



1985 - 2010

SAGEWOOD SCHOOL

Educating the Whole Child

IQAA INTERNAL EVALUATION 2010

The Sagewood Foundation t/a Sagewood School, Registration Number: 1991/003134/08

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Registered with the Independent Schools
Association of Southern Africa

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3. INTRODUCTION

Name of School	Sagewood School		
Physical Address	Sagewood Avenue, Off Liebenberg Road, Noordwyk, Midrand		
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Director:	Johreen Patel		
Principals	College: Colin Stevens, TeamPrep- school-Vasie Sewramulu Pre-Primary – Jeanette Richardson		
Internal Evaluation Team			
Team Leader	Dr. J Duvenhage		
Sub Team 1-Preprimary School	Team Leader	Khethiwe Mnisi	
	Members	Juliet Masters Susan Van Pletzen	
Sub Team 2-Preparatory School			
Foundation Phase	Team Leader	Marlo Naidoo	
	Members	Roshni Pillay Gillian Gerazounis	
Sub Team 3-Preparatory School			
Senior Primary Phase	Team Leader	Linda Naidoo	
	Members	Mpho Shiri Jermina Kgapane	
Sub Team 4-College	Team Leader	Wendy Westhuizen	
	Members	Ashika Ramjuguth Archford Mutigwa	
Report Writer	Sushilla Naidoo		
Mentors	Preprimary/Foundation	Margaret Rudolph	
	Primary (4-7)	Brian Williams	
	Secondary School (8-12)	Elaine Twyford	
Date of Evaluation	6 October 2010		



4. DESCRIPTIVE BACKGROUND

Sagewood School was founded in a flat in 1985 by Gill Conradie, whose desire was to give her children a holistic, stress free education based on sound principles.

Sagewood started with 16 children in Cyrildene, moved to Bedfordview in 1986 where it had 70 pupils and was registered with the T.E.D. By 1987 it was running in Bertram's with 170 children, and in late 1987 moved to the old Johannesburg Children's Home in Observatory with 200 children, growing to about 300 by 1992.

Thanks to a donation of R11 million from the Anglo American and De Beers Chairman's Fund, the school moved to its current 25 hectare site in Midrand, where it's custom-designed buildings now stand. The concept that was visualised was the Sagewood Education Centre, an institute that offered academic excellence and community service. It progressed steadily and embraced the values of non-racialism, non-denominational and multi-culturalism in the environment of an apartheid South Africa.

Sagewood shared its resources with the community and opened its doors to many other fields of study. This initiative led to the establishment of the Adult College, the Teacher Development Programme and the Alexandra Resource Centre.

Sagewood School's commitment to address society's needs led them to adopt the Early Childhood Development Outreach Programme in 1993, in which child minders, with no formal training, were equipped with skills, knowledge, attitudes and values to upgrade the level of teaching and learning in preschools. This project has had an enormous impact on the neighbouring communities and Sagewood has trained more than 950 preschool teachers and has reached out to over 28,000 learners in Tembisa and the surrounding areas. Due to financial constraints, this project was temporarily suspended as at the beginning of 2010.

Our Values

- We offer a learning environment in which children learn to appreciate the beauty and value of a non racial, multi-cultural, diverse school population.
- The value of working with individuals from diverse backgrounds, learning to read, write and speak in three of the eleven official languages, and learning in a structured, well disciplined and supportive environment are all realities at Sagewood School.
- We instill in our children a strong work ethic, we uphold the social standards of punctuality, honesty, integrity and clear communication and we nurture the individual and provide all that an independent school is expected to do.

The School is owned by The Sagewood Foundation, a non-profit Section 21 Company. The School does not promote any religious denomination, but rather teaches respect for all religions. Sagewood School is totally dependent on its own resources in so far as it does not benefit from any subsidies. Our base is demographically representative of the new South Africa. Diversity has been one of our cornerstones since the School's inception. Sagewood offers a full spectrum of co-ed school education with separate pre-primary, primary and college schools.

Presently there are 662 learners at Sagewood School:

Our Diversify is our strength.

Staff Diversity

African	Coloured	Indian	White	Other	Total
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Learner Diversity

African	Coloured	Indian	White	Other	Total
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8	4	12	24		48
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419	29	150	36	28	662
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Staff NQF Levels

Levels	4	5	6	7	8	
Teachers	2	15	20	6	5	48

Staff Profile

School DIRECTOR	Roll	Classes	Principals	HOF/HOD	Grade Heads	Teachers	Aftercare	Head Academic	Counselor	Music Teacher	Librarian	Admin	Supp. Staff
Preprimary	112	6	1			6	2	1	1	1	1	9	19
Prep Foundation	240	11	1	1	2	7	4						
Prep Sen. Prim.	147	9		1	1	10	3						
College	163	9	1	4		10							

5. COMPLIANCE

The Compliance checklist was completed by the mentor and the Director on 6/10 and submitted to the IQAA office. Sagewood School was compliant with ISASA'S requirements for membership. Sagewood School has received the status of provisional accreditation with UMALUSI (No. - SCHOO 220 PA).

