

# PRINCIPAL'S REPORT TO COUNCIL)

## TERM 1 2018

<b>CONTENTS</b>	
Staff Matters.....	2
New appointments at the start of 2018 .....	2
Resignations .....	2
New Staff Appointments in 2018 .....	3
New residential appointments in 2018 .....	4
Enrolment.....	4
Academic Matters .....	4
International Benchmark Tests .....	4
Curriculum Developments.....	5
Professional Development .....	6
New Reporting System .....	6
2017 Examination Results .....	7
Admissions.....	8
Community Service.....	8
Pastoral Matters .....	8
Medical Services .....	9
Volunteer Programme.....	10
The Food Committee.....	10
Advancement Office.....	10
Information Technology .....	10
Facilities.....	10
Planning.....	11
Davis UWC Scholars Program .....	11
UWC matters .....	11
General .....	11
Conclusion .....	12
Appendix A: Statistics – Teachers (2013-2017) .....	13
Appendix B: Selected Student Data.....	14
Table 1: Number of students receiving scholarship support (2014-2018).....	14
Table 2: 2017 Enrolment by grades, gender, residence, NC .....	14
Table 3: 2017 Enrolment by Nationality.....	15
Table 4: Breach of Major Rules 2017.....	15
Table 5: Referrals to the Nurse.....	16
Appendix C: 2017 Academic Results .....	17
IGCSE Results: 2010-2017 (grade distribution: % of total).....	17
IBDP results: 2009-2017 .....	17
Appendix D: Academic results: answering fears .....	18
Appendix E: Community Service Report for Governing Council .....	23
Appendix F: Advancement Office .....	25
Appendix G: Report to Governing Council by Eco Estate Manager: Steve McGuire.....	34
Appendix H: Facilities plan (abridged 23/03/2018 version).....	36

## Staff Matters

1. Staff Statistics 2017: Appendix A indicates some key statistics about the teaching staff at the College.

### *New appointments at the start of 2018*

2. We have been joined this year by five new members of staff. Two of these are replacing teachers who left Waterford in 2017 and three are coming in to new posts created owing to expansion, staff re-distribution and curriculum development:
3. Mrs Annabel Trollip: Mrs Trollip is a British Citizen who has a BA HDE in English and twenty five years of teaching experience. She has taught in South Africa and the UK where she was very involved with Social Services teaching young asylum seekers and refugees. She joins us with her husband Denham and her sons Calvin and Ronin. We welcome her to the Language A Department.
4. Ms Bonisile Nxumalo: At the end of 2017, Mrs Kristina Jones resigned suddenly owing to an opportunity to work in Canada that had suddenly arisen. We were sorry to lose her but we wish her well in her new endeavour. Ms Bonisile Nxumalo, better known as the Swazi Performance poet "Blacknote", agreed at short notice to fill in for this term while we advertise the post. Ms Nxumalo is not only a published poet and performance artist, she is a qualified Drama teacher with a degree in Drama and post graduate specialisation in Education Theatre and Children's Theatre. Ms Nxumalo has subsequently been appointed to this post after a competitive series of interviews identified her as the best candidate for this role.
5. Mrs Karen Chandler: Mrs Chandler has a BSc Honour degree in Geology and worked on the Anglo Gold Ashanti mines in South Africa as a geologist before realising her true passion lay in working with young people. She qualified as a teacher last year and did her teaching practical at Waterford. She was much loved by her students during her time at Waterford and was eager to return as a full time teacher in the Geography and Lifeskills Departments in a post created by the moving of Mr Tony Pontuti (Global Perspectives) to the position of Librarian and the moving of Mr Naboth Phebeni to HOD PE.
6. Mrs Diorobo Daffe-Sakho: Mrs Daffe-Sakho is no stranger to Waterford as she is the parent of an alum, Niame Daffe, who graduated in 2013. She comes from Mali and has taught French at Baha'i for the last fourteen years. She was keen for a new adventure and so submitted her application to Waterford. Mrs Daffe-Sakho holds a Master's Degree in Teaching French as a Foreign Language along with her undergraduate degree and her teaching qualification. She has also taught French at the Alliance Francaise and is a DELF examiner. We welcome her to the Language B Department.
7. Ms Khulile Dlamini: Ms Dlamini has a Bachelor of Commerce degree, a post-graduate education qualification and a Master's degree in International Relations. Her love of teaching Language Acquisition started in Australia where she began working with asylum seekers and refugees whose inability to speak English put them at risk. She found a true passion in her work and continued to teach in Australia for eight years before returning home to Swaziland last year. She will be teaching Business Management and English Language B as well as a course in Writing for Academic Purposes for IB1 students.
8. Staff Internal moves:
  - 8.1. Naboth Phebeni took up the post of HOD Physical Education and Sport.
  - 8.2. Tony Pontuti has stepped into the role of School Librarian.

### *Resignations*

9. It is always said to say goodbye to anyone who has been a member of our community for any length of time and especially so when they are much loved teachers who have given so much of themselves to the education and care of our children. Nevertheless, it is a fact of life that change is inevitable.
10. Five teachers leaving is not an unusual staff turn-over for a teaching staff as big as ours (64 academic members of staff) and especially not given that these teachers have devoted a significant number of years to Waterford. Four of them have been in discussion with us for over a year about their wish to

pursue new things. Thus while we are sad to lose them, we know that they are leaving Waterford not to “escape” but to pursue new opportunities and adventures. The teachers leaving are:

11. Ms Helene Caillet: has been at Waterford for six years and she has accepted a promotion post as Deputy Head at an international school in Spain. Helene likes to move around so she doesn't become too “comfortable” as she put it and so she has been considering a move for a while. We are delighted that she is going to move up the school management ladder in her new position.
12. Dr Morgan Jones: has been wanting to return to Canada for a while in order to be closer to his family and, since his wife Kristina and daughter Arden are now back in Canada where Kristina is teaching, Morgan has made the difficult decision to leave Waterford.
13. Mrs Albina Owuor: has given ten years to Waterford and is ready for a new challenge. She has accepted a post in Doha.
14. Mrs Sally Greaves Brown: has let us know that she is leaving Waterford to pursue other interests. As an alumna, former parent and now a teacher and HOD, Sally has a very long association with Waterford. She will be missed on campus but will hopefully remain connected through our broader Waterford network in Swaziland.
15. Mr Samuel Wilkinson: has felt the pull of possible new adventures for a while now and has accepted a post as HOD Music at an international school in Kenya. He is keen for new challenges but admits that leaving Waterford after nine years is going to be really hard.

#### *New Staff Appointments in 2018*

16. We are very excited to announce the appointments which have been made to fill the staff vacancies this year. All our incoming teachers are experienced IBDP, IGCSE and UWC teachers so we are reassured that our students are going to be in excellent hands going forward. Interestingly, the vacancies in the middle of the year have worked in our favour in terms of recruiting experienced international IBDP, IGCSE and UWC teachers.
  - 16.1. Mrs Sindhu Clark has been appointed as the IBDP co-ordinator in place of Madame Helene Caillet. The applications received for this post were impressive and competitive and after a lengthy interviewing process, we were convinced that Sindhu was the very best candidate for the job. Her appointment has been greeted enthusiastically by staff and students alike. She has extensive IBDP experience as a teacher, an HOD and an IB workshop leader and trainer. She also has 17 years of UWC experience. In addition she holds a Bachelor's Degree in Chemistry and Microbiology and a Master's Degree in Microbiology. We are very excited to have her take up this role. She will continue to teach her current classes as her teaching load will not change. We have started the process of interviewing for a new HOD Science and will keep you updated as we make progress.
  - 16.2. Mrs Sue Bradshaw has accepted the post of HOD Language B and will be replacing Mrs Greaves Brown. Sue is no stranger to Waterford or UWC. She taught at Waterford for five years before moving to UWCSEA where she is currently the Deputy Principal. She has wanted very much to return to Waterford and we are very pleased to have her expertise on board. Sue has an Honours Degree in French Language and Literature, a Degree in English Literature and a Master's Degree in Linguistics. She has extensive IBDP, IGCSE and UWC experience and we are delighted to welcome her back.
  - 16.3. Mr Mark Bradshaw has accepted the post of Music Teacher in the place of Dr Morgan Jones. Mark also comes with a wealth of experience as an IBDP, IGCSE and UWC teacher. He has recently completed his contract as the HOD Music at UWCSEA is very keen to return to Waterford (where he was HOD Music for 6 years) and Southern Africa where his heart is very much engaged with the development of the Arts in general and Music in particular. Mark has an Honours Degree in Music and English and a Master's Degree in Music. He is a keen instrumentalist and jazz musician and we look forward to his sharing his skills with our whole community in the near future.
  - 16.4. Dr Selena Rathwell UWC Pearson College Alumna and the current Head of English and TOK in an IBDP world school in Qatar. She has been wanting to return to the UWC community and is delighted at the opportunity to come to Waterford. She holds Bachelors, Masters and PhD

Degrees in English Literature with a strong emphasis on gender issues. She will be picking up some English classes and teaching in the TOK Department.

- 16.5. Mrs Therese Ndjeh will be joining us as a French teacher. She has a Master's Degree in Educational Management, a post graduate teaching diploma, and a Bachelor's Degree in Bilingual Linguistics. She is keen to join us at Waterford in that she feels she is ready for a new challenge and she is excited about teaching the IBDP. She is also a children's' life-coach and has a keen interest in the pastoral care of students of all ages.
- 16.6. Mr. Simon Ramsay will join us as the HOD: Science. He was a temporary teacher here for a month in 2017, doing a locum. He is currently at UWC Red Cross Nordic where he has been since 2015. He has a Master's degree in biology and PGCE from Glasgow university. He will be teaching biology in the department.

#### *New residential appointments in 2018*

17. Albina Owuor had been seconded as Interim Director of Residences in January 2018 to fill the vacated post, during the period of advertising the position and appointing a new director. The position was advertised, interviews in a competitive process completed and Polycarp Wekesa has been appointed as the new Director of Residences effective from the beginning of the second term.
18. Alban Gambe has been appointed to the position of the Head of Ekukhuleni Residence to replace Albina Owuor when she departs at the end of the second term. The position of Deputy Head of Ekukhuleni will be advertised in the near future.
19. The position of the Deputy Head of Emhlabeni has been advertised and the interviews are still to be conducted.
20. The following new teachers have taken up residential staff duties from January 2018: Annabel Trollip (Esiveni), Bonisile Nxumalo (Ekukhuleni) and Diorobo Daffe' (Ekukhuleni).

