

SCHOOL REPORT

TERM 1 2019

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Staff Matters

1. Staff changes:
 - 1.1. Ms Andile Dlamini has joined us in the Business Management and Economics department in the post vacated by Ms Primerose Hunda. Ms Dlamini's appointment is until 1 September 2019 as we still hope to bring in an experienced IBDP Business Management and Economics teacher to strengthen this department.
 - 1.2. Ms Zoe Hamel has recently joined us in the Mathematics department after a new appointee let us down at the last minute causing a shortage of teachers in the Department. She is a French national with an MSc in Mathematics and Economics. She had been teaching until recently in Cape Town and Senegal. Mr Richard Alexander and the entire Maths department are sincerely thanked for the extra work they have so willingly put in to cover the gap until Ms Hamel was

able to arrive. The professionalism and commitment to their students from Waterford teachers is always most evident in times of need.

- 1.3. Mr Elijah Eze has joined us in the Music Department. He is a Nigerian citizen who brings with him a wealth of experience and knowledge in terms of music education. Together with Mr Mark Bradshaw, HOD Music, he has been revitalizing the junior music curriculum to reflect a more concept-based and inquiry based approach. Mr Eze has also taken over management of the choir (a daunting task indeed to step into the shoes of the much-loved Mr Wilkinson) and reports to date are very positive with the choir as active and as enthusiastic as ever.
 - 1.4. Ms Marloes Vrolijk has joined us in the TOK department and is also helping out with CAS administration until a new CAS assistant is appointed. Ms Vrolijk is a Dutch citizen with two Masters degrees. She was previously teaching TOK and Global politics at our sister College Red Cross Nordic in Norway.
 - 1.5. Mr Sibanda remains unwell and the staff of the Science Department is to be commended for their selfless willingness to cover his classes as necessary.
 - 1.6. Ms Welile Dlamini is a student teacher from UNISWA who is doing her teaching practice with us this term. We are always happy to help develop new teachers and to assist in their education where possible.
 - 1.7. Recently we had occasion to ask the school social worker to be involved in the Life Skills programme. Consequently we have offered her now a full-time position from the start of the second term.
 - 1.8. At the end of the last term a teacher was dismissed following a disciplinary process chaired by an external adjudicator. The staff member has referred the matter to CMAC.
2. Professional Development:
- 2.1. This remains a priority and to date in 2019, 5 teachers have completed online IBDP training, 5 teachers have completed online IGCSE training, two members of staff attended the Cambridge School conference in Cape Town and 12 members of staff are currently in Johannesburg attending an IBDP face to face workshop.
 - 2.2. A workshop focused on the learning skills and behaviours we are adopting in our reporting system this year, as well as the approaches to teaching that these now require was run by Sue Bradshaw and Joanne de Koning at the start of this term. This was received most favourably. A second workshop is planned for the end of this term.
3. Selected teacher data can be found at Appendix A.

Enrolment and admissions

4. Selected student data can be found at Appendix B.

Academic Matters

5. Examination Results:
- 5.1. The examination results for the IBDP and the IGCSE results are attached as Appendix C.
 - 5.2. As usual, teachers and HODs have used the examination results to reflect on their own practices, revisit departmental standards and set goals for the new academic year. HODs have met with the DPA to discuss the predicted grades, the results and support for teachers. On the whole we remain enormously proud of the results noting that some of our greatest successes lie in those students who came to Waterford with little or no English, checkered educational backgrounds or significant barriers to learning and yet still achieved the IBDP. This is due to their hard work and efforts but also the tremendous support and extensive care they receive

from their teachers. In examining the results, the success of those students must be considered a significant achievement.

- 5.3. It has been recognized that we have become very good at supporting those students who struggle with the IBDP. We are also committed to extending those students who are most academically capable so that their learning experience is stimulating and motivating. Teachers and HODs continually look for ways to “raise the bar” in their subject areas. This has been a focus in discussions in the Academic Council as well as HOD discussions with the HODs.
 - 5.4. Of note is that the internal assessment grades of very few subjects were changed by the external moderators. This speaks very highly of our excellent academic standards, our well-trained and knowledgeable staff in conducting the internal assessments and our internal moderation processes.
6. Nyatsela is becoming a reality!
- 6.1. Nyatsela is becoming a reality! The students have been put into their groups, and their questions are changing from the abstract (“Why is it three weeks?”) to the concrete (“What size backpack is best?”). The route is outlined on large laminated maps in the Nyatsela office, and confirmation letters have been sent to the hosts. We still have to confirm one night with the Chief of Velezizweni, but we know that he and his council are keen to have us there.
 - 6.2. Those involved in the Dress Rehearsal in April are becoming excited and just a little bit nervous! At least one person from each group, the Principal and coordinator are working the entire three week route. It will be a useful opportunity to get more precise information such as water spots, arrival times, and to check evacuation routes, GPS co-ordinates, food amounts and arrangements with hosts, etc.
 - 6.3. The project is running well within budget and has been able, as planned, to provide key equipment to the scholarship students in Form 3. We have had generous help from some quarters. Maguga Lodge and Mlilwane Wildlife Sanctuary have given us discounted rates, and one parent who works for Rhodes canning factory has offered to donate puddings for one night for all of the groups. The PSA has been very generous – they are helping with shoes for the scholarship students and possibly others.
 - 6.4. The PSA also supported a very successful recent event: a “Meet and Eat” at Mlilwane, attended by 15 parents, 4 Form 3s, 2 St Albans boys and 5 WK staff. Questions were answered, fears were aired, and suggestions were entertained. The parents found it “fruitful”, “excellent”, “very informative”, according to WhatsApps received after the event, and said that it “helped to ease the anxiety”.
 - 6.5. Tawanda Munyoro was recommended by Mark Mills and has been an excellent resource. He is taking care of all the first aid training and emergency response needs of Nyatsela. These form part of a comprehensive safety plan, including an extensive Risk Analysis adapted from an ISASA document, which has been discussed with the principal, the chairperson of the Board and my outdoor education mentors. Simon Ramsay who has extensive experience in school-based outdoor expeditions has also been very helpful. It has been very reassuring to hear repeatedly that the safety planning is more than sufficient.
 - 6.6. Other aspects such as the raft, food, forms and administration, communication, facilitator training and CAS lessons are progressing rapidly. Mancoba has created an excellent page on the school website. Please check it out for more information! Suitable ceremonies are being planned for the first and last days of Nyatsela (19 July and 8 August). Governors will be kept informed and are warmly invited to attend.
7. New reporting System: There has long been a call to upgrade our reporting system to provide a more holistic overview of a student’s academic progress as well as provide more details about the areas in which a student could improve. There has also been recognition of the need to change our reporting system to accommodate the shift away from content-based education – and therefore content-informed reporting – to skills-based education in which learning skills and behaviours are actively taught and learned. This focus on learning skills and behaviours is the premise of IB pedagogy

(approaches to teaching and learning) which is the framework for all teaching and learning at Waterford – from Form 1 all the way to IB2. Our new reporting system has been two-years in design and we are excited to be implementing it this year. An overview of the new reporting system is attached as Appendix D.

