

# ANNUAL REPORT

2019

Curro Durbanville  
High School

A photograph of the Curro Durbanville High School building, featuring a classical facade with four large white columns supporting a pediment. The school's name is inscribed on the pediment in both English and Afrikaans. The building is set against a blue sky with white clouds. The image is partially covered by a dark blue diagonal overlay on the left and a green diagonal overlay on the bottom left.

HIGH SCHOOL  
HOËRSKOOI

**CURRO**  
Durbanville

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## **1. INTRODUCTION**

### **Continual good to GREAT! #Learners2Leaders**

***“But they who wait for the Lord shall renew their strength; they shall mount up with wings like eagles; they shall run and not be weary; they shall walk and not faint.” – Isaiah 40:31***

2019 is quickly drawing to an end and we cannot help but look back and be incredibly proud of the year that we have had.

Our school has continued to build on a successful 2018 school year with remarkable academic achievements, individual and team sporting achievements and wonderful youth leadership development programmes and guest speakers. We even had a couple of our learners compete in international Olympiads and took on the world on the Mathematical global stage.

The PAC went through a re-election process after a successful 3-year period and a new committee has been elected. The new PAC has already in a short time made a massive impact on our High School contributing to many projects. (See chairman's report for details.)

On a social level, our relationship with Masibambane Secondary School grew in strength and we raised much-needed funds for the school and community. In addition to our relationship with Masibambane Secondary School, we identified various other worthy charity causes that we supported. Among them the Christmas Box project for the Attie van Wyk Primary School.

With strong anti-bully campaigns and motherly-love care from our teachers, we feel that we have created an environment of care for all our students to flourish.

Enjoy the report on all the components (academics, sport, culture, music, parents, leadership, outreach) that make this GREAT school! #CurroWolves #Learners2Leaders

## **2. HIGHLIGHTS: VALUE ADDED PROGRAMS**

### **2.1. Grade 8 Orientation**

The Grade 8 cubs of 2019 arrived on Tuesday, 8 January. Their Grade Head, Guardian teachers and Grade 12 mentors awaited them. The day was filled with fun and exciting activities, but the learners also received the information and guidance they needed. Our new cubs adjusted quickly. For the first two weeks, they followed the tradition of bringing a pet rock to school as well as participating in daily team building activities.

On Monday, 21 January the Grade 8 wolf cubs officially became part of the wolf pack. After the Grade 12 mentors handed over each learner's blazer, they were welcomed with a handshake by Mr Van Zyl and Mr Stroebe. The Grade 8 group sang the school song with pride and enthusiasm – a perfect start to welcoming our cubs to the Curro Wolves.

### **2.2. SOC (SOCieties)**

ROC (Redefine Our Culture) periods were divided into Societies' periods – a new initiative this year that combined Christian and Diversity lessons. These lessons are aimed at teaching new skills, to broaden horizons and to make our learners emotionally more intelligent.



There were two SOC semesters in 2019 and the high school learners all registered for a new SOC every semester. The SOC's span different interest areas and teach practical and educational life skills. With over 31 different SOC's on offer, including Kick Boxing, Pilates, Sustainable Gardening, Improvisation, Farm Run, Braai Club, Psychology, Photography, Book Club, Broadway Dance, Social Dancing, Medical Innovation, Poetry, Website Design, Film Study, Christian Interface, Comics Club, FIFA, Acapella, Make-up 101, Hairdressing, Crochet and Self-Defence to mention but a few.

### 2.3. Academic outings – Subjects

#### 2.3.1. *Outings and Camps:*

The whole school camped in their respective grades at campsites across the peninsula in the second week of January, in order to build spirit and unity. Each camp had a specific team for each grade that the facilitators worked with. Grade 9s and 11s History learners visited the Holocaust Museum. The Art Department also took various groups on outings and exhibitions.

The Grade 11 Business Studies and Accounting learners visited the Coca-Cola Peninsula Beverages factory. The objective of the visit was to learn about the process of producing and distributing the most popular soft drinks in the world.

