

Tafelberg School Report



Schools
Evaluation
Authority

Accountability • Quality • Respect

“When accountability knocks, who will answer?”
(Abelmann & Elmore, 1999)



School: **Tafelberg School**
Address: 2 Swellengrebel Avenue, Bothasig, 7441
Circuit: C7
District: Metro North
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Mrs J Lundie



Areas of Evaluation:

	Learner Achievement	To evaluate the knowledge and skills that learners have acquired, progress made by learners over a period of time and recognition of learners.
	Teaching & Learning	To evaluate the quality of teaching and learning.
	Behaviour & Safety	To evaluate the level at which the school creates a positive learning culture, good behaviour, and a healthy, safe and secure environment for everyone.
	Leadership & Management	To evaluate the effectiveness of the leadership and management of the school.
	Governance, Parents & Community	To evaluate the effectiveness of the governing body in fulfilling its key roles and responsibilities including financial duties, and the effectiveness of the school in building good relationships with its stakeholders.

Summary:



Overall performance



KEY:

Outstanding Good Requires improvement Inadequate

This evaluation report follows the Western Cape's Schools Evaluation Authority's (SEA) schedule for the evaluation of Western Cape schools (public, subsidised independent, special).

The evaluation was conducted by 3 (three) evaluators from the SEA who spent two days at the school.

Information about this evaluation

The evaluators conducted this evaluation under section 11 D (4) of the Western Cape Provincial School Education Amendment Act of 2018. This was the first evaluation that the school received.

Tafelberg Special School is a school that accommodates learners with learning and /or development barriers from Grades 1 to 12. Learners can only be placed by the education department and, when learners arrive, they have already been screened and considered to be high needs learners. Despite this, learners follow the Curriculum and Assessment Policy Statement (CAPS) and write the NSC (Grade 12) examination.

Evaluators met with the principal, the School Management Team (SMT), subject leaders, other members of staff (teaching and non-teaching), the multidisciplinary team, parents, and learners (from all grades). Evaluators also met with representatives of the School's Governing Body (SGB). These discussions were both formal and informal.

Evaluators also observed learners' behaviour at social times (before school, during breaks and after school), during formal tuition (teaching and learning) and observed learners as they moved around the school between periods.

Evaluators observed lessons for 659 minutes (10 hours and 59 minutes) and scrutinised samples of learners' work. As part of this evaluation, thirty (30) teachers and thirty (30) lessons were observed in the following subjects:

- GET (General Education and Training): Grade 1: Mathematics; Grade 2: English, Grade 3: English and Mathematics; Grade 4: Afrikaans First Additional Language (FAL), English Home Language (HL); Grade 5: Natural Sciences and Technology (NST); Grade 6: English HL, Mathematics, NST; Grade 7: Afrikaans FAL, Mathematics, Social Sciences; Grade 8: Afrikaans FAL, Arts and Culture, English HL, Economic and Management Sciences (EMS), Mathematics, Natural Sciences; Grade 9: Technology.
- FET (Further Education and Training): Grade 10: Business Studies, English HL, Mathematical Literacy; Grade 11: English HL, Grade 12: Afrikaans FAL, Engineering, Graphics and Design, Mathematical Literacy.

Evaluators evaluated safeguarding procedures. Evaluators met with those responsible for governance, and they spoke with leaders, staff and learners to evaluate the culture of safeguarding at the school.

Evaluators considered the views of the principal, SMT, SGB, Staff and parents who responded to the online surveys of the SEA.

The following total online responses were received:

Learners = 257; Parents = 164; Staff = 63; SMT = 6; SGB = 6; Principal = 1. A total of 497 questionnaires were completed.

Evaluators considered a variety of policies and procedures as well as information pertaining to their practical implementation.

The purpose of the evaluation is to:

- Help the school to improve its quality of teaching and learning.
- Help the school to improve learner outcomes.
- Help the school to address key areas relating to leadership, management, governance, safety, behaviour, parental and community involvement.
- Provide rigorous and reliable evaluation reports which will assist the school to recognize and celebrate its strengths, and to identify and remedy, areas for improvement.
- Inform parents and the wider Western Cape public of the quality of Western Cape schools by placing reports in the public domain.

Proportions used in the report are as follows:

90% - 100%	Almost all
80% - 89%	Most
70% - 79%	Large majority
50% - 69%	Majority
30% - 49%	Minority
20% - 29%	Small minority
Up to 19%	Few

Overall performance rating

The SEA Evaluation concludes with an overall rating of school performance. Using the SEA Evaluation Instrument, evaluation teams consider five (5) Key Areas, thirteen (13) Standards and seventy-five (75) Performance Indicators to determine the closest match to agree the 'Overall Performance Rating' for the school.



