to their requests are. Currently feedback is given to the student representative presenting the request. However, students feel they do not get good enough feedback from their representatives. The failure of the SRC this year has led to the concern that there is an active attempt being made to close down the lines of communication between management and students. Student leadership has been addressed and a new SRC constitution adopted which is aimed at alleviating the perceived communication problems. IBDP students find the personal email communication from the IBDP Coordinator useful and effective.

82.3. The notice board at the entrance to the classroom block is an important source of communication, which most students refer to regularly. They appreciate that of recent times it has been kept in clearer more intelligible order – and that old notices are more regularly removed.

82.4. Students feel the GIB is too dense and the language too complex.

82.5. The students like the current end of term report system and felt more frequent reporting or access to grades by parents would put them under too much pressure. They were happy with the frequency of teacher/parent evenings.

82.6. There could be better communication between students and teachers – some students don't want to talk openly to teachers as they are afraid of being in trouble. This highlights one of Waterford's interesting tensions as a multi-cultural school in which a wide range of perceived norms and politeness markers are constantly in play. Students are actively encouraged to talk to their Tutors, their AcCo, their HOR and the DPA should they feel they are not able to approach a teacher directly.

83. Staff:

83.1. The follow up survey (41 teachers) and the Focus Group of 10 teachers reveal that the pigeon holes in the staffroom are still the most effective way of communicating, although they require the undesirable use of a lot of paper. Electronic methods of communication are effective but the internet connection sometimes makes this means of communication ineffective or slow. The introduction of a college intranet and the new offline Wiki should alleviate this problem. When ADAM is fully operational it will provide a more effective and easily accessible, centralised system of communication between

the Special Education Needs Coordinator (SENCO), the Psychologist, the Tutor, the Head of Hostel, the AcCo, the parents, students and the teachers.

83.2. Teachers feel that staff meetings should be more of a forum for discussion so that their points of view and opinions can be heard and considered. CMG on the other hand feels that there is a very healthy practice of consultation and discussion. This highlights a disconnect which should be addressed. More meetings are not seen as a solution.

Timetable

84. The timetable is a complex organism that is prepared before the start of each academic year. There are teachers and rooms for every class at all times, to meet the teaching requirements of the syllabus. Cover is organised by the Deputy Principal Academic, generally by using our alumni volunteers. There is a strong feeling that the periods are too short (40 minutes) and that there is not enough time allocated to pastoral care.

Environment

85. Sustainability: Owing to the appointment of the Eco Estate Manager and the funding from the Zayed competition, recent progress has become much more strategic than in the past. Plans to manage water more effectively are being developed (grey water systems, tapping seepage at the back of the playing fields, toilet cistern modifications). The college is planning to go carbon neutral in stages: from 85% reliance at present, to 65% within a year (via Photo Voltaic installations) to neutrality by 2025. Turning off geysers in the holidays has brought pleasantly large savings, with plans for timers to limit them to off-peak hours. Other plans that are both sustainable and educational in nature are in the pipeline, such as a wind turbine.

86. Waste management: Students are actively involved in recycling paper, plastic and cans that get sent to a commercial recycler for money. A bio-digester is planned to handle kitchen and organic waste.

Safety and Security

87. Currently the security of the college is outsourced to a local company who provide guards at all the main entrances and guards who patrol the property 24 hours a day, seven days a week. There is a sign-in system for visitors to campus and vehicles are randomly searched on entering and exiting campus. Student bags are searched for contraband. Students all have lockable cubicles or lockers and are encouraged to look after their own possessions. Nevertheless, theft is still perceived to be a big problem despite the large amount of uncollected "Lost Property" which includes valuable items inter alia smart phones and jewellery. Lost property is displayed twice a term in the entrance to the classroom block or in

the assembly hall but little is ever reclaimed. Heads of Residences conduct “cubie searches” at the request of students. However, these have not yet turned up any stolen items. The college has a no tolerance policy towards theft.

88. There is an emergency evacuation plan in place for the assembly hall and a recent fire drill demonstrated that we are able to evacuate that space in 1 minute 10 seconds. Emergency evacuation procedures for the classroom block are being developed. Heads of Residences are responsible for regular emergency evacuation drills in their hostels.
89. All laboratories, hostels and common areas are equipped with regularly maintained fire extinguishers. First Aid training is encouraged and is available for staff on request.
90. Movement around campus at night is difficult owing to poor lighting. Solar lights for walkways should be considered to increase the safety of the campus community.

Health Care

91. WK has a full time, qualified nurse who lives on campus and is available to be called out for emergencies. She is available for consultation for all members of the WK community every day and deals with the majority of the health care issues that are brought to her attention. Those people requiring specialist care are referred to a medical doctor who is on campus for two hours every morning. Anyone needing medical care thereafter is referred to the Mbabane Clinic.
92. Students are provided with three full meals a day, snacks and juice. The menu is varied and there is ongoing discussion with our Caterers to find healthy alternatives and options. The onsite Tuckshop provides a range of treats including high sugar content foods and beverages which is of concern to some parents and teachers.