#### **Enrolment**

21. Selected student data is included in Appendix B. There are a few observations:
22. Female admissions continue to be significantly larger than boy admissions.
23. From 2013/14 and before there is a significant drop in the number of expulsions / parent withdrawals (due to disciplinary proceedings). Some comments:
  - 23.1. This is in line with the new pastoral approach introduced at the school after the interventions about pastoral care by the SRC in July 2013 at the GC meeting and the subsequent staff discussion during the course of 2013 and 2014.
  - 23.2. It also signifies a move from a punitive approach to school discipline to a more educative approach with the child's development and growth at the centre of the equation without compromising institutional integrity where necessary.
  - 23.3. It also signifies our alignment with the broader UWC philosophy of seeking an enrolment more in line with students who have "promise and potential" rather than simply the academically and socially best. The change in approach in UWC admissions across the movement was aimed at shifting the socio-economic profile of the movement away from the rich and towards students from more modest backgrounds and economic circumstances.

#### **Academic Matters**

##### *International Benchmark Tests*

24. At Waterford our lower phase curriculum has been developed by teachers and co-ordinators over a number of years to best prepare our students for life-long study and future external examinations

such as IGCSE and the IBDP. We do review and adjust our lower school curriculum regularly to make sure that the academic rigour of this programme is sound and that our pedagogy ensures that our students are developing intellectually to their full potential.

25. This year we decided (in collaboration with the HODs and the Lower School Phase Co-ordinator) to measure the rigour of our curriculum against international standards. This enabled us to have an objective overview of its strengths and weakness and provided us with valuable insights into where and how we need to adjust it, if any such adjustment is even deemed necessary. We have no intention of redesigning our curriculum to conform to any other systems but we did want to investigate the rigour of our curriculum in an international sphere.
26. We conducted the International Benchmark Tests (IBTs) with our Form 3 students. The IBTs were developed by the Australian Council for Educational Research (ACER), and are designed to assess the generic skills that underpin the teaching of English and Mathematics. Test questions are based on reasoning and thinking skills in each subject area rather than knowledge of particular curriculum content. These tests are used extensively throughout the world to evaluate the merit of curricula.
27. Our IBT results are very pleasing indeed – they were emailed to GC under separate cover. In both English and Mathematics our average scores are higher than both the Southern African and International averages. The feedback indicates that our students are scoring in the higher assessment bands indicating that:
  - 27.1. On the whole, our students perform within the same range which speaks to the success of our entrance testing in ensuring that students who are best able to manage the rigour of strong academic programme are being accepted to WK in Forms 1 – 3.
  - 27.2. Our junior phase curriculum is rigorous and of a high academic standard. The delivery of our curriculum is successful and effective.
28. The HODs will analyse each section of the test and review our average scores to determine if the curriculum needs to be adjusted in anyway. The preliminary findings suggest that it does not need any adjusting. However, HODs may, in discussion with staff, explore ways in which our most able students can be extended.

### *Curriculum Developments*

29. Service Learning Experiences: In the Lower Phase we have incorporated Service Learning Experiences within the timetable which means that all Form 1s and Form 3s have timetabled time for Community Service. They work in the school kitchen the school vegetable garden, the recycling shed and at the Waterford Pre-School. The Form 2s have timetabled time for entrepreneurship and service activities. At present they are learning to knit and to crochet and are involved in a project called “67 Blankets for Mandela” in which they are attempting to knit/crochet enough squares to make as many blankets as possible.
30. Language Support: This has been a significant area of focus for us this year. Following Ms Elizabeth Cummergen’s attendance at the UWC Language Support Conference at Atlantic College last year, we have reviewed our Language Support Provision. This has led to the following:
  - 30.1. A pre-orientation week for new IBDP students with limited English. This was very successfully organised and run by Elizabeth Cummergen and provided students with a more relaxed yet practical introduction to life at Waterford and living in Swaziland.
  - 30.2. A weekly Language support Community Service group run by IB students to support those students with limited English. This has promoted far greater integration and fostered friendship in the IBDP phase.
  - 30.3. The timetabling of a dedicated weekly period for the teaching of Academic Writing Skills (Writing for Academic Purposes). This programme is being taught by Ms Khulile Dlamini who has eleven years of experience teaching refugees and other vulnerable people in Australia these

valuable skills which are essential for success in both the IBDP and tertiary education programmes.

31. Theory of Knowledge: We have consolidated a team of TOK teachers who teach TOK to all the IB1 students. Each TOK teacher teaches two IBDP TOK classes instead of just one. This means that the TOK team is much more cohesive and focused ensuring that all IBDP students have the advantage of a TOK “specialist” teacher.

#### *Professional Development*

32. We continue to encourage and support Professional Development as a strategic objective. The increase in IBDP online training (32 courses were completed in 2017) has resulted in far more knowledgeable teachers in terms of IBDP requirements and expectations. This has strengthened the academic standards and practices resulting in significantly fewer subject components being moderated in 2017. We have seen a decline from 37, to 33, to 22 to 15 in the years 2014 to 2017. A trend we hope continues. There is a direct correlation between fewer component grade moderations and the current academic management’s support of online professional development courses.
33. In the course of this term 15 teachers have been engaged in the Language in Learning across the Curriculum (LILAC) course which is an intensive and rigorous academic professional development programme focusing not only on language support and development but on pedagogy as well. It counts for a credit at Masters Degree level at many international universities. It involves 27 contact hours of training and another 23 hours of practical engagement, reading and project work. It is being led by Mrs Millicent Dlamini-Muyambo who went on the Tutor Training Courses in London in 2017. She is now an accredited LILAC tutor (Mrs Sue Bradshaw and Mrs Joanne de Koning are also licensed tutors). The LILAC certificate is increasingly requested as a requirement for international teachers. By all accounts, the course has been a great success and has been enjoyed enormously despite the significant additional demands placed on the participants. I would like to commend Mrs Dlamini-Muyambo for her professionalism and thank her for her excellent leadership of the programme at Waterford.

#### *New Reporting System*

34. Policies at Waterford are reviewed every five years or as necessary when determined so by management and staff. The review of the Assessment Policy in 2016 and 2017, undertaken by the Academic Council and discussed in Department meetings with all members of staff over a period of eighteen months, provided us with a much needed chance to review, in particular, the Reporting System at Waterford. We found that, while we were sending out reports regularly each term, the reporting was not necessarily contributing in a meaningful way to the education process. Many reports seemed to be generic and did not say anything new or particularly useful for either the parent or the student and the examination of students reports over the course of a two year programme revealed that not much changed between the reports of each term in any particular subject unless there had been some sort of significant change. While the reports provided, in the main, a reassurance for parents that all was well, they did not provide anything more than an overview of a student’s progress. In addition, a teacher teaching across all three phases may well have found themselves writing upwards of a hundred and forty reports each term. All reports have had to be edited and proof read and this has added yet another burden of responsibility on teachers who are already stretched. This is incredibly time consuming and a source of significant staff stress.
35. It was thus the findings of the Academic Council that the Reporting System needed an overhaul and a tremendous amount of work and effort was put into a Reporting Proposal which was then presented to CMG.
36. The new Reporting System proposal:

- 36.1. Reporting will happen twice a year for all Phases (in May/June and November/December) with the exception of Form 5 and IB2 in which a third reporting period will be added to provide feedback from Mock Examinations.
  - 36.2. There will be no reports sent out in Term 1. Tutors will communicate informally with parents and guardians to update them on progress and to highlight any early concerns.
  - 36.3. There will be a parents evening in Term 1 and Term 3 to provide parents and guardians with the opportunity to meet teachers and discuss student progress.
  - 36.4. There will be Phase meetings twice a term (at the start of term and at mid-term) to identify concerns and discuss our responses.
  - 36.5. Progress made in each reporting period will be recorded cumulatively on each report. Thus the report in December of Form 3 will record the achievements of that student for each reporting period since Form 1. This will allow for a much more comprehensive overview of a student's progress or lack thereof. Spikes and dips will also be far more noticeable and areas of concern could thus be identified much more efficiently allowing for more effective intervention. There will be six reporting periods (form 1 to 3) and four each in the IGCSE and IB phases (with an extra one in form 5 and IB2 based on the mock examinations results.)
  - 36.6. Reports will now be more in depth and comprehensive and will include the following indicators of behaviour such as: Focus and Participation in class, Attitude and Behaviour, Organization (including punctuality, meeting deadlines, completing homework and other tasks) and Attendance (both excused and unexcused absences will be taken into consideration). These indicators will provide a much needed method to review a student's performance and achievement in a more holistic way allowing for a more timely and focused response to areas of concern. The indicators will also provide an insight to the merits of a student's application to the IGCSE and IBDP programmes.
  - 36.7. The new reporting System has been proposed for 2019. School Management will now engage other stakeholders – Parents and students – to communicate the thinking behind the new system, receive and respond to feedback and suggestions and prepare for the roll out in 2019.
37. The roll-out of CAS is an essential element of the formal curriculum at the College and continues the trend of bringing the whole school in line with the UWC Educational Model which puts this element of the curriculum at the forefront. As the report from Fiona Mills attests, so far the rollout to forms 1, 2 and 4 has had a very promising start.

## **2017 Examination Results**

- 38. Appendix C outlines the 2017 IGCSE and IB academic results with comparative statistics from previous years.
- 39. The 2017 results, as with the results of previous years, are an indication of a mixture of significant successes, some disappointments and a very useful tool for our ongoing evaluation and development of the curriculum delivery, standards and practices and academic rigour of our academic programmes at Waterford.
- 40. Some members of the GC and some parents were concerned by the perceived "drop in standards" that the results seemed to suggest. These concerns are natural especially in a region of the world that is obsessed with the pass rate. It is important for the school to more clearly communicate its thinking around academic results in both the context of being an IB (and IGCSE) and a UWC school. Consequently the Principal and Deputy Principal (academic) have put together a paper addressing those concerns. This is now posted on our website and is attached as Appendix D.
- 41. As in previous years the school has undergone within all departments a thorough analysis of the results.

## **Admissions**

42. 76 of our 82 Form 5 students have applied to the IBDP in 2019. The IBDP Internal selection committee will meet early next term to review the applications.
43. We have had record numbers for our testing days: 465 students applied for the Forms and 169 students apply for IBDP.