KEY AREA 1: LEARNER ACHIEVEMENT

4

Learner achievement at Tafelberg Special School is outstanding.

Grades 3, 6, and 9 do not participate in the Systemic Tests.

1.1 Learners' achievement in the Further Education & Training Phase (FET) (Grade 12).

The performance in the National Senior Certificate (NSC) is outstanding.

The 2024 pass rate remains an outstanding 100%, maintaining consistency over the past thirty-one (31) years. The percentage of learners achieving a bachelor's pass has been in the 60 % - 70% range for the past five (5) years.

Notably, four (4) out of the eleven (11) subjects collectively produced six (6) distinctions. Mathematical Literacy and English Home Language each achieved two (2) distinctions, while Computer Applications Technology and Afrikaans First Additional Language each achieved one (1) distinction.

In terms of subject performance, all subjects, except Business Studies (at 74%), achieved a pass rate of 100%. This is outstanding.

In eight (8) subjects, the large majority of learners achieved more than 50%. In contrast, in Business Studies, Design and Engineering Graphics and Design, the majority of learners achieved below 50%. This affected the bachelor's pass rate. Contextually, there are no Design Subject Advisers at district level but the WCEDs Design Senior Curriculum Planner offers ongoing support and quality assures assessment tasks. In addition, the Business Studies Subject Adviser is actively involved at the school.

The variance between the School-Based Assessment (SBA) mark and the external NSC mark should ideally be 5% and below. A variance below 10% is acceptable, but anything above that falls outside of the tolerable range. In most subjects, the variance is below 5%, reflecting strong alignment between internal and external assessments. Business Studies and Design are the only subjects which need to align their internal standards with the external assessment.

1.2 Learners' ability to read, speak, listen, and write in the language of learning and teaching (LoLT).

Most learners have reading and writing accommodations and with intervention strategies and resources they are able to access the curriculum. In all grades learners are encouraged to engage in discussions through regular reading sessions and interactive activities during breaks and lessons. These activities empower most learners to express their thoughts and opinions, enhancing conversational abilities and fostering open dialogue.

Reading

FP: A few learners can read with the support of the class assistants. The other learners were able to read instructions and complete the activities independently.

Intermediate and Senior (Intersen) Phase: Learners are exposed to online programmes such as Claro programmes to assist with text to voice. A few learners display a partial understanding of texts, while a majority fully comprehend them. The majority of learners, who experience difficulties with reading, use online resources and assistants for support.

FET Phase: A few learners read with consistent fluency, while others volunteer despite learning barriers, indicating a supportive reading environment. Learners with reading accommodations use resources such as the C-Pen and assistants. This intervention assists learners to understand the texts being read.

Speaking

Speaking is a strength at the school, and learners are encouraged to participate in all discussions. All learners are articulate and engage their teachers with confidence.

FP: Most learners can respond in full sentences and express ideas verbally. They use complete simple sentences and can explain their tasks clearly.

Intersen Phase: Learners speak clearly and express themselves well. They can engage in critical debates and articulate their thoughts.

FET Phase: Learners express themselves logically and coherently, demonstrating strong reasoning skills. Most have an expanded vocabulary and possess a strong command of language.

Listening

A few learners use devices such as headphones to reduce noise and hearing aids to assist with hearing. Learners are focused, concentrate during lessons and are active participants in lessons. Due to a disciplined classroom environment, learners are able to listen well without distractions.

FP: Learners understand verbal instructions and concepts to complete tasks.

Intersen Phase and FET Phase: The majority of learners engage in active listening by asking relevant questions and making insightful comments.

Writing

Most learners need assistance with writing and scribes or assistive devices are made available.

FP: A few learners' handwriting is neat and legible, while others' letter formation is still developing but remains readable. Learners are exposed to fine motor skill practice, which assists with handwriting.

Intersen and FET Phases: Learners are encouraged to work as independently as possible. Laptops and tablets can be signed out to work in class. Speech to text tools are also available for learners who benefit from alternative writing methods. Overall, most learners write well.

1.3 How learners handle numbers, calculate (mentally and with electronic devices) and apply their mathematical skills effectively to solve problems.

In the Foundation Phase, learners can add single and double-digit numbers. They apply mathematical concepts and strategies, solving a variety of sums. Problem-solving appears in a few lessons and is visible in workbooks. The learners in the FET phase can apply foundational skills in Mathematical Literacy.