Creativity, activity and service (CAS)

8. The report from the CAS Coordinator is attached as Appendix E.

Pastoral Matters

9. Since last Governing Council there have been 7 Disciplinary Hearing leading to 4 parental withdrawals. Table 4 of Appendix B provides data concerning breaches of the Major Rules in 2018.
10. Mental health:
 - 10.1. The Mental Health Task Force chaired by Dr. Mark Mills met once last term and had representation from the governing council, management, staff, counsellors, parents and students. Extensive debate ensued and the meeting resolved for all representatives to consult with their various stakeholders.
 - 10.2. The Medical Leave of Absence Policy (MLA) has proven to be most useful in dealing with student mental health cases and has assisted with improved and structured communications with parents. The counselors have continued with growing a support network of professionals providing services within Eswatini, South Africa and neighboring countries. Case management in this regard had produced pleasing results.
 - 10.3. Medical Insurance has now been secured for our scholarship students which will cover hospital admissions, which has been the costs that are difficult to accurately budget.
11. Weekly Pastoral Care Meetings are now in place for all three phases of the college. These meetings are chaired by the Deputy Principal Pastoral and the Phase Coordinators, Counselors, Nurse, Residential Heads and the SEN Coordinator who all make valuable contributions about “students of concern”. Support plans are implemented and reported on weekly.
12. The Student Peer Support system is being replaced by the B.I.O.N.I.C. (Believe It Or Not I Care) Team. Instead of students from the IB year groups only being peer supporters, the programme has now been extended down to supporters from Form 3 and up. The applications, interviews and selections are now complete. The final team will now go through training and the programme, with exciting new interventions, will be launched in the second term 2019.
13. Following much discussion and concern in the pastoral council about the indiscriminate use of the internet, the junior residence has implemented a switch off of internet services from the college from 9pm until 6am. The issues of students who can afford to continue using data overnight still being not getting enough sleep and the early morning increased use of the internet now disrupting morning routines, still require attention. Residential staff has now asked management to consider allowing them to confiscate cell phones overnight.
14. The exeat process particularly in the senior level of the college need to be strengthened. Students are exposed to considerable safety risk while off-campus or on vacation and often staff and parents are not made aware of any of the consequences from negative incidents. Areas to consider improving include revising recruitment forms, strengthening residential check-out procedures, insisting on safer travel and accommodation arrangements and more consistent information and education for students and parents.

15. Volunteers: this term six IB3 volunteers are successfully providing the necessary support and general assistance and all will complete at the end of term 2.

Safeguarding

16. This term has been dedicated to the implementation of our Safeguarding Policy which was adopted at the Governing Council Meeting in November last year. After working with the policy in the first few months of the year the GC made a few amendments at its most recent meeting. More information can be found on our website.
17. The policy requires training of all in the community and this term the focus has been on the staff. All academic staff, administration, maintenance, cleaning, part time sports coaches and part time music teachers have been trained. External contractors including Capitol Caterers, Guard Alert, external on-campus academic tutors and Building Contractors are next to be trained.
18. We will commence term 2 with training for all our students. The focus of the training is on the policy itself and the new national legislation, the Sexual Offences and Domestic Violence Act (SODV Act of 2018).
19. The policy requires all staff to have police clearance certificates and we arranged two successful on-campus visits by the Police Services to assist our staff to apply for the certificates. The police clearances were efficiently produced within a two day period.
20. A number of issues to develop a safer community were highlighted by the training process. It was noted that staff are particularly keen for the development of a Professional Guidelines document which will give clear procedures to be followed to ensure the safety of students and the protection of the adults on campus. This document is in the process of being drafted and will be discussed by staff in the new term. Much of the content for these guidelines are to be found in the early versions of the safeguarding policy (2008).
21. In the new term we will also ensure the implementation of the policy with our Link Family programme, a vital component to the health and well-being of our students, as they are central partners in the pastoral support system. Link families must be fully supported and involved. The aim is to have safe, caring and supportive homes off- campus for our students.
22. We are very concerned that we continue to receive reports of inappropriate behaviour amongst our students. The College is unequivocal in its commitment to investigate thoroughly any allegations of misconduct and will not hesitate to act firmly to protect our students and keep them safe.
23. Education is a key piece in our approach to ensuring a safe campus and next term the staff will be exploring ways to enhance our programme. We need to focus on respectful relationships, the rights of girls and women, patriarchy and misogyny, domestic violence, toxic masculinity, the dangers of pornography, etc. with all in our community in line with our UWC identity and values. It is imperative that our graduates leave with an absolute commitment to keeping girls and women safe in the home, at schools and universities and in the workplace.

The Food Committee

24. Two Food Committee meetings were held in week 3 and week 11. Management, staff, students and Capitol Caterers meet to discuss the menu and all related food concerns and successes. The Deputy

Principal Pastoral and the Staff Food Rep meet weekly with Capitol Caterers to ensure efficient service. The Food Representative from the PSA has also attended these meetings. The menu for term 2 of 2019 is now being consulted on.

Medical Services

25. This year there has been an increase in the number of clients being attended to at the clinic during the months of January and February. Below is the comparison: January 2018 – (85), 2019 – (118); February 2018 – (265), 2019 – (290); March 2018 – (312), 2019 – (247). There is also an increase in the number of students receiving supervised prescription medication which also makes the clinic very busy in the morning. The 2019 outpatient numbers exclude the daily supervised medication administered students and the numbers fluctuate depending on the length of treatment. There is now limited space to store individual medication. Dr Kunene has been helpful in supervision.