6. AREAS OF OPERATAION Teaching and Learning

7. MEANS AND METHODS IQAA Opinion surveys, Focus group discussions and classroom observations



8. OPINION SURVEYS AND FOCUS GROUPS

IQAA'S statistical analysis of responses from learners, parents and staff together with the comments from some respondents were analysed by the Internal Evaluation Team and focus groups were formed to investigate the high scoring responses that impact on teaching and learning in greater depth.

A large number of responses showed very favorable perceptions of practices and procedures.

- Learners felt that: they respected their teachers, the school has high standards academically, they were happy, they were making good progress, have good friends and the teachers encourage them to work hard.
- Parents were positive about the child's attitude and respect for the teachers, the child's happiness, the values being inculcated and being safe and secure at school.
- The staff reiterated many of the above and also felt that they were easily approachable concerning problems encountered by learners at school.

Some of the following challenges gleaned from the survey would receive immediate attention.

- **Learners**
 - The safety of possessions, the school's facilities, teacher approachability and discipline at school.
- **Parents concern revolved around the:**
 - School's facilities, safety of possessions, the high academic expectations of the child and the child's sporting needs being satisfied.
- **The staff**
 - Felt that parents do not show enough support for the school, that they did not have an appropriate say in policy and decision making , lacked opportunity for promotion and professional development and that the school's facilities were inadequate.

Focus Group Discussions

The poor response to the request for volunteers to attend the parent focus group meeting resulted in us selecting some parents across the board.

The following meetings were highly fruitful:

- Two Parent Focus Groups – Pre-primary and Foundation Phase, Senior Primary and College.
- Three learner groups – Preprimary, Primary and College learners.
- One focus group meeting each for : the teaching staff, the administration staff, support staff and aftercare staff.
- Our mentors, Margaret Rudolph and Elaine Twyford chaired the Preprimary Staff and College Learner Focus group meetings respectively on 06/10/10.

Parents expressed their gratitude and felt that hosting such meetings was a step in the right direction.

On the question as to what each focus group liked about Sagewood, the diversity, accommodation of learners from all back grounds and knowing more about the different religions was reiterated in most of the discussions.

Another common factor was the visible improvements in the school eg: the pool, the fencing, the new sports centre, the purchase of the new buses and the upgrading of the computer rooms and science laboratories.

The hosting of the Arts and Culture Festival also impacted positively on all stakeholders.



9. TEAMS' FINDINGS

All teaching staff was evaluated.

The Internal Evaluation Team and the staff designed and used its own instrument to measure the quality of teaching and learning.

FOUNDATION PHASE (PRE-PRIMARY)

Curriculum

- The classroom layout fulfils the requirements of an ideal Pre-school to a marked degree. The different areas for fantasy play, work, rings, books and interest corner are demarcated clearly and used to good advantage. The classrooms are colourful with learners' work and reference charts.
- The Pre-Primary curriculum is centered on a holistic approach to teaching and learning. It is out-comes based and child orientated. The lesson programmes are designed to promote all aspects of child development. Music and library lessons are offered to all the grades and computer lessons for Grade 0 are part of the curriculum.
- A wide range of activities are prepared to promote language stimulation, motor development, independent behaviour, thinking skills, pre-maths, pre-reading and pre-writing skills. The main links in the programme, which include routine activities (toilet and rest), teacher guided (theme discussions), learner directed (free play), and group work activities create a sense of security for the children.
- The thematic approach, in varying degrees of difficulty, is implemented in the different classes. All other activities, including excursions are based on the theme being studied concurrently.
- A calendar of both academic and cultural events is drawn up at the beginning of each year.

Challenges

- Close the gaps between the Grade 0 and Grade 1 curriculum. Take measures to ensure the complete integration of Gr. 0 and Gr. 1 learning and teaching.
- Introduce and further develop the basic principles of General Science.
- Include swimming instruction in the learning programme within the school day.

Teaching and Learning

- Lessons observed showed that teaching and learning is of a good standard. There is evidence of good planning and preparation as all activities are set out before the start of the day.
 - The classroom atmosphere is warm, friendly, relaxed and conducive to learning.
 - Children are spontaneous and enthusiastic in their interaction with teachers and classmates.
 - Focus is on positive communication skills eg "BE KIND, LET OTHERS PLAY".
 - Learning through play and experimentation is stressed and encouraged.
 - Great emphasis is placed on gross and fine motor skills development.

Challenges

- Tactile Development of the child must be enhanced further by exposing children to various environments inside and outside the classroom (sensory garden).
- Despite the music programme that is presently being offered, improvements can be made by increasing the formal lesson times.
- Use of a variety of teaching strategies, methods and presentations in the teaching and learning programme e.g. during story time, use of puppets, felt boards and dramatization is recommended.

