

SCHOOL REPORT
TERM 2 2018: 14 JULY 2018

CONTENTS

Staff Matters.....	1
Enrolment and admissions	2
Academic Matters	2
Creativity, activity and service (CAS)	5
Pastoral Matters	5
Medical Services	6
Volunteer Programme.....	6
The Food Committee.....	6
Advancement Office.....	6
Information Technology	6
Facilities	7
Planning.....	7
UWC matters	7
General	8
Conclusion	9
Appendix A: Class of 2017 University Offers	10
Appendix B: CAS (creativity, activity, service) report for Governing Council.....	13
Appendix C: Advancement Office.....	15
Appendix D: Eco Estate Manager Report	21

Staff Matters

1. Mr Ricardo Chozas has resigned to take up a post at UWC Maastricht. He will be replaced by Mrs Tina Lovely, currently in the English department, whose position will be filled temporarily, until a permanent appointment can be made.
2. We were not able to fill Dr Jones' music post with a suitable teacher and so Mr Samuel Wilkinson has been managing a full load with the assistance of Ms Ncobile Mamba (WK 17). Mr Mark Bradshaw will take over from Ms Mamba on his arrival at the beginning of July. The music post has been re-advertised as Mr Wilkinson will be leaving at the end of this term.
3. Mr Simon Ramsay starts as HOD Science on 01 September. Ms Megan de Koning (WK 13), who has recently graduated with a Biology Honours degree will assist Mrs Sindhu Clark (HOD Science) in covering his classes.
4. Mr Joseph Sibanda has an illness requiring ongoing medical treatment. Mrs Sindhu Clark has distributed his teaching load among members of the Department.

5. It is always humbling to observe our WK community pulling together in times of need to assist and support each other or give back where one can (in the case of our recent graduates) with such compassion and dedication. We are truly grateful to all our alumni and colleagues who give so much of themselves to make sure teaching and learning is not compromised.
6. Andy Foose (chair, advancement committee) has been most helpful in finalising a job description, advertisements and selection criteria for a new Director of the Advancement Office. We have had input from some GC members, especially the chairs of the WKFSA and the WST. We are in the process of investigating the costs of print advertising in the South African Sunday Times and other media. We will also use our usual digital advertising platforms.
7. After much reflection and discussion internally it has been decided that we need to look at increasing our HR capacity at the school. Such a position has been added to the staff complement for 2019.

Enrolment and admissions

8. Application numbers remain strong and assuming that deposits come in for accepted students by the end of July then all is set fair for 2019. There are long waiting lists of eager families at all levels of the school should we need to go to them.
9. It is worth noting that 2019 will see a record intake of NC students – 51 – to IB1 – thanks to our work in raising the profile of WK among UWC NCs but also thanks to the Dare to Dream funding that converted unlikely uptake places to accepted students from 6 countries.
10. The only places still to be identified are those 13 sponsored by the HLF at Form 4 and IB1 level to replace their graduates this year. We are waiting to hear from them when their shortlisting process is complete.
11. We have struggled recently with some big fee defaulters and would like our Debtors policy to be amended. The new policy is published on the school website.

Academic Matters

12. Tertiary destinations: Appendix A is a list of the University destinations for the Class of 2017.
13. The table below describes the country of destination of the IB graduating class since 2009:

Graduation year	2017	2017	2016	2015	2014	2013	2012	2011	2010	2009
Total	110		113	110	94	107	101	115	112	781
USA	81	73.6%	68.1%	70.0%	68.1%	75.7%	64.4%	77.4%	81.3%	69.2%
Canada	5	4.5%	2.7%	3.6%	4.3%	5.6%	6.9%	2.6%	2.7%	5.1%
UK	16	14.5%	11.5%	11.8%	14.9%	2.8%	14.9%	10.4%	4.5%	15.4%
RSA	3	2.7%	3.5%	6.4%	4.3%	4.7%	5.0%	6.1%	4.5%	7.7%
C. Europe	3	2.7%	6.2%	4.5%	4.3%	7.5%	4.0%	2.6%	4.5%	1.3%
Asia	1	0.9%	0.9%	0.0%	0.0%	2.8%	3.0%	0.9%	1.8%	1.3%
Australia	0	0.0%	0.0%	0.0%	1.1%	0.9%	0.0%	0.0%	0.9%	0.0%
Other Africa	0	0.0%	0.0%	0.0%	1.1%	0.0%	1.0%	0.0%	0.0%	0.0%

Other	1	0.9%	7.1%	3.6%	2.1%	0.0%	1.0%	0.0%	0.0%	0.0%
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14. The following table indicates the internal IBDP applications.

	2019	2019	2018	2017	2016	2015	2014
FORM 5 ROLL	83		81	83	85	83	80
Non-applicants	6	7.2%	7.4%	0.0%	9.4%	14.5%	3.8%
IB applicants	77	92.8%	92.6%	100.0%	90.6%	85.5%	96.3%
Offer (new definition)	57	74.0%	n/a	n/a	n/a	n/a	n/a
Regret (first application)	20	26.0%	n/a	n/a	n/a	n/a	n/a
Unconditional	n/a	n/a	85.3%	88.0%	77.9%	80.3%	63.6%
Conditional	n/a	n/a	0.0%	0.0%	13.0%	15.5%	23.4%
Regrets (first meeting)	n/a	n/a	14.7%	12.0%	9.1%	4.2%	13.0%

15. The English and Maths Departments have had the opportunity to review the results of the International Benchmark Tests written by the form 3s at the end of last year.

16. The English Department:

16.1. Our scores were significantly higher than other Southern African Schools and International Schools.

16.2. The 2 questions which our students were on par (and not higher) with international schools were inference based questions. "Demonstrate understanding of subtle relationships between complex characters in dense, highly-nuanced narrative texts. Extract and explain contradictory ideas from texts that contain sophisticated vocabulary and deliberate ambiguity. Make inferences about unfamiliar situations that lie beyond the content of texts."

16.3. For the rest of the questions, we were well above the average of the Southern African schools and International schools.

16.4. The IBT results reassured us that our junior curriculum is robust. Our junior curriculum includes objectives and skills from the IB MYP, IB Diploma and the IGCSE, so we are confident we are covering skills required in the long run, in order for the students to cope with the syllabi beyond Form 3.

17. Maths Department:

17.1. The overall IBT Maths results were better than other Southern African Schools and International Schools and marginally below Asia.

17.2. Males had scores which were notably better than girls, although having only done this once, no trend can be identified.

17.3. The question items where our students scored relatively less well were on topics that hadn't been taught at that point (some were IGCSE topics).