## **Community Service**

44. The report from the Community Service Coordinator is attached as Appendix E.

## **Pastoral Matters**

45. Since the last Governing Council, we have had six Disciplinary Committee Hearings, involving 7 students (1 illicit substances, 2 sexual harassment, 3 alcohol, 1 mixed socialising and 1 for academic dishonesty). The most serious sanction from these DC's was suspensions.
46. There is a heightened awareness around substance abuse and the school counsellor together with the social worker presented to CMG a proposal to ensure counselling after students have admitted to using illicit substances outside school. CMG approved a group counselling programme to be conducted by the social worker who has had previous experience in this regard.
47. The Form 1 and Form 2 year groups had very successful team building programmes which involved an overnight sleep out at Hawane in week 4 and week 5 respectively.
48. For the first time a pre-orientation programme was held for students who were not fluent in English. Five students attended the 4 day programme which was conducted by Miss Elizabeth Cummergen and all reported that it was hugely helpful in their introduction to the college. This programme was then followed by a successful IB orientation programme, which ended when the remainder of the students returned to school.
49. The IB1 students have attended two pastoral days in week 1 and week 4. These workshops were conducted by staff and external facilitators and covered areas of wellness, relationships, sexual health, sleep, finances, privilege, etc.
50. The PSA has once again committed E35 000 to the Welcome Packs, which are provided for our most needy students when they arrive at school at the beginning of the year. Sister Nomvula had volunteered to run this initiative in 2018 and she worked with the Heads of Residence to ensure that the students who require extra support in the way of linen, clothing, toiletries etc. are identified and well looked after. We are very grateful to the PSA for their financial support of this initiative and for ultimately increasing their grant to cover the entire costs.
51. A heads of residences away day is planned for week 11. It is co-ordinated by the Director of Residences and seeks to extend pastoral staff development and to address common issues being encountered by residential staff.
52. Changes to the residential evening programme were introduced at the beginning of the first term on a trial basis. Changes affected the rearrangement of the late activities session from after the prep period, to straight after dinner. Dinner was also shifted to a later time slot (6pm – 7pm), together with the after dinner snack being made available to be collected earlier by residential students. The



dinner and snack time changes were introduced after a request from students. A survey to review these changes was completed in week 10 of term one by students, residential heads and residential staff. The compilation of the survey and the collation of the results included student residential representatives and the results will be made available for CMG to make a decision on whether the changes should become permanent or not.

53. At the end of the IB orientation week, there were 12 requests from day students for boarding from females with only 4 rooms available in Emhlabeni residence. However, in Emhlabeni residence there were also 15 male rooms available. In an attempt to accommodate these requests, management suggested using a block (12 rooms) in Elangeni residence. This would not involve any construction costs or further time lost but would necessitate 12 males being moved to the vacant rooms in Emhlabeni. However, it would also have resulted in only 12 males of 64 students remaining in Elangeni. The students of Elangeni strongly resisted the change in balance and culture that this would create and made alternate suggestions to be explored on the male wing of Emhlabeni. The result of this exploration which included consulting the school architect and students, was that a corridor of Emhlabeni, which is not in the main male block of the residence, has since been converted into a female corridor. The corridor leading into the male residence was closed by fitting new inter-leading lockable doors and a new entrance door to the block was constructed. Seven male students were asked to move into the vacant rooms of the residence so that this conversion could be completed. Ten new boarders were accommodated from midterm in both the new female block and in the main female side of the residence. The corridor of 8 rooms now has an even mix of new and willing existing boarders to avoid having a block of completely new students to boarding.
54. During the consultation with students to accommodate new boarders into residence, a request from a parent of a student who was asked to move to another male corridor, was received asking management to consider making a decision not to move their child into a male corridor. In a meeting with the parent, it was explained that the student was in a gender transitioning process (not medically at present) and has been experiencing extreme discomfort by living in a male corridor. Accommodation off-campus was not a safe option and the parent understood that our residential set-up had gender limitations. In seeking an acceptable solution, the option of moving the student into a female corridor could only be considered if all parents of the students in that corridor gave permission and a process which prepared the school community for such a decision was carried out. Ultimately, the parent and management has opted to accommodate the student in a room in the common room area of the residence. This is not an ideal solution as this means that the student will be locked separately from both the male and female blocks and isolated at night. It also requires fitting in an emergency safety door and a shower bathroom in the common room area. Further some compromises by other students in the use of that area for certain late night activities will need to be made. The student and parent however, is strongly in favour of this accommodation as it would mean being out of the male block. The move into this room will be made as soon as the structural changes have been completed.
55. A second part of the request was made by both the parent and the student to be addressed and identified as female. This request to respect the decision of the student was dealt with in a staff meeting on Wednesday 14 March 2018 by the Deputy Principal Pastoral. The staff have displayed a willingness to discuss further our approach to gender identity issues and the college counsellor has committed to further staff development on these matters.

## **Medical Services**

56. Sister Nomvula reports: Since the last Governing Council the months that need to be reported to the GC are November 2017, January and February 2018. The number of visits to the school clinic in the first 2 months of the year have dropped compared to last year. Despite the threat of listeriosis, we have not had confirmed cases. There was one case where the parent suspected that the child might

have listeriosis and therefore as per the parents request, the student was sent down for testing and the results are not out yet.

57. Table 5 (Appendix B) contains the figures of all referrals to the School Nurse for the reporting period.

### **Volunteer Programme**

58. There are currently 9 volunteers working at Waterford Kamhlaba. All the volunteers are students who graduated in 2017 and were selected after an application process with 18 applicants.

### **The Food Committee**

59. Morgan Jones has taken over as the Staff Rep on the Food Committee and he attends a weekly meeting with the Deputy Principal and the Head Chef, as well as Kitchen Manager from Capitol Caterers. Morgan Jones is due to leave the college in April and the position of staff food rep will be taken by Kirstie Van Rensburg.

### **Advancement Office**

60. The Advancement Office report is attached as Appendix F.

### **Information Technology**

61. During the first part of this year IT Department has procured and installed a server for the staff. Managed networking devices have been installed all around the campus and a firewall was installed in the IT Center. This will allow us to start fine tuning the network for better control and visibility when resolving issues. These devices are capable of configuration such as time controlled access to the Wifi.
62. We had some challenges with the lightening and have had to install surge protection, earth buildings again and install inverters which should reduce further outages due to lightening but will also have the advantage of ensuring that networking equipment remains powered up during the frequent power outages that Waterford experiences. The Wifi network is often down in parts of the campus due to there being no power in those areas. With the new system in place , teachers should still be able to work on their laptops and access the internet even when the power is off.
63. The school is now able to tap into the full 11Mbps of bandwidth available due to these changes. This also allows for isolation of network problems and internet outages as the IT Center, Staff and WIFI are all on completely separated networks.

### **Facilities.**

64. The Eco Estate manager's report is attached as Appendix G.
65. The Facilities Plan is attached as Appendix H.
66. Two projects were proposed at the November 2017 GC meeting, to be approved this year based on the current cash flow. They are:

- 66.1. Service road: this was originally approved to be done in 2017. The road continues to deteriorate.
- 66.2. The expansion and renovation of the staff-room: we now have a design and cost estimate (E574,200) from the architect.

## **Planning**

67. Staff Meetings topics this term have included:
  - 67.1. IGCSE and IB Academic results
  - 67.2. GIB changes
  - 67.3. CAS Rollout
  - 67.4. Nyatsela
  - 67.5. Common Ground
  - 67.6. Shakespeare Festival
  - 67.7. Communications Workshop (with the SRC)
  - 67.8. Remuneration Committee Report
  - 67.9. Reporting Periods
  - 67.10. Building Resilience
  - 67.11. Transitioning Student
68. College policies / procedures that have been reviewed or adopted since the last GC meeting::
  - 68.1. Staff appointment process
  - 68.2. The GIB
  - 68.3. Staff handbook
  - 68.4. Tours (overnight)
  - 68.5. Staff professional development
  - 68.6. Union Recognition agreement
  - 68.7. Substance abuse contract
  - 68.8. Child protection Policy
69. Following from the discussion at the last GC meeting it is suggested that the consultant who assisted the College in developing the plan, be asked to assist in a it's review since its adoption in 2015.

## **Davis UWC Scholars Program**

70. The 2018 annual report of the programme has just been published and is available for download on their website.

## **UWC matters**

71. At the recent heads and chairs meeting there were a number of interesting topics under discussion, which will be reported on verbally at the meeting. They include:
  - 71.1. Mental health admissions
  - 71.2. Harvard impact study
  - 71.3. "Educating in a post-truth and post-trust era: A challenge for the UWC movement" – a talk by Sir John Daniel, Chair of the International Board.

## **General**

72. Visitors to WK:

- 72.1. UWC International board members and staff – 22 February 2018: On Thursday the 22nd of February 2018, the UWC international board and IO staff arrived on Waterford campus for a board meeting that took place on 23 – 24 February. During their visit, they interacted with students and got to know a lot about WK. An article on this visit can be found on the school website: <https://www.waterford.sz/media/news/read.php?indzaba=22>
- 72.2. Other Visits: Neil Cifuentes – 12 March 2018. Neil is the Assistant Director of the Global Citizenship Program at St Marks School in the US where his primary responsibility is the exchange programs. He came to WK to explore the possibility of a faculty and/or student exchange program between his school (St Mark's high school in the US) and WK.
- 72.3. Welile Masuku – 21 February 2018. Welile is from Savusa Pictures - a company that was mandated by Mbabane City Council to do a film project about the city. They had come to cover WK As part of the city.
- 72.4. Charity Gono – 16 January 2018. Charity is an official from Higher Life who had come to meet with the school management regarding students' reports, finance information. She also met with Higher Life students.
- 72.5. Alumni Visits: Russell Jones (UK, WK 92-97) and Elizabeth Morris (UK, WK 13-14).
- 72.6. Mark Turpin (November 2017): Professional Development.
- 72.7. Hannah Tumpel (February 2018): International Office.
- 72.8. Dr. Kennedy (March 4, 5, 6): Higher Life Foundation
- 72.9. David Cramer and Jenny Jeffries (March 12): American Embassy (REO).
- 72.10. Pat Brink (March 13): ISASA
- 72.11. Neil Spencer (March 26): visiting teacher from Luxembourg International School.

## **Conclusion**

- 73. Appreciation is owed to all who put so much time and energy into the school. All governors and others involved in the committees that provide such important support to the school. Especially Mark Mills who has spent many hours on school work whilst in the thick of his own professional demands.
- 74. To the academic staff that invest their passion in what they do. At the recent IB heads conference one of the comments I picked up: "Teachers are people who plant trees under which many sit, not knowing who planted the trees in the first place". They do a remarkable job of teaching our students, many of whom come from quite adverse circumstances and who succeed as a result of the love, dedication and passion of their teachers. Thank-you to the staff.
- 75. To all those who provide much of the lubrication that makes the school work efficiently and especially Tracey who provides such invaluable support to me and the overall leadership of the school.