Teacher Development



- Teachers' record books are evaluated regularly.
- Opportunities for self reflection and evaluation are evident.
- Staff completed the Assessor Course, First Aid and Behaviour Management courses.
- School offers financial support to study further.

Challenges

- Teacher appraisals should be done at least once a term.
- Teachers need to keep abreast of new ideas and trends in education by attending more workshops.

Assessment

- Assessment is continuous and built into the teaching and learning programme. Most of the activities are assessed, recorded and monitored.
- Informal and formal assessments are conducted.
- Observations are recorded in an internal report form once a term and communicated to parents via two written reports and two parent interviews. Reports are comprehensive in that they give a description of the strengths and developmental needs.
- Visual and auditory tests are conducted by professionals and reported to parents. Recommendations are suggested.
- Readiness tests are conducted by Educational Psychologists from the Johannesburg Child Counseling Centre.
- The school Counselor attends to the emotional needs of our children.
- Continuous assessment is done throughout the day.

Challenges

- Grade 0 learners need further support in developing writing skills especially with their pencil grip and the correct letter formation since these children are already writing their names.
- Greater parental support is essential to inculcate knowledge, skills, values and attitudes in our learners.

Support

- Teachers meet the unique needs of all learners. A wide range of activities cater for the physical, intellectual, emotional, creative and social faculties.
- Children with special needs are referred to specialists who work with the learners at school. A Speech Therapist and an Occupational Therapist attend to the needs of some children.
- Communication with parents is ongoing as the need arises and more formally at parent meetings.
- The outreach programme involves collection of money for pre-determined charities.

Challenges

- In support of our ethos, real world teaching, an increase in the number outings per grade per year is recommended.
- Place greater emphasis on the different teaching styles amongst learners.



FOUNDATION PHASE (JUNIOR PRIMARY – GRADE 1 – 3)

The Curriculum

- The school curriculum is implemented in the spirit of the South African Curriculum Statements, as outlined in the current documentation,
- Departmental and Grade Heads monitor the curriculum plan and its implementation closely. Learners write the Conquesta and Olympiad in Literacy, Numeracy and Life Skills as benching marking initiatives. Grade 3 entered the International Benching Tests.
- English is the medium of instruction. IsiZulu and Afrikaans are offered in Grade 3 as first additional languages. The inclusion of physical education, art, music, computers and library lessons promotes the holistic development of the child.
- An afternoon activity programme and concurrent topics such as the Easter Bonnet Parade, Readathon Week and field trips form an integral part of the curriculum.
- A calendar of events for all aspects of the curriculum is drawn up at the beginning of each year.

Challenges

- Awareness of the environment by exploration, discovery and experiments needs development.
- Technology as a specialist subject to be introduced in Grade 3.
- General science should be included in the curriculum.
- Investigate the possibility of the introduction of additional languages in Grade 1 and 2.
- More activities developing gross motor skills to be introduced in the Physical Education lessons.

Teaching and Learning-Foundation

- Lessons observed showed that teaching and learning ranged from excellent to good.
- Comprehensive year, phase, grade and lesson plans are drawn up and the focus is on the acquisition of skills, knowledge, attitudes and values.
- Thorough planning and preparation coupled with clear, concise explanations ensures that learners grasp the concepts taught. Meaningful learner focus and interaction is maintained, a positive and effective teaching and learning atmosphere prevails in these classes.
- Differentiation and a variety of teaching and learning strategies cater for the various ability groups in each class. Learners are given stimulating and challenging activities to reinforce concepts taught. The work of the learners is of a high standard.
- Intervention strategies such as remediation, extra lessons, extension and feedback to parents are all inclusive of the programme.
- Specialist rooms for computers, library and music are used advantageously.

Challenges

- Replace and add to the books in the library. The establishment of a resource centre would be beneficial to the teachers.
- Strategies for the teaching and learning of creative and critical thinking should be implemented.
- Effective communication using visual, mathematical, language skills in oral and written presentation to be promoted.
- Interest groups, clubs and societies to be part of the afternoon activity programme.
- Take steps to reduce the difference in the academic expectations of Gr. 3 and 4.



Teacher Development

- Staff development is ongoing. Score cards and appraisal systems are in place.
- Principals and middle management team evaluate teacher's records weekly, learner's books and lesson delivery once a term.
- Opportunities for self reflection and evaluation are evident. Comments by staff are heard and acted upon.
- Staff completed the Assessor Course, First Aid and CPR, Behaviour Management, Development of Cognitive Thinking, and Application of Principles in teaching and learning workshops.
- School offers financial support to staff to study further.
- Teachers are afforded an opportunity to attend workshops in their specialised learning area.
- New teachers are assigned mentors.