Pastoral Care

93. Although pastoral care is definitely a whole college concern it is of particular significance for Boarding students who do not have the immediate support of family on a daily basis. This is not to suggest that pastoral care is not available to our Day students. On the contrary it is an extremely important part of life at WK. At present the head of pastoral care is the Deputy Principal Pastoral (DPP). Other pastoral support is available from the College Psychologist, the Special Education Needs Coordinator (SENCO), the Heads of Residences, the Tutors and a trained team of student peer supporters. A very thorough investigation into the pastoral care provision was conducted by the Deputy Principal Pastoral and fifteen volunteer staff members who formed a focus group. It was clarified at the outset of the investigation that pastoral care means looking after the psycho-social well-being of all people on campus. It includes all areas of college life.

94. At present it appears that pastoral care is a relatively vague concept lacking common understanding although there is a great deal of its practise evident in the community. It was suggested that we change the name from Pastoral Care to Student Welfare, as this is a more understood term. A student Support Centre that could house all of our support services – nurse, social worker, SENCO, AcCos, peer supporters- would be a really useful addition to the facilities.
95. All members of staff are essentially care givers although it was agreed that the role of the Tutor in particular is central to Pastoral Care at Waterford Kamhlaba. Pastoral care cannot be divorced from Academic support, achievement and progress as they are inherently interdependent. Tutors require training, clear guidelines on what is expected of them and support whenever they need it. At present this is ad hoc although the DPA is working on empowering Tutors to be more effective care givers.
96. Teachers are overwhelmed by the volume of professional expectations and the extent of their administrative responsibilities. A Human Resources Manager is a strong recommendation. Students are concerned that teachers may burn out which is indicative of the level of stress being experienced by teachers. Teachers who come from foreign countries need extra support.
97. Residential tutors, especially in the junior hostel, are over-stretched and over-worked. This impacts negatively on effective teaching and learning. Care givers often have “compassion fatigue” and so support for teachers is crucial.

Sport and Extra-Curricular Activities

98. The Sports and Extra-Curricular Focus group (7 teachers, 5 students, 4 parents) felt that the sports and extra-curricular activities on offer are substantial and satisfactory. WK offers 14 sports and 19 extra-mural activities over the year. 22 coaches are involved in these different sports programs, and many are student-led. WK offers sport and extra-curricular activities five days a week with most weekends being active too. Students, staff and parents agreed that sport has huge benefits for students and is essential to their well-being. They are pleased with the sport being offered and with the fact that it is being considered to be more competitive than in the years gone by. A “wholesome improvement” was noted by staff and parents in general well-being of students at WK through sports. Senior representatives of the student body felt that the different forms are more effectively integrated through sports.
99. There is currently no compulsory participation in sport although IBDP students need to complete 50 hours of action (sport) over the two year programme in order to satisfy the demands of the Diploma programme. Tutors are made aware of any student not getting involved and encourage them to do so. Teachers and coaches take register. IBDP

applications from Form 5s include a section on extra-curricular activity and this serves as motivation for the Form 3s, 4s and 5s to participate.

100. The organisation of sports offered by senior students is sometimes problematical due to lack of commitment and communication, but those organised by staff are more effectively managed. Information about fixtures and dress code is not always communicated timeously.

GOVERNANCE AND MANAGEMENT.

The Principal

101. The results of the initial IQAA survey revealed that it was perceived that the college is well managed and that the Principal provides good leadership (parent survey 90%, teacher survey 86%). Further discussions with staff, student and parent focus groups indicate that there is still a measure of cautious observation given that the Principal is relatively new to WK and the UWC movement. There was also a measure of concern expressed by some parents in the Mentor's Focus Group (9 parents) that WK is being steered in the direction of a South African private school. Although WK has had a long association with ISASA, the Principal was perceived by this group to be placing undue emphasis on ISASA. The Principal feels that communication is key to good leadership but the focus group discussions suggest that he is not always perceived to be approachable. The students in the lower forms are very supportive of the Principal. There was very positive feedback regarding his friendliness and his stories in Assembly. Students in the lower forms consider the Principal approachable, friendly and fair. Senior students consider the Principal a little autocratic and inflexible but recognise that he cares and is consistent in his approach which they value.

Senior Management (CMG)

102. A survey of members of staff (41) indicated that there is a level of mistrust of senior management and its practices although there is an elected staff representative at every CMG meeting. There is a strong concern that senior management does not reflect the diversity of the college. Effective communication is clearly a problem supporting the perception that senior management does not deal with issues impartially or timeously and does not support sustainable practices in all areas of the college. The parent focus group indicated satisfaction with the newly appointed Deputy Principals. Significantly 61% of the staff participants in the Senior Management survey felt that care was given to their personal needs and well-being. In contrast to the IQAA survey results, the internal survey revealed that staff felt consulted in the running of the college and that they felt senior management provides guidance to the staff. The IQAA survey results and the internal survey results are contradictory revealing an

uncertainty and insecurity which should be addressed through more conscious communication from CMG.

Governing Council

103. The GC is a diversely constituted group with an understanding of its role in directing and monitoring the policies and strategic planning for the college as well as being custodians of the WK ethos. The GC members understand that their role is to offer support and advice to management without interfering in operational matters. It is starting to be more proactive in identifying and responding to the internal and external risks which the college faces. There is an understood code of conduct for members of the GC. Parents, students and staff feel that the GC is generally silent and absent and that more communication from the GC is necessary. It must be noted that there is a staff representative, a parent representative and a student representative at each GC meeting and that feedback to the relevant constituents should be the responsibility of the representatives. This does not always happen.