**Stephen Lowry**  
**Principal**  
**28 March 2018**

## Appendix A: Statistics – Teachers (2013-2017)

	Total	%	%	%	%	%
	2017	2017	2016	2015	2014	2013
TOTAL STAFF	62			100.0	100.0	100.0
Service termination	6	9.7	7.9	20.3	16.7	6.5
New appointment	4	6.5	15.9	12.5	10.6	11.3
Average age:	46.6		46.0	46.0	46.8	46.5
Average length of service:	8.3		7.9	8.1	9.1	9.1
Nationality	62	100.0				
Swazi	11	17.7	19.0	15.6	16.7	17.7
Other African	32	51.6	50.8	46.9	47.0	43.5
Other	19	30.6	30.2	37.5	36.4	38.7
Gender	62	100.0				
Male	29	46.8	46.0	50.0	50.0	50.0
Female	33	53.2	54.0	50.0	50.0	50.0
Alumni:	62	100.0				
Alum	5	8.1	9.5	10.9	10.6	11.3
Non-alum	57	91.9	90.5	89.1	89.4	88.7
Residence:	62	100.0				
On-campus	41	66.1	66.7	71.9	75.8	75.8
Off-campus	21	33.9%	33.3%	28.1%	24.2%	24.2%

## Appendix B: Selected Student Data

Table 1: Number of students receiving scholarship support (2014-2018)

Year group	No. in grade 2018	Awards Made 2018	% of grade 2018	% of school 2018	% of school 2017	% of school 2016	% of school 2015	% of school 2014
Numbers	610	149			119	148	154	134
Total				24.4	19.8	24.0	24.7	22.3
1	50	2	4.0	0.3	0.5	0.5	0.5	0.0
2	75	4	5.3	0.7	1.2	1.0	0.3	1.3
3	76	8	10.5	1.3	1.0	0.8	1.1	0.8
4	87	12	13.8	2.0	0.8	1.6	2.1	1.8
5	83	9	10.8	1.5	1.3	2.3	1.9	2.3
IB1 non-NC	82	13	10.5	2.1	1.3	4.9	5.3	5.7
IB2 non-NC	79	21	18.3	3.4	1.3	5.5	6.4	4.2
IB1 NC	42	44	35.5	7.2	6.5	3.7	3.8	3.8
IB2 NC	36	36	31.3	5.9	5.8	3.7	3.2	2.3

Table 2: 2017 Enrolment by grades, gender, residence, NC

Year group	2018	2018	2017	2016	2015	2014
	No.	%	%	%	%	%
Grades	610		621	616	627	6131
Form 1	50	8.2	8.4	8.1	8.3	7.8
Form 2	75	12.3	12.6	12.5	12.6	11.9
Form 3	76	12.5	12.6	12.5	12.8	12.7
Form 4	87	14.3	14.0	13.8	14.2	14.8
Form 5	83	13.6	13.0	13.8	13.6	14.0
IB1	124	20.3	19.8	20.3	19.6	19.9
IB2	115	18.9	19.6	19.0	19.0	18.8
Gender	610					
Female	356	58.4	55.2	54.5	53.6	54.5
Male	254	41.6	44.8	45.5	46.4	45.5
Residential	610					
Boarder	373	61.1	59.7	57.5	56.9	59.2
Day Bug	237	38.9	40.3	42.5	43.1	40.8
NC students	78					
% IB1 enrolment	42	33.9	31.7	28.8	28.5	28.7
% IB2 enrolment	36	31.3	28.7	29.1	28.6	23.5
% School enrolment	78	12.8	11.9	11.4	11.0	10.1
% Total IB enrolment	239	32.6	30.2	28.9	28.5	26.2

*Table 3: 2017 Enrolment by Nationality*

	2018	2018	2017	2016	2015	2014
	Number	%	%	%	%	%
Total enrolment	610	100.0	621	616	626	613
Swaziland	187	30.7	31.1	31.5	31.9	31.8
Other Africa	314	51.5	49.8	47.7	46.8	47.3
Africa total	501	82.1	80.8	79.2	78.8	79.1
Beyond Africa	109	17.9	19.2	20.8	21.2	20.9

*Table 4: Breach of Major Rules 2017*

	2017	2017	2016	2015	2014	2013
	No.	%	%	%	%	%
Total students	48		57	62	12	27
Gender	48					
Boy	36	75.0	52.6	35.5	41.7	74.1
Girl	12	25.0	47.4	64.5	58.3	25.9
Day / Boarder	48					
Day	8	16.7	15.8	17.7	0.0	11.1
Boarder	40	83.3	84.2	82.3	100.0	88.9
Year group	48					
Form 1	0	0.0	0.0	24.2	0.0	0.0
Form 2	0	0.0	14.0	4.8	0.0	0.0
Form 3	5	10.4	1.8	1.6	16.7	25.9
Form 4	2	4.2	5.3	17.7	25.0	22.2
Form 5	12	25.0	14.0	11.3	33.3	29.6
IB1	10	20.8	50.9	25.8	0.0	11.1
IB2	19	39.6	14.0	14.5	25.0	11.1
Sanction	54					
Expulsion	0	0.0	1.3	3.7	0.0	2.9
Parent withdrawal	3	5.6	5.1	1.2	16.7	20.0
Gated in Hostel	12	22.2	32.9	18.3	0.0	0.0
Suspension	32	59.3	20.3	20.7	16.7	42.9
Suspension: hostel	0	0.0	0.0	7.3	0.0	5.7
Principal warning	4	7.4	20.3	35.4	66.7	22.9
Expulsion from boarding	0	0.0	1.3	0.0	0.0	5.7
Service to Hostel	0	0.0	1.3	3.7	0.0	0.0
Hostel warning letter	0	0.0	0.0	2.4	0.0	0.0
Counselling	3	5.6	2.5	1.2	0.0	0.0
Apology Letter	0	0.0	2.5	3.7	0.0	0.0
Useful Labours	0	0.0	12.7	1.2	0.0	0.0
Service to School	0	0.0	0.0	1.2	0.0	0.0
Offence	52					

	2017	2017	2016	2015	2014	2013
	No.	%	%	%	%	%
Total students	48		57	62	12	27
Drug consumption	4	7.7	0.0	0	16.7	6.7
Drug supply	0	0.0	0.0	0	0.0	3.3
Drug possession	1	1.9	0.0	2		
Alcohol consumption	21	40.4	18.0	21	16.7	33.3
Alcohol supply	0	0.0	6.6	3	0.0	13.3
Mixed socialising	4	7.7	16.4	3	0.0	30.0
Intimidating / threatening / bullying	1	1.9	9.8	32	0.0	6.7
Unauthorised exeat	15	28.8	31.1	24	66.7	3.3
Sexual Harassment	0	0.0	0.0	0	0.0	3.3
Schools name into disrepute	0	0.0	9.8	5		
Theft / Borrowing without permission	0	0.0	1.6	3		
Smoking	6	11.5	4.9	3		
Alcohol Possession	0	0.0	0.0	2		
Vandalism	0	0.0	1.6	2		

Table 5: Referrals to the Nurse

	TERM 3, 2017		JAN	FEB
ACTIVITY				
Total number of people seen	117	100%	32	172
Total number of students	90	76.9	25	156
Total number of staff	26	22.2	7	14
Total number of staff employees	1	0.85	0	3
AILMENTS	199	100%		
Respiratory tract infection (flue, asthma)	67	33.7	20	114
Musculo-skeletal (muscle and joint pains)	16	8	1	5
Injuries (38 at Sports Tournament)	8	4	0	32
Digestive Disorders (diarrhea, vomiting and stomach aches)	15	7.5	5	22
Skin disorders (rash, eczema, fungal infection)	15	7.5	3	5
Reproductive system disorders(period pains and vaginal discharges)	8	4	2	3
Headaches	9	4.5	1	2
Eyes and vision problems	7	3.5	0	4
Cardiovascular Conditions	8	4	0	3
Admissions to Mbabane Clinic	2	1	0	0
Referrals to Mbabane Clinic and other facilities for further management	38	19.1	3	10
Insomnia	1	0.5	0	0
Fatigue	2	1	0	1
Ear problems	1	0.5	2	3
Dental/ Oral Problems	2	1	1	2



## Appendix C: 2017 Academic Results

### IGCSE Results: 2010-2017 (grade distribution: % of total)

	Total	A*	A	B	C	D	E	F	G	U
2017	661	7.0	24.1	32.5	22.5	9.1	2.7	0.5	0.2	1.4
2016	718	12.7	28.1	31.5	18.5	4.0	1.0	0.0	0.0	1.0
2015	732	13.7	24.9	27.5	20.4	9.3	3.0	0.3	0.0	1.0
2014	677	15.8	26.7	26.9	21.3	5.9	1.9	0.6	0.1	0.7
2013	640	14.2	24.2	30.8	23.3	4.5	1.9	0.6	0.0	0.5
2012	609	18.9	26.9	26.8	21.0	3.9	2.0	0.2	0.0	0.3
2011	649	20.8	26.7	26.5	18.6	5.1	1.7	0.3	0.2	0.2
2010	581	15.0	20.3	26.0	25.3	8.4	2.4	1.4	0.3	0.9

### IBDP results: 2009-2017

	2017 No.	2017 %	2016 %	2015 %	2014 %	2013 %	2012 %	2011 %	2010 %	2009 %
No of students	118			115	113	122	103	115	114	89
No of Diploma awarded	100	85	92	93	96	94	90	91	96	98
No of Diploma not awarded	18	15	8	7	4	6	10	9	4	2
No of bilingual diplomas	28	28	33	35	31	45	38	45	45	43
Waterford Diploma Average	32			34	33					
World Diploma Average (November)				30	30					
Highest grade	44			44	43					
Lowest grade	18			19	20					
Subject Average	4.88			5.28	5.24					
Grade distribution	118	10	100	100	100	100	100	100	100	100
45	0	0	1	0						
40+	9	8	19	12	4	10	16	10	11	17
36+	16	14	17	17	19	26	23	24	24	17
30+	43	36	40	48	49	42	37	37	48	49
28+	15	13	12	10	15	10	7	14	6	6
24+	21	18	9	10	12	10	14	10	9	10
<24	14	12	3	3	2	2	4	5	3	1
IB Diploma 'core' points:	118	100	100	100	100	100	100	100	1	100
+0	28	24	2	6	16	14	17	13	13	6
+1	39	33	23	23	44	44	37	46	46	51
+2	42	36	48	50	29	26	31	23	24	29
+3	7	6	27	21	11	16	15	18	17	15
N	2	2	1	1	1					

## **Appendix D: Academic results: answering fears**

### **Introduction**

Every year, when academic results are posted, the school community expresses some anxiety, especially if the results are perceived to be 'worse' than in previous years. This is not surprising, as it reflects the uncertainty and insecurity many families have about their children's future.

Questions invariably include:

- What is happening at the school?
- What is happening to standards?
- Will my child get a decent diploma?
- Will they qualify for a place at university?
- Will they get into a decent university?
- Will they eventually be employable?
- Is the school I have chosen good enough?

These concerns are real, and perfectly legitimate. The College welcomes this opportunity to explain the assessment procedure in more detail, as well as to discuss results in general and the IBDP and IGCSE at Waterford specifically.

The philosophy of education at Waterford is reflected in paragraphs 10 to 15 of the General Information Brochure (GIB).