Challenges

- Audit of skills required to use human resources efficiently amongst staff.
- Further exposure to the Independent Examination Board workshops would be beneficial.
- More team building exercises should be planned to boost staff morale.
- Establish cluster groups for the Foundation Phase.

Assessment

- The quality of assessments is of a very good standard. Assessments strategies are varied and continuous throughout the year. The completion of the Assessor course by most staff has equipped them with the skills to monitor learner's progress and take the necessary steps to remediate or extend learners and evaluate their teaching methods.
- National bench marking external assessments in the form of the Conquesta, Olympiads and Challenga ensure high standards are maintained.
- Written and verbal reports are communicated to parents informally as the need arises and more formally at the end of each term at parent evenings. Learner's strengths, areas for development and general progress are communicated.

Challenges

- Lack of parental involvement in the learning process.
- Place greater emphasis on different teaching styles.
- Use the data from the reflection column in the planning document to feed into future planning to improve teaching and learning.
- Recognise the need for alternative assessments in establishing the learners' level of knowledge and skills.

Support

- Teachers are the primary care givers of the learners in the classroom.
- Essential resources are in place. Classrooms and specialist rooms for computer studies, music, and library are used purposefully.
- Learner support is strengthened by the provision of extra lessons for students who display barriers to learning and the availability of a school counselor to address learner's emotional needs.
- Auditory and visual tests are conducted professionally.
- External community services that include the police, nurses and social and health sectors are invited to address the learners.



- The development of the sporting centre and the construction of the pool is an area of great celebration for all Sagewood stakeholders.

Challenges

- The appointment of a full time remedial teacher and the availability of a Speech Therapist would be highly beneficial.
- Teacher approachability should be improved upon.
- Teach skills for time management and learning techniques.
- Further investigate the term “teacher approachability” and “teachers care for us”.



SENIOR PRIMARY (GRADES 4 – 7)

Curriculum

- The Revised National Curriculum Statements are implemented and current versions of documents are used as guidelines.
- Heads of department and Subject Heads monitor planning and implementation of year, phase, grade and lesson plans closely.
- Opportunities for learners to develop beyond the classroom are provided through excursions, camps, entrepreneurial days, Life Orientation and Computer Literacy lessons.
- Afrikaans and isiZulu are studied as additional languages with English as the medium of instruction.
- Music, Art, Library and Physical Education are included in the curriculum. Karate, Drama, Ballet and Decoupage are paid optional afternoon activities.
- A wide range of sporting codes with detailed fixtures are offered. Learners are encouraged to participate in at least one code per term. Coaching standards are maintained by the use of qualified coaches.
- An important aspect of the curriculum is the promotion of respect and tolerance for all racial and cultural groups.
- A calendar of events for all aspects of the curriculum is drawn up at the beginning of each year.

Challenges

- Establish greater communication with the different departments.
- Public speaking and debating for learners in all three languages to be developed further.
- Place greater emphasis on developing skills to answer higher order questions.
- Awareness of the environment by exploration, discovery and experimentation needs development.
- Analyse the curriculum further and find the best teaching methods and support systems to help the learners to perform better.

Teaching and Learning

- Year, phase, grade and lesson plans drawn in accordance with a specifically designed template.
- Teaching and learning is consistent, interactive and highly effective and ranges from excellent to good.
- Topical and current topics are included in the lessons as the need arises.
- Homework used as a tool to monitor learners understanding and extension of concepts taught in most of the subjects.

Challenges

- Differentiation within lessons to cater for learners who display gaps and the “high flyers”.
- A structured contingency plan for relief teaching to be put into operation.
- A structured programme for extra lessons needs to be drawn up.



- Management of homework needs to be more effective.
- Interest groups, clubs and societies to be part of extra-curricular activities.
- Critical and creative thinking to be encouraged.
- Encourage learners to organise and manage their activities responsibly and effectively.
- Promote effective communication using visual, mathematical, language skills in oral and written presentation.

Teacher Development

- Appraisal of teachers is continuous; learner's work and teacher's lesson delivery are evaluated once a term. Record books are checked weekly.
- Head of Academics monitors and advises staff on assessments, moderation, invigilation and use of results for remediation.
- Assessors course, positive discipline workshop, first aid, coaching, application of Bloom's taxonomy are courses that have been completed.
- School offers financial support to staff to study further.
- Teachers are afforded opportunity to attend workshops in their specialized learning area.
- New teachers are assigned mentors.
- Staff Code of Conduct and disciplinary procedures are available
- Health, Safety and Security measures are in place.

Challenges

- Skills development plan to be initiated after completion of skills audit.
- Salary structure to consider teacher qualification, not only years of experience.
- More networking and cluster group meetings needs to be initiated.