17.4. We do not need to make any urgent adjustments to our syllabus although these things are always under review.

18. Language support:

18.1. English Support was piloted at the beginning of 2018 to provide peer based language support to IB1 English Additional Learners (EAL) students. Meeting Tuesday evenings at 19.00, the facilitators assisted the EAL students with conversational and subject specific language issues in a low pressure environment. This was successful and well attended initially. The EAL students used the service and the facilitators showed a willingness to work outside the scheduled times to accommodate the needs of the students we were assisting.

- 18.2. English Support is working and I think that it meets a real need in our community. Moving forward for 2019 I think that a smaller group of facilitators would be preferable. The engagement of some of those facilitators from the beginning of pre-orientation would allow for a continuity of support and also allow for the pastoral links to be built in from the beginning of the year. Fiona Mill's openness to allowing the facilitators to be selected rather than take those who volunteer is appreciated and may make the program more efficient and effective.
 - 18.3. There is a consensus that this is a program worth pursuing and the support of all involved is greatly appreciated. It is a team effort and one that is sure to improve over time. This program could be replicated in other UWCs and is an example of where WK is ahead of the curve in terms of the pastoral elements of language support.
 - 18.4. The Language Support Policy has been finalised and approved by CMG. It will be incorporated into the whole school Language Policy in due course.
19. Professional development:
- 19.1. LILAC: (Language in Learning across the Curriculum). This was very successfully run by Mrs Millicent Muyambo-Dlamini over the course of the first term with 15 members of staff from across all Departments. It is a very intensive course which runs over 9 weeks and involves 27 contact hours and 23 reading, preparation and practice hours. This course empowers teachers to be language teachers in their own disciplines. Beyond that it includes pedagogical support for lesson delivery.
 - 19.2. Raising Boys and Girls Conference: All HODs and members of management were invited to attend this course in South Africa. As it was in the holidays, only four of us were able to attend. It was a very informative and interesting two days of discussion, much of it revolving around interrogating the essence of transformation in schools.
 - 19.3. Attainment for All: This was an in-house workshop run by Mr Tich Muyambo, Mrs Millicent Dlamini Muyambo and Mrs Retha Cook. This workshop shared skills and insights gained from the Cambridge Schools conference in Dubai in December of 2017 which the three facilitators attended. By all accounts it was well-received.
 - 19.4. IBDP online Courses: To date, several members of staff have completed online courses with more registered to do a course in the next session starting in July. This continues to be a popular option for members of staff and we remain committed to making these possible despite the increasing cost (\$700 per course).
 - 19.5. Cambridge online Courses: This is a relatively new initiative by Cambridge. Three members of staff are registered for the next course which is Assessment in the IGCSE.
 - 19.6. Schools Counselling Conference: Ms Carla Cabrita will attend this conference in LA, USA in July. It will allow her to significantly deepen and enhance her expertise on urgently pertinent issues such as school suicides, transgender students, legalization of marijuana, social media use and self-harm.
20. Performance management:
- 20.1. The DPA, Mrs Joanne de Koning and the HODs continue to monitor teacher performance via class visits, student feedback and individual meetings to offer encouragement, support and guidance where necessary.
 - 20.2. The DPA meets with the academic representatives of the SRC every week and supports them in finding ways to encourage students to become active participants in their education. She does, on occasion where necessary; follow up with HODs and teachers in response to concerns raised.
 - 20.3. A full performance review of all teachers whose contracts are ending is undertaken by the DPA: Feedback is requested from the DPP, Phase Coordinators, the Heads of Residence, the HODs and students. Classes are visited and performance goals are discussed with the teachers concerned. The DPA then compiles a report for the principal who will then decide whether to offer the teacher a new contract or not.

21. New reporting system: The new report templates are being developed. Staff worked collaboratively earlier this term to decide on the Learning Behaviours descriptors and indicators. These are in the process of being finalised.
22. Increasing the rigour of teaching and learning in the IGCSE Phase: HODs have been working with their teachers to review the delivery of the IGCSE curriculum in their departments and to consider the ways in which delivery can be strengthened to promote more independent learning and more critical thinking so that our students are better equipped for the IBDP. They have also been reviewing assessment practices and standards. Departments have been encouraged to consider ways to extend our more able students.
23. Student Management of the IBDP: at this time of the year it becomes clear that there are students who are not coping with the demands of the IBDP in particular. Time management and management of the sheer volume of work becomes a real issue. The IBDP Phase coordinator works very closely with the DPA and DPP to find ways to support these students.

Creativity, activity and service (CAS)

24. The report from the CAS Coordinator is attached as Appendix B.

Pastoral Matters

25. Since the last Governing Council we have had 4 Disciplinary Committee meetings involving six students (1 for illicit substances, 4 for mixed socializing and 1 for alcohol possession). The most serious sanction has been an expulsion.
26. The term started with the most unfortunate loss of an IB student, Isaac de Almeida. We formed a Crisis Team for such emergencies. Some observations:
 - 26.1. We are arranging a de-briefing session for the crisis team established to manage this event to assist the staff involved to process it. Hopefully that will also enable us to highlight if anything could have been done differently in the response to this crisis.
 - 26.2. The College needs to develop a medical “leave of absence” policy that empowers us to insist on a medical withdrawal on a temporary or permanent basis, based on the College’s professional medical advice. We have already looked at some examples from other schools.
 - 26.3. Medical Insurance: we need to explore medical insurance especially from our scholarship students, including NC WK scholarship students.
 - 26.4. We have recognised the need for both collective and individual supervision / counselling for those involved in an event like this. This has been arranged as required by the staff affected.
27. At a recent staff meeting we discussed the abuse of social media platforms within our community especially as it relates to bullying. It was based on a brief input about the dangers of social media culled from a book entitled “Don’t film yourself having Sex”. After some discussion the meeting approved the idea of developing a Digital Charter to guide the behaviours of all in this community regarding social media. It is suggested that a committee with staff, parent and student representative be established to drive this.
28. Management has approved the scheduling of regular group counselling sessions for the Heads and Deputies of Residences with a local mental health professional. The residential team found a debriefing session, organised after Isaac’s death most beneficial.

29. The new Director of Residences, Mr. Polycarp Wekesa officially commenced his duties in week 7 of term 2 and takes over from the Interim Director, Mrs Albina Owuor, who left the employ of the college at midterm.
30. We are in the middle of the recruitment process for a part-time Social Worker, who will add to the counselling services.
31. The IB1 year group had another engaging pastoral day early in the term, run by the pastoral team. This programme focused on the student's personal story and the opportunity to get to know the stories of their classmates.
32. The F3 Love Matters programme was successfully held over four days in week 2 of this term. This is an annual programme led by the school counsellor who co-ordinates a large team of staff and external volunteers. The students have reported that they find this a hugely enjoyable and educational programme.
33. There are a number of students (mainly IB students) who the pastoral team discuss and provide support for weekly. The IB Care Team meets weekly and provides support as required.