Some extracts:

- "WKUWCSA strives to lay the foundation for its students to become responsible citizens who have the skills, knowledge and sense of purpose to provide leadership in both Africa and the world."
- "We passionately believe that all young people must be given access to education of the highest standard to enable them to realise their potential."
- "Waterford highly values its socio-economic and cultural diversity".
- "This aspirational mission of the school is realised through the implementation of the UWC Educational Model..." (The full version of the Educational Model can be found on the College website.)
- "We continue to strive to promote personal development including development of each individual's intellectual, creative and physical potential, spiritual awareness and moral integrity, and students' willingness to act responsibly according to their beliefs, abilities and opportunities."
- "We continue to strive to celebrate the richness and opportunity that comes with living, learning and serving in a community drawn together from a wide diversity of backgrounds."

It is important to firmly place any discussion of WK's academic results in the above philosophical context. As a UWC, academic results do not reflect the entirety of WK's educational programme. Our purpose as a UWC is to educate for "peace and a sustainable future" suggesting that we educate far beyond the narrow confines of an examination system or a set curriculum. This philosophy is also reflected in the pedagogy and curriculum of the International Baccalaureate, and it is for this reason that the IBDP includes non-academic elements such as the CAS, which is a central part of the assessment of the diploma.

This notwithstanding, at Waterford (as is the case with most schools the world over) the release of academic results is met with great anticipation on the part of some. Parents interrogate the results and when they do not meet expectations, call the school to answer. There is no easy answer to these concerns as there are a number of different factors that impact the results.

It is important, when assessing results, to consider those factors in a particular context.

### **External factors affecting examination results**

It is important to understand that schools usually do not have much control over many of the factors that impact on quality of education. Such factors include:

- The quality of the primary schooling the student had (for those in secondary school)
- The social background of the students
- The neighbourhood of the school
- The family background of the students

Waterford, as most other schools, has little real control over the above factors, except that the school does have control over its own admissions (see below).

### **Internal factors affecting results**

There are certain factors affecting the results that the school does have more control over.

**Selection of students:** It should be noted that WK is in a position to decide its own admissions, unlike the process in most national systems of education. If academic performance at the previous school were the only criteria by which students are accepted at WK, top academic results could be virtually guaranteed. But, given the historical mission of the school, it is clear that simple academic performance is not the only criteria by which students are selected. Furthermore, it is difficult to accurately predict the academic potential of a student at the age of 11, as s/he will be undergoing many physical and emotional changes throughout adolescence before doing the IBDP some five years later. For this reason Waterford does not have automatic progression from Form 5 into the IBDP programme, and all Form 5 students wishing to enrol in the programme have to make a fresh application. Every year some students choose not to apply for the IBDP programme, while others who apply are not accepted into the programme. A number of students are offered a place even though teachers are aware that they will struggle significantly with the academic features of the IBDP.

**The quality of the leadership in the school:** Waterford appoints the best available applicants for positions of responsibility. Just over 50% of all staff hold some position of either residential or curriculum responsibility. Professional development opportunities are explored and taken up wherever possible, both inside the country, regionally and even internationally from time to time. There is a strong spirit of collegiality and teamwork within the school, with established formal structures to enhance the quality of the leadership across the school. Most of those appointed to leadership positions hold higher degrees in addition to their professional qualifications.

**The quality of the teaching:** The college hires the best possible available teachers from Swaziland, the region and further afield. Many have further degrees in the subjects they teach in addition to their professional qualifications. There is a strong spirit of cooperation between departments, and ongoing critical reflection on teaching and learning processes. All teachers undergo training, many through online courses offered by the IBDP, and face to face IGCSE courses when these are available. In any given year, 25% of our teachers are doing online courses.

**The curriculum:** The curriculums for Forms 4 and 5 and IB 1 and 2 are determined by the external certificates that the students are enrolled for, vis-a-vis the IGCSE and the IBDP. To a large extent, teaching and learning in these four year groups are determined by those external curriculums. The Forms 1 to 3 curriculum at Waterford provides an essential bridge between the primary school educational background of our admissions in Forms 1 and 2, and the start of the IGCSE curriculum in Form 4. Our Forms 1 and 2 students come from about ten different backgrounds and the Waterford curriculum is designed to take cognisance of this range of backgrounds and prepare all students to manage the IGCSE curriculum in Form 4.

**Quality of the facilities:** Waterford is able to provide the best possible facilities required for the delivery of the curriculum. The school carefully assesses new technology and pedagogical instruments, avoiding

fashion and fad and focusing on what will work in Waterford's context, based on the professional judgement of the teaching staff. Salaries only account for 63% of income, providing the school with significant funding for the facilities required for the delivery of high quality teaching and learning.

Motivation and commitment of each student: As discussed above, there is some control over the selection of students to Waterford; however, the motivation and personal circumstances of each new applicant cannot be accurately determined at the outset. Every year the school is surprised by so called 'weaker' students who achieve wonderful results, while other students who were considered 'stronger' do not deliver as anticipated. This is hardly surprising, given the fact that psychologists and scientists are still trying to understand the phase of life we call adolescence.

Family support of each student: Another imponderable that the school has to deal with is the family circumstances of each child. There have been orphaned students who have done fantastically well despite the most challenging and modest of personal circumstances, while others from the most privileged of backgrounds frustrate with their under-achievement.

Access to books, materials, resources: Whilst Waterford has no control over access to books, materials and resources in the home and outside of school, we do ensure that students have equal and ready access to the materials required for effective learning at the school.

Individual effort: The results are also impacted by each individual's attitude to his/her own studies. Keeping up with the demands of the syllabus by meeting deadlines, preparing adequately and timeously for tests and examination, level of application to assessment requirements throughout the year will all impact the eventual results of the student.

Culture of any given year group: Any experienced school-based educationalist will confirm that there is always a unique culture and attitude in any given year group. This can vary from a mature outlook to a more light-hearted attitude. Some groups may present as more interested in the social elements of being in a boarding school together and non-academic activities rather than focusing on academics and enrichment activities, and as such impact the culture of endeavour and hard work within the group as a whole.

Determining the quality of education in any school (or indeed in any educational system) as a whole, and especially understanding the academic results in any particular cohort of students, is no easy matter, and has defied the best social scientists, applying considerable skills to such an endeavour. For this reason educationalists are generally sceptical of assessment systems and academic performance measures. It is notoriously difficult to analyse the various factors that impact on results and performance, and to identify any single reason for why students perform the way they do. This is the reason most educationalists reject any form of league tabling (listing in rank order the performance of schools) in any system. League tabling was introduced in the UK in the 1990s, but simply proves, year after year, that well-resourced (usually private) schools, serving the wealthiest five percent of the population, and whose parents are usually degreed professionals, are the 'better' schools. Unsurprisingly, commentators consider league tabling a better marker of social inequality than of actual educational performance.

### **Analysing results: what do the teachers do when results are released?**

When results are released, each department thoroughly analyses these results and examines the feedback from the IB in the various components of each subject.

Sometimes further feedback is requested from the IB when teachers are particularly unhappy about a set of results. Such feedback involves extensive discussion in the departments, reflecting on teaching and learning, and making the necessary adjustments in teaching, learning and internal assessments. The school mitigates any problems identified. The school's support is identified and implemented, so that the professional staff are an integral part of this learning community. There are also processes and procedures for follow up on any complaints raised by parents and, more importantly, by students. These may include

class visits, student surveys and identifying a remedial plan if required. The process of analysis of results is thorough, and staff spend many hours on this exercise.

- We track the progress of each student from the time he or she enters the programme until he or she graduates. As such we have a clear overview, at the end of the Form 4 and IB1 year already, as to the expected outcomes for that year group.
- The IBDP and IGCSE coordinators correlate the results and make them available to the staff.
- The IBDP and IGCSE coordinators and the DPA consider the results for each subject and each subject component in comparison to the results from previous years. Anomalies are discussed and context considered in determining our response.
- Teachers reflect on their own results: Each teacher examines his or her student's results in terms of the Grade he or she predicted for each student. The teacher will then try to determine if there are any areas of concern which require attention. He or she then writes a report for the HOD.
- The HOD meets with each teacher in the Department. (This is a long task for some Departments as there are 10 or more teachers in some Departments and HODs are still carrying their full academic load while managing the start of a new academic year). The HOD discusses the results for each class with each teacher and reads the teacher's report.
- The HOD then writes a report for the DPA.
- The DPA meets with each HOD to discuss the results, identify any concerns, determines the support needed and the best way forward for all students and their teachers.
- The DPA will meet with the PCs, the HODs and, if necessary, individual teachers to put in place support and remedial measures should the need for this have been identified.
- The DPA then writes a full report for GC which is published in the school report for the whole community at the end of term.

### **Understanding the International Baccalaureate Diploma Programme (IBDP)**

Assessment is complex; apart from the various components of the diploma itself there are components of each subject; written examinations, oral or performance examinations, lab demonstrations etc. Anybody who has taken a child through the IB will know these complexities. It is also very demanding on the students, far more demanding than the IGCSE curriculum. There is a mismatch between IGCSE and its academic demands especially regarding commitment and motivation.

The IBDP has the following criteria which must be met in order for the Diploma to be awarded:

- CAS requirements have been met.
- Candidate's total points are at least 24.
- A TOK Essay has been submitted.
- An Extended Essay has been submitted.
- A grade E has not been awarded for one or both of theory of knowledge and the extended essay.
- All required IAs have been submitted.
- There is not any grade 1 awarded in a subject/level.
- Grade 2 has not been awarded three or more times (HL or SL).
- Grade 3 or below has not been awarded four or more times (HL or SL).
- Candidate has gained at least 12 points on HL subjects.
- Candidate has gained at least 9 points on SL subjects.

There are further factors that influence the award of the IBDP, which are largely beyond the control of the school.

Parental aspirations: Parents and Guardians wanting the very best for their child and desiring the educational opportunities offered by the Shelby Davis Scholars programme do not always pay attention to the advice of the professional educators or, in some extreme cases, the aspirations of their child. They will insist that their child must do the IBDP. Since the Shelby Davis scholarship more and more of our families

are seeing this IBDP as the only option for their students putting undue strain on the school when they are refused an offer of a place including appeals both to the GC and even to the UWC international office. If they are accepted into the IBDP they will sometimes insist on subject choices which include two higher level sciences or standard level Maths when the strengths of the student lies in the languages or humanities. Too many students who do not get the Diploma should not have done HL Sciences or even SL Maths yet they remain prompted to by unrealistic career aspirations which are difficult to shake.

Declining resilience: Students require more and more support with basic organisational and self-management skills.

Increased need for pastoral support: This is a world-wide phenomenon being experienced by many of our sister colleges as well as by WK. There is a marked increase in students with mental health concerns requiring attention.

Lowered IGCSE grade boundaries lead to a false sense of security and belief that a student will manage the IBDP. Parents in particular are difficult to convince that a B (or even an A) for a subject at IGCSE level is not an indicator of success at IBDP level

NC Students whose admission to UWC is out of our control – students with language or trauma issues. Governing council gave us a mandate to be more generous in accepting our own Form 5 students into the IBDP programme.