#### 2.3.2. *Grade Camp*

##### 2.3.2.1. *GRADE 8*

The Grade 8 group enjoyed an adventure filled camp. Their camping grounds were at the Simonstown Rotary club where they played games, built survival shelters, went on an educational hike and completed a series of teambuilding activities. Singing around a campfire and eating marshmallows enabled them to relax. The aim of the camp is to get the children well acquainted with their new classmates and Guardian class teachers and also to build character and spirit. The learners thoroughly enjoyed the camp and returned as a real family.

##### 2.3.2.2. *GRADE 9*

The Grade 9 group enjoyed their camp situated in sunny Wellington. They played games, completed an obstacle course, played water polo, engaged with some bush crafting and participated in hide-and-seek with the teachers. They thoroughly enjoyed their experience in nature without any technology to distract them. As expected, they didn't sleep much in their well-equipped rooms, but rather bonded with friends and did some stargazing.

##### 2.3.2.3. *GRADE 10*

The Grade 10 camp took place at Camp Nelu Adventure Centre at Bergkroon, Wellington. Their theme was being of service

##### 2.3.2.4. *GRADE 11*

The Grade 11 learners and 7 teachers departed from school heading to Betty's Bay. We received a warm welcome from the staff of Disakloof campsite and the facilitators of Camp Nelu. The whole mountain and the terrain around the camp were burnt and the faint smell of smoke was still in the air after blazing fires swept through the Overberg area the week before the camp.

The theme of the camp was *Leadership* and all activities were aimed at giving each learner the opportunity to discover and develop their own leadership qualities. Learners were divided into small groups and had to do different activities together as a group. The learners got to know the other learners in their group better, and new friendships were formed. The camp also helped the new learners in the grade to quickly settle in and feel part of the group. The highlight of the camp was the last evening's Campfire Extravaganza and a "sokkie" dance afterwards.

#### 2.3.2.5. GRADE 12

The Grade 12 camp took place at Froggy Pond. We had fun team building activities like rock climbing, archery, mini Olympic and beach activities. We were also reminded about servant leadership by our teachers and facilitators, always uplifting the Curro name and having good values. Ms Jansen also explained the Grade 12 theme that is linked with a puzzle and means we are all the missing link/missing piece. To end off the camp the Grade Head handed out awards.

#### 2.4. Blood Donation

Blood donation clinics were well supported this year

#### 2.5. Grade 11 Community Service

Community service is compulsory in the Life Orientation curriculum, especially in the senior grades. The learners have 3 years to do 20 hours of community service in total. The school helped them with 10 hours and the additional 10 hours they have to do in their own time.

On Saturday, 14 September, the Grade 11 learners were part of the Kay Mason Foundation Grade 6 camp at the Taaibosch campsite. The learners did some team building activities with the children that included a drum session. They also had to prepare the food and wash dishes and various other activities. The learners did some upgrading on the campsite where they had to work with their hands. The learners also made a green wall for the Kay Mason office.

Some of the art learners used their skills to upgrade the Kay Mason office. The office is a safe haven to most of the Kay Mason learners, they also have extra classes on Saturdays. Therefore, it was so important to our learners to give them a positive learning environment. The learners felt excited about what they have accomplished after a long day of continuous 10 hours' work.

#### 2.6. Valentine's Dance

Our annual Valentine's Dance theme was 'A Masquerade Ball' and the Learner Council did a phenomenal job in planning and executing this popular event. The hall was transformed into a fairy tale venue and our Grade 12 learners were treated to a beautifully decorated VIP area. Learners from all grades attended the dance. A record number of 420 tickets were sold and everyone thoroughly enjoyed the evening. This event continues to be one of the most successful events on the school's calendar.

#### 2.7. Outreach Actions

This year we assisted the Kay Mason Foundation, we supported Casual Day and the PAC's Santa Shoe Box drive for the Attie van Wyk Primary School. We collected sanitary towels for Masibambane Secondary School to assist keeping their girls in school. We also collected the Matrics' shoes to donate as well as any garments for the Prince and Princesses Drive headed by Head Office.



## 2.8. School Spirit

Spirit is an important factor at Curro Durbanville, and our learners definitely have 'gees'! The fact that we have won the Spirit Cup eight times at the annual Interschools Athletics speaks for itself!