Advancement Office

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

Information Technology

27. Mrs. Henwood reports:
 - 27.1. IT department has upgraded the IT Center server which has resulted in more consistent performance during IT Center classes. We are still experiencing an issue with excessive load on the system but the ICDL teaching staff believe this to be due to a particular software package which is used for creating presentations. We are investigating open source software solutions to this issue.
 - 27.2. Once again lightening damage twice at the beginning of term and over mid term resulted in outages and damage to equipment at Elangeni hostel and maintenance. We have replaced the last remaining underground and overhead copper cables with fiber at these two points.
 - 27.3. Computers which had become redundant, and could no longer be fixed, have been replaced in the IT Center.
 - 27.4. We had all staff register their devices at the beginning of term one to secure the academic WIFI for staff only. We continued the device registrations to include the students at mid term. The student WIFI rollout has allowed us to identify who the high users are and what sites and apps they are using. This will allow us to filter bandwidth heavy applications during peak times in the future. It will also enable us to pinpoint the sources of malware on our network.
 - 27.5. The global community experienced issues with Google Apps and Gmail which impacted some of our users. Our service providers are working with us to minimise the effects of such outages.

Facilities

28. The painting of the Admin block is taking much longer than expected, as we had hoped it would be ready on our testing days in the first half of March and then in time for UWC day. Alas it is not to be, but we would prefer to have the job done thoroughly, than rush it.
29. Jeff Stacey (school architect) reports on the Amphitheatre project:
 - 29.1. The retaining wall between to the base of the amphitheater is almost complete. (This is to buttress the existing retaining wall, to cope with the new load above.) The work will start once the retaining wall is complete.

- 29.2. Ring base for the structural steel columns supporting the new roof. This will include casting in the holding-down bolts.
 - 29.3. New surface bed on existing ramp above retaining wall: bases “in the trees” i.e. four reinforced concrete bases will be cast to fit between existing trees as well as on existing rock.
 - 29.4. Structural steelwork: As soon as all bases are cast, actual site measurements will be taken for the preparation of workshop drawings and final steel order.
30. The Eco Estate manager’s report is attached as Appendix G.

Planning

31. Staff Meetings topics this term have included:
- 31.1. Safeguarding training
 - 31.2. PD Concept based learning
 - 31.3. PD Gender and sexuality
 - 31.4. PD Wellness, a new approach
 - 31.5. New Reporting
 - 31.6. ISP’s for students
 - 31.7. GIB rule (Clause 199.1): being “under the influence”
 - 31.8. IT Help Desk System
 - 31.9. PD: approaches to TOK across the curriculum
 - 31.10. Nyatsela update
32. College policies / procedures that have been reviewed or adopted since the last GC meeting:
- 32.1. GIB
 - 32.2. Health and safety
 - 32.3. IT: data integrity
 - 32.4. IT: Acceptable Usage
 - 32.5. CAS activities: risk assessment
 - 32.6. Sex and relationships education
 - 32.7. Substance abuse contract
 - 32.8. Swimming pool
33. The new HR officer is also starting to review a number of the staff policies and to identify what needs to be done.

UWC matters

34. At the heads “deep dive” meeting, the heads further workshopped with the IO education officer, alternatives to the IBDP, that takes into account the demands of our UWC students. The IBO is open to discussions with UWC to look at a different Diploma Programme. In all our (WK) engagements with this project, we have been explicit that we do not want the IBDP to be undervalued in any way that might impact negatively on our graduates’ tertiary education opportunities, especially from the US Davis schools.
35. Safeguarding: reports were taken from all schools. All have in place the relevant policies, protocols and training. Subsequent to the announcement from Pearson allegations in one form or another have surfaced in all the schools.
36. Mental health: all schools reported that there are still some issues amongst the schools and specifically from particular NC’s. The IO has been asked to intervene with the relevant NC’s to make

sure that we are selecting to “thrive” not to “survive”. A strong point from the heads is that we could be breaking our own safeguarding policies if we don’t do our selections carefully as we could be guilty of neglect (a safeguarding category) if we select students who are not likely to cope at our schools.

37. The UWC code of conduct: the various amendments proposed at the Heads’ October meeting were approved and submitted to the International Board for approval at its next meeting.
38. The International School (Moshi), has been accepted as the eighteenth UWC school, after various attempts over a number of decades. We welcome them as the second African and Southern African school.

UWC schools meet with the US university counsellors

39. Although rather lengthy, I have included the letter from Phil Geier, coordinator of the Davis Scholarship programme that describes the meeting held recently at St Olaf College outside Minneapolis, Minnesota, as it provides the necessary background to that meeting. Key takeaways:
 - 39.1. There is financial pressure on a number of the liberal arts schools in US, with some estimates suggesting that as many as one-third of the 500+ schools face closure. This was cited as a possible reason for some Colleges exiting the Davis programme as Davis provides one-third of the money, while the Colleges invest two-thirds in the programme. The meeting agreed that a lot more work needs to be done by both UWC schools and US schools to publicise the success stories of our joint graduates at the conclusion of the 6 year programme (2 year IBDP and 4 year undergraduate programme).
 - 39.2. The report from the US school presidents that UWC students are somewhat “entitled and arrogant” were considered erroneous by the counsellors. The view of the meeting was that UWC students are not in any way more entitled than any other.

Conclusion

40. It has been a very busy start to the year, with the usual hard work and commitment invested by the staff. A great debt of gratitude is owed all the staff and especially the teachers who are so often prepared to go the extra mile in support of our students.
41. Many of our parents and other volunteers continue to give generously of their time and energy at the school. The success of any school is wholly dependent on such input. Thanks to all.