Medical Services

34. Sister Nomvula reports: There have a number of very busy clinic days but when compared to last year during winter, it has been quieter. Most cases dealt with have been for Influenza.

Volunteer Programme

35. The nine volunteers continue to provide necessary support and general assistance and all will leave their duties in August to go to university.
36. The Pastoral Deputy is currently assessing requests from potential volunteers for next term.

The Food Committee

37. Kirstie van Rensburg has taken over as the Staff Rep on the Food Committee.

Advancement Office

38. The Advancement Office report is attached as Appendix C.

Information Technology

39. The IT department has completed the roll out of managed devices around campus. Recent trials with network monitoring software are very satisfying and informative and will definitely aid in troubleshooting network outages and reducing downtime around campus.
40. Staff are currently able to access the network, ADAM and internet via the cables installed in their offices and classrooms. I am pleased to see that many staff members are harnessing technology to

vary their teaching methods with more teachers using Google classroom, Google team drives, Cohoots , MyiMaths etc.

41. We ran more fibre around campus to connect the locations which had previously not been connected to the school at all or which were connected via underground copper cables (which pose a lightening damage risk) - such as Music, Energy Hub, Form 1 Block, Maintenance and Art. There are small issues which we are currently ironing out.
42. For the next six weeks we are pushing cabled access into the IB hostels and then Esiveni. We have identified locations which make ideal study areas around the hostels and have started cabling them. According to hostel heads, the students are making full use of each new cabled connection.
43. Wifi remains a challenge. The current solution is not coping with the volumes of data or numbers of connections. We would dearly like to upgrade the WIFI and extend good internet access into the teacher's housing - which will help them to remain in contact with their families whilst so far from home. We hope to roll this out in the next few months.

Facilities

44. The Eco Estate manager's report is attached as Appendix D.

Planning

45. Staff Meetings topics this term have included:
 - 45.1. New school reports
 - 45.2. Pastoral Matters
 - 45.3. Reflection writing workshop
 - 45.4. Achievement for all (PD)
 - 45.5. Social Media and bullying
46. College policies / procedures that have been reviewed or adopted since the last GC meeting:
 - 46.1. Substance abuse
 - 46.2. Child protection
 - 46.3. IGCSE Maths curriculum
 - 46.4. Debtors
 - 46.5. Enrolment: medical declaration
 - 46.6. Enrolment contract
 - 46.7. Pregnancy
 - 46.8. Language support policy
47. Strategic plan: at a meeting of the GC's N&G committee in early June it was agreed that the plan will be reviewed by the same group who adopted the plan in 2015. The facilitator who assisted with the plan will be asked to facilitate the review, which will be held in the third term.

UWC matters

48. Some highlights from the March UWC heads meeting:
 - 48.1. UWC schools and colleges' carbon footprint: Heads shared what they are doing or planning to do about the school and college carbon footprint. Two major projects came from UWC WK and UWC Maastricht. UWC Maastricht has a written plan for a survey - which will capture the

current footprint for all staff and students, creating a school map of carbon neutrality. There was an agreement to do a similar project by everyone at their schools and colleges. There was also a brief discussion about the time allocated, type of contract, etc for the Sustainability Coordinator role which each college should have in place as per Strategic Plan.

48.2. Arnett Edwards presentation on sleep research: UWC LPC are conducting a study on students' sleep patterns. Since making a few changes at the college such as; introducing siesta time during the day and a specific time for lights out and a later start to school, they have already seen some basic improvements such as:

- Students are sleeping more
- There are fewer student visits to the nurse
- More students are eating during meal times
- Unexcused absences are less frequent

49. Some highlights from the Heads and Chairs meeting in March:

49.1. Update from UWC international board meeting: UWC Waterford were wonderful hosts with a wonderful campus, there was a marked difference in meetings from 4 years ago and now, a real sense of a movement working together. Discussions were open and frank, not in factions, on the table not under the table.

49.2. The Harvard Impact Study: We were joined by Shelby Clark and Daniel Mucinskas from the Project Zero / Harvard Research team and Vanessa Christoph who is supporting the project working with the International Office. The researchers gave a presentation on the study and followed up with a number of questions to help with the development of the study. The Heads and Chairs seemed supportive of the study overall and raised questions, particularly on the methodology and which aspects of impact to consider, as well as on the selection of comparison schools, for which they offered advice.

49.3. IISP (Interim International Selection Programme): There was a presentation given on the IISP progress update. Both chairs and heads seem to have supported the process and there were some questions for clarity. The applications will be online and there will also be an opportunity for face to face ones. There will be two openings per year with deadlines in both in November and April. Direct entry is driven by parents who can pay. This is a movement wide step to improve and be transparent.

49.4. Mental health task team: we have not as yet heard anything from this team. As Dr. Mills serves on this committee, he might be able to provide more information.

General

50. Visitors to WK:

50.1. Shelby and Gaye Davis will be visiting the school from 7 to 9 October and will be hosted on a Kruger Park visit on the days preceding their visit to the school. For obvious reasons this will be an important visit for the school.

50.2. Michael Attenborough, a prolific theatre director and his wife, Karen, an actress were special guests during the Shakespeare festival at Waterford. A brochure for the Shakespeare festival can be found here:

<https://www.waterford.sz/downloads/general/Shakespeare%20Festival%20Brochure%20and%20activity%20details%20fnl.pdf>

50.3. On June 16th H.E. Graca Machel gave a keynote address during UWC Africa Week. An article on her visit can be found on the school website:

<https://www.waterford.sz/media/news/read.php?indzaba=51>

50.4. Other UWC Africa Week Guests (Panel Forum):

- Aliko Saragas - Director Producer, Strike A Rock film
- Veronica King - Global Executive Coach, Emuthini Consulting South Africa
- Fikile Nkosi - Managing Director, Nedbank, Eswatini.

- Mary-Jean Moyo - Regional Head of Industry, Sub-Saharan Africa at International Finance Corporation
 - Martin Kingston - CEO, Rothschild, South Africa
 - Wangari Muikia - Founder and Principal Consultant Global Expertise Consulting
 - Gciniwe Fakudze - Swazi Mobile Chief Customer Officer
 - Pierre Bide - European Union Consultant for Trade & Private Sector Development, PB De
 - Lisa Peterson - US Ambassador to Eswatini
- 50.5. For more information about Africa Week and the brochure:
<https://www.waterford.sz/downloads/students/2018%20UWC%20Africa%20Week%20Programme.pdf>
- 50.6. Alumni Visits:
- Below are alums that visited the school:
 - Lutfo Dlodlu (Swaziland, WK 10-16)
 - Sekelile Mkhabela (Swaziland, WK 15-16)
 - Wabantu Hlophe (Swaziland WK 08-13)
 - Sazikazi Mabuza (Swaziland WK 87-91)
 - Dr S'phile Msane (Swaziland WK 99-02)
 - Neal Bazirake (Uganda WK 10-11)
 - Noah Nkambule (Swaziland, WK 65-70)
 - Class of 2008 Visit

Conclusion

51. One of the “problems” with this report is we don’t really report on the day-to-day activities and events that take place in this very busy school. I do hope governors read the weekly newsletter and follow events on the website as this is a good way to get a feel for the school and what is happening. One can then realise how busy and therefore demanding it is on those who work here.
52. Thank-you to all the staff who make this such an exciting and stimulating place to work. It is a privilege to work with professional colleagues how take their work so seriously and who seem to enjoy what they do on a day-to-day basis.
53. I would also like to thank the governors for their energy and commitment to the College. It is greatly appreciated.