In the junior grades, learners can identify patterns, count forward and backward, understand place value and finding the rule. They use resources such as number charts to assist with their tasks when they struggle.

Most learners can perform calculations accurately but make occasional errors. They solve problems mentally and are encouraged to use calculators and their fingers when necessary. In Grade 2, learners identify and match 2D shapes, but the use of concrete shapes is not always observed. The majority of learners are able to explain their thought process in mathematical calculations.

A structured remedial mathematics programme is in place for grades 7 – 9, led by the learning support educator who is an intervention specialist. This programme provides targeted support to learners who require additional assistance in foundation mathematics skills.

1.4 Learners' participation and achievement in extra- and co-curricular, as well as cultural activities as part of the school's enrichment programme.

The foyer is adorned with trophies showcasing learners' accomplishments. Learners are inspired to participate in sports, embracing both victories and setbacks with a strong sense of sportsmanship.

Most learners engage in extracurricular, co-curricular, and cultural activities during breaks and after school. Coaches, teachers, and the multidisciplinary team provide training sessions and activities for learners.

The school acknowledges learners for excellent performance in academics and sports. A learner competed in the World/International Championship in kickboxing and placed 1st in South Africa and Africa, and 9th in the world for kickboxing. Another learner was placed 5th in the brown and black belt categories in karate.

Four learners competed in the Goodwood Library Chess Tournament; three reached the finals, while the fourth one qualified for the regional championships. Another learner participated in a Robotics competition, reaching Level 1. In addition, one learner was interviewed on 'Expresso' (television programme) about Reach for a Dream.

Participation and achievement at outside clubs/activities are also acknowledged at the annual FP and IP prize giving ceremonies.

PRIORITY RECOMMENDATIONS FOR KEY AREA 1

- i. Invest in Mathematics programmes e.g. Optimi Classroom, Maths Curriculum Online (MCO) and Green Shoots Maths to supplement the structured remedial mathematics intervention programme.



Teaching and learning at Tafelberg Special School are good, with pockets of outstanding teaching.

2.1 How teachers foster a positive learning environment.

The teachers play a crucial role in fostering a supportive and inclusive learning environment. Teachers and the principal warmly welcome learners as they assemble before entering their classrooms. This practice establishes a learning environment that balances respect with academic responsibility. Caring for learners is a core value deeply ingrained in the school's culture.

Tafelberg School is a "silent school" i.e., no bells ring between periods. A hand bell is used to announce the end of breaks. The staff demonstrates a strong commitment to punctuality, arriving promptly at their classrooms at the start of the day and after breaks, setting a positive example for learners. Teachers are prepared for their lessons, creating a structured learning environment.

Teachers treat learners with respect, incorporating positive reinforcement strategies to foster a supportive learning environment. This approach cultivates trust, ensures safety, encourages learners to feel valued, motivates them to participate in lessons and fosters a culture of mutual respect.

Teachers enrich the classroom setting by incorporating posters, reading and play corners, especially in the FP. In collaboration with the therapists, teachers adapt the classroom environment to accommodate diverse learner needs, providing specialised resources and equipment, including ergonomic furniture, movement tools and modified workstations, and sensory resources to support sensory and emotional regulation to ensure an inclusive and supportive space for all learners.

Most classrooms feature curriculum-relevant posters, while the practice of showcasing learners' latest work to celebrate their achievements and hard work is displayed in the school hall for the whole school to see during assemblies, events and parent meetings.

2.2 The quality of classroom teaching

The quality of teaching practices is good, with the majority of learners demonstrating active engagement and participation in lessons. There are pockets of outstanding teaching especially by teachers who develop their own teaching and learning material to accommodate the different levels of learning that learners are at.

In the majority of lessons, teachers ask open-ended and probing questions, stimulating learners' thinking and fostering higher-order engagement. Bloom's Taxonomy is applied in the majority of lessons, indicating a thoughtful approach to instructional approaches. Notably, most learners can respond verbally and articulate their ideas in complete sentences.

The majority of teachers adjust the pace and content to accommodate different levels of understanding. In a small minority of lessons, teachers scaffold learning to allow learners to build their knowledge and improve their understanding of complex concepts. All teachers provide individual in-class support to learners.

Lessons are planned in alignment with the Revised Annual Teaching Plans (RATP's), with subject departments utilising subject plans that outline specific learning outcomes, topics, and activities. Although these plans adhere to the RATP's, most teachers use limited differentiated instructional strategies to address individual learners' needs in lesson planning and delivery. Direct instruction is used as a teaching methodology by most teachers. This may not accommodate the diverse learning needs.