Quality Management Systems

Transport

104. Buses go for servicing every 10, 000 km to the dealership. They are cleaned after every trip or outing. Vehicles are inspected by the head driver when they return from service. The old parts that have been replaced are provided by the dealers, and they are checked against the repairs effected.
105. The Fleet Manager checks that the seat belts (which are on every seat) are ready and in working order. The students do not always use the seatbelts and have to be constantly reminded. When faults are reported the head driver checks them and takes immediate action if further action is required from mechanical or panel-beating services. There is virtually no time-lapse in taking action as the head driver is aware of the importance of safety in the hilly terrain. Tyres are checked and changed as necessary. When a vehicle is out of commission, replacement vehicles are hired from reputable providers. The Bursar approves such hire.
106. As a general comment, the fleet now needs to be considered for renewal fairly urgently. Some of the minibuses are past their prime and need to be changed. One older bus is now out of commission and has been parked in the car-park for six months, as it failed a roadworthy test. Unsafe buses are never used.
107. Drivers are monitored directly or indirectly by comments from teachers in charge who have been with particular drivers on an outing. Their comments are considered by Fleet Manager and action is taken accordingly. Extra training and advice is given. The safety record of the

transport department is very good, particularly given the mountainous terrain of many of the routes.

Maintenance

108. Reporting system: Currently the college uses a manual carbon copy system with reporting of faults from the following areas – hostels, administration and kitchens. Unless it is an emergency, maintenance requests are collated every morning, and issued to the relevant maintenance departments for actioning. The system is tracked on a main board and requests are reviewed for progress.
109. Types of requests:
 - 109.1. Emergencies for plumbing and electrical are treated as priority.
 - 109.2. Ground staff tends to all gardens and sporting areas.
 - 109.3. General staff attend to all furniture requests, recycling, broken windows, etc.
 - 109.4. Painters are on a rolling program for house and building painting.
 - 109.5. Carpentry produces cupboards, shelving, furniture and general repairs such as roofs, etc.
 - 109.6. The maintenance staff is safety conscious with improvements continually being sought. Safety gear such as safety boots, goggles, specialized trimming gear, etc. is issued. In the event of an injury, the staff member reports to the college sick bay to be attended to by the college nurse and referred to the doctor if necessary.
110. The maintenance staff reports into the Eco Estate Manager (EM). Generally the staff is well respected by students and other staff members. A staff member is employed only after background checks and references checks are completed. Should staff wish to undergo training and development, this is supported by management. Once training is completed a salary review is conducted.
111. Maintenance requests in the hostels are not dealt with effectively. This is under review with the maintenance department and Head and Deputy Heads of Residences. A more coherent system is needed to assist in addressing this issue. A plan to structure planned maintenance and refurbishment has recently been drawn up by the Eco Estate Manager.

Information Technology

112. The IT department have adequate programmes to replace outdated/old equipment. There are very good systems in place to ensure periodic preventive maintenance. Student workstations are regularly checked for functionality and there is an adequate system for processing faults. The follow up procedures to see that repairs are done is good. There are good systems to ensure cleanliness.

113. The IT department meets weekly and staff members are appraised at regular intervals. The IT staff is adequately supervised and there is an adequate system for training and staff development in place. The staff is happy that management is easily accessible to address concerns and is satisfied with the support from management. There is a satisfactory system of communication between the users of IT services and the service personnel.

Food Services

114. The systems and functionality of the cafeteria are assessed annually by the city council authorities. The last inspection was done on the 28th January 2015 and the area was given an A grade. The areas of inspection are: Kitchen, storeroom, dining area, change rooms, toilet facilities, food items, food handlers, waste disposal, surrounding area, evidence of the presence of animals, flies, roaches and other pests, storage of toxic substances, layout of premises, fire-fighting equipment, general cleanliness.

115. The catering is outsourced to a company: Capitol Caterers who design the menus in conjunction with their dietician and in consultation with the WK food committee. The quality of the food remains an ongoing debate at WK. The Food Committee meets regularly to address staff, student and parent concerns. In general, the food is considered to be adequate although very dependent on carbohydrates. There is some concern about portion sizes for senior students (especially the boys) and the early supper which means students are hungry again at 21h00. Bread and fruit is provided in all the hostels but this is not considered adequate. There is also an emphasis on fried foods and a very meat-heavy diet. At present students cannot opt to eat a vegetarian meal at lunch time and a meat meal at dinner. The monitoring of eating habits and the support for those who need help to make better choices in eating habits is necessary.

BOARDING

116. The review of the provisions for boarding, including facilities, staffing and student experience, was conducted in two main parts. Firstly, a survey (completed by 120 students) was conducted internally with students at the end of Term 1 2015. Secondly, a discussion group was conducted with hostel staff towards the beginning of Term 2 2015. Other sources of information include the original IQAA student, teacher and parent survey, the follow up surveys with parents (41 parents) and a pastoral committee 'hostel walk through' conducted before the IQAA review commenced. It was found that there are many strengths to the boarding provision and many areas where improvements could be made. Some of these areas for improvement impact on service provision that is outside of the remit of Hostel

Heads and Deputies. Some areas for improvement require direct action by the Hostel Heads and Deputies. Other areas require the intervention of the wider college community, management and governing council, as appropriate.

117. There are some limitations to the findings that need to be acknowledged. For example, only 120 students completed the boarding survey, just under half of our boarding population. Some hostels are under-represented in this survey and others are strongly represented, which may have skewed the overall results. The discussion group did not include all heads and deputy heads of hostels and was a relatively short discussion (approximately one hour). However, with appreciation of this context it is possible to draw some conclusions:

117.1. Students have good access to peer support in hostel and every student has a good place to study. Travel arrangements for boarders on a weekly and termly basis are efficient and there is provision made for student accommodation over the holidays. The majority of students are supported in their efforts to practise their religions.