Assessments

- Assessments are continuous and a variety of methods are used. Learners write cycle tests in each learning area once a term; weekly tests in English, Afrikaans, isiZulu and Maths; Core Skills Tests and International Benchmarking Tests annually and Examinations twice a year. Class work is also assessed.
- Pre- moderation and post- moderation of assessments takes place.
- Results are communicated to parents once a term at Parents meetings. Teachers advise parents on learner's needs.

Challenges

- Subjectivity of Assessments.
- Difficulty in assessing application of skills.
- Need for greater consistency amongst teachers in assessments.

Support

- Essential resources are in place. Classrooms and specialist rooms for computer studies, music and library are used purposefully.
- Learner support is strengthened by the provision of extra lessons for students who display barriers to learning and the availability of a school counselor to address learner's emotional needs.



- External community services that include the police, nurses and social and health sectors are invited to address the learners.
- The development of the sporting centre and the construction of the pool is an area of great celebration for all Sagewood stakeholders.

Challenges

- The appointment of a full time remedial teacher would be beneficial. Presently she has 20 hours per week contact time with the learners.

COLLEGE (GR. 8 – 12)

Curriculum

- The school curriculum satisfies the requirements of the South African Curriculum Statements and the syllabi are further guided by the Independent Examination Board. Planning of all educational material is executed in accordance with the Subject Assessment Guidelines and Learning Area Assessment Guidelines.
- Use of guidelines has resulted in drawing up comprehensive year, phase, grade and lesson plans. Correct procedures are followed when planning the different aspects of the curriculum such as subject content, homework and lesson delivery.
- Career initiatives, outings, camps, tours and entrepreneurial days motivate learners to develop beyond the classroom.
- Attendance of cluster meetings, conferences and user group meetings coupled with workshops are held internally to assist staff to keep abreast of latest trends in education.
- Allocation of time for the different learning areas meets national standards. Subject choices and changes are catered for in accordance with the National Mandate.
- In keeping with our Motto, " Educating the Whole Child", a balance exists between academic, cultural and sporting activities. Drama, acting and public speaking is nurtured and developed further by an external drama teacher.

Challenges

- Broaden the sporting and cultural offering to supplement the existing one.
- Teach time management skills to learners.
- Develop and implement a study skills programme.
- Analyse the curriculum further and find the best teaching methods and support systems to help learners acquire skills, values, attitudes and knowledge for improved performances.
- Establish greater communication with the different departments.

Teaching and Learning

- Year, phase, grade and lesson plans are drawn up in accordance with a specifically designed template. Close adherence to National Curriculum requirements makes it possible to address knowledge, skills, values and attitudes.
- Principles promoting thinking skills on all cognitive levels are addressed.
- Most of the lessons observed ranged from excellent to good with very few being fair.
- Most teachers display good preparation, content-knowledge, use of resources and lesson presentation.
- Extra lessons are offered to learners with barriers to learning. Winter holiday programme for Grade 12 learners provides additional help.

Challenges

- All teachers should have copies in their files of policies on teaching and learning that are applicable to them.



- Differentiation within lessons to be extended.
- Upgrade the availability of teaching aides such as data projectors, white boards, TV/DVD'S.
- Critical and creative thinking to be encouraged through effective teaching and learning.
- Encourage learners to organise and manage their activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical, and/or language skills in oral and written presentation.

Teacher Development

- Appraisal of teachers is continuous. Score card system is in place Learners' work and teacher's lesson delivery is evaluated once a term. Record books are checked regularly.
- Head of Academics monitors and advises staff on various assessment strategies, pre and post moderation on all formal forms of assessments, and uses the results to establish subject and grade benchmarks.
- Assessors course, positive discipline workshop, first aid, coaching, application of Bloom's taxonomy, creative thinking and teaching for transfer have been completed thus far.
- School offers financial support to staff to study further.
- Teachers afforded opportunity to attend workshops in their specialised learning area.
- Staff is encouraged to the join panel of markers in the Independent Examination Board Matric examinations.
- New teachers are assigned mentors.

Challenges

- Ensure that all teachers perform on the high level that is expected of Sagewood Staff.
- Skills Development Plan to be drawn up after completion of skills audit.
- Teachers will be encouraged to share the newfound knowledge from the workshops they attended with other staff members.

Assessments

- The assessment programme is of a high standard. Assessment plans with topics and dates are given to learners and parents at the beginning of each term as part of the whole school annual assessment plan.
- Regular and varied assessments include cycle tests, informal assessments, examinations and practical work.
- Using pre-imposed guidelines and instruments, all assessments are moderated extensively.
- Development of skills to answer higher order questions and focus on application of principles rather than acquisition of knowledge is promoted.
- Analysis of assessments, including International Benchmarking Tests, Core Skills Tests and other benchmarking examinations are emphasized to identify gaps in teaching and learning.
- Appropriate measures are taken to offer remediation, extension and reflection of the teaching and learning process.
- Learners' results are communicated to parents via email, sms, progress reports, parent meetings and one on one interviews.
- Formal progress reports are issued three times a year.
- Cycle test result sheets require parents to sign, comment and return them to school.
- An open door policy allows parents to discuss issues of concern with the staff.