In the majority of lessons, teachers provide learners with constructive feedback. Moreover, all learners are encouraged to ask questions to foster a culture of inquiry and curiosity. In the majority of lessons, class-wide and individual feedback is given to reinforce learners' understanding of key concepts. While all teachers demonstrate a strong command of their subject matter, the majority use strategies to make the learning process visible.

As a Special School, the school's teachers ensure that there is a place for technology as it must assist learning and not be a distraction for learners, especially those who are ADHD. Learning and Teaching Support Material (LTSM), Department of Basic Education workbooks, copied self-developed notes and worksheets, are used effectively in the majority of classrooms.

2.3 Teachers' support for learners and for learning.


Learners' workbooks are well-organised and neat. The workbooks contain numerous activities that engage learners. The work is marked, and comments are provided. Nonetheless, developmental and supportive comments are not present in all subjects to guide learners.

Although the overall use of differentiated instruction techniques may seem limited, teachers incorporate multiple

learning styles (visual, auditory and tactile where possible) to accommodate diverse learning needs. Google Classroom is effectively used to provide resources and reinforce learning. Instructions are consistently broken down to support comprehension. Although this is a special school, assessments cannot be differentiated as the learners write the NSC at the end of Grade 12.

Learner achievement data is analysed, and findings are discussed. This ensures that School-Based Support Team (SBST) support is provided for all learners, as all learners have learning barriers. However, there is limited evidence of the use of assessment results to inform instructional planning.

The school provides support to learners through a multi-disciplinary school-based team of therapists, a counsellor, a psychologist and a learning support teacher. The teacher in the library also provides additional phonics and reading support.

Therapists provide collaborative support to learners through individual, small group and classroom-based therapy programmes.  Emphasis is placed on FP learners as early intervention is crucial for development. Whole-class intervention programmes focus on the development of gross and fine motor skills, language and literacy skills and social and pragmatic skills. Classroom therapy supports learners in developing these skills in a functional manner while also focusing on integrating these skills into the curriculum. These not only support learners, they lead to closer collaboration between teachers and therapists. This collaboration helps to support and foster differentiated instruction and learning.

The presence of a few assistants within classrooms further enriches the learning environment. They are involved in supporting learners with reading and scribing, which contributes to the overall educational experience of learners. Due to human resource constraints, learners requiring scribing or reading support during lessons may experience delays accessing this support. Teaching staff, facilitators and classroom assistants prioritise supporting learners with high level of needs. The facilitators and classroom assistants reinforce classroom instruction and foster a supportive and nurturing learning atmosphere by providing targeted support or guidance.

The school offers positive, quality support for learners in individual support programmes that are warm and encouraging settings. The impact of these interventions is closely monitored and focused on addressing learners' priority learning needs. Assessment accommodations are an outstanding support feature for learners at the school.

Despite the intention of these support initiatives, there is a notable lack of alignment between the support programmes and intervention practices within most classrooms.

PRIORITY RECOMMENDATIONS FOR KEY AREA 2

- i. Professional development for all Staff:
 - a. 'Matrix for Quality Teaching.' (Circular 0010/2018) or <https://sea.westerncape.gov.za/guidelines-forschools/>
 - b. ICT integration into lessons.
 - c. Pedagogical styles/methods.
 - d. Differentiated instruction.
 - e. 'Guidelines for responding to learner diversity in the classroom through Curriculum and Assessment Policy (CAPS) of 2011, Department of Basic Education'.
 - f. Explore alternative resources for assessment accommodations.



KEY AREA 3: BEHAVIOUR AND SAFETY



Behaviour and safety at Tafelberg Special School are outstanding.

3.1 The school's environment: is it disciplined, purposeful and is its ethos positive?

The school is characterised by its purpose, discipline, climate and culture, all of which are outstanding. Learners and staff interact with kindness and consideration, fostering an inclusive and supportive environment where everyone feels valued. The learners are happy and interact with confidence.

Learners feel heard, as teachers listen to their feedback and opinions through an open-door policy that fosters a culture of collaboration and transparency. Furthermore, the school promotes learner participation and leadership through the class captain (Grade 1 – 12) and class monitor systems (Grade 6), Grade 12 prefect and RCL systems, which empower learners to provide feedback and to express their opinions.

Learners demonstrate a strong work ethic and commitment to learning. They take ownership of their academic progress, are motivated to succeed and seize every learning opportunity.