Stephen Lowry
Principal
27 March 2019

Appendix A: Statistics – Teachers (2013-2018)

	Total	%	%	%	%	%	%
	2018	2018	2017	2016	2015	2014	2013
TOTAL STAFF	62	100	62				
Service termination	7	11.3	9.7	7.9	20.3	16.7	6.5
New appointment	5	8.1	6.5	15.9	12.5	10.6	11.3
Average age:	45.6		46.6	46	46	46.8	46.5
Average length of service:	7.7		8.3	7.9	8.1	9.1	9.1
Nationality:	62	100	100				
Swazi	14	22.6	17.7	19	15.6	16.7	17.7
Other African	24	38.7	51.6	50.8	46.9	47	43.5
Other	24	38.7	30.6	30.2	37.5	36.4	38.7
Gender:	62	100	100				
Male	25	40.3	46.8	46	50	50	50
Female	37	59.7	53.2	54	50	50	50
Alumni:	62	100	100				
Alum	4	6.5	8.1	9.5	10.9	10.6	11.3
Non-alum	58	93.5	91.9	90.5	89.1	89.4	88.7
Residence:	62	100	100				
On-campus	50	80.6	66.1	66.7	71.9	75.8	75.8
Off-campus	12	19.4	33.9	33.3	28.1	24.2	24.2

Appendix B: Selected Student Data

Table 1: Number of students receiving scholarship support (2014-2019)

Year group	No. in grade 2019	Awards Made 2019	% of grade 2019	% of school 2019	% of school 2018	% of school 2017	% of school 2016	% of school 2015	% of school 2014
Numbers	616	157		157	149	119	148	154	134
Total				25.5	24.4	19.8	24.0	24.7	22.3
1	52	3	5.8	0.5	0.3	0.5	0.5	0.5	0.0
2	75	6	8.0	1.0	0.7	1.2	1.0	0.3	1.3
3	77	5	6.5	0.8	1.3	1.0	0.8	1.1	0.8
4	85	13	15.3	2.1	2.0	0.8	1.6	2.1	1.8
5	85	12	14.1	1.9	1.5	1.3	2.3	1.9	2.3
IB1 non-NC	78	19	15.3	3.1	2.1	1.3	4.9	5.3	5.7
IB2 non-NC	79	14	11.9	2.3	3.4	1.3	5.5	6.4	4.2
IB1 NC	46	46	37.1	7.5	7.2	6.5	3.7	3.8	3.8
IB2 NC	39	39	33.1	6.3	5.9	5.8	3.7	3.2	2.3

Table 2: 2019 Enrolment by grades, gender, residence, NC

Year group	2019	2019	2018	2017	2016	2015	2014
	No.	%	%	%	%	%	%
Grades	617	100	610	621	616	627	613
Form 1	52	8.4	8.2	8.4	8.1	8.3	7.8
Form 2	75	12.2	12.3	12.6	12.5	12.6	11.9
Form 3	77	12.5	12.5	12.6	12.5	12.8	12.7
Form 4	85	13.8	14.3	14.0	13.8	14.2	14.8
Form 5	85	13.8	13.6	13.0	13.8	13.6	14.0
IB1	125	20.3	20.3	19.8	20.3	19.6	19.9
IB2	118	19.1	18.9	19.6	19.0	19.0	18.8
Gender	617	100	100	100	100	100	100
Female	369	59.8	58.4	55.2	54.5	53.6	54.5
Male	248	40.2	41.6	44.8	45.5	46.4	45.5
Residential	617	100	100	100	100	100	100
Boarder	377	61.1	61.1	59.7	57.5	56.9	59.2
Day Bug	240	38.9	38.9	40.3	42.5	43.1	40.8
NC students	86						
% IB1 enrolment	47	37.6	33.9	31.7	28.8	28.5	28.7
% IB2 enrolment	39	33.1	31.3	28.7	29.1	28.6	23.5
% School enrolment	86	13.9	12.8	11.9	11.4	11.0	10.1
% Total IB enrolment	243	35.4	32.6	30.2	28.9	28.5	26.2

Table 3: 2019 Enrolment by Nationality

	2019	2019	2018	2017	2016	2015	2014
	Number	%	%	%	%	%	%
Total enrolment	617	100	610	621	616	626	613
Swaziland	190	30.8	30.7	31.1	31.5	31.9	31.8
Other Africa	302	48.9	51.5	49.8	47.7	46.8	47.3
Africa total	492	79.7	82.1	80.8	79.2	78.8	79.1
Beyond Africa	125	20.3	17.9	19.2	20.8	21.2	20.9

Table 4: Breach of Major Rules 2018

	2018	2018	2017	2016	2015	2014	2013
	No.	%	%	%	%	%	%
Total students	26	26	48	57	62	12	27
Gender							
Boy	18	69.2	75.0	52.6	35.5	41.7	74.1
Girl	8	30.8	25.0	47.4	64.5	58.3	25.9
Day / Boarder							
Day	3	11.5	16.7	15.8	17.7	0.0	11.1
Boarder	23	88.5	83.3	84.2	82.3	100.0	88.9
Year group							
Form 1	2	7.7	0.0	0.0	24.2	0.0	0.0
Form 2	0	0.0	0.0	14.0	4.8	0.0	0.0
Form 3	1	3.8	10.4	1.8	1.6	16.7	25.9
Form 4	0	0.0	4.2	5.3	17.7	25.0	22.2
Form 5	2	7.7	25.0	14.0	11.3	33.3	29.6
IB1	6	23.1	20.8	50.9	25.8	0.0	11.1
IB2	15	57.7	39.6	14.0	14.5	25.0	11.1
Sanction							
Expulsion	0	0.0	0.0	1.3	3.7	0.0	2.9
Parent withdrawal	4	15.4	5.6	5.1	1.2	16.7	20.0
Gated in Hostel	7	26.9	22.2	32.9	18.3	0.0	0.0
Suspension	13	50.0	59.3	20.3	20.7	16.7	42.9
Suspension: hostel	0	0.0	0.0	0.0	7.3	0.0	5.7
Principal warning	1	3.8	7.4	20.3	35.4	66.7	22.9
Expulsion from boarding	1	3.8	0.0	1.3	0.0	0.0	5.7
Service to Hostel	0	0.0	0.0	1.3	3.7	0.0	0.0
Hostel warning letter	0	0.0	0.0	0.0	2.4	0.0	0.0
Counselling	0	0.0	5.6	2.5	1.2	0.0	0.0
Apology Letter	0	0.0	0.0	2.5	3.7	0.0	0.0