Stephen Lowry
Principal
03 July 2018

Appendix A: Class of 2017 University Offers

\$ - denotes scholarship; final destination

Ojoneke Abu – **Skidmore \$** Lake Forest \$ (USA)
Dipashna Acharaya – **Lake Forest \$** (USA)
Jesse Agaba – **St. Olaf \$** Lake Forest \$ (USA)
Omotayo Akingba – **Lake Forest \$** Idaho \$ (USA)
Maya Amolo – **Sarah Lawrence \$** (USA)
Haoyi An – Case Western \$ (USA)
Ariel Anurantha – Earlham \$ Bennington \$ **Idaho \$** (USA)
Zacharia Asri – London, **Sussex** (UK)
Simon Attwood – Brown \$ **Chicago \$** Oberlin \$ Connecticut \$ Ringling \$ Warren Wilson \$ (USA)
Sofie Bertheussen – Syracuse, Pace \$ Concordia \$ (USA) **Hult** (UK)
Onele Bikitsha – Idaho \$ Wartburg \$ (USA)
Mannes Borren – **Delft** (Netherlands)
Ntsieng Botsane – **St. Lawrence \$** (USA)
Modupe Botti – **St. Olaf \$** (USA)
Keano Chicalia – Idaho \$ **Lake Forest \$** Wartburg \$ (USA)
Anon Desire – **Idaho \$** (USA)
Ysabella Conway – **Exeter** York, Kent, Plymouth (UK) St. Olaf \$ (USA)
Anna Corriero – Maastricht (Holland) Swansea (UK) Dijon, Reims (France)
Jeanne Coppens – LSE, SOAS, **Edinburgh** Glasgow (UK)
Ruvan de Graaf – **College of the Atlantic \$** Randolph Macon \$ Whitman \$ WPI \$ (USA)
Mohammed Diallo – St. Olaf \$ **Lake Forest \$** Wartburg \$ Clark \$ (USA)
Stella Dlamini – **Edinburgh \$** Bristol, London (UK) Rhodes \$ (SA) Luther \$ (USA)
Leah Doherty – **University of the West Indies** (Barbados)
Clare Driehaus – **Macalester \$** Oberlin \$ (USA)
Candice Etemesi – **Utrecht** (Netherlands) Bennington \$ (USA)
Esther Ezeogu – **Idaho \$** Wartburg \$ (USA)
Wantstobe Anon – Durham (UK) Groningen (Holland) **Yale \$** Cornell \$ Penn \$ Duke \$ Smith \$ (USA)
Panashe Gambe – Idaho \$ **Wartburg \$** (USA)
Also Anon – Pretoria, Rhodes, Monash (SA)
Male Ginindza – **Wartburg \$** (USA)
Gilliana Gomes – **Pretoria** (SA)
Aniket Gupta – **Florida \$** Kalamazoo \$ Clark \$ Connecticut \$ (USA) Trent, Alberta, SFU (Canada)
Zemichael Habtegiorgis – **St. Lawrence \$** Luther \$ (USA)
Matthew Hills – Birmingham, London, **Newcastle**, Sussex (UK)
Celeste Horton – Pretoria (SA) Methodist \$ **Idaho \$** Wartburg \$ (USA)
Chantelle Houreau – **Lake Forest \$** Wartburg \$ Hawaii Pacific, Quinnipiac USA)
Samirah Jaigirdar – **Connecticut \$** Earlham \$ Lake Forest \$ (USA) Alberta, SFU, York (Canada)
Alex Jennings – **Colorado \$** (USA)
Chaeyeong Jeong – Ringling \$ (USA)
Anniella Kabitso – Randolph Macon \$ (USA) Idaho \$ Wartburg \$ (USA)
Angella Kaniki – **Idaho \$** (USA)
Matthew Karaireho – Exeter, Birmingham (UK)
Karanja Karubiu – Toronto (Canada) **Macalester \$** St. Olaf \$ (USA)
Mitchelle Katemauswa – **Oklahoma \$** St. Olaf \$ Wartburg \$ Luther \$ (USA)
Pollen Khosa – **St. Olaf \$** Luther \$ Idaho \$ Wartburg \$ (USA)
Hayoung Kim – Yonsei, Sungkyunkwan (South Korea)
Min Jun Lee – **St. Lawrence \$** Earlham \$ Luther \$ Lake Forest \$ Wartburg \$ (USA)
Xiang Li – **Lebanon Valley \$** (USA)
Ebba Liepe – Birmingham, London (UK) Sarah Lawrence \$ (USA)