Learners understand the value of time and take responsibility for punctuality, resulting in outstanding class attendance. Daily school attendance is generally good, despite some learners' health related conditions, which require regular

visits to hospital.

The school follows restorative practices that address the underlying causes of misbehaviour, promoting a collaborative and inclusive approach to resolve disciplinary challenges. This proactive strategy engages all parties involved, including parents, to foster a sense of responsibility, empathy and respect.

The Code of Conduct for Learners (CoCL) is well-communicated and understood by both learners and parents, ensuring a shared understanding of expected behaviour. The consistent implementation of the CoCL has yielded outstanding behavioural outcomes, minimising the need for disciplinary hearings.

3.2 School safety and safeguarding of learners.

The school prioritises the creation of a safe and supportive environment for all learners, adopting a proactive and comprehensive approach that encompasses a range of strategies and measures (a saferoom, adapted ablution facilities and universal accessibility). To ensure the well-being of learners, teachers receive training to identify early indicators of vulnerability. This enables the development of individual support plans (ISP's), tailored to address individual learner needs. These programmes may include supplementary learning support, counselling, or specialised therapy services, such as occupational, speech and physiotherapy, provided by the school's on-site multidisciplinary team.

The SBST diligently ensures that all learners receive attention. Accommodations are made for learners with learning barriers and development to ensure equitable opportunities in accessing the curriculum.

Regular communication with health professionals supports learners' overall well-being. This ensures that learners have access to the support they require. The school has a good relationship with the South African Police Service (SAPS) and collaborates with the Inclusive and Specialised Learner and Education Support (ISLES) component in providing specialised support for learners.

Furthermore, the school maintains a clean and safe environment through regular cleaning and maintenance schedules. However, the ablution facilities, especially for the learners with physical disabilities, require maintenance to meet the needs of the learners. Hazard reporting and risk assessments are conducted to identify and mitigate potential safety concerns. The school is in the process of conducting a safety audit to ensure that all safety measures are in place.

Learners are empowered with the knowledge and skills to ensure their safety and to know where to seek help and support should they need assistance.

Overall, the school's commitment in creating a secure and supportive environment encompasses a wide range of measures and initiatives to promote the well-being and safety of all learners. Visible non-teaching staff manage access control, while a teacher duty roster for playground supervision further enhances safety protocols.

The school operates a feeding scheme, providing vulnerable learners with nutritious meals daily. This initiative demonstrates the school's commitment to supporting the well-being and academic success of its learners.

To cater to the diverse interests and needs of learners, the school offers a range of extra and co-curricular programmes and activities, including after-school and break-time initiatives. These programmes are overseen by trained staff and volunteers who supervise and support, ensuring a safe and enriching experience for learners. All individuals providing support to learners have undergone thorough background checks and vetting procedures.

The school appointed an outside service provider to do hazard identification and Risk Assessment as well as assisting the school to ensure compliance with all legal mandates and regulations e.g., OHSWA.

PRIORITY RECOMMENDATIONS FOR KEY AREA 3

None.



KEY AREA 4: LEADERSHIP AND MANAGEMENT.....



Leadership and management at Tafelberg Special School are outstanding. The acting principal is a visionary immersed in selling hope to both her staff, and the learners. The former principal, who retired at the end of 2024, is to be commended for his commitment to the learners, and to the staff. It is clear that he built leadership 'muscle' at the school as the transition at the school has been seamless.

4.1 The direction the School Management Team (SMT) gives to the school.

The SMT creates a positive learning experience for learners with specific learning disabilities, those on the autistic spectrum, and learners with physical disabilities. The academic challenges include difficulties in reading, writing,

listening, and understanding mathematical concepts. Under the principal's leadership, the SMT fosters an inclusive environment where learners receive tailored support to reach their academic potential. Various interventions, such as ISP's, specialised teaching strategies and assistive technologies, address these needs.

With the principal as role model, the SMT is guided by the core values of support, responsibility, respect and care. These values shape every aspect of the learning environment, ensuring a positive and productive experience for all learners. A senior therapist manages the multidisciplinary team and oversight of the support services. Respect is promoted by acknowledging diverse learning needs, while care is reflected in the school's commitment to learner well-being and academic success in NSC examination.

Strengths and weaknesses are identified through a thorough analysis of assessment data. However, the development of an achievable School Improvement Plan (SIP) requires more structured implementation. Effectively translating findings into actionable strategies is crucial to maximising the impact of data-driven improvement efforts.