117.2. There is a sense that more pastoral and academic support in the hostels would be useful in addition to an improved atmosphere of respect between students and between staff and students. Better communication between hostel staff and students is also needed.

117.3. The living facilities in hostels need urgent attention, especially in the junior hostel which is overcrowded and lacking in enough common space. This issue is being addressed through the facilities plan and the maintenance department.

117.4. The safety of belongings in hostel is an ongoing concern of the heads of hostels and efforts at raising awareness and security are ongoing.

117.5. Activities in the evenings and weekends were raised as an issue. There are many activities available though they need to be balanced with demands on students' time such as prep and check-in time.

117.6. There needs to be better communication between senior management and students in hostel. This is something that could be addressed by reviving the 'Open Forum' meetings between senior management and students or finding an alternative format that serves the same purpose. The visibility of on-duty staff in the senior hostels needs to be more apparent. This could be addressed by clearer expectations for duty staff and more full time staffing in hostels.

117.7. Members of staff who also have Hostel duties frequently experience excessive stress owing to the expectations and responsibilities they face. There is a clear indication that there is extensive pressure on staff members who are committed to an extra-curricular programme and then have boarding duties on top of that. It is highly probable that the perceived ineffectiveness of hostel staff is due to their being overwhelmed by too many responsibilities.

ETHOS

118. Waterford's UWC identity defines our core values. Waterford Kamhlaba joined the United World Colleges movement in 1981, having been the first associate member of UWC since 1978. UWC is a movement of 15 colleges worldwide which promote the values that are necessary to achieve peace and a sustainable future:

118.1. International and intercultural understanding

118.2. Celebration of difference

118.3. Personal responsibility and integrity

118.4. Mutual responsibility and respect

118.5. Compassion and service

118.6. Respect for the environment

118.7. A sense of idealism

118.8. Personal challenge

118.9. Action and personal example

118.10. Like all UWC colleges, Waterford Kamhlaba UWCSA shares the UWC mission to make "education a force to unite people, nations and cultures for peace and a sustainable future".

Behaviour, Manners and Respect

119. Discussions with several groups of students and some written feedback suggest a varied sense of minimum expectations, applied variously by different teachers but reinforced through assembly. Students value the informal and generally friendly relationships that exist in the college. They respond most positively when they feel the teacher talks and listens to them. They prioritized the following attitudes and attributes as central to the WK value system.

- Be honest and act with integrity – be true to yourself
- Respect and be aware of others' sensitivities
- Tolerate differences (hopefully appreciate)
- Look after yourself – food, rest, life balance
- Behave in such a way as not to have a negative effect on others
- Clear up after yourself – don't expect others to do so for you
- Listen when being spoken to
- Use appropriate language and dress decently
- Observe basic daily politeness: please, thank-you, sorry

- Criticise the behaviour assertively but not the person
- Obey the rules you agreed to
- Be grateful
- Be punctual
- Try not to repeat or compound mistakes

College values and ethos

120. The college ethos and the UWC mission is a clear priority for parents, staff and senior students. Junior students do not always make the connection between the espoused WK values which they encounter every day and the larger, encompassing values of UWC. Some parents and staff who were students in the early part of the school's history feel the lack of a unifying force in the College's purpose which they had experienced as the school stood against apartheid. This could form the basis for discussion in the future in terms of making students and staff more conscious of the UWC ethos.
121. It was agreed by 100% of the participants of the follow up survey (41 parents, 234 students and 42 teachers) that there is an informed consciousness of the need for service to others within the college and in the broader community. This is evident in practice through our very strong and efficiently organised Community Service programme which engages WK students in 43 community based projects inter alia teaching French to students in local colleges, literacy programmes, swimming for disabled children, environmental task forces and animal awareness and rescue.
122. There is a strong regard for our differences and diversity is celebrated. The pride and morale of the college is very good and the college has well-established aims in line with its vision and mission. We can continue to build on this by ensuring that our value system is clearly and explicitly communicated as part of all policies, behaviour and decision-making.

SCHOOL IMPROVEMENT PLAN

CONCERN	SUGGESTED ACTION	PERSON RESPONSIBLE	TIMEFRAME OR DEADLINE
TEACHING, LEARNING AND ATTAINMENT			
Shared pedagogical understanding	<ul style="list-style-type: none"> Working through the Academic Council to develop a shared understanding of IB pedagogy 	DPA	Ongoing
	<ul style="list-style-type: none"> more class visits by HODs 	DPA and HODs	Ongoing
	<ul style="list-style-type: none"> Staff Development programme and workshops 	DPA	Ongoing
Staff Mentoring	<ul style="list-style-type: none"> Develop and implement an agreed staff appraisal policy and process 	DPA	2016
	<ul style="list-style-type: none"> Implement a proper New Staff Orientation Programme 	DPA, DPP, DOR, AcCos	January 2016
	<ul style="list-style-type: none"> Be transparent in all processes involving staff appointments (while still protecting the privacy of those not appointed) 	DPA and Principal	Ongoing
Classroom Standards and Practices	<ul style="list-style-type: none"> Develop an understanding of the guidelines for classroom standards and practices 	HODs and DPA	2016
	<ul style="list-style-type: none"> Empower HODs to drive the standards and practices of their Departments 	HODs and DPA	Ongoing
	<ul style="list-style-type: none"> Share Best Practice 	HODs and DPA	Ongoing
	<ul style="list-style-type: none"> Be more conscious of online learning opportunities 	HODs and DPA	Ongoing
Timetable:.	<ul style="list-style-type: none"> Review the length of lessons Review the possibility of 	DPA	October 2015