Participation at events like Curro@Night, Interschools and many more proves that school spirit is an integral part of our school. The main focus for 2019 was to promote team participation and support. Learners attended the Winter Interschools against Curro Langebaan in large numbers and the spirit was absolutely electrifying. Anja Breytenbach (Grade 12) was awarded the Bisogno Spirit Trophy for her continuous support of a variety of events and sport. Our mascot, Alpha, the friendly wolf, has become synonymous with our high school and we are proud to call ourselves 'The Wolf pack'. To build on this tradition, our two houses were rebranded as the Delta and Sigma teams. The 2019 PAC also made a large contribution towards school spirit by introducing our second mascot, Luna.

## 2.9. Mandela Day

This Mandela Day the focus was on bringing diverse communities together and forging relationships across divides. We celebrated again with our partnership school, Masibambane Secondary School. Thirty-one of our learners and four staff members, including Mr Stroebel, visited Masibambane Secondary School in the morning. They attended classes and participated in Masibambane Secondary School's Mandela Day celebrations by planting trees in the area across from the school.

About 200 of the learners from Masibambane Secondary School visited us from 13:00. We had a joint assembly where we were entertained by their gumboot dancers and choir. After that, there were netball, chess and soccer matches between learners as well as the staff members of both schools which added extra excitement and fun to the day. The two school choirs rehearsed to perform together at the closing ceremony. Throughout the day friendships were forged and memories made. The school community also collected 1000 packs of sanitary towels to gift to the school. This will help their girls attend school regularly.

Our Parent Advisory Committee was involved through their kind donations and the preparing and serving of food to all the learners and staff involved. We cannot thank them enough for their wonderful kindness and the great example they are to our learners.

## 2.10. Vietnam Tour

Curro Durbanville organised and toured with 4 other Curro schools to Vietnam on a History and Cultural tour. A total of 39 learners and four teachers went on this highly enriching history and cultural tour.

## 2.11. 40 Days

Our Matrics had some good clean fun for their 40 Days celebration. The dress code for the day was the 1960s, 1970s, 1980s and 90s – with each Matric guardian class dressing to a particular year. Some interesting 'characters' emerged at a special assembly, which saw our Matrics celebrating on stage with their teachers who also dressed up for the occasion. A wonderful boerie braai and extended break ended a fantastic day and milestone for Curro Durbanville's Matric Class of 2019.

### 2.12. Grade 12 Valedictory Day

On Friday 11 October, a very special Valedictory assembly was held for the Matrics. The programme included many school traditions only bestowed on our most senior learners. It brought tears to many as the reality of the final moments of their schooling career set in. The formal proceedings ended with the Matrics singing the school song for the last time and the ringing of the Matric bell, thus marking the end of their schooling career. A guard of honour was then formed by the rest of the learners, teachers and parents. The Matrics proceeded through cheers, hugs and well wishes to the Matric legacy fence. It has become a tradition for our Matric learners to fasten a lock to the Matric legacy fence on their valedictory day. The key is kept by the Matric learner and the decorated and personalised lock is left on the fence as a permanent fixture. The tradition symbolises the legacy that each matric learner leaves behind – the mark that they have made during their years at the school. The lock also symbolises the never-ending and unbreakable relationship with their alma mater high school, which they will always remember and hold dear in years to come.

### 2.13. Grade 11 Cross Over Day

Curro Durbanville has many traditions which create many fond memories for learners in years to come. The highlight of a Grade 11 learner's year is the day after we said goodbye to our beloved Grade 12s because they can then officially become the seniors of the school.

This year the event was celebrated with an outing to Big Bay. The Grade Head and all six guardian teachers with the whole Grade 11 group left just after the valedictory and spent the afternoon enjoying themselves in the sun. They had the beach all to themselves and played some touch rugby, beach tennis and quite a few even dared to swim in the icy cold water. The celebrations continued with our official Crossover day on the following Monday. The learners came to school dressed in outfits and costumes representing the theme *The Last Decade*. Every ounce of creativity was put to use and a vast variety of characters from movies, TV series and even celebrities were represented.