### **The IGCSE**

The IGCSE is a curriculum offered by Cambridge University. The examination of this curriculum leads to the award of the International Certificate in Education (ICE). In order to achieve the ICE a student must take a first language, a second language, a humanity, a science, mathematics and a creative art. Students who do not meet these subject criteria will receive a transcript from Cambridge with details of subjects passed. At Waterford our subject choice ensures that all our students qualify for the ICE.

The grade boundaries (what determines an A or a B) changes for each subject and for each exam session based on the world averages and the adjustment of results to a bell curve. Thus in English Language an A grade may start at 70% while in English Literature it may start at 80%.

The grade boundaries for IGCSEs have decreased over the last few years (a B in Mathematics in 2017 started at 51%) creating the illusion that a student is far more capable (and thus able to do the IBDP) than is in fact the case. This is why it is imperative that the insights of the professional educators must be taken into account when considering a student's admission to the IBDP.

The merit of this programme is that it still provides an exit point from secondary education for those students wanting to continue elsewhere with AS or A levels or other educational routes (UNISWA, NUL, NUB and some SA Technical Universities accept IGCSEs for admission to tertiary education programmes). IGCSEs needed for tertiary education usually include Mathematics, Language A, Language B, a Science subject and a humanities subject.

### **Conclusion**

It is hoped that with a greater understanding of the issues impacting examination results in the school, the broader Waterford community will have more insight whenever results are released.

**Stephen Lowry and Joanne de Koning**  
**28 March 2018**

## Appendix E: Community Service Report for Governing Council

1. The first term of 2018 has been a busy and exciting term for CAS at Waterford. This term has seen the beginning of the rollout of the CAS programme to the lower forms. This introduction to CAS has taken the form of CAS days and all students in forms 1-4 have been involved in these days. Each form experienced a day of new and exciting workshops and activities all related to the three strands of CAS, creativity, activity and service. As part of this rollout all the students were given a CAS journal. Planning and goal setting are important skills that we hope to develop in our students through the CAS journals. Each term they should set one goal for themselves in each strand of CAS.
2. In their CAS journals they will also be able to reflect on their CAS journey. Reflection is becoming an important part of education and it is a vital skill for our students to learn, as honest and insightful reflection is an important tool for personal growth and development. Tutors and teachers will guide them through this and we will encourage them to develop these skills.
3. All the form students, except form 4, are involved in timetabled weekly service. The junior forms are all working on campus.
4. Form 1 students are involved in gardening, helping at Waterford Preschool and they are involved in creativity sessions each week such as baking, dancing and art.
5. Form 2's students are learning to knit and crochet and they are making blankets to give out in the winter as part of the programme "67 Blankets for Mandela."
6. Form 3 's are working in the garden and the kitchen as part of their service programme.
7. Our form 4's will be involved in CAS days every term and they spent a day this term, working at Hawane LightHouse where they fixed the road, worked in the gardens and cleared some ground for a new sporting area.
8. Once again in 2018 we have over 50 projects running each week and all our students are busy and committed to the projects they are involved in.
9. Some of the new projects this year are ESL (English Second Language) support in which we support our own ESL students through group work with other students.. Students involved in this ComServe are both first and second language English speakers and it is proving very successful thus far.
10. Diabetes education is a new ComServe involving IB 2 students who are firstly educating themselves on the signs and symptoms of diabetes and then they will take a programme into schools to teach children about what leads to diabetes and how to possibly prevent it.
11. Art with Trainees from Correctional Services has been restarted after a few years of not doing it and we are working with trainees from the Mbabane Correctional Facility in Sidwashini. It is a very positive experience for both the IB 2 students and the trainees to work together on creative projects.
12. In IB 1 we have a new preschool ComServe with a little preschool on the Malagwane. We have lots to do there as they have very little, but it is a rewarding project for all concerned. We also have a new project called Earth Academy where the students are looking at different systems like permaculture, aquaponics and mushroom growing.
13. This term we have also been involved in many voluntary weekend ComServe's, including Mpaka Refugee Camp, St Josephs, a water saving ComServe in Piggs Peak and we have worked with a high school in the Mahlanya area.
14. We have worked hard to encourage all age groups of students to sign up for these projects and it has been rewarding to see many junior students joining us on these outings.
15. This term, we were involved in GoMakeaDifference and 10 groups of students submitted project ideas. The students were lucky enough to be able to present their projects to Colin Habgood the founder and funder of GoMakeaDifference. Colin was very impressed with our students, their proposals and their presenting skills and we are delighted that we won 4 awards, the most of any UWC school. We hope that this is the beginning of some very successful projects. The winning projects and teams are:
  - 15.1. Keep it Flowing: Sparsh Gautam, Vishal Navin and Nakita Navin, IB 2. This project will supply clean, flowing water to two preschools in Hawane, Swaziland. These schools currently have no running water and children at the school have to travel far to obtain water which may not be clean. The project will install taps and filters for an effective and clean water supply.

- 15.2. Metsi Arona: Vanessa Meyer and Tinaye Mawocha IB 2: This student-led initiative aims to reduce water insecurity in a small village in Mahalapye, Botswana through the provision of ceramic water filters and workshops educating the residents on the importance of water sanitation.
- 15.3. Catholuletibovu: Nomonde Nyathi, Phutumile Nxumalo and Jessica Dixon, IB 2. This project is aimed at helping young women in Swaziland who are unable to attend classes because they are menstruating. Along with receiving sanitary wear, they will receive a pair of school shoes to symbolize the continuing journey of education.
- 15.4. Revitalising the Extraordinary seeds of Swaziland: Vanessa Chonyera and Angelo Kristian Dumaraog IB 2. This project has 2 parts; firstly it involves implementing a sustainable agricultural plot to grow vegetables for Motjane Hope House Orphanage in Swaziland. This will fulfil the children's needs for basic nutrition. The second part of the project involves working on a mentoring programme to fulfil their emotional needs and so encourage the seeds of education and hope for the future.
16. We have also submitted a project to the Aurora Humanitarian Awards and we will hear the results of that in April.
17. This week we held a very successful blood donation day and the Swaziland National Blood Transfusion Service were able to collect 99 units of blood so that is a great effort from both students and staff.
18. I have the privilege of traveling to Singapore next week to visit UWCSEA to talk about our CAS programme and particularly the community service aspect. As partners of ours in many service projects I will be talking to them about the work we are doing with the money they have donated and how we run our service projects here at Waterford. It is a great opportunity to share ideas and to encourage future partnerships in many areas.
19. I am constantly amazed and inspired by the passion our students show for all the service projects they are involved in. Sign-up sheets for weekend projects are filled up in minutes and the students are always thinking of innovative and exciting ideas for comserve. It continues to be a pillar of our education and something that as a community we should embrace and be very proud of.

**Fiona Mills**  
**Community Service Coordinator**  
**16 March 2018**



## Appendix F: Advancement Office

### Advancement Office report April 2018

#### 1. Fundraising

##### 1.1. 2016-2017 Fundraising per segment, amount and number of donations

Segments	2016	2017
Private Individuals	6,091,900	16,667,341
Alumni	987,826	983,175
Corporates	390,040	30,000
Foundations	6,967,131	6,069,025
NC and Agencies	13,521,247	11,432,223
Parents (current and past)		60,164
Staff	9,055	8,384
<b>TOTAL</b>	<b>27,967,200</b>	<b>35,248,471</b>

NUMBER OF DONATIONS/donors	2016	2017
Private Individuals	60	64/57
Alumni	137	269/199
Corporates	4	1/1
Foundations	6	3/3
NC and Agencies	30	32/32
Parents (current and past)		26/20
Staff	32	9/9
<b>TOTAL</b>	<b>269</b>	<b>375/321</b>

Regional spread of donations*	2016	2017
Africa	6,707,917	89
Americas	15,891,911	60
Europe	1,061,134	111
Middle East	2,573	2
Asia and Australia	412,250	16
Other	24,794	11
* Excluding the NC's		

- Private individual donations include the ZAR 10,000,000 from Shelby Davis
- There was an increase in number of alumni donating from 2016. The amounts donated were smaller
- We were able to successfully reach out to past and current parents in 2017, and while the numbers are still low we believe there is an opportunity to bring in more support from this segment.

##### 1.2 Fundraising in 2018

Two campaigns will run this year: The Phoenix Fund and a worldwide alumni campaign in support of the renovation of Ekukhuleni hostel

- The Phoenix Fund campaign.
  - Runs every other year and aims to instill a culture of giving among our current students, staff, parents and governing council members.
  - 4 projects have been selected.
  - The campaign will be launched on March 28 and will continue into term 2, using the holiday period to bring in donations from parents while their children are visiting home.

- I herewith extend an invitation to all GC members to kindly donate to this worthy cause. Ekukhuleni Hostel campaign
- We launched the first phase of the campaign among alumni through an alumni email in February and followed through in the alumni newsletter.
- The campaign is to pick up momentum towards and around the reunions in July and August, especially with alumni coming back to Waterford, who will be able to see the hostel and be convinced of the need for refurbishment.
- While we move forward, more direct and individual approaches will be made whereby we work with ambassadors and champions to bring in wider support.
- Past parents will be included in this campaign starting at the end of March.
  - Challenges lie with the quality of the parental data we have as they have not been kept digitally and we have had to recover them from individual files, which is a slow and tedious task. Since the installment of the database 2 years ago, we now capture parental data on an annual basis.

## **2. UWC Advancement Conference March 12-14.**

- 2.1 Celisse and I attended a three-day conference where the main focus was fundraising. It was good to meet up with colleagues from within the movement; share experiences, challenges and opportunities while the movement is aiming to increase cooperation between the IO, the colleges and national committees.
- 2.2 Celisse gave a presentation on the work we did for the Shelby Campaign to those colleges that still need to bring in the matching funds. The conversation was around where had we been successful especially regarding increasing total number of alumni donors year-to-year.
- 2.3 We discussed joint regional approaches where it was emphasized that close communication is crucial.
- 2.4 We spoke about the college messaging versus that of the international movement, directed by the international office. In anticipation of a UWC communication conference in June, schools are asked to share their school specific messaging with the communication team in the IO. The IO will then attempt to come up with a general, movement wide message with the understanding that schools will still have their own messaging incorporated into the world-wide message.
- 2.5 We were informed that a regional fundraising hub was to be set up in Kenya. Unfortunately the person going to run it was not able to acquire the necessary visa and work permit. I've asked to take some time to assess where this hub should actually be in Africa; looking at local conditions in terms of alumni and network, before a decision is taken now that the plan is on the drawing board again.
- 2.6 The IO has rolled out fundraising support, in the way of the National Committee Fund, to qualified national committees. Waterford is keen to follow these developments because of its already established networks in different African countries. We want to work together with the national committees, rather than independently of each other.
- The IO, and in due course the national committees, is in clear competition with schools where fundraising is concerned as the board has set a target and the IO team need to raise those funds this year. Challenges lie ahead and we can only do our best to work together as best we can.