CONCERN	SUGGESTED ACTION	PERSON RESPONSIBLE	TIMEFRAME OR DEADLINE
	change over time between periods		
Teacher Support:	<ul style="list-style-type: none"> Investigate the possibility of appointing an HR Manager Balance demands on teacher time by investigating teacher loads Balance demands on teacher time by considering other responsibilities and extra-curricular loads 	Principal DPA and DPP DPA and DPP	October 2015 In progress 2016
Career Guidance	<ul style="list-style-type: none"> Build this into the Lifeskills programme 	DPA	Immediate discussions and planning. Implementation by January 2016

SCHOOL FUNCTIONING

Class Sizes	<ul style="list-style-type: none"> Investigate optimal class sizes according to international and IB standards Reconsider admissions policy and its implication on the Budget Engage in discussion with Director of Admissions, Bursar, GC and Parents The Admissions office also needs to advise on staffing level decisions at least 6 months before each new intake 	DPA Principal Principal Principal, DPA and Director of Admissions	October 2015 October 2015 October 2015 Ongoing
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CONCERN	SUGGESTED ACTION	PERSON RESPONSIBLE	TIMEFRAME OR DEADLINE
Facilities	<ul style="list-style-type: none"> This is a work in Progress. There is a detailed facilities plan in place 	Principal and EM	Ongoing
	<ul style="list-style-type: none"> The junior hostel needs urgent attention. Use of Space needs to be reconsidered 	Principal and EM	Plan in place by January 2016
Maintenance	<ul style="list-style-type: none"> Better Systems for Maintenance Requests: These have already been set up 	EM	Ongoing
	<ul style="list-style-type: none"> Trained student maintenance teams in hostels for minor maintenance such as changing lightbulbs 	EM and HOR	October 2015
Finance	<ul style="list-style-type: none"> Developing proper budgeting procedures for Academic Departments 	DPA and Bursar	Immediate
	<ul style="list-style-type: none"> Develop policy documents and procedure guidelines for the finance department 	Principal and Bursar	2016
Safety and Security	<ul style="list-style-type: none"> Lost property "parades" 	Receptionist	Ongoing
	<ul style="list-style-type: none"> Easy access to Lost Property 		
	<ul style="list-style-type: none"> New School Fence 	EM	In progress
	<ul style="list-style-type: none"> HOR to review maintenance issues with respect to security 	EM	Immediate
	<ul style="list-style-type: none"> LED lights should be installed on walkways and other poorly lit areas of campus 	EM	2016
	<ul style="list-style-type: none"> HORs to increase visible presence of duty staff in Hostels 	HORs	Immediate

CONCERN	SUGGESTED ACTION	PERSON RESPONSIBLE	TIMEFRAME OR DEADLINE
Internet and IT provision	<ul style="list-style-type: none"> • Develop WiFi provision around the school • Continue to liaise with service providers to source the best internet provision for the school 	IT Director	Ongoing
PASTORAL			
Harmful Behaviour	<ul style="list-style-type: none"> • Awareness: Students have already designed several programmes to address these issues • Conscious Awareness and immediate response 	HOD Lifeskills All	Ongoing Ongoing
Food	<ul style="list-style-type: none"> • More needed • Vegetarian Options for one of the meals in a day • Less fried food • More salads • Soup in the Hostels at night • Consider increasing the Food Budget 	DPA and Food committee Principal	This is already in discussion October 2015
Hostel Support	<ul style="list-style-type: none"> • Investigate the possibility of more full time care givers in the hostels • Investigate ways to alleviate the pressure on duty teachers in the junior hostel • Re-evaluate Hostel rules and come to a shared and clear understanding with students • Propose a plan to select and 	DPP DOR	2016 2016

CONCERN	SUGGESTED ACTION	PERSON RESPONSIBLE	TIMEFRAME OR DEADLINE
	train hostel staff based on their ability/willingness to provide a “home from home” particularly for students who seldom go home.		
Student leadership	• Consider decreased teaching loads or increased remuneration for hostel staff	Principal	2016
	• Ensure we have a functioning, representative SRC	DPP	October 2015
	• Communicate with the joint Presidents regularly	Principal and DPP	Current practice
	• Consult SRC with respect to student issues, changes and proposals		

GOVERNANCE AND MANAGEMENT

Communication	• In all communication, the attitude of the entire college community needs to be enthusiastic and welcoming of any suggestions, challenges	All	Immediate
	• Communication with parents needs to be more conscious of WK ethos and mission	Principal and CMG	Immediate
	• Investigate a school communicator app.	IT Director	2016
	• Keep website up to date		
	• Investigate the GC Chairperson adding inserts to Newsletters or to send out	GC Chair	Immediate