Challenges

- Improve the level and quality of CASS work for Grades 10, 11 and 12 to the same level as the final external examination.
- Provide more opportunities for recognition of exceptional learner achievement.





Support

- Essential resources are in place. Classrooms and specialist rooms for computer studies, music, laboratories and library are used purposefully.
- Learner support is strengthened by the provision of extra lessons for students who display barriers to learning and the availability of a school counselor to address learner's emotional needs.
- Drug testing is part of the programme
- The development of the sporting centre and the construction of the swimming pool is an area of great celebration for all Sagewood stakeholders.
- Appraisal of teachers is continuous. Learners' work and teachers are evaluated once a term. Record books are checked weekly.
- Head of Academics monitors and advises staff on assessments, moderation, and the use of results for remediation.
- Assessor's course, positive discipline workshop, first aid, coaching and application of Bloom's taxonomy are workshops completed thus far.
- School offers financial support to staff to study further.
- Teachers are afforded opportunity to attend workshops in their specialised learning area.

Challenges

- Work towards a more effective drug testing programme that provides rehabilitation if required.
- Provide more opportunities for learners to participate in festivals and competitions nationally.



10. KEY STRENGTHS

We celebrate:

- The uniqueness of our learner and staff diversity which represents the ethos of South Africa to a marked degree.
- Three different schools situated on one campus facilitating continuity and integration.
- The accommodation of learners of all religions and promoting an understanding of, and respect for the major religions of our community. The healthy and open relationship that exists amongst most staff members and all learners.
- The well maintained school buildings, specialist classrooms and the vast, clean grounds. The major improvements completed thus far – some of which are the sports centre, pool, the computer rooms, fencing and the purchase of two new buses.
- The implementation of the National Curriculum and the excellent balance between sporting, academic and cultural activities. The structured, interactive and meaningful quality of teaching and learning that exists in most classes. The incorporation of knowledge, skills, values and attitudes into the curriculum. Comprehensive year, phase, grade and weekly lesson plans drawn up with utmost care. Whole school assessment plan and assessment requirements are of an exceptionally high standard with pre and post moderation and remediation procedures scrutinized by the capable Head of Academics.
- Ongoing staff development practices. Appraisal and score card system in place. Evaluation of teaching and learning by Principals, Heads of Department and Faculty Heads. Completion of a series of courses to improve the standard of teaching and learning.
- Excellent support structures available-counsellor, remedial teacher, speech and occupational therapists, drug testing programme, job shadowing, baby care week, leadership courses and career guidance programme.
- The availability of the Head of Academics who provides the opportunity for continuity and integration from Grade 0-12.



Sagewood School believes that education is a dynamic process and appreciates that there will always be challenges which will to be addressed.

11. Some of our areas of concern and recommendations are:

- Emphasis will be placed on closing the gaps within and between the different grades so that continuity between the classes is smooth and seamless. The discontentment that surfaced at a specific staff focus group discussion will be addressed immediately by the Director, and later an outside agent who has the expertise on the specific curriculum will be sourced to provide greater clarity on what the curriculum entails for the departments under question.
- An Academic Committee will be established and the members will promulgate a brand of Sagewood quality targets in the different learning areas across the whole school. They will monitor teaching and learning to ensure that a standard of excellence is attained by all teachers and is compatible with National and International standards.
This committee will integrate and further develop the following in all three schools:
 - Differentiation in teaching and learning.
 - Use effective classroom management as a tool for effective teaching.
 - Teacher approachability.
 - Critical and creative thinking skills, time management, environmental awareness by exploration, experimentation and discovery.
 - Homework policy and responsible parental support.
 - Introduction of the basic principles of Science-natural/life science and business science.
- Promote staff team building by allowing teachers to teach different grades (within their qualification range) to gain greater insight into the curriculum across the school.
- The appointment of the Head of Sports, Arts and Culture to coordinate structured, in depth and enjoyable programmes from Grade 000-12.
- The establishment of a Staff Development Committee will consult with the staff and ascertain what skills are required and plan accordingly.
- Greater participation in national competitions in public speaking and debating in all three languages taught at Sagewood as well as in the mathematical arena.
- Audit the food sold in the tuck shop and invite a dietician to design healthy menus.