### 2.14. Paper Recycling Project

We want learners to think before buying, using or disposing of materials that may be harmful to the environment. By Reducing, Reusing, Recycling and Recovering we aim to not only create leaders for tomorrow but leaders that care for nature and preserve it for future generations. This is why we have partnered with Growing Paper – a recycling company that manufactures handmade seed paper sheets made from 100% recycled paper. The sheets are embedded with seeds that will grow into flowers or herbs once you have planted your used product. Every classroom is fitted with a paper recycling bin. Learners and staff are encouraged to recycle all discarded paper. Growing Paper collects the bins timeously throughout the year.

### 2.15. Leadership Development – Curro Learner Council

We started the new Learner Council's tenure with a short training programme at the Taaibosch campsite in Phisantekraal. This training programme was not just to teach the learners new skills but was also an opportunity for the group to get to know one other and develop mutual trust. They also had a little fun which built lasting memories!

Under the guidance of seasoned facilitators from True North Experience, the learners were challenged on physical, intellectual and emotional levels through a range of (mostly outdoors) activities. The whole programme was designed around personal growth, communication, leadership

development, strategic thinking and building team spirit. Three teachers, Mr Pretorius, Ms Ackerman and Ms Stoop, accompanied the learners. Mr Stroebel welcomed the learners to the campsite on arrival and stayed for their introduction to the camp.

The Learner Council also attended a workshop in order to start their planning for all their responsibilities for the year ahead. They received some feedback from the current head girl (Dharma Bredell) about the dos and don'ts of the past year. After they were briefed about what is expected of them, they were divided into their different committees and then given the opportunity to brainstorm about all the events they would like to do in the year to come.

## 2.16. Matric Farewell

The Great Gatsby Matric Farewell turned out to be a wonderful evening filled with glamour and elegance in celebration of the matric class of 2019. Music and warm words of welcome by the Grade 11 waiters created a lively atmosphere as the matrices arrived, showing off their beautiful evening gowns and suits. The Grade 12s enjoyed their three-course meal and danced the night away. It was indeed a celebration, not only of their school careers but also of their exciting futures that lie ahead.

## 2.17. Prize Giving Ceremonies

### 2.17.1. Sports and Culture Awards Ceremony

On Wednesday, 9 October 2019, a special ceremony took place during assembly. Several learners received certificates for achievements in cultural activities and for special contributions made at school. The Top 10 academic achievers, after the September test series, were also announced. Albert Diedericks and Tayla Esau treated the audience with their beautiful music on the piano and keyboard respectively.

### 2.17.2. Prestige Evening

The annual prizegiving ceremony was once again a definite highlight on the Curro calendar. Learners' outstanding achievements were acknowledged. Several merit certificates, trophies and medals and honorary colours were awarded. Mr Stroebel interviewed two of our matriculants, Anja Breytenbach and Dharma Bredell. This conversation captivated the audience with its very special motivational content and these two exceptional young ladies were awarded a standing ovation.

One of the highlights was most certainly the announcement of the Executive Committee of the Learner Council of 2020: Kiara De Gouveia (Head Girl), Syiabonga Nhlapo (Head Boy), Tayla Jearey (Deputy Head Girl) and Elona Fikani (Deputy Head Boy). Bhavika Patidar has been appointed as the secretary of the committee. Our marimba band, choir, Peter Kastoer on the piano and a vocalist, Gheran Hattingh, performed exceptionally on stage while sharing their musical talents with the guests.

After the formal proceedings guests were invited to attend a social function in the foyer.

## 2.18. University Information Evening

Curro Durbanville high school held a University Information Evening for all Grade 8 – 12 parents and learners. Representatives of the University of the Free State, the University of Pretoria, North-West University, the University of Cape Town, the University of the Western Cape and the University of Stellenbosch presented at this evening of excellence. It was a great privilege for our learners and

parents to hear first-hand about new courses of study that have opened at some of our country's universities, as well exciting career choices and areas of specialisation within the different faculties. It was also encouraging to learn about the many tools and learner/student support groups that are in existence and can assist and guide high school learners already now in their chosen field of study and tertiary direction. Each university speaker showcased a little bit about what makes their institution unique and our learners were able to get a bit more insight into 'student life'.

The overall message from all who spoke at the event was that high school learners must work hard and achieve good grades, which in turn will open tertiary institution admission avenues up to them when it comes time to apply. This was a wonderful opportunity for our learners to work on their academic futures and was definitely a night not to be missed!