CONCERN	SUGGESTED ACTION	PERSON RESPONSIBLE	TIMEFRAME OR DEADLINE
	GC updates to the whole Community		
	<ul style="list-style-type: none"> • Re-establish lines of communication with students via the newly elected SRC 	Principal	Immediate
	<ul style="list-style-type: none"> • Provide more opportunity for discussion at Staff meetings 	Principal	Immediate
	<ul style="list-style-type: none"> • Listen to staff without prejudice 	Principal and CMG	Immediate
	<ul style="list-style-type: none"> • Ensure all minutes and information are publically displayed in the staff room and electronically communicated to all staff 	All	Immediate
	<ul style="list-style-type: none"> • Explore ways to communicate with Parents who do not have access to the internet. 	Principal	Immediate
	<ul style="list-style-type: none"> • Consider a simplified (condensed) version of the GIB for easy access and clearer understanding 	DPP	2016

SCHOOL MISSION AND ETHOS

Ethos	<ul style="list-style-type: none"> • Leadership must show commitment to UWC/Waterford ethos • Actions that reflect the UWC/WK ethos: this must be communicated directly and strongly and regularly to all stakeholders (students, parents and staff) 	Principal and CMG	Immediate
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CONCERN	SUGGESTED ACTION	PERSON RESPONSIBLE	TIMEFRAME OR DEADLINE
Mission	<ul style="list-style-type: none"> Emphasise WK's commitment to peace and sustainability as a core focus 	Principal and CMG	Immediate
Unifying force/ shared understanding of purpose	<ul style="list-style-type: none"> Discuss this concern with parents and staff who have been part of the community for a long time 	Principal	Immediate

APPENDICES

Appendix A: The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The IB learner profile

© International Baccalaureate Organization 2006

IB learner profile booklet

Appendix B: Classroom Observation Form

Classroom Observation Form

Waterford Kamhlaba UWCSA

Tick (✓) for YES, cross (X) for NO (if necessary). Can tick more than one. Blanks for 'other'.

Time of Lesson: _____ Class size: _____ Grade: _____

Physical Environment

Children are seated in

groups of _____	rows	circle	horseshoe	
facing _____				

Facilities available (observe condition);

black-board	OHP	TV	smart-board	pin-boards
data projector	lights	windows	light, space, heat	

Displays (Observations)

posters	student work:			
projects:	cut-and-paste?			

Activities

Students

reading	copying	writing answers	saying answers
class discussion	working out	watching experiment	doing experiment
group discussion	cutting, colouring, etc	writing	acting
listening	research	exercises	playing instrument
presenting	asking questions	doing nothing/waiting	

Teacher

talk	humour?	hand-outs	TV	A/V aids: _____
data projector		chalk	OHP	smart-board

UWC/WK values/IB learner profile – observations on back page, please

learner-centred	democratic	celebrating difference	welcoming	enc. persnl rspnsblty
respectful	enc. idealism	compassionate	inclusive of all	challenging
inquiring	communicators	principled	open-minded	risk-takers
balanced	reflective	thinkers	caring	knowledgeable

Who speaks to whom? (give percentages)

tchr-stdnt-tchr	stdnt-stdnt	tchr only	stdnt only	
hands	cold-call			
few	many	most		

Task (and assessment)

open-ended	skill / content	scaffolded	higher/lower order	differentiated
internationally-minded		experiential learning		

Lesson structure

outcome clear?	planned?			
checking that learning is happening?				

Please use the back of this page to add any other observations that you feel would be useful. Many thanks for your time!

Appendix C: List of Available Policies and Documentation

GENERAL

- Vision and Mission
- Languages – medium
- Religion
- Inclusion and diversity
- School development plan

QUALITY MANAGEMENT

- Guidelines on communication with the outside media
- Programme development, design and delivery
- Assessment policies - academic, staff
- Staff appraisal

GOVERNANCE

- Minutes of meetings
- Constitution

LEARNERS

- Full records – admissions, bookings, attendance, progress reports etc
- Scholarships and bursaries
- Health records
- Achievements

TEACHING AND LEARNING (Responsibility of the Deputy Principal: Academic)

- Examination records, marks and final results
- Curriculum
- Homework
- Extra lessons
- Learner support
- IT and media centre/library
- Learning area/subject policy

CONDUCT

- Rules
- Disciplinary and grievance procedures
- Code of conduct for learners
- Attendance, lateness, truancy
- Emergency procedures (Evacuation Procedure for the Assembly Hall)
- Timetables, calendars, handbooks
- Code of conduct for all cyber-communication (in progress)

ACTIVITIES

- Sports
- Service to the community

COMMUNICATION

- Reports
- Newsletters
- Website
- Magazines and history
- Prospectus

- Publicity eg press coverage
- Daily bulletin/notice boards

STAFF

- Selection and appointments
- Salaries and other remuneration
- Contracts
- Leave provision
- Appeals and grievances procedures
- Code of conduct
- Staff development
- Complete files for staff – police clearance certificates. references, job descriptions, appointment, leave, CV,
- Code of conduct for all cyber-communication (in progress)
- Medical aid
- Staff housing
- Conditions of service
- Teachers' guide

FINANCE (Responsibility of the Bursar)

- Complete financial records
- Budgeting
- Investments and asset management
- Fees and salaries
- Marketing
- Rates and taxes
- Insurance

HUMAN NEED (Responsibility of the Deputy Principal: Pastoral)

- Alcohol/drug abuse
- Trauma, suicide, bereavement
- Health and safety
- Bullying and child abuse
- HIV/AIDS
- Pastoral care

TRANSPORT (Responsibility of the Fleet Manager and the Eco Estate Manager)

- Vehicles' registration
- Insurance
- Transport policy
- Accidents
- Tours and excursions