12. Development Plan

	Challenges	Recommendations	Implementation Date	Person/Persons Responsible
1	Integrate curriculum between departments	Planning between departments to be addressed and the learning programme coordinated.	January 2011	Head of Academics
2	Safety of Possessions	Encourage parents to mark all belongings to facilitate the task of returning lost items to the learners(send reminders via newsletters and at assembly), ensure learners take greater responsibility for their possessions and install cameras at strategic points to reduce “ theft”.	Immediate 2011	All staff Management Team
3	Establish Academic Committee	Teachers from the three schools with the Head of Academics will establish a Sagewood brand of quality targets and monitor its implementation.	December 2010	Principals and Head of Academics
4	Differentiation	Use the reflection column of the lesson plan to enter learner names and topics to cater for differentiation in teaching and learning.	January 2011	Head of Academics/Heads of Department and Faculty Heads
4	Teacher approachability	Analyse and discuss at Staff Meetings	Discussions have started.	Principals
6	Ensure assessments are of a higher level so that the CASS marks come in line with the final external examination marks.	All assessments to be done under supervised conditions. Apply plagiarism policy, refine assessment practices and promote a more responsible approach to these practices.	January 2011	Academic Committee/Heads of Department.
7	Teach skills for time management, study skills, critical and creative thinking skills.	Examine and adopt the present programme for all grades and test application of skills throughout the three schools.	January 2011	Academic Committee/ Heads of Department.
8	Communicate effectively using visual, mathematical, and/or language skills in oral and written presentation.	Focus on listening skills and encourage learners to follow instructions. Create greater variety in learner based activities.	January 2011	Academic Committee/Heads of Department.
9	Implementation of Practical Science lessons in Preprimary, Foundation and Primary Schools	Develop a policy and implement a workable plan for all grades.	January 2011	Academic Committee/Heads of Department.
10	Penmanship	Develop and implement a policy for the whole school.	January 2011	Academic Committee/Heads of Department.
11	Establish Staff Development Committee (sub-committee of Academic Committee)	Teachers from three schools will investigate the needs and plan accordingly.	Started September 2010	Principals/Head of Academics /Heads of Department/ Faculty Heads.
12	Homework and responsible parent support	Further develop existing policies and host workshops for parents –chaired by experts.	2011	Parent Teacher



				Association (Parents Charter)
13	Facilities: <ul style="list-style-type: none"> • Hall • Upgrade and equip Science Laboratories. 	<p>Foundation will be laid in the first half of 2011.</p> <p>Purchase a variety of quality equipment for use by all learners.</p>	<p>2011</p> <p>2011</p>	<p>PTA/Management Staff</p> <p>Head of Academics</p>
14	Participation in School, Regional and National levels in Sporting/Cultural Codes	Ensure participation on all levels in sporting and cultural activities.	2011	Head of Sport and Culture/ Academic Committee/ Heads of Department.
15	Tuck Shop	Elicit opinion of parents on current items sold. Invite dietician to plan menu.	December 2010	Tuck shop convenor
16	Code of Conduct	Conduct orientation workshops/discuss further at assembly, homeroom classes and LO lessons.	January 2011	Principals/All staff
17	Cluster Groups	Initiate Preprimary, Foundation and Primary phase cluster groups and invite schools in the area to participate.	2011	Academic Committee/Heads of Dept.



13. EVALUATORY ATTITUDES

Sagewood School welcomes and implements ISASA'S recommendation of continued self assessment. The IQAA evaluation was initiated with the view of procuring validation of the school's internal teams' findings. This process will give us an opportunity to celebrate and extend our strengths further, and identify challenges. This was indeed a good exercise in introspection.

The compilation of a development plan will enable us to address challenging issues and thus improve the school within a specified time frame. Some changes were implemented immediately.

The evaluation process brought most of the staff from the three different schools together. It enhanced personal relationships and created greater awareness and respect for each other. There was a blossoming in some of the teachers who were otherwise perceived as shy and withdrawn. The transparency, openness and honesty of most of the staff is highly appreciated.

The IQAA evaluation also brought to the fore the grievances of some staff members at a focus group meeting which will be addressed by the Management Team.

Sagewood School will continue with the process of internal school evaluation with rigour and commitment.

14. CONCLUSION:

Thanks to:

- Our mentors for the guidance and support, prior to, and during the evaluation.
- Our Director, Principals, staff and learners for their input throughout this process.

15. APPENDIX:

- Mentor's Report



MENTORS' REPORT

SAGEWOOD SCHOOL

1. INTRODUCTION

- School: Sagewood School
- IQAA Model: A
- Date of evaluation: 06 October 2010
- Team leaders: Dr. J Duvenhage – overall
Sub-leader Pre-school: Khethiwe Mnisi
Sub-leader Foundation Phase: Marlo Naidoo
Sub-leader Intersen Phase: Linda Naidoo
Sub-leader College: Wendy van der Westhuizen
- Mentors: Mrs. Margaret Rudolph – Pre-school to Grade 3
Mr. Brian Williams – Grades 4 to 7 (Coordinator)
Mrs. Elaine Twyford – Grades 8 to 12

2. RECEPTION AND TONE

- All 3 mentors were warmly welcomed at all times and accepted as respected colleagues, throughout the evaluation process.
- The learners were very friendly and courteous.