	2018	2018	2017	2016	2015	2014	2013
Useful Labours	0	0.0	0.0	12.7	1.2	0.0	0.0
Service to School	0	0.0	0.0	0.0	1.2	0.0	0.0
Offence							
Drug consumption	4	15.4	7.7	0.0	0	16.7	6.7
Drug supply	0	0.0	0.0	0.0	0	0.0	3.3
Drug possession	2	7.7	1.9	0.0	2		
Alcohol consumption	6	23.1	40.4	18.0	21	16.7	33.3
Alcohol supply	0	0.0	0.0	6.6	3	0.0	13.3
Mixed socialising	5	19.2	7.7	16.4	3	0.0	30.0
Intimidating / threatening / bullying	1	3.8	1.9	9.8	32	0.0	6.7
Unauthorised exeat	5	19.2	28.8	31.1	24	66.7	3.3
Sexual Harassment	1	3.8	0.0	0.0	0	0.0	3.3
Schools name into disrepute	0	0.0	0.0	9.8	5		
Theft / Borrowing without permission	2	7.7	0.0	1.6	3		
Smoking	2	7.7	11.5	4.9	3		
Alcohol Possession	2	7.7	0.0	0.0	2		
Vandalism	0	0.0	0.0	1.6	2		
Sexual Activity	0	0.0					

Appendix C: 2018 Academic Results

IGCSE Results: 2010-2018 (grade distribution: % of total)

	Total	A*	A	B	C	D	E	F	G	U
2018	660	10.5%	20.3%	31.2%	25.6%	6.2%	3.2%	2.4%	0.2%	0.5%
2017	660	7.0%	24.1%	32.6%	22.6%	9.1%	2.7%	0.5%	0.2%	1.4%
2016	718	12.7%	28.1%	31.5%	18.5%	5.4%	1.9%	0.6%	0.1%	1.1%
2015	731	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: 2009-2018

	2018	2018 %	2017 %	2016 %	2015 %	2014 %	2013 %	2012 %	2011 %	2010 %	2009 %
No of students	114		118	113	115	113	122	103	115	114	89
No did not qualify for IBDP	6										
No. of candidates	108										
No of Diploma awarded	101	93.5	85	92	93	96	94	90	91	96	98
Diplomas awarded (world)	tbc										
Certificates awarded	7	6.5	15	8	7	4	6	10	9	4	2
No of bilingual diplomas	29	28.7	28	33	35	31	45	38	45	45	43
Waterford Diploma Average	31				34	33					
World Diploma Average (November)	tbc				30	30					
Highest grade	43				44	43					
Lowest grade	19				19	20					
Subject Average	4.94				5.28	5.24					
Grade distribution	108	100	10	100	100	100	100	100	100	100	100
45	0	0.0	0	1	0						
40+	4	3.7	8	19	12	4	10	16	10	11	17
36+	20	18.5	14	17	17	19	26	23	24	24	17
30+	36	33.3	36	40	48	49	42	37	37	48	49
28+	15	13.9	13	12	10	15	10	7	14	6	6
24+	31	28.7	18	9	10	12	10	14	10	9	10
<24	2	1.9	12	3	3	2	2	4	5	3	1
IB Diploma 'core'	108	100	100	100	100	100	100	100	100	1	100

	2018	2018 %	2017 %	2016 %	2015 %	2014 %	2013 %	2012 %	2011 %	2010 %	2009 %
points:											
+0	27	25.0	24	2	6	16	14	17	13	13	6
+1	35	32.4	33	23	23	44	44	37	46	46	51
+2	39	36.1	36	48	50	29	26	31	23	24	29
+3	5	2.0	6	27	21	11	16	15	18	17	15
N	2		2	1	1	1					

Appendix D: New Academic Reporting System at Waterford - 2019

Motivation

1. There has long been a call to upgrade our reporting system to provide a more holistic overview of a student's academic progress as well as provide more details about the areas in which a student could improve. There has also been recognition of the need to change our reporting system to accommodate the shift away from content-based education – and therefore content-informed reporting – to skills-based education in which learning skills and behaviours are actively taught and learned. This focus on learning skills and behaviours is the premise of IB pedagogy (approaches to teaching and learning) which is the framework for all teaching and learning at Waterford – from Form 1 all the way to IB2. Our new reporting system has been two-years in design and we are excited to be implementing it this year.

Academic Progress

2. The reports will contain the grades of a student from each of the previous reporting periods in that phase so that there can be accurate tracking of progress and the possibility to intervene and offer support where necessary. This means that a student in the Lower School phase will receive six reports over a three-year period and on each report, the grades of the previous reporting periods will be visible. In the IGCSE and IBDP phases students will receive four reports, the last one being a mock examination report. This means there will be two reports a year: the first in mid-June and the second at the end of November for those students not writing external examinations. Students in Form 5 and IB2 who will write external examinations will receive a report after mock examinations indicating their examination results only.

Learning Skills and Behaviours

3. In addition to the teacher's comment in each subject, teachers will now also give feedback on the development of the learning skills and behaviours which influence progress, success and facilitate life-long learning.
4. Students will receive feedback on each of the identified learning skills and behaviours which will provide more insight as to what factors may be affecting a student's performance. The learning skills and behaviours identified as essential to academic progress and performance are: Thinking skills, Social Skills, Communication skills, Self-Management skills and Research Skills. The rubric which will appear in each report is attached at the end of this document
5. A student may well be excelling in thinking skills for example but his or her self-management skills may be causing concern in that they are underdeveloped or lacking thus preventing the student from making good academic progress. This more detailed report will help identify those learning skills which need to be developed in order for a student to succeed academically.

Mid-term Indicators

6. Mid-term indicators are an internal tool so that teachers can assess the need for early intervention, support and/or contact with parents and guardians. They are entered into the school's management system during the first and third terms to highlight those students who are requiring extra support or intervention. In the second term, the mid-year report will provide the necessary information teachers, tutors and phase coordinators might need. The staff will decide on a joint plan of action to provide the support these students may need.

Parents' Evenings

7. These will happen once a term to allow parents and guardians an opportunity to meet with the teachers of their child.

Tutor contact

8. Tutors will contact parents and guardians from time to time as needs be to provide updates on a student's academic progress. Tutors are expected to make contact with parents and guardians as soon as possible at the start of the year in order to open a channel of communication through which parents

and guardians can request updates of any nature pertaining to the student. Parents and guardians are encouraged to contact their children’s tutors if they have any questions or concerns.

Other contact possibilities

9. Phase Coordinators will contact parents and guardians as soon as there is any serious cause for concern so that teachers and parents and guardians can work together to support students.
10. Parents and guardians are also welcome to contact the Deputy Principal: Academic with any concerns they may have with respect to their children’s academic progress or learning experience.