Joshua Lutaakome – Wartburg \$ **Luther \$** (USA)
 Fisile Mabuza – **Idaho \$** Wartburg \$ (USA)
 Siyabonga Mabuza – St. Olaf \$ Lake Forest \$ **Luther \$** (USA)
 Joanne Makawa – Randolph Macon \$ Wartburg \$ **Idaho \$** Methodist \$ (USA)
 Ncobile Mamba – **Idaho \$** Wartburg \$ Randolph-Macon \$ (USA)
 Tsitsi Makufa – **Earlham \$** St. Olaf \$ Randolph Macon \$ Idaho \$ Lake Forest \$ (USA)
 Khonza Masuku – **Dartmouth \$** Colby \$ (USA)
 Mawande Mayiga – Wartburg \$ Idaho \$ **Lake Forest \$** (USA)
 Khanyisizwe Mdluli – Idaho \$ **Wartburg \$** (USA)
 Lerato Mensah-Aborampah – York (Canada) **St. Olaf \$** (USA)
 Parsa Mothashami – Toronto, Simon Fraser, **UBC**, Ryerson, Waterloo (Canada)
 Joyce Motselekatse – Bennington \$ **Methodist \$** Idaho \$ Wartburg \$ College of Atlantic (USA)
 Leticia Muiwane – **Oklahoma \$** Wheaton \$ Earlham \$ St. Olaf \$ (USA)
 Umar Mutwafy – **Rochester \$** Oklahoma \$ (USA)
 Paluku Muzamu – **Bennington \$** Idaho \$ (USA)
 Jateen Nagindas – **Pretoria** (SA)
 Varita Nair – **Rochester \$** (USA) Edinburgh, Leeds, Aberdeen, Sussex (UK)
 Desire Nalukwago – Luther \$ Bennington \$ **Lake Forest \$** (USA)
 Keith Ndlovu – Randolph Macon \$ **Idaho \$** Wartburg \$ (USA)
 Priviledge Ndlovu – **Wartburg \$** (USA)
 Alain Nishimwe – **Luther \$** (USA)
 Ike Njoroge – **Trinity \$** Oklahoma \$ (USA)
 Siphepile Nkambule – **Methodist \$** Santa Monica (USA)
 Ife Nwafor – **Oklahoma \$** (USA)
 Edwin Nyabeeya – Lake Forest \$ (USA) **Bradford** (UK)
 Alice Odame – **Luther \$** (USA)
 Olatain Ola-Busari – St. Olaf \$ **Lake Forest \$** Idaho \$ (USA)
 Tony Onyia – **Wartburg \$** (USA)
 Ibie Opuso-Jama – **Florida \$** (USA)
 Ingrid Owor – Portsmouth (UK)
 Tinashe Osewe – Massachusetts \$ Temple \$ St. Lawrence \$ **Rensselaer \$** Maryland (USA)
 Ella Pang – **Princeton \$** Brown \$ UCLA \$ NYU \$ Boston \$ Vanderbilt \$ Rice \$ Reed \$ (USA)
 Amilton Pensamento – Whitman \$ **Oklahoma \$** Luther \$ Idaho \$ (USA)
 Anouk Rialan – **Erasmus** (Netherlands) Glasgow, Cardiff, Aberdeen (UK)
 Asta Ritto – Manchester, SOAS, Sussex (UK)
 Donna Rwabuhemba – Toronto (Canada) Nottingham (UK) Syracuse, Luther \$ **Lake Forest \$** (USA)
 Chiyembe Sanje – London, Bristol, Kingston (UK) Idaho \$ (USA)
 Imran Sekalala – **UC Berkeley \$** Davidson \$ (USA) UBC (Canada)
 Kelvin Sessan – **Oklahoma \$** (USA)
 Abi Shetlane – Bennington \$ **Lake Forest \$** (USA)
 Themviso Shongwe – Clark \$ Idaho \$ (USA)
 Sitsandziwe Simelane – St. Olaf \$ **Luther \$** Methodist \$ Lake Forest \$ Wartburg \$ (USA)
 Uyanda Simelane – **London \$** Edinburgh (UK) Whitman \$ Randolph Macon \$ Luther \$ (USA)
 Agostinho Sousa – Brighton, **Chester**, Manchester, Sussex, Plymouth (UK)
 Maja Stensdal – London, Glasgow, SOAS (UK)
 Rae Stewart – Randolph Macon \$ Wartburg \$ **Methodist \$** (USA)
 Lerato Takana – Cambridge \$ Edinburgh (UK) MIT \$ Harvard \$ Rochester \$ Case Western \$ (USA)
 Henna Tammi – Newcastle, Leeds, Glasgow, Birmingham (UK)
 Michael Tinney – **Northwestern \$** (USA)
 Kamogelo Tlou – **Idaho \$** Wartburg \$ (USA)
 Tess Tricks – Leeds, York (UK)
 Ketsitseng Tsolo – **Connecticut \$** Luther \$ Lake Forest \$ (USA)
 Sihle Tsabedze – **Bristol \$** (UK)

Judith Tunstad – Oslo (Norway) Gottingen (Germany) **College of the Atlantic** \$ Clark (USA)
Harvey Eric Waligo – Idaho \$ **Wartburg** \$ (USA)
Philipa Wamala – Wartburg \$ **Methodist** \$ (USA)
Zikai Wang – **Carnegie Mellon** \$ (USA)
Rogerio Wong – UBC (Canada) **Coventry**, Northumbria, Plymouth (UK)
Xi Yiming – Saint Louis \$ (USA)
Mohab Younis – Rochester \$ **St. John's** \$ Oklahoma \$ (USA)

Appendix B: CAS (creativity, activity, service) report for Governing Council

1. As we head towards the middle of the year the Form 5's and IB2's are almost at the end of their CAS journey. All the students in these year groups have been busy with all three aspects of the CAS programme and an IB 2 student wrote the following on completion of his CAS portfolio:

"I would just like to say that I think it is an amazing programme that perfectly embodies the ideas of personal responsibility and a sense of idealism, as it strives to get IB students away from our books and into the world; sadly, it has come to an end, officially, but it will continue to play an important role in my life, and the lessons I learnt through CAS will definitely shape my life in the future."

2. The Forms have continued to work on their CAS by being involved in all three strands of creativity, activity and service and they are being encouraged to reflect on these experiences through their new CAS journals. The Form 2's have been learning to knit and crochet and are making various items to give away or to sell for comserve. The Form 5 Outdoor Crafts group, has been working on various recycling projects and they have made chairs out of tyres for the preschools we work with. Their latest venture has been to make reusable bamboo straws. Bamboo grows on the campus and they have made straws that will be used on campus to replace the plastic ones. The bamboo straws can be used approximately 100 times before they need to be replaced.
3. In addition to the regular 53 timetabled service projects that are running each week, some of the highlights of term 2 have been the following:
 - 3.1. A visit to Mpaka refugee Camp is always something the students are keen to be part of. The visit there this term was as usual very interesting. It also ties in with the IB project called Mpaka Peers which was one of the 3 projects, chosen as finalists for the Aurora Humanitarian Prize for UWC Schools. I had the privilege of travelling to Armenia with the Ella Rockart (USA, IB2) and Ronja Karvinen (Finland, IB2) to present this project along with UWC Changshu China and UWC Mahindra India. The girls did an excellent job speaking with passion and commitment about a project that is so close to all of our hearts. UWC Changshu won the prize of \$4000 but an anonymous donor stepped in and donated \$4000 to both UWC Mahindra and Waterford Kamhlaba. Now we have the funds to implement a more detailed project at the camp.
 - 3.2. The IB 1 class continued with the painting of the walls at Hawane Sun rise preschool, that they have adopted as their special class project. The next stage will be painting a mural and building some swings. With the help of UWCSEA we have also managed to buy a water tank for them and the students will now need to build a platform for it to sit on.
 - 3.3. We have continued with the Bee keeping comserve called Beelief and this term we have had two excellent harvests of honey which we shared with the students and sold for comserve. The harvest has doubled over the last year and we are just about to build another four catch boxes.
 - 3.4. Some students organised an environmental clean-up walk a few weeks ago to coincide with World Environment day and they collected 67 black bags of litter walking from our campus down the hill to the river at the bottom. They were joined by students from SOS so that it became a community initiative.
 - 3.5. Girl Up, a girl's empowerment project, has been active this term and they recently organised a fund raising initiative in order to purchase and make hampers of toiletries for young girls living in a children's home in Hlatikhulu. They delivered these and had a morning of activities. It was thoroughly enjoyed by all and is an excellent example of the student led initiatives that thrive at Waterford Kamhlaba.
 - 3.6. Brave Girl continues to be very active and they are planning a Brave Girl focus week which will discuss many issues that young girls in society face, as well as putting together the final

preparations for the week long Brave Girl Camp to be held in the first week of the August school holidays.