PARENTS

- PSA constitution

FORMER PUPILS (Responsibility of the Advancement Office)

- Addresses and CVs
- Record of achievements
- Assistance to school eg fundraising
- Marketing

Appendix D: Examination Results

IGCSE RESULTS: 2010-2014

	Total	A*	A	B	C	D	E	F	G	U
2014	677	107	181	182	144	40	13	4	1	5
	100.0%	15.8%	26.7%	26.9%	21.3%	5.9%	1.9%	0.6%	0.1%	0.7%
			42.5%							
2013	640	91	155	197	149	29	12	4	0	3
		14.2%	24.2%	30.8%	23.3%	4.5%	1.9%	0.6%	0.0%	0.5%
			38.4%							
2012	609	115	164	163	128	24	12	1	0	2
		18.9%	26.9%	26.8%	21.0%	3.9%	2.0%	0.2%	0.0%	0.3%
			45.80%							
2011	649	135	173	172	121	33	11	2	1	1
		20.8%	26.7%	26.5%	18.6%	5.1%	1.7%	0.3%	0.2%	0.2%
			47.5%							
2010	581	87	118	151	147	49	14	8	2	5
		15.0%	20.3%	26.0%	25.3%	8.4%	2.4%	1.4%	0.3%	0.9%
			35.3%							

IBDP RESULTS: 2009-2014

	2014	2014	2013	2012	2011	2010	2009
No of students	113						
No of Diploma awarded	108	96%	94%	90%	91%	96%	98%
No of Diploma not awarded	5	4%	6%	10%	9%	4%	2%
No of bilingual diplomas	34	30%	43%	35%	43%	44%	42%
Waterford Diploma Average	33						
World Diploma Average (November)	30						
Highest grade	43						
Lowest grade	20						
Subject Average	5.24						
Grade distribution	113	100%	100%	100%	100%	100%	100%
40+	5	4%	10%	16%	10%	11%	17%
36+	21	19%	26%	23%	24%	24%	17%
30+	55	49%	42%	37%	37%	48%	49%
28+	17	15%	10%	7%	14%	6%	6%
24+	13	12%	10%	14%	10%	9%	10%
<24	2	2%	2%	4%	5%	3%	1%
IB Diploma 'core' points:	113	100%	100%	100%	100%	100%	100%
+0	18	16%	14%	17%	13%	13%	6%
+1	50	44%	45%	37%	46%	46%	51%
+2	33	29%	26%	30%	23%	24%	28%
+3	12	11%	15%	16%	18%	17%	16%
No award				1%			

Appendix E: Mentor's report



Independent Quality Assurance Agency

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Private Bag X 18

Unit 44
Millennium Business
Park

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7701

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Century City 7441

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MENTOR'S REPORT

1. INTRODUCTION

I wish to endorse this comment by the UWC external evaluators in 2005:

First, we recognise that the complex nature of any school, and WK may be more layered than most, cannot be fathomed by a group of visitors in a week. We offer our thoughts and insights humbly.

Waterford Kamhlaba, the only African member of the United World College movement, is situated on a hill overlooking Mbabane, an impressive setting housing a remarkable College. The principal, Mr Stephen Lowry, is in his second year of leading the College, and welcomed the self evaluation as a vital contribution to the forthcoming strategic planning during the second half of 2015.

Waterford was fortunate to have as its Team Leader and Report Writer Mrs Joanne de Koning, who is steeped in Waterford tradition and history, having been married to an alum for 23 years, served as teacher for seven years, and Head of English before her recent appointment as Deputy Principal responsible for Academics. She brought a plethora of skills and positive attitudes to the sometimes daunting task: empathy, organisation, "big picture" as well as detailed thinking, report writing, delegation, and multi-tasking amongst others. She embodies the special UWC qualities so highly valued at Waterford Kamhlaba.

To the two core areas of operation, i.e. 'Teaching, learning and attainments', and 'Functioning of the College', the management chose to add on: Governance and Management, Boarding, as well as Ethos, incorporating values and society involvement. The latter are a distinguishing feature of the College in its role as an International Baccalaureate (IB) centre as well as member of the United World Colleges.

The self-evaluation occurred from February until June 2015, including a planning session with the mentor during March. Moderation of the process took place over three days during June. The last quality assurance of Waterford was undertaken under the auspices of the United World Colleges in 2005, and consisted similarly of an internal evaluation followed by an external validation.

2. RECEPTION AND TONE

The staff and student body were most welcoming, as were the parents and Governing Council Chair when I met with them. They were eager to share both their praises and concerns for the College. Members of management had already embarked on several development projects both as far as academics and facilities are concerned, but were keen to obtain a full “reflection in the mirror” that would inform the scheduled strategic planning exercise.

3. RIGOUR AND EFFICIENCY OF THE EVALUATION

Onsite training took the form of detailed planning, as much of the information about conducting the evaluation had already been shared during email exchanges and telephone calls. Both the principal and team played a significant role in devising the most effective and efficient means of sourcing extra information where this was required.

The team was drawn from a wide base, encompassing new and more experienced members of staff, people with the particular skills required, and those who were imbued with the Waterford ethos from long association. In addition, they were encouraged to involve other members of staff to conduct surveys or hold focus groups under their guidance, believing that this would both spread the considerable load and ensure buy-in from other constituencies. The team members fulfilled their roles and supported each other with technical skills (for instance survey design and administration) to an admirable degree.