## **3. COMMUNICATIONS**

### **3.1 Website Management**

In the beginning of 2018, the school's website moved from one hosting company to another. This presented an opportunity to review of the website's structure, content and images, with the goal of

making the site more informative and convenient for all stakeholders. The school now has a revamped and 'new look' website.

### 3.2 Public Relations and Media Management

**3.2.1 Media Management** – Coverage of Waterford in local newspapers was increased in the first quarter. Articles included information on WK’s scholarship programme and IB results.

**3.2.2 School Visits** – In February 2018, the school hosted the UWC international board and staff members. In addition, a number of alumni and organizations visited the campus. All our visits have received accolades from visitors and we believe the visits have helped enhance Waterford’s image and reputation, particularly among UWC Board members and staff who had not previously been on campus.

### 3.4 Coverage

**3.4.1 Pictures & Videos** – With the help of a student photography team (set up by the Advancement office) and the ADO community service group, the office produced quality pictures and short videos to support our social media and website communication.

**3.4.2 Articles** – A wide range of timely articles were published across our various media platforms including website, social media and newsletters.

### 3.5 Newsletters

**3.5.1 Weekly Newsletter:** The school’s weekly newsletter, primarily targeted at parents, remains one of the most important internal and external communication tools for WK. In the past three months we have continued to use it to report of school activities, key updates and address issues of concern raised by parents. We have also ensured reinforcement of messages through using a separate parents’ newsletter and social media to communicate same message, while linking articles to the school website.

**3.5.2 Alumni Newsletter** – The monthly alumni newsletter allows us to regularly engage with our alumni, who are spread all over the world. We have used it to share stories from Waterford, profile alums, disseminate job opportunities, promote alumni events, and provide UWC-related news.

### 3.6 Social Media

The school actively uses Facebook, Twitter and Instagram to engage its various constituencies. In general, there has been a drop in engagement, however this trend is being seen at other UWCs. We believe this is due to social media algorithms that control how often our content is seen. This is an area we need to investigate further to improve engagement across all our social media platforms.

Below is information about our social media sites for this term through February (March data not yet available).

#### 3.6.1 Facebook –

January 2018	February 2018
Growth Rate: 1.9%	Growth Rate: 0.5%
18 Posts	29 Posts
Reach rate: 37.8% of followers	Reach rate: 25.5% of followers

Engagement rate: 10.5%	Engagement rate: 7.9%
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### 3.6.2 Instagram –

January 2018	February 2018
Growth Rate: Cannot Determine	Growth Rate: 4.8%
22 Posts	24 Post
Engagement Rate: 9.4%	Engagement Rate: 8%

**A note on Instagram:** We do not have a business account, so analytics are not provided. We cannot know how many people our posts were served to (our reach rate). Additionally, we cannot determine our growth in January because we do not know our total number of followers at the start of the month.

### 3.6.3 Twitter -

January 2018	February 2018
Growth Rate: 1.3%	Growth Rate: 0.7%
75 Tweets	72 Tweets
Avg. impressions per tweet: 250	Avg. impressions per tweet: 275
Engagement rate: 1.2%	Engagement rate: 1.1%

#### General information on statistics provided:

- Growth rate for all platforms is determined by tracking the number of new followers that month divided by number of followers at the beginning of the month. This is multiplied by 100 to get the the growth rate for the month.
- Reach rate on Facebook is determined by:
  - Calculating the average number of followers during the month
  - Exporting Post Reach analytics from Facebook for each post during the month
  - Dividing the unique impressions for each post by the average number of followers for the month and multiplying that by 100 to get reach rate for each post.
  - Get an average of reach rate for all posts

Engagement rate on Facebook is determine by:

- Exporting post reach and post engagement statistics from Facebook.
- For each post, divided engaged users by post reach and multiply by 100 to get engagement rate
- Get an average of all engagement rates.

Engagement rate for Instagram is determined by:

- Calculating total engagement for a post and divide that by the average number of followers that month. Multiply that by 100 to get engagement rate per post.
- Get an average of all engagement rates.

Twitter Impressions and Engagement Rates

- These numbers are included in Twitter analytics

- Averages are then calculated for each

## **7. ALUMNI ENGAGEMENT**

### **Projects Undertaken since January**

#### **7.1 IB2 Graduation**

In addition to our usual role at graduation (taking photos and providing general assistance), this year we decided to capitalize on the emotion of graduation by sending an email out to the parents and guardians of the IB2 graduating class to let them know about the Alumni Avenue bricks. We subsequently set up a table at the graduation ceremony, where parents and guardians could donate on behalf of their students and be recognized with a glass brick. The response from the parents and guardians was a positive one and we managed to have 20 parents/guardians either donate cash or the remaining school fees towards the Alumni Avenue. We plan to do this again at the IB2 graduation, maybe even starting with the Form 5 Leavers' ceremony.

**7.2 Referee Cocktail Party (02/02/2018)** On the 2nd of Feb, the Advancement Office and Admissions co-hosted a cocktail party to celebrate local alums and thank the teachers and others who provided references for students as part of their university applications--a critical part of successfully getting our alumni admitted to university. John Storer won a US\$250 grant specifically to fund the party, which was well attended by not only recent alumni (Class of 2017), but also alumni from the 90s and early 00s, who enjoyed interacting with their former teachers in an informal environment. We hope to collaborate with Admissions more in the future.

#### **7.3 IB2 Mocktail Party (03/02/2018)**

The night after the Referee Cocktail Party, we hosted a "mocktail" party for the IB2 class of 2018. The Advancement Office brought the year group together to let them know of the resources the office has to assist IB2s with the next part of their journey at Waterford and post Waterford. These include the UWC Hub, which the IBs had to register for in order to attend the party, as well as the University Ambassadors and mentors lists. The night was filled with laughter, music, photos, video messages from Advancement Director Anne Rein Muller and Alumni Fundraising Coordinator Celisse Ruiz Macaulay, and of course, cake.

#### **7.4 UWC Alumni Event in JHB (21/03/2018)**

The UWC International Office, the South African National Committee and WK Advancement Office co-hosted an alumni event in Johannesburg. Our role was to invite alumni who live in the region as well as providing the manual labour force for the event. The afternoon before the event, one of the event panelists fell ill and Lwazi was asked to step into her role on the panel. Banele and Lwazi represented the ADO. The event was well attended by alumni especially from Waterford.

#### **7.5 IB3 Support**

We have been helping IB3s assess their university offers as they have come in. The financial aid offer information, in particular, tends to be confusing (and sometimes misleading) .

## **8. Challenges Faced**

### **8.1 Alumni Opportunities**

For the past two years, we have been sharing employment and intern opportunities for our alumni on the website as well as social media platforms. In the last year, we have started to focus on opportunities in Africa in particular, because more and more of our alumni were and are coming back to the continent after university and are struggling to find employment. Early this year, the UWC International Office Communications team asked that we stop sharing non-UWC based opportunities. After a number of conversations explaining the context WK is operating within, the UWC IO Head of Communications suggested that we start a second Twitter Account that is dedicated exclusively to sharing non-UWC related opportunities. This is something we are still in discussion about -- seeing whether it is feasible to manage an

additional social media page while juggling existing ones. We do hope, however, that we can continue to share employment opportunities on all our online platforms as before. Regardless of platform, we remain dedicated to helping alumni find opportunities around the world.

## **9. WK 55th Anniversary Reunions**

### 9.1 Germany Reunion July 6-8, 2018

At the time of writing this report, registered alumni for this event include:

Dianne Guedes (Staff) '67

Pedro Guedes '67

Audrey Ngozo '99

Alejandro Perez Eyzell '00

Claudia Sárkány '00

Richard Fenwick '00

Tahila Rufat '00

Teresa Weimer '01

Ximena Garcia '01

Sebastian Kern '12

Connor Bär '15

Sarah Hahn '15

We will continue to encourage alumni to register and may decide to leverage Pedro Guedes' attendance to encourage alumni from his era to attend this, or the Swaziland, reunion.

Registration closes for this even on June 8. Our target attendance for this event is between 25 - 50 alumni.

### 9.2 Swaziland Reunion August 24-26, 2018

Early-bird registration for this event started March 12. No one has registered for this event, despite the various conversations happening amongst alumni on Facebook and in WhatsApp groups.

There is a group of 4 alumni who are working with the ADO to plan and advertise the event. We will work with this group to encourage registrations. This group emphasized a desire to reconnect with alumni in the physical space of WK's campus as their primary objective for the reunion.

Early-bird registration closes April 16 and registration closes entirely on July 20.

## **10 History Book - by Mike Linden**

A sample of the first two chapters has been created. The goal will be to create two versions of the book, one in a PDF format which anyone will be able to download from our website, and the other will be an eBook format alumni and readers will be able to download on an eReader (iPhone, iPad, Kindle, etc). The eBook will be interactive, while the PDF will be static. The biggest difficulty now is gathering images of the pre-WK, St. Peter and St. Martin days.

These chapters were shared with alumni from the early years, all of whom sent positive feedback. This is an early indication of the high levels of positivity we expect the book to receive.

We eagerly, and patiently, await more chapters to edit and format.

## **11. Database Report**

11.1 The database is divided into people and organization. So far we have 9,498 people and 2,577 organizations the breakdown is as follows:

Category	Number	Organization type	Number
Alumni	7,052	NGO's	9
Parents*	59	National Committees	142
Past Parents**	1,685	Trust/Foundations	43
Private Individuals	387	Agencies	9
Staff	102	Government	41
Company Contact Person	71	Corporate	237
Swazi National Committee	80	unclassified	2,096

\*Current parents are registered in Adam while their child is at school. If they donate they are included in the ADO DevMan database. Once their child leaves WK the parental info is moved from Adam to DevMan.

\*\* Parental data from ca 2005 onwards. Before that has not been captured digitally.

### 11.2 Alumni Database figures

	TOTAL		'60	'70	'80	'90	2000	2010	unknown years
Alumni	6843	100%	142	889	1140	1521	1556	1243	352
contact info*	4322	60%	67	406	579	962	1107	1201	83
email	3732	54%	45	349	495	775	975	1010	83
opened emails**	870	23%	13	102	132	186	188	222	27
citizenship	6435	94%	129	817	1105	1446	1530	1243	165
location	5642	82%	93	604	887	1182	1486	1243	147
<i>* email, FB and/or LinkedIn</i>									
<i>** opened emails based on alumni newsletters</i>									

### 11.3 Contactless Research Report

This is a research with a target of reaching 80% contact information in the alumni database. We have a list of alumni that we do not have any contact details on. We have been researching through Google, Facebook, LinkedIn, Twitter etc for contact details.