- 3.7. This term we have also initiated a new CAS project in the form of a tutoring programme. This is for primary age children of staff living on campus. The IB students involved in this project tutor these children in English and Maths on a Saturday morning.
4. There are many community service projects to look forward to in the coming weeks; notably the Spay clinic run by our AWARE (Animal Welfare and Rabies Education) group over the half term weekend and the Careers Fair which will be held at the end of July.
5. As our annual fundraiser for Community Service, this year, we will be hosting our first ever Kamhlaba Day, a day in which we focus on food, art and music as well as community. We hope it is enjoyed by all who attend and that we make money for community service at the same time.
6. In addition to service there have been many creative and sporting activities happening on and off campus this term. Public speaking and debating teams have worked hard, both in the junior and senior phases and Waterford has hosted 3 tournaments this term. Our teams continue to learn and do well in these competitions.
7. The IB 1 group have to complete a CAS project as part of the IB requirements for CAS. It is so rewarding for me to see how enthusiastic and creative they are when they are able to choose a project of their own and then work on it from conception to completion. They work in groups and have come up with so many interesting and varied ideas. This work is often the beginning of a life time of giving back and making a difference. The keynote speaker at the prize giving of the Aurora Humanitarian Prize for UWC schools said, "Our job is to step out of the comfort zone and be the truth. Be neutral, impartial and independent in your thoughts. Instead of scrolling through the likes and clicking another thumbs up or double tapping, click on the profile pages of the comments that you do not like, ask why and let your work start from there. What a UWC education does is give us the tools and networks to navigate this so-called uncomfortable terrain in order to fulfil a purpose beyond the self". She also said, 'I warn you of the UWC make a difference bug that has long-term side effects. May these side effects turn you into warriors of justice" (Umra Omar, UWC Atlantic Alumnus). I continue to believe that we must work to ensure that these 'side effects' are with our students all their lives.

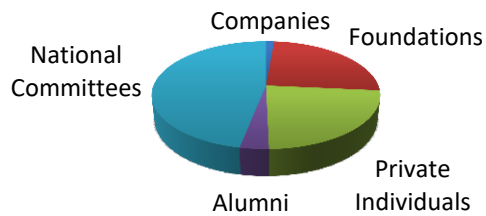
Fiona Mills
CAS Coordinator
24 June 2018

Appendix C: Advancement Office

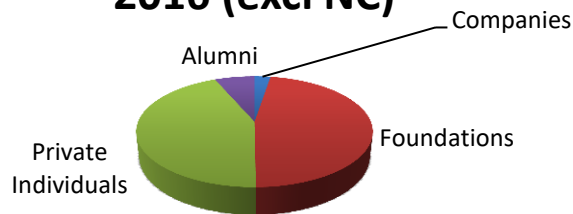
FUNDRAISING OVERVIEW BY SOURCE: (2016-2017)

	2016	2017
Companies	390,040	30,000
Foundations	7,067,991	6,718,819
Private Individuals	6,536,612	16,738,449
Alumni	969,674	979,132
TOTAL (excl NCs)	14,964,317	24,466,400
National Committees	13,221,657	17,084,634
TOTAL	28,185,974	41,551,034

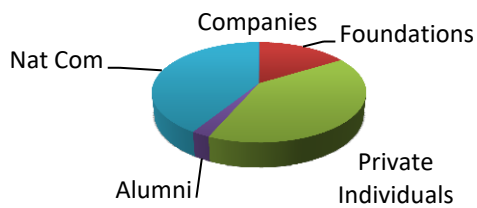
2016 (total)



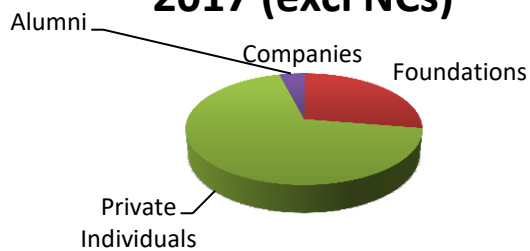
2016 (excl NC)



2017 (total)

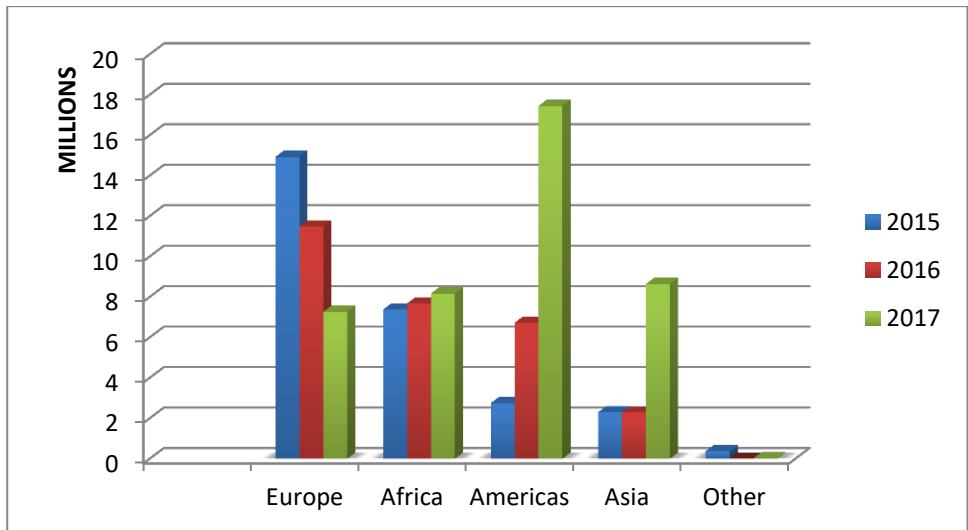


2017 (excl NCs)