Priorities for improvement are regularly monitored and discussed during SMT meetings. These ongoing discussions help to identify and address emerging challenges. Most teachers and support staff are key in observing and documenting learners' progress, ensuring necessary interventions are applied effectively. The impact of these strategies is discussed at SBST meetings regularly.

4.2 The SMT's actions to improve the quality of teaching and learning.

The SMT uses data-driven decision-making by analysing Grade 12 NSC results alongside quarterly assessments across all grades. These insights help formulate targeted action plans to improve teaching. Literacy, numeracy and comprehension in content-rich subjects have been identified as areas for development. The Academic Performance Improvement Plan (APIP) reflects the SMT's structured approach to addressing identified areas for development. Detailed subject improvement plans highlight the necessity of a formalised strategy to ensure that data directly informs curriculum planning and ISPs for all learners.

Lesson observations, both formal and informal, play a crucial role in evaluating the quality of teaching and learning. While informal, non-recorded observations occur regularly, they lack structure. Prioritising continuous feedback fosters an environment that promotes professional growth and excellence in special needs teaching.

The SMT's commitment to educator professional development, particularly due to the shortage of experienced special needs educators, underscores their dedication to quality teaching. A budget allocation allows for ongoing professional development opportunities. By providing continuous mentorship and targeted support, the SMT ensures that teaching methodologies align with best practices in special needs education and that educators are well-equipped to address diverse learning challenges effectively. The impact is not consistently evident in all lessons. Training in managing learners with Pathological Demand Avoidance (PDA) has improved the management of, and support for, these learners. However, there are a few gaps in the understanding of learners' behaviour related to other specific disabilities.

The SMT supports learners' academic success and personal growth through collaboration with the school's professional support staff. Their leadership is demonstrated through structured initiatives that safeguard and promote holistic learner development, ensuring academic and emotional support.

Support is also extended to parents through structured programmes such as Thera-Parent, designed to assist parents of learners. By implementing these programmes, the SMT helps parents fulfil their role in their children's education and complements work done at school.

Regular SMT led meetings reflect a proactive approach to monitoring and enhancing learner support and achievement. A rigorous pre- and post-moderation process, focusing on the technical aspects and quality of assessment tasks, ensures the highest standards of assessment integrity, fairness and quality.

4.3 The SMT's actions to ensure that effective use is made of human, financial, and physical resources.

The SMT ensures that all staff members, including teaching, support, and non-teaching staff, diligently fulfil their responsibilities. Clear expectations are set, and staff are regularly monitored to maintain the school's high standards. The SMT promotes professionalism, accountability, and commitment to the institution's mission of academic excellence and learner support through structured oversight.

Attendance and punctuality among staff are very good, reflecting a culture of professionalism. The SMT emphasises that punctuality is critical for maintaining a productive learning environment and setting a positive example for learners. Staff members are expected to arrive on time and be fully prepared for their duties, reinforcing consistency and reliability in educational and operational functions.

The SMT follows established procedures to hold staff accountable. In cases of poor performance, structured interventions provide necessary support and development. If issues persist, corrective measures are taken in accordance with the relevant policies and legislative prescripts. This structured approach ensures staff performance

aligns with the school's objectives while maintaining fairness and compliance within legal frameworks.

Resource management is a key focus, ensuring that available resources are utilised effectively to support staff and learners. Resources are allocated strategically to optimise their impact on special needs education and learner support services.

Recognising the increasing demand for assessment accommodations, the SMT has allocated additional resources to support learners requiring additional assistance. This includes specialised materials, adaptive technologies, and tailored assessment conditions to ensure equitable access to learning and evaluation processes. By prioritising resource expansion, the school remains committed to academic equity for all learners.

PRIORITY RECOMMENDATIONS FOR KEY AREA 4

- i. Implement: Institutional Management & Governance Minute: 0001/2025.
- ii. SMT must collaboratively monitor improvement strategies.
- iii. Professional development:
 - a. How to accommodate learners with an inability to self-regulate their behaviour (contact the education district and/or an external service provider for support).
 - b. Instructional leadership for all SMT members.



KEY AREA 5: GOVERNANCE, PARENTS AND COMMUNITY

4

Governance, parents and community at Tafelberg Special School are outstanding.

5.1 The SGBs fulfilment of its key responsibilities.

The SGB demonstrates a strong understanding of its responsibilities, enabling the school's leadership to manage education and learner support effectively. The SGB plays a crucial role in fostering an environment of continuous improvement by ensuring that necessary resources are available to improve the functionality of the school as a special school of excellence.