Decade	Total number of alumni contact details to be found to reach (80%)	Still need to find	Number Found
1960	96	18	1
1970	665	20	55
1980	877	26	47

### 11.4 Challenges on postal address

- Migration to the new database has caused challenges in address format.
- There is a challenge in reading handwritings on application forms in alumni files.
- If we do send something we have no way of knowing if it has reached it's destination and hence if the address is correct.

### 11.5 Challenges on Citizenship

- Looking through the files, earlier application forms did not inquire about citizenship/nationality and hence it is difficult to know where some alumni are from.

### 11.6 Challenges on Locality

- Since we adopted a South African based database system and most users are in South Africa, the default country used was South Africa
- For alumni with unknown locality, or if the system doesn't recognize the country, the system will automatically assume South Africa.
- The database uses Physical and Postal Addresses, however the previous database did not differentiate between the two, so some postal addresses were switched with physical addresses
- The system automatically takes physical address country to be the alumni current location.
- We have manually corrected countries based on known addresses already in the system.

### 11.7 Challenges on tertiary education

- The previous database system did not have a structured way of capturing tertiary education and there were typos in the names of universities and degrees acquired.
- These were transferred to the current database system.
- We now have a proper structure for capturing this data and we are eliminating over 2,000 spelling errors (or wrong formats) of universities and colleges, as well as degrees pursued (if known).
- We are working our way through the list of universities.

### 11.8 Challenges on parental information

- We did not have data on most parents in the previous database system
- Many files we did have only included first initial and last name for the parent. This has resulted in difficulties editing the names of parents who have the same initials and last name, for example Langa Dlamini and Lungile Dlamini who were both captured as "L Dlamini".
- Parents with more than one child attending Waterford were added twice in the system as opposed to both children linked to one pair of parents.
- The previous system also could not link siblings
- We had a challenge in flagging parents of expelled students and thus parents who receive communication from the school sometimes get agitated.
- Some paper application forms only asked for parents' initial and last name

### 11.9 Possible solutions

- Continuously checking on information on Adam to ensure it stays updated
- When importing data from Adam to Devman, we need to ensure that parents of students who indicate that they had a sibling at Waterford get flagged by their email and not be imported as a duplicate.

### 11.10 Communication through Devman

- We have seen an improvement in using Devman for sending emails
- We have sent a total of 13,374 emails since January 2018
- On average 32% of these emails were opened.

## **12 Alumni Postcard Project**

Research, communications and increasing ways of engagement is the core purpose of this project. There are various ways of communicating and for those whom we do not have email addresses, but only a physical address, we sent a postcard with an information update card. This project ran through 2017.

### 12.1 Correspondence Overview



<b>Decade</b>	<b>1960</b>	<b>1970</b>	<b>1980</b>	<b>1990</b>
Total Sent	72	443	300	360
Bounced Returns	11	67	21	25
Responded	3	20	9	4

Overall

- We eliminated 128 Addresses that were invalid
- Updated 33 Addresses based on responses
- Collected 30 Email Addresses and updated in Devman
- Collected 28 career/occupation updates
- We are still receiving responses on a weekly basis

**ADO Team**

**23 March 2018**

## Appendix G: Report to Governing Council by Eco Estate Manager: Steve McGuire

### Maintenance department

1. I started work on the 08.01.18 we have been attending to multiple requests for General day-to-day maintenance in the following departments: plumbing, electrics, painting, carpentry, steel works and glazing.
2. We are swamped with requests on a daily basis in all of the above departments. The departments have been extremely productive and have been dealing with the requests efficiently and professionally .We are striving to replace and repair using high quality durable materials that will last long term and not have to be repaired in the short term future.
3. The staff have been working as a team with a common goal to get things done right the first time. I am very proud of them and very happy with the productivity.
4. I have renovated an old storeroom down at the workshop which I have converted into my office which is working extremely well.
5. We are in the process of improving the upkeep of the grounds through weekly cutting schedules, aggressive pruning and cleaning of concrete surfaces such as the amphitheatre.
6. Building works since January
  - 6.1. Refurbishment of Donovan kings house Was done in the beginning of January.
  - 6.2. Trollip house has been renovated and extended.
  - 6.3. Nurses bathroom completely gutted and rebuilt. Including sewage and water pipes .
  - 6.4. A further 2 new carports have been built at staff houses, one being 2 birth and the other being 6 birth, bringing the total to 39.We are left with 6, which we hope to have completed by the beginning of third term.
  - 6.5. Construction at the swimming pool has dragged on but will be completed in the next 2 weeks. The swimming pool area has also been re-grassed which has really improved the area.
  - 6.6. Refurbishment at Emhlabeni to relocate the Favela boys and change it to a girls hostel was done. With new aluminium doors being put on the entrance to allow for more natural light to enter the hostel passage which was very successful.
  - 6.7. Ekukhuleni changing of 9 old windows to aluminium. Any windows that need to be replaced will be done with aluminium due to the following reasons aesthetics , no maintenance ,less labour and time to install
7. Painting: This term I have been very aggressive painting wise as I felt the school was in need of a face lift. The following has been painted: all entrance gates, It Centre, Advancement centre and ComServe, toilets outside advancement office , all bollards from the gate to the top parking lot , the workshop and refuse collection area, 3 staff houses , in the process of painting Elangeni hostel, staff room internal, reception area, countless cubies and a lot of hostel bathrooms and passages .
8. Other projects:
  - 8.1. We are hoping to have final drawings for the amphitheatre shortly and to start in the near future.
  - 8.2. We have installed a total of 65 solar lights all over the campus to provide lighting for residents, phoenix fund.
  - 8.3. The maintenance department has been extensively involved in the installation of the underground sleeving required for the roll out of the new PABX system and fibre optics.
  - 8.4. The IT centre had new carpets fitted, new tops for computers and a fresh coat of paint on the inside.
  - 8.5. Library: 14 new book shelves installed.
  - 8.6. Head of sports office shopfitted.
  - 8.7. Bio-digester has not been working this term, the service provider has not repaired it and proven unreliable. I have ordered our own repair kit so should be up and running shortly and will be easier to maintain going forward.
  - 8.8. Sewage Treatment: All blowers have been repaired, system is running at full capacity , Mormond is putting in a new power surge protection to stop the pumps from burning out.
  - 8.9. We are in the process of designing a system with which we will be able to utilize the grey water for irrigation purposes.

### **Challenges**

9. As i have only been working at Waterford from the beginning of January the only real challenges I have found thus far have been production and communication with the maintenance team. Having my office down at the workshop has been a huge help , and regular staff meetings are improving our production.
10. We attended team building with the supervisors of the maintenance staff which has improved performance and communication considerably, I hope to take all my staff for team building in the near future , which I believe will improve our service level and relationships with the teachers

### **Carbon Neutrality Project**

11. Unfortunately due to the general maintenance of the school falling behind during the period between Mike leaving and me taking over i have had to put all my energy into catching up on general maintenance .We are making good head way and i will soon be able to start on carbon neutrality projects .

### **Housekeeping department**

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

### **Health & Safety**

13. No issues have arisen since last report , we have weekly health and safety meetings where potential health and safety issues are discussed and policies put into place to prevent any injuries from happening .We are planning to have monthly workshops with the maintenance staff on relevant issues to help educate and improve their lives.

### **Transport**

14. The transport department operates effectively under the guidance of Babe Gama. We do hope to replace the oldest bus.
15. We are planning to renovate the two trailers in the near future, the first will be done in the upcoming holiday.

### **Security**

16. No issues to report.

**Steve McGuire**

**Eco Estate Manager**

**22 March 2018**

**Appendix H: Facilities plan (abridged 23/03/2018 version)**

<b>CAPITAL PROJECTS</b>	<b>When</b>	<b>Cost</b>	<b>Source of funds</b>
1. Redesign / repair / renovate of various related buildings / facilities:			
1.1. Service road	2018	850,000	Annual budget surplus
1.2. Staff room	2018	574,200	Annual budget surplus
1.3. Ekukhuleni	2018	8,605,000	Donor
1.4. General administration (old dining hall and kitchen)	2018	1,347,500	Donor
1.5. Academic administration (current admin block)	2018	2,000,000	Donor
1.6. Esiveni	2018	7,119,000	Donor
1.7. External works (Parking etc.)	2018	750,000	Donor
2. Expand the Assembly Hall to accommodate the whole school.		2,129,600	Annual Budget surplus
3. Cover the outdoor courts		??	Annual Budget surplus
4. Cover the Amphitheatre.	2018	605,000	Donor
5. Roll-out of renewable energy projects (independent of grid).	Current	10,000,000	Annual budget / donors / investors
6. New Sports Field			Annual budget surplus
7. Outdoor Sports Barn			Donor
8. Reconfiguring Emhlabeni as two distinct and separate Hostels (includes new common rooms).		2,178,000	Annual budget surplus

<b>COMPLETED CAPITAL PROJECTS (from 2014)</b>	<b>When</b>	<b>Cost</b>	<b>Source of funds</b>
9. Classroom block refurbishment	2016/17	7,533,611	Donor / Annual Budget Surplus
10. Energy hub	2017	700,000	Donor

<b>COMPLETED CAPITAL PROJECTS (from 2014)</b>	<b>When</b>	<b>Cost</b>	<b>Source of funds</b>
11. MP Hall	2017	3,988,361	Annual Budget surplus
12. New Dam, (enlarged, rip wall and rip overflow)	2016	795,834	Annual Budget surplus
13. Various storm water harvesting	2016	196,885	Annual Budget surplus
14. New borehole	2016	140,000	Annual Budget surplus
15. Water treatment plant upgrade	2016/17	168,387	Annual budget surplus
16. Water storage upgrade	2016/17	102,069	Annual budget surplus
17. Academic Square.	2016	350,000	Annual budget surplus
18. 2 courts to replace old ones.	2016	468,000	Annual budget surplus
19. Air Conditioners in the MP Hall.	2016	??	Donor
20. Dining Hall / new classroom block	2014	??	Donor / various

<b>PHOENIX FUND PROJECTS (current &amp; completed)</b>	<b>When</b>	<b>Cost</b>	<b>Source of funds</b>
21. 2018 Appeal:			
21.1.	2018		Phoenix Fund
22. 2016 Appeal:			
22.1. 2016: Solar pathway lights	2016	70,500	Phoenix Fund
22.2. 2016: 3 x Electronic noticeboards	2016	19,500	
23. 2015 Appeal:			
23.1. 2015: AV equipment	2015	40,000	Phoenix Fund
23.2. 2015: Spectator stands		16,500	
24. 2014 Appeal:			
24.1. 2014: Floodlights on the fields	2014	80,000	Phoenix Fund
24.2. 2014: Outdoor learning spaces	2014	26,000	Phoenix Fund
24.3. 2014: IT hub in new classroom block	2014	54,000	Phoenix Fund