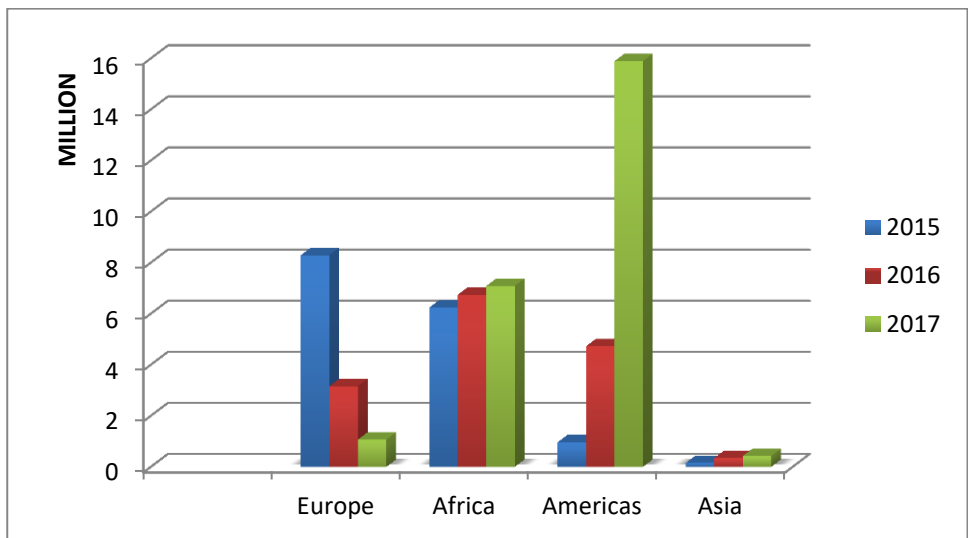


FUNDRAISING OVERVIEW BY REGION: (2015-2017)

Including NC's	2015	2016	2017
Europe	14,923,478	11,484,652	7,265,275
Africa	7,373,026	7,678,474	8,170,572
Americas	2,747,997	6,724,577	17,444,918
Asia	2,301,591	2,290,311	8,645,826
Other	376,702	7,960	24,444
Total	27,722,794	28,185,974	41,551,035

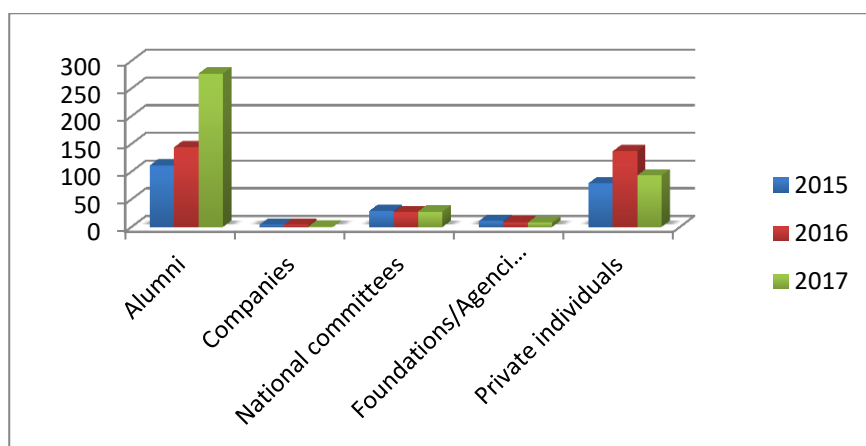


Excluding NC's	2015	2016	2017
Europe	8,288,179	3,152,904	1,066,250
Africa	6,236,962	6,740,921	7,085,513
Americas	958,801	4,723,154	15,890,291
Asia	152,547	347,339	424,350
Total	15,636,489	14,964,318	24,466,404



NUMBER OF DONATIONS (2015-2017)

	2015	2016	2017
Alumni	111	144	277
Companies	4	4	1
National committees	29	27	28
Foundations/Agencies	11	9	8
Private individuals	79	137	93
Total	234	321	407



Alumni Engagement

Projects undertaken since March:

Class of 2008, 10 Year Reunion visit to WK

We had the pleasure of hosting the IB Class of 2008 here on campus for their 10-year reunion. The group requested a tour of the campus with the new buildings as a highlight they wanted to see, they requested to see their class brick on the alumni avenue wall and finally to see their old rooms in the Emhlabeni hostel.

IB3 Financial Aid assistance

The IB3 class has received offer letters from the Universities and Colleges. My role was to assist them in reading through the financial aid offers, help them understand the offer and advise on what questions they should ask the admissions and financial aid offices at the respective schools.

IB 2 University Support

The IB2s are starting to research schools that they would like to apply to in the next few months. I have supplied the class with a list of questions to prompt their thinking, as well as questions they may want to ask our university ambassadors.

Upcoming:

IB 2 Pyjama Party

After the success of the Mocktail Party in Term 1, we will host a Pyjama Party as a way to remind the soon-to-be alumni that the ADO is a resource and to ensure WK is embedded in their memories forever, as the

place that gave so much to them academically and socially that they feel the desire to give back after they leave.

Alumni Panel

This year's alumni panel is scheduled for the Tuesday after the Careers Fair - the 31st of July 2018. This is a panel of WK alumni currently at universities across the globe who are home for the holidays. They will share their experiences of the schools they are in providing a different perspective from the one presented by the Admissions Officers visiting WK.

Dick and Enid Eyeington Tournament

We are celebrating the 10th year since the Eyeington tournament's inception. The interest for the tournament has been overwhelming such that we closed registration almost a month before the tournament because of numbers. This year we will have medals to give winning times to mark the 10 year anniversary of the event. We are also collecting and sharing memories and anecdotes of the Eyeingtons from alumni.

Alumni Reunions

The Freiburg Reunion, July 6-8, has 17 registered guests. The Swaziland Reunion, August 24-26 has 39 registered guests so far. Registration will close July 20. We have purchased branded bags and lanyards for both events. We will conduct a survey after each which will help inform how we plan future events.

Communications

April to June

Website Management

Waterford continues to use the website as a vital communication tool. Information added regularly include weekly articles, pictures, and the weekly and monthly newsletters produced for parents and alumni.

Public Relations and Media Management

Media Management – Media releases and statements have been issued out to the local (Swazi) media. The 2018 UWC Africa Week also presented the school with a huge opportunity to be more visible through articles published in the local media.

School Visits – The school hosted a number of visitors: alumni, potential parents, donors and other guests. UWC Africa Week saw a number of high profile individuals visit the school to participate in the event as panellists or speakers. Based on the feedback we receive our visitors are happy with the tour of the campus and in general the programs we put together for them, meeting expectations or even exceeded them.

Coverage

Pictures & Videos – All our pictures and videos from school events are being filed and used for various media including social media and website.

Articles – Written articles have been used to communicate the school's messages; through email, newsletters, website and media.

Newsletters

Weekly Newsletter: The school's weekly newsletter remains a major internal and external communication tool. It has been published on weekly basis during the reporting period (April-June 2018).

Alumni Newsletter – The alumni newsletter (monthly publication) has been published and the school has been able to reach out to its alumni through this communication tool.