A key role of the SGB's is involvement in recruitment and selection processes for state-funded and school-appointed staff. Their comprehensive knowledge of these procedures ensures that the best candidates are appointed, contributing to the overall effectiveness of teaching and support services.

The SGB also oversees an extensive range of policies, which are systematically reviewed, updated, or rewritten when necessary. A structured programme has been adopted to ensure all policies remain relevant and are aligned with current educational needs. This approach ensures that governance structures support the school's long-term success and compliance with regulatory requirements.

5.2 The SGB's fulfilment of its financial roles and responsibilities.

The SGB ensures strict adherence to financial policies, with their implementation carefully monitored. Weekly Finance Committee (FINCOM) meetings are held to ensure compliance with established financial management procedures. This proactive approach facilitates the proper allocation and utilisation of financial resources to meet the school's evolving needs.

A standardised financial reporting procedure is followed, with financial reports presented at regular SGB meetings. The Annual Financial Statements (AFS) are prepared and submitted to the relevant authorities per prescribed regulations. Furthermore, monthly and quarterly financial reports are submitted to the district office, ensuring transparency and accountability. Any recommendations noted are promptly addressed and documented. Notably, the most recent AFS indicates full financial compliance, demonstrating sound financial management practices. Income and expenditure financial records are safely and securely stored with limited access control.

School fee collections are compromised due to the economic pinch. Provision was made in the budget for possible loss of income due to parents who qualify for exemption or non-payment of school fees. Proper exemption processes are communicated to parents and followed. The SGB follows a successful collection process to ensure parents who do not qualify for exemption are held accountable for paying school fees.

The annual budget is a collaborative exercise undertaken by staff and the SGB. The budget process starts at the end of the third term, when a needs analysis is done on the financial needs for the following year. Individual staff, phases, and sporting codes are tasked to prepare budget line items. The FINCOM prepares the budget for presentation to the SGB. The SGB prepares the Annual Budget for consideration and approval at the Annual General Meeting (AGM). At the AGM the budget is approved and the resolutions to manage funds are adopted.

5.3 The SGB's engagement with all stakeholders.

The SGB ensures that learners' voices are heard by providing the Representative Council of Learners (RCL) with a standing agenda item at SGB meetings. Learners are well-informed about their right to be heard and the due processes established by the SGB to address their concerns and suggestions. This fosters a culture of open communication and inclusivity within the school environment.

Parents are kept well-informed about school activities through multiple communication channels, including newsletters, WhatsApp Community, ClassDojo, Google classroom, social media, the school's website and regular parent-teacher meetings. The school also benefits from an active Parents-Teacher Association (PTA), which supports the SGB's initiatives and fosters parental involvement in school matters.

A professional and collegial relationship exists between the school staff and parents. Mutual respect fosters a strong collaborative partnership among staff, parents, and learners. To strengthen this relationship, the school and the SGB organise an annual informal social gathering, where staff and parents engage in a relaxed environment. A cordial professional relationship exists between the school and the district.

Therapists do outreach into the community of parents to do interventions and provide support. Parent workshops are offered through a Resource Centre e.g. 'Becoming a Thera-parent' and 'How to help your anxious child'. Tafelberg School also functions as a Resource centre. An Inclusive Education (IE) team is based at the school.

Despite the SGB's functional governance, there are limited connections between the school and external organisations. Establishing and strengthening these connections is crucial in promoting inclusivity and normalising perceptions of children living with disabilities. External partnerships can provide additional support, resources, and opportunities for learners, thereby enhancing the school's ability to cater to the diverse needs of its learners.

PRIORITY RECOMMENDATIONS FOR KEY AREA 5

- i. Development of relationships with relevant external organisations.

FINAL REMARKS

Tafelberg Special School was established in 1983 in Sea Point before relocating to Bothasig, Cape Town. During this time, the learner population has diversified, and the school aligned its vision to one of an inclusive school of excellence. The school motto is 'Nihil Nimis Difficile,' and translates to 'Nothing is too difficult'. Although learners are placed at the school by the education department, after gauging whether they qualify to be at Tafelberg School, the school welcomes learners from various suburbs in Cape Town. The school is a happy place, one where learners thrive.

Despite facing a multitude of barriers to learning, learners have shown remarkable resilience, and the school has demonstrated adaptability. Teachers are immersed in giving their very best to their charges.

Given its unique context of catering to learners with diverse special needs, it is commendable that the school maintains outstanding academic performance while addressing individual learning needs. Notably, all learners are given the opportunity to write the NSC, reflecting the school's commitment to access and equity for learners who have special learning needs.