The opinion surveys were completed online; the response of students and staff was good though there was a disappointing response from parents. Being a democratic school, no force was brought to bear on those who chose not to complete the surveys. Many of those who responded used the opportunity to make individual comments, most of which were pertinent and useful.

After additional surveys clarified some issues, discussion groups were held; these incorporated administrative and service staff, parents, students and care-givers, academic staff and outside service providers such as caterers. Criticism and compliments were both animated and thoughtful, revealing how dearly the constituents hold the values of the College.

When the quality targets were evaluated by groups each led by a team member, there was some overlap as the College chose additional areas of operation; nevertheless, information was fed into the report in such a way as to make it a coherent document.

Teachers regarded the classroom observation season as an opportunity to really experience what learning was like for the students of Waterford Kamhlaba; they learnt a great deal from their experiences which will inform their practice in the future. Every teacher was visited, and asked to observe rather than judge.

The self-evaluation team used electronic means wherever possible to gather information through extra surveys, as there is little time during their demanding programme for meetings. These surveys were comprehensive, though the return from boarders was lower than desired. Perhaps by that stage some were suffering from evaluation fatigue! Discussion groups were open in that volunteers were asked for, and this ensured that those who had opinions were heard. An impressive factor was that the IB students undertook a comprehensive study on “harmful behaviours” as part of their course work, and that their findings were greatly appreciated and taken into account by the pastoral care team.

4. GENERAL AND SPECIFIC IMPRESSIONS GAINED BY THE MENTOR

Teaching and learning at the IB and IGCSE levels are pitched at an extremely high level, which is reflected in the consistently excellent results achieved by the students in these rigorous external examinations. There were a few instances where teaching could have been more dynamic, and the students more actively engaged in higher order thinking in the classroom. This is being addressed through a cross-curricular programme in the lower forms, which the teachers are embracing with enthusiasm. A noteworthy skill practised by students from a young age is the responsibility of taking notes during the lesson: an essential pre-requisite for the demanding external examinations as well as the tertiary study that all students aspire to.

The school community is, at present, in a transitional state. This is understandable given that there are a number of members of staff who have been in leadership or management positions for fewer than two years. This is a common phenomenon in independent schools – to be expected and not feared. However, the school community, especially parents and longer serving members of staff need to give the team time to settle in and find their feet in their new circumstances. Many innovative and much needed changes are being made which show that they are committed and determined to keep Waterford at the forefront of education world wide. Changes are uncomfortable for some, and communication needs to be the top priority going forward, especially amongst a community that upholds democratic values to such an extent.

Mission and purpose: Waterford started out in explicit opposition to the policy and practice of apartheid in South Africa. There are some members of the community who attended the College in its early days, and they feel the lack of a “unifying force”. This reminds me of the position of theatre and literature after South Africa had its first democratic election: there was nothing left to protest against, and new direction needed to be found. Similarly, this need exists at Waterford, and it will be the task of each of the constituencies to contribute to the direction that the College chooses into the future. This need was commented upon by the UWC evaluation team in 2005.

Significantly, every discussion group that I hosted with different groups of parents or teachers started with the caveat: “my child is very happy at Waterford – he or she would not change it for the world!” This atmosphere prevailed throughout the campus, with a relaxed though focused attitude amongst the students. They work, play and serve the community hard. They are teenagers like any others but have sense of both independence and interdependence that is extraordinary. In Waterford’s parlance, such tensions are healthy and afford an opportunity to engage in rigorous debate.

5. REFLECTIONS ON RECOMMENDATIONS FROM THE PREVIOUS EVALUATION

What was of interest were the number of issues remarked upon in 2005 that were receiving attention by the present leadership and management. Yet, there is a prevailing attitude that ‘nothing is being done’. Perhaps the fault lies with effective communication – that requires not only the dissemination of well targeted information, but its receipt as well.

6. ESTIMATION OF THE SUCCESS OF THE EVALUATION

Compliance: In terms of governance, it is advised that the Governing Council constitute itself according to best practice by including independent members with essential skills that are identified during the forthcoming strategic planning.

Buy-in from community: all the stakeholders supported the evaluation and welcomed the opportunity to engage in frank discussion of issues of concern to them.

The report was compiled in a most thorough manner, incorporating commentary from each team member on his/her areas of responsibility. It was concluded in a short time frame, with little editing required by the mentor.

Recommendations and timeline: the School Improvement Plan contains all the relevant areas for development that were disclosed during the self-evaluation and commented upon by the mentor. Timelines are credible.

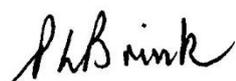
A culture of on-going quality improvement has been established at the College, particularly in the realm of teacher appraisal, where there had been a lack under the previous management.

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 most efficiently carried out, with appropriate rigour and preparedness to not only look in the mirror but even to shine a torch into dark places. The recommendations are an accurate reflection of the findings of the Evaluation Team. The timelines as set out in the School Improvement Plan are practical and achievable; indeed, many of them have been initiated or are actively planned for the second half of 2015.

8. CONCLUSION

I would like to express my appreciation to Stephen, Joanne and the team for undertaking this evaluation with such professionalism and attention to detail. I learnt as much from them as they did from me and this experience will inform many of the more extensive mentorship programmes that I undertake in the future. I was enriched through the experience of a different and challenging philosophy as the basis for a successful independent college.



Patricia Lyn Brink

9 July 2015