Below is a chart of reach and engagement:

	March	April	May
Emails Delivered	3,487	3,432	3,457
Emails Opened	785 (22.5%)	709 (20.7%)	617 (17.8%)
Individuals who clicked on content	151 (19.24% of those who opened)	101 (14.25% of those who opened)	109 (17.66% of those who opened)

Phoenix Fund

The communications function has been useful for the 2018 Phoenix Fund campaign (April-June) and the campaign has already exceeded its target (€100 000). Emails, posters, meeting briefings, newsletter articles and other methods have been used to raise awareness and promote the initiative. We received increased support from current parents (45 this year versus 10 in 2016).

Social Media

Waterford continues to use Facebook, Twitter and Instagram to engage its community. During this period, we have seen low numbers in terms of reach and engagement (one of the reasons being that posts in the months of April/May were low- this is when the school was closed).

Below is chart of our social media analytics.

	Facebook	Twitter	Instagram
March			
Total Posts/Tweets	19	67	22
Growth Rate	1.4%	2.1%	2.8%
Reach Rate /Impressions	25.66% (of followers)	291	N/A
Engagement Rate	9.9%	1.1%	7.6%
April			
Total Posts/Tweets	17	96	19
Growth Rate	4.29	0.5%	3.5%
Reach/Impressions	30.75% (of followers)	239	N/A
Engagement Rate	11.1%	1%	9.1%
May			
Total Posts/Tweets	14	42	12
Growth Rate	0.4%	0.3%	1.8%
Reach/Impressions	26.1% (of followers)	393	N/A
Engagement Rate	8.26%	0.6%	7.8%

June figures were not available at the time of writing this report.

Database work April-June

Achievements

1. Focus Areas
 - 1.1. The career fields of alumni have been updated
 - 1.2. Spelling errors and doubles in those areas have been removed
2. Past Parents Doubles
 - 2.1. The doubles in the databases of the past parents have been removed
3. The stewardship letter have been added to the system to automatically acknowledge and thank donors as soon as we receive a donation
4. Send Ekhuks campaign through Devman

5. Communicate with alumni and share the data policy demonstrating how we comply with new GDPR implemented on 25 May 2018

Communications

1. Since April we have sent emails to 5,857 (alumni, parents, past parents and donors) through Devman
1.1. On average 26.2% opened the email.

Challenges

1. Requests to the Devman support team take too long and this is affecting work in the ADO (ie alumni engagement).
2. The database still needs a lot of cleaning up that shows up as we support the different aspects of the ADO.

ADO Team

29 June 2018

Appendix D: Eco Estate Manager Report

Maintenance department

1. As usual, our department has been inundated with maintenance issues, which have been attended to on a daily basis. These requests vary from changing a light bulb to extending existing houses. I feel we are catching up with the maintenance, which was very behind when I arrived due to the gap between Mike leaving and my arrival. The requests we are receiving are new issues, and they are slowing down, ie. burst pipes, burned out heaters.
2. Due to good supervision and checking of all jobs, the quality of work is good. This will help with the longevity of repairs and stop call backs.
3. The staff have been working well this term and are learning to take responsibility for completing their work on time, with good communication. Communication with myself and with the teachers to whom we are providing a service has been a problem, but I believe it is improving. Having my office at the workshop is a great help.
4. Grounds work has slowed down due to the winter. The campus is looking neat and well maintained.

Building works since April

5. Apron and drainage at MP hall
6. Repairs to road in main carpark and patching of road to kitchen
7. Emhlabeni toilet converted to private student bathroom with shower
8. A further 2 new carports have been built at staff houses, both 2 berth, bringing the total to 41 carports. We have started the third one, which is also a two berth. It has been progressing slower than I hoped due to the carports being in quite complicated positions.
9. The other issue was bad workmanship, some of the work had to be redone
10. We have started numbering all the houses to help with identification
11. King's house fitted cupboards in scullery
12. During the holidays we managed to do a lot of work on the following hostels: Emhlabeni, Esiveni, Ekhukuleni and Annex. The works included the following: painting where necessary, tiling, doors, cupboards, locks, windows, toilets seats, cistern mechanisms, showers, lights, geysers, taps, basins, waterproofing of roofs and walls
13. Tiling Primrose house
14. Tiling Tessa house
15. Carpeting King old house
16. Sithembiso house outside sink, new geyser, pipes, kitchen
17. Tapiwa extension of bathroom to accommodate a bath
18. Construction at the swimming pool area is complete
19. Veranda and deck Tony's house, plus new fire place
20. Renovations have begun for a second office for a counsellor
21. Painting-again we have been very aggressive this term-we have painted the following: Elangeni hostel, Elangeni guard house, Primrose house, Tessa house, Chinyanga house, King old house, Morgan house, Retha house, workshops, damp walls in maths department, painting of art department, staff IT department painted, Stacy's office painted
22. Coaches' office cupboards and tops fitted through out.
23. Maths department fitted with 8 new book shelves .
24. Stacy's office renovated to fit two occupants
25. Assembly hall: new DB board, working on many wiring issues

Biodigester

26. We are still experiencing problems with the digester. We are struggling to get a genuine repair kit from supplier. I have been guaranteed one in the next 4 weeks. I tried to use a rubber dingy repair kit but was not successful.

Sewage Treatment

27. Mormond has installed the power surge protection.
28. We have installed a small irrigation system on both plants so if we are having any issues with our grey water results, we don't have to release it from the property .

Challenges

29. We experienced a fire in a staff member's house due to a faulty heater. All staff members were issued with fire extinguishers by Mike. It was a good reminder to everyone to be careful with electrical appliances. We plan to do a demonstration for all residents on how to deal with different fires and how to use their extinguishers.
30. The last 6 weeks have been extremely challenging for me due to a leg injury. This has been repaired. I am looking forward to being healthy soon and returning to normal production.

Carbon Neutrality Project

31. Unfortunately, due to the general maintenance of the school falling behind during the period between Mike leaving and me taking over, I have still been catching up with maintenance. We have however started the continuation of the solar geyser roll out.

Housekeeping department

32. The Housekeeping department continues to operate well under the supervision of Maureen Dlamini.

Health & Safety

33. The committee continues to meet on a weekly basis, which is proving very effective in dealing with staff issues. We have also hosted a number of speakers to help with relevant problems that our staff are experiencing on a daily basis.
34. We experienced one minor injury this term. A safety talk was given on the issue and we believe due to the talk that such an injury will not be repeated.
35. We have elected health and safety reps for the maintenance and cleaning department to help with implementing safer working procedures.

Transport

36. The transport department operates effectively under the guidance of Babe Gama. We do hope to replace the oldest bus.
37. We have renovated one of the trailers and plan to purchase one more in the near future. The extension we had planned on the trailer would not have been financially viable or have met safety standards.

Security

38. I have found the security to be a bit slack, so have had a meeting with the guard alert supervisor. This was very successful, and I look forward to a more vigilant service.

Steve McGuire

Eco Estate Manager

29 June 2018