Learning Skills and Behaviours				
Thinking	Social	Communication	Self-Management	Research
<p>The student:</p> <ul style="list-style-type: none"> • Is proactive in the acquisition of knowledge • Actively listens, views and reads in order to understand • Applies knowledge with skill and accuracy • Is able to think critically • Is able to innovate and think creatively <p><i>where relevant in the subject area:</i></p> <ul style="list-style-type: none"> • Demonstrates the ability to analyse information • Is able to synthesise and evaluate information from multiple sources 	<p>The student:</p> <ul style="list-style-type: none"> • Is able and willing to accept responsibility for himself/herself and/or others. • Behaves in a way that demonstrates respect for others • Respects the physical learning environment • Cooperates • Is able to resolve conflicts • Works very well in groups • Is able to engage with various personalities • Respects differing points of view 	<p>The student:</p> <ul style="list-style-type: none"> • Makes every effort to listen to others • Speaks respectfully to others • Is able to present written information in an appropriate way for the subject discipline • Is able to present work effectively • Demonstrates supportive and respectful body language • Actively seeks feedback 	<p>The student</p> <ul style="list-style-type: none"> • Organises his /her work very well • Manages his or her time excellently – meets all deadlines and attends all classes • Demonstrates a positive attitude to learning • Seeks support when needed 	<p>The student</p> <ul style="list-style-type: none"> • Demonstrates academic integrity at all times • Is able to present findings in appropriate academic register <p><i>where relevant in the subject area:</i></p> <ul style="list-style-type: none"> • Observes and assimilates information • Collects and organises data • Interprets data

Grading table

Excelling	Demonstrating	Developing	Causing Concern
These skills and behaviours are clearly evident. There is consistent effort, commitment and respect for the learning	These skills and behaviours are often evident. There is generally evidence of effort, commitment and respect for the	These skills and behaviours are sometimes evident with degrees of success. There is some evidence of	These skills and behaviours are underdeveloped and often not evident. There is little effort, commitment and respect for the learning process and for others.

process and for others.	learning process and for others.	effort, commitment and respect for the learning process and for others.	
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Appendix E: CAS (creativity, activity, service) report for Governing Council

1. Once again the start to 2019 has been busy and full of positive energy. The year started with the IB 1 orientation ComServe day. This was a chance for all the new IB1's to engage in a day of service. Half the group worked with a community in Mahlanya helping to get a youth centre up and running. This involved painting, tidying and sorting out the area in and around the proposed youth centre. The students enjoyed the interaction and involvement with the community and worked together well as a team. The other half spent the day at St Josephs, a school for children with both physical and mental challenges. This is often an emotionally difficult and draining experience but it was rewarding to see the empathy and kindness that our students showed and how they quickly established friendships with the children at the school.
2. This event was followed by the Form 1 and 2 CAS days. In Form 1 we introduce CAS to the new students within the context of our UWC values. They got a chance to experience a few different CAS experiences which included a hike up the mountain, a workshop on the environment and a discussion about the UWC movement.
3. Our two ongoing projects that have both received funding through the Aurora Awards are up and running again in 2019
 - 3.1. The Mpaka Peers team has visited the camp and hosted the Mpaka students here at Waterford this term. They are involved in the tutoring of maths and science and also support each other through a peer mentorship programme.
 - 3.2. Brave Girl has a dynamic and motivated leadership team and they are working on the planning and preparation for the third residential Camp which will take place from the 12-16 August 2019.
4. Four teams of students applied for GoMakeaDifference Awards this year and we received one award. The winning project aims to create a youth Centre in the Hawane area. They have already worked with the community this term and spent a Saturday creating football nets out of recycled plastic bags.
5. This year the Form 1's are involved in the garden and working at Waterford Preschool. The Form 2's are doing a course on upcycling and the Form 3's are involved in recycling and creativity activities.
6. This year Form 4 will be doing ComServe days each term.
7. Form 5 is involved in 10 different projects: Motshane Hope House, WK Preschool, Environmental Task Force 1 and 2. The National Library, Newscloud, SOS Sport, SOS Swimming, Outdoor Crafts and Creative ComServe with SACRO.
8. IB 1 have 17 projects to choose from: Government Hospital, Ekwetsembeni Sport, Maths Support, Kaschiale Literacy, Advancement Office, Geyser Timers, Sobhiyozo Preschool, Mplonjeni NCP, Sound and Lighting, ECO Warriors, AWARE, Msunduza Care Point, Malagwane Care point, Art and renovations in Emhlabeni, Language Exchange, Swazi Ceramics and Positive Practice.
9. IB 2 have 15 projects to choose from: Fundraising ComServe, Salvation Army cooking, CSI, Living Values, ESL Support, Waterford Conservation Project, Music ComServe, Wood Chopping, Peer discussion Group with SOS, Vision ComServe, Diabetes Education, Brave Girls, Chess teaching to SOS, Art with Trainees from Correctional Services, Digital Year Book.
10. In each of the above year groups the students select a project at the beginning of the year and then are committed to that project for the rest of the year. A more detailed description of each project is available.
11. At the end of March a group of 10, IB 2 students will be attending a service learning summit at the American International School of Johannesburg. This will take place over 3 days and will involve workshops and activities that I am sure will be very interesting and informative for all of us attending.
12. Each week is so busy and full of so many experiences that we sometimes need to take time to reflect and the IB students do this through the CAS blog they are required to keep. The Form students have a CAS Journal which they can use to reflect on their CAS experiences.
13. One IB student wrote after a session of ComServe with Ekwetsembeni; "They teach me how important it is to appreciate what you have. I love giving my time to try and make these kids smile just that bit more. A GREAT DAY."
14. Another student wrote after his first rugby practice ever: "After the first practice I was happy with myself and my concerns were gone. I do rugby now on a regular basis and we have already played a

training session against another team from a school in Swaziland. It was fulfilling to see what we are able to do after a few weeks of training. I'm looking forward for our first real match."

15. An interesting article written recently called Turning the Tide II talks about the importance for our teenagers of understanding and showing gratitude. It also says that high schools and parents have an important role in "supporting teens in developing core ethical capacities, including a sense of responsibility for others and their communities." (Turning the Tide II How Parents and High Schools Can Cultivate Ethical Character and Reduce Distress in the College Admission Process. Richard Weissbourd with Trisha Ross Anderson, Brennan Barnard, Alison Cashin and Alexis Ditkowsky. March 2019)
16. The same article says that what makes service meaningful ... "is whether service is chosen based on authentic interest and is immersive, meaningful and sustained. "
17. I think we try very hard at Waterford to make our service meaningful and I am excited to see how all our student's progress and grow as individuals through their CAS experiences in 2019.