Led by a passionate, and visionary principal, SMT and Staff, all experts in their fields, learners are empowered to excel academically and socio-emotionally. Every child matter, despite their different abilities. The school's dedication has instilled hope in learners and their families, The school lives its motto 'Nothing is too difficult'.

Tafelberg School is a very good school. It will journey to being an outstanding school in no time at all.

STRENGTHS & AREAS FOR DEVELOPMENT



1. KEY AREA 1: LEARNER ACHIEVEMENT

1.1 Achievement in the Further Education and Training Band

a) Strengths

- Consistent 100% pass rate over three years.
- Six distinctions across four subjects.
- Large majority subject pass rate of 100%.
- High performance in Life Orientation, Consumer Studies, and English HL.
- Strong alignment between SBA and external marks.
- SCP support for Design.

b) Areas for development

- None

1.2 Reading, writing, speaking and listening in the language of learning and teaching

a) Strengths

- Consistent fluency in reading.
- Confident speakers with clear pronunciation.
- Some express ideas fluently, engaging listeners effectively.
- Active listening.

b) Areas for development

- Reading for meaning.
- Occasional pauses and hesitations impacting fluency.
- Letter formation for some learners.

1.3 How learners handle numbers, calculate (mentally and with electronic devices) and apply their mathematical skills effectively to solve problems.

a) Strengths

- Can identify patterns, count forwards and backwards, and understand place value.
- Perform calculations accurately with occasional errors.
- The majority can explain their work.
- Structured mathematics intervention programme.

b) Areas for development

- Consistent use of concrete shapes.
- Improvement in problem-solving.

1.4 Learners' participation and achievement in extra- and co-curricular as well as cultural activities as part of the school's enrichment programme.

a) Strengths

- Active participation in extracurricular and cultural activities.
- Recognition for achievements in academics and sports.
- Notable accomplishments in kickboxing, karate, robotics and chess.
- Media exposure for a learner's involvement in Reach for a Dream.

b) Areas for development

- None



2. KEY AREA 2: TEACHING AND LEARNING

2.1 How teachers foster a positive learning environment.

a) Strengths

- Most teachers engage sensitively and affirmingly with learners.
- Respectful interactions.
- Classrooms are attractive.

b) Areas for development

- None

2.2 The quality of classroom teaching.

a) Strengths

- Weekly lesson planning.
- Oral feedback was provided.
- Good subject knowledge.

b) Areas for development

- Enhance learners' engagement in active learning.
- Foster differentiated instruction.

2.3 Teachers' support for learners, and for learning.

a) Strengths

- Teachers at the school excel in creating caring learning environments.

b) Areas for development

- Use of assessment data for lesson planning.
- Provide differentiated instruction to meet learners' diverse needs.

3. KEY AREA 3: BEHAVIOUR AND SAFETY

3.1 The school's environment: Is it disciplined, purposeful and is its ethos positive?

a) Strengths

- Learner behaviour.
- Learners feel safe and secure.



- Trusting relationships between learners and staff.
- Friendly, respectful learners.

b) Areas for development

- None

3.2 School safety and safeguarding of learners.

a) Strengths

- Pastoral care.
- Levels of safety and security.
- Well-maintained grounds.

b) Areas for development

- None



4. KEY AREA 4: LEADERSHIP AND MANAGEMENT

4.1 The direction the SMT gives to the school.

a) Strengths

- Committed and experienced.
- Visionary former principal.
- Visionary acting principal (2025).

b) Areas for development

- None

4.2 The SMTs actions to improve the quality of teaching and learning.

a) Strengths

- Experienced special needs staff component.
- Needs of learners are met.

b) Areas for development

- Structured lesson observation programme.

4.3 The SMTs actions to ensure that effective use is made of human, financial and physical resources.

a) Strengths

- In Service Training (Inset) programme.

b) Areas for development

- None



5. KEY AREA 5: GOVERNANCE, PARENTS AND COMMUNITY

5.1 The SGBs fulfilment of its key responsibilities.

a) Strengths

- Knowledge of special school governance.
- Well versed in roles and responsibilities.

b) Areas for development

- None

5.2 The SGBs fulfilment of its financial roles and responsibilities.

a) Strengths

- Stringent financial management procedures.

b) Areas for development

- None

5.3 The SGBs engagement with all stakeholders.

a) Strengths

- Allowing learners opportunities to have their voices heard.

b) Areas for development

- Use of organisations to create opportunities for learners with disabilities.