3. RIGOUR AND EFFICIENCY OF THE EVALUATION

- The evaluation process was both rigorous and extremely thorough.
- The team leaders, together with their teams prepared thoroughly and their very positive approach to the visit rubbed off on their colleagues, making for an extremely meaningful exercise. They deserve high praise for a job well done!
- The school's Head of Academics also played a significant role in enthusing the teachers.
- Being a Model A evaluation, the focus rested on Teaching and Learning as the core area of operation.
- Compliancy issues were discussed at length with the School Director, bursar and members of the Board.
- The process involving the distribution, return and submission to IQAA of the standard opinion surveys, together with the required communication proceeded as required.
- Advocacy. The notification of the IQAA visit was relayed to the relevant role players as stipulated.

4. ANALYSIS OF THE EVALUATION PROCESS

- The School Director made early contact with the coordinating mentor. An unofficial meeting between the latter and all 3 teams ensued, during which the essence of the evaluation process was outlined.
- The official pre-visit meeting with the teams was conducted by the Intersen and Senior Phase mentors. Mrs. Rudolph was unavailable at the time, but met with her phase at a later stage.
- Any further pre-visit contact was arranged at phase level.
- The pending evaluation was viewed in a positive light by the school, despite initial apprehension. In fact, it can be safely said that the build-up was positive to the extent that plans are already in place to perpetuate internal evaluation on a regular basis.
- Means and Methods.
 - All educators were visited, either by the team leader and a team member or by the mentor.
 - The coordinating mentor interviewed the school counselor. Much is being done to safeguard the well being of the learners, both inside and outside the classroom.
 - The mentors had access to the evaluation forms and were able to validate the findings by the internal team evaluators.
 - The evaluation form was an effective measuring tool and complied with the guidelines supplied in 'School in a Mirror'.



- Only the standard opinion surveys were used, but the results were carefully analyzed and translated into points for discussion in the focus groups.
- Agendas for the various focus group discussions were made available.
- Focus Group discussions.
 - Some of the focus group discussions took place before the intensive visit. The mentors attended the learners focus groups in their respective phases.
- The internal report provides an accurate account of the areas of concern discussed.
- The areas of concern resulting from the class visits and focus group discussions have been included in the school improvement plan.

5. ESTIMATION OF THE SUCCESS OF THE EVALUATION

- Compliance.
 - The compliance requirements were discussed with the School Director, bursar and members of the Board. Sagewood School is fully compliant in all areas covered in the questionnaire, which was completed and signed by the School Director and the mentor.
- Strengths and Unique Qualities.
 - The internal report gives due attention to this aspect of the evaluation process.
 - However, while the mentors fully endorse the qualities listed in the internal report, they feel the need to emphasize the diversity in all the components of the school. Tabulated evidence is available in the report.
 - One day's intensive evaluation does not always offer enough time for in-depth observation of strengths outside of the area of operation being evaluated.
 - Some of those mentioned certainly fall within the teaching and learning component, but there are also a number that stand out as really impressive features.
- Areas of Concern.
 - The internal report covers this aspect in detail.
 - Aspects referred to as 'challenges' also feature in the school's report.
 - These concerns came to light through:
 - Observation by the mentors.
 - Focus group discussions.
 - Comments from and findings of members of the internal team.
- Recommendations and timelines.
 - The school report covers this aspect adequately.
- Evaluatory attitudes and practices.
 - The reaction of the Sagewood School personnel to the IQAA process and especially their singleness of mind in perpetuating an internally orchestrated process proved to be very heartwarming!
 - Admiration was expressed for colleagues in different grades by the team members who visited them as evaluators. There seemed to be no antagonism shown by those visited, despite initial apprehension.

6. GENERAL COMMENT

- The mentors count it a privilege to have been involved in the IQAA process at Sagewood School!
- There is little doubt that, given to the high level of commitment to excellence clearly evident among the teachers, that Sagewood School is set to go from strength to strength.

7. ENDORSEMENT OF THE INTERNAL EVALUATION REPORT

- We, the mentors, associate ourselves fully with the internal evaluation teams' reports. We endorse the findings and recommendations and confirm that the process was transparent, honest, thorough and efficiently carried out, with the appropriate rigour. The entire process was neither too easy-going nor too harsh and elicited a positive response from the staff to the concept of ongoing appraisal of the various areas of operation in the school. In fact, the parting question from the Head of Academics was: "When do we go for Model B?"



8. CONCLUSION

- The mentors greatly appreciate the professional, yet warm and friendly reception they received at Sagewood School. We congratulate all involved in the preparations for the visit, especially the input from the team leaders, their team colleagues, as well as the wisdom and guidance from the Head of Academics, Dr. J Duvenhage.

Margaret Rudolph,
Elaine Twyford,
Brian Williams.
IQAA Mentors
28 October 2010