Fiona Mills
CAS Coordinator
19 March 2019

Appendix F: Advancement Office

The Advancement Office (AO) is focused on realignment of functions by:

- Task 1: Evaluating the mission of the college to develop an updated value proposition that speaks to the identity of Waterford Kamhlaba UWCSA today.
- Task 2: Strengthening the administration of the office to ensure improved communication of the value proposition to WK stakeholders – students, parents, alumni, staff, donors, the UWC movement, and the world at large.
- Task 3: Positioning Waterford Kamhlaba as *the* pioneer African institution offering an education that promotes peace and understanding through deliberate diversity and community living towards intentionally creating a sustainable future. Leveraging the history, the UWC movement, and the successes of our alumni to demonstrate the value of a Waterford education in the 21st century.

New AO Director's Key Activities:

- Listening and learning exercises in which the Director spends time in conversation with a cross-section of the Waterford community - HODs, major donors, WST, WKFSA, WK Stokvel, UWCIO, PSA, NCs, etc.
- Cultural immersion, for example; attending classes, participating in Comserv activities and creating opportunities to engage in student-led activities such as UWC Africa Week. The AO is providing support to the Africa Week organizing team especially in the planning and logistics of the events of the first 3 days of the summit.
- Reviewing the roles and responsibilities of the AO team to improve the functionality of the office while establishing clear working guidelines and ensuring timely delivering of weekly parent's newsletter and various other external communications.
- Developing Donor Relations strategies to improve gift stewardship by establishing donor stewardship protocols, continued updating of the database, and identifying new donor prospects through parents such as East African parents who have shown a keen interest in supporting the college through support for initiatives such as scholarships and the Hardship Fund.
- Assessing the efficacy of major communications tools such as the website, videos, scholarship profiles, newsletters, and social media posts. Working toward creating a donor communications programme that fosters reciprocal engagement by making donors feel a part of our community and emotionally invested in all our activities.
- Reviving alumni engagement through an increase and innovation in alumni engagement activities. The AO is developing an *Internship Programme* to give for recent IB graduates the chance to experience a placement at a company or organization where they can develop their soft skills before going to university. In addition, we hope to see increased alumni networking through a speaker series offered three times across the year. This will also give current students an opportunity to connect to alums in their varying stages of life *after* Waterford.

Fundraising

The Shelby Davis Matching programme proved to be a significant driver for fundraising between 2017 and 2018. It created a great opportunity for the college to engage new donors and to reconnect with past donors and alumni.

Review of 2018 Fundraising Campaigns

The Ekukhuleni Refurbishment Campaign brought in a total of ZAR 5,910, 291.99. Due to a number of challenges, but mainly due to the shortage of technical experts who can fit our job into their schedules, our renovations projects have not started within our original expected timeframe. But things are beginning to move in the right direction.

The tender for the refurbishment will go out end of the week 10 (29 March 2019) and there are 6 contractors who will bid for the work. Once we have selected the contractor, refurbishment will begin on

21 April 2019. The goal is to complete the first wing before students return on 21 May 2019. It is expected to take a year to complete project

Phoenix Fund

The 2018 campaign goal was E100 000 for the implementation of four projects: installing 4 new drinking fountains, replacing plastic cafeteria cups, new cutlery, and placing heaters in the classrooms. The total amount that was raised is E101 112. So far, the cafeteria cups have been replaced, the drinking fountains installed around the school, and the heaters will be placed in the classrooms in time for the second term. The Phoenix Fund continues to be a great campaign that continues to rally the Waterford Kamhlaba community – students, staff, parents, alumni, and the Governing Council - together to contribute resources towards improving the infrastructure of the college. We will begin planning for the next campaign in the second term.

Fundraising Campaigns 2019

This year we would like to reimagine *Alumni Avenue* as a fundraising campaign and alumni engagement activity by targeting the graduating class of 2019 to buy a brick before the leave campus as means to begin the alumni relationship early.

We also intend to place some structure and planning around the Hardship Fund which is used to provide students in need with the resources to buy items that they require to augment their learning experience at Waterford.

We will continue to engage in donor prospecting and cultivation for scholarships with targeted focus on the United States.

Communications

Current Communications

The school has continued to use the various communication tools including website, newsletters and social media platforms to disseminate information to various target audiences including students, staff, parents, GC members, alumni, donors and friends of the school, in line with the goals of WK's Fundraising Strategy. There is also a move to review all the school's communications processes to effectively communicate with stakeholders in a more structured approach and improve the messaging to "sell" Waterford even better.

Audit of all our Communications processes

To improve communications, the ADO is currently reviewing all communications with the view to increase engagement and reach out to our stakeholders in a more effective and efficient manner. In this regard, all our communications tools will be reviewed, including content and approach.

Social Media Strategy

The ADO is in the process of developing a Social Media Strategy to address certain gaps in the current approach.

Crisis Management Policy

In view of the dynamic nature of PR and to make our PR work more proactive, the ADO is currently developing a Crisis Management Policy to assist in effectively and efficiently managing the effects of a crisis and recovering from it, in the eventuality of a crisis.

Alumni Engagement

Engagement events

IB2 Mocktail Party

On the 1st of February, the advancement office hosted a Mocktail party for the IB2s in an attempt to raise awareness on the functions of the AO. A total of 90 students, the equivalence of 76%, of the IB2 class, participated in the event with 47% of the attending students utilizing the UWC Hub platform to RSVP for the event.

Cocktail Party

The advancement office co-hosted the Referee Cocktail party with John Story on February 8th. The event preparation allowed the Advancement office to engage with approximately 80 local alumni, with 67 of those confirming attendance and 55 local alumni showing up for the event. This was a good opportunity for the Advancement Office to interact with local alumni and get an insight on desired engagement approaches moving forward.

IB3 Support

University Ambassador Program

The university ambassador program is a continuous program that aims to link IB3s to students at their future universities. The first quarter has focused on initiating conversation with admissions advisors and students at the various universities. The drop in numbers is due to the graduation of some participants in the University Ambassador program. The second quarter will focus on growing the representation.

Region	Universities Represented (2018)	Universities Represented (2019)	Confirmed University Ambassadors (2019) Q1
USA	71	71	12
Canada	6	6	-
UK	12	12	-
Europe	12	12	-
Australia	2	2	-
RSA/SD/ Mauritius/Bots	7	7	-
Asia	4	4	-
Total	114	114	12

Alumni Opportunities

The AO introduced the hashtag #wk_work_Wednesday, to broadcast available job opportunities on all our platforms. This has been well received by alumni locally and abroad and has led to the initiation of engagement with alumni that have opening and insight into opportunities as well.

Alumni Profiles

The AO has been actively engaging with Waterford Alumni, encouraging them to share where they are and what they are doing post-Waterford. The first quarter has seen engagement, leading to alumni profiles, of 4 alumni.

Social Media

Database Management

The database now has structures in place for data capture. We are now focusing on

- Centralising financial data capture and review

- Reviewing all 2018 donations
- Capturing data of students who have not returned to the school in 2019
- Reclassifying data from physical files
- Creating sustainable systems of data capture and classification

Category	Number	Organization type	Number
Alumni	7,023	NGO's	35
Parents	117	National Committees	142
Alumni Parents	2,299	Trust/Foundations	45
Private Individuals	483	Agencies	14
Staff	124	Government	55
Company Contact Person	107	Corporate	330
Swazi National Committee	80	Institutions and student groups	94
		unclassified	1,938

Advancement Office
25 March 2019

Appendix G: Eco Estate Manager Report

Maintenance Department

1. I can very happily say the maintenance team have been working well and have been extremely productive . We are always busy with an endless stream of job cards .
2. Building works since November :
 - 2.1. We have installed 13 aluminium fire escape doors at Emhlabeni this has made a big difference to the hostel not only from a safety aspect but aesthetically modernising the building as well as letting a lot of light into the corridors, making it a much brighter happier place for the students.
 - 2.2. We have just finished a parking area at gate 1 to stop congestion at the entrance and to provide additional parking for guests.
 - 2.3. We have renovated the laundry/kitchen at Esiveni converting it into a student room which can accommodate two students, and have built a new laundry/kitchen for them.
 - 2.4. We have finished doing all the drainage for our new road from gate 1 to the kitchen.
 - 2.5. We have also put in new drainage for some of the residents along the road who are having drainage issues. (From the Muyambo home to Cabrita.)
 - 2.6. We have renovated house no 29, replaced the bathroom, kitchen and floor tiles. At the same time painted the house.
 - 2.7. We renovated two bathrooms house no 20 replacing all tiles, the bath and hand basin.
 - 2.8. Replaced bathrooms painted house inside and out, another house.
 - 2.9. We renovated house 46: replacing all bathroom tiles, bath and hand basin.
 - 2.10. Advancement director office: new work tops, drawers and cupboard space.
 - 2.11. HR office: painted and installed new carpet.
 - 2.12. Bursar's office: painted, replaced blinds and installed a new carpet.
 - 2.13. Staff room: the extension is complete, we are just adding some steps and little walls with our own team. We need to complete the furnishings and are working with the staff in that regard.
 - 2.14. House 8: fencing to contain dogs.
 - 2.15. We are also in the process of adding an apron around the staff room as we plan to paint shortly .This will stop moisture in the walls and increase the longevity of the paint.
 - 2.16. IBDP assistant office: dry wall partition and painted.
 - 2.17. Humanities: installed curtains, shelves, cupboard doors, white boards, desks and chairs.
 - 2.18. Classroom block ladies toilets: renovated and painted.
 - 2.19. Installed new blinds in staff IT as it was looking tatty .
3. Painting: houses 29 and 30, the Emhlabeni passages and common areas, Elangeni hostel in and out, Elangeni common room. We are currently working on the Administration building, the HR office, the Bursars office and house 10.
4. Other projects include:
 - 4.1. Replaced the kitchen in house no 11.
 - 4.2. Installation of zebra crossing and two speed bumps outside the main gate to slow traffic. This has worked extremely well.
 - 4.3. Warning signs on our new internal road to slow traffic.
 - 4.4. In the process of splitting the server room for Stacey to make her an office, as HR has taken over her old office.
 - 4.5. We are currently in the process of repairing all the damaged roofs and gutters which were destroyed in a very bad hail storm.
 - 4.6. Due to the danger of lightening strikes we have a professional giving us a report on how to protect our buildings and residents.
 - 4.7. We have connected Houses 31 and 32 to the sewage plant as they were still on an old septic tank which was not working. We are in the process of connecting 25 and 26 to the sewage plant for the same reason.

Carbon neutrality project

5. We continue with the roll out of solar geysers, due to the high work load of our plumbers we are looking at outsourcing the installation. We are working with Mr Reissman and his com serve to install timers on all the geysers that do not have and set all the others. We have calculated that if they are all scheduled at different times we can save a fortune on our electricity bill. Our Bio Digester has been repaired and will be up and running shortly. We are busy working hand in hand with two highly motivated recycling comserves to improve our recycling procedure and plan to move the recycling shed to a better location . We are planning to install heaters in the classroom block for winter as the 2018 Phoenix Fund project. We have also ordered luffer plants which we plan to plant along our fence line, and will circulate the luffers in our community to make everyone more aware of environmentally friendly alternatives.

House keeping

6. House keeping continues to do a fantastic job keeping our campus buildings immaculate.

Health and Safety

7. The health and safety committee continues to meet on a weekly basis to discuss relevant issues and implement procedures to protect the Waterford community. I am happy to report no injuries since my last report in November. The chosen health and safety reps will be going for training in April.
8. We have had emergency exit diagrams done for the cafeteria, and are in the process of having them done for the classroom block and all the hostels.
9. We have also had signage put up in all the hostels on the use of fire extinguishers in order to help educate our students. We are planning a demonstration on the use of fire extinguishers in an assembly.
10. We also plan to bring in outside speakers monthly to help advise our staff on relevant issues that are effecting their lives from finance to health.

Transport

11. We have numbered all the buses for ease of recognition and management .
12. Our fleet of buses are getting quite old, we will have to plan to start replacing the older ones in the near future.

Security

13. We have had no major issues, but have been experiencing a lot of stray dogs on the campus.
14. I have instructed the guards to keep gates closed at all times and to chase any stray dogs off the property.
15. Our fencing team has been busy patching holes.

Steve McGuire

Eco Estate Manager

22 March 2019