### 2.19. World Prayer Day for Women

Curro Durbanville celebrated World Prayer Day for Women. The host country was Slovenia and the theme was 'Come, for everything is now ready'. Anneldi van Rooyen came to speak to the learners about the Bible verse Luke 14:1-2 and its meaning. Kiara De Gouveia (Grade 11 learner) gave a beautiful presentation with more information about the host country of Slovenia after which Ms Ackerman prayed for this beautiful country as well as any other issues and worthy causes relating to women. The event ended with all the girls, female staff members and family members to experience community with one another and celebrate each other over refreshments.

## 3. HIGHLIGHTS: SPORT

### 3.1. Athletics

The annual interschools athletics event was held on 13 February. Once more we walked away as the winners of the day! It was a sunny event filled with amazing spirit from all the Western Cape Curro schools. The athletics were won by Curro Durbanville and the spirit cup was shared with Curro Langebaan.

### 3.2. Chess

Our under 18 team won their league this year. They also competed in the District North Top Schools at Fairmont High School where they won gold.

Our under 18 open team competed in the Western Cape Schools Chess Top Schools tournament in Ceres and won gold. They also played against Parel Vallei High School, Rondebosch High School, Paul Roos Gymnasium, Luckhoff High School and Outeniqua High School and won all their matches.

During the June holidays Ethan Samuels, Andreas de Jager and Natasha Joubert took part in the South African School Championships. Andreas won gold for the under 15 boys and Ethan won silver for the under 19 boys. Natasha did well and finished in 12th position for the girls under 14.

Andreas was selected to represent South Africa in the under 16 Chess Olympiad in Turkey. Ethan was selected to go to the 2019 World Youth Chess Championships in Mumbai, India.

### 3.3. Cricket

Both our under 15 and under 19 teams were league winners. The under 15 team was also the WPNS Knockout tournament winners. Our under 19 team played in the WPNS six-a-side tournament and

finished as overall winners. We hosted five touring UK schools during the fourth term. It was a privilege to play against some good touring teams, as well as build good relationships with these schools.

At the Outeniqua High School Cricket Festival, the under 14 team won one of their five matches and the under 15 boys were undefeated. Several of our learners were selected to District North teams:

- **Under 14:**  
*Jarryd Laubscher, Streicher van der Westhuizen, Timothy Sampaya, Marco van Schalkwyk, Christiaan Kriegler, Jesse Muller.*
- **Under 15:**  
*Ayo Mjamba, Christian French, Kyran Munz, Neo Petersen, Jordan Jones, Nur Slamdien, Zane Galant.*
- **Under 16:**  
*Gustav van Schalkwyk, Nathan Just, Tiaan Visagie, Yazeed Arendse, Kenoe Christians.*
- **Under 17:**  
*AJ Henn, Khutzi Shabangu, Tomek Dubla, Fawaaz Gallie, Liam Muller, Elona Fikani*
- **Under 18:**  
*Joshua Dennis.*

Three of our learners were selected to the Western Province squad:

- **Under 15B:** *Zane Galant.*
- **Under 15A:** *Meeka-eel Prince*
- **Under 19A:** *Isma-eel Prince*

### 3.4. Cross-Country

Our athletes competed in 8 league races this year as well as the Northern Zone Championship. Congratulations to the following athletes who finished in the top 20 at the Championship and were selected for the Northern Zone team: *Beurick Kayser* (boys under 15), *Holly Wigington* (girls under 16), *Mieke Stander* (girls under 16) and *Carlah Kayser* (girls under 17).

### 3.5. Golf

Our 1st and 2nd golf teams played in the Western Province North A and C league respectively. The 1st team played 10 matches, of which they won 4, drew 3 and lost 3. They ended 3rd in the North-league. The 2nd team played 6 matches, of which they won 5 and lost 1. They ended 2nd in the North 3rd league and qualified to play in the overall Western province 3rd and 4th play-offs against Bishops' 3rd team. Curro Durbanville won this play-off and ended 3rd in the overall Western Province 3rd league.

### 3.6. Hockey

This year the boys' teams consisted of an under 14, under 16 (A and B) and under 19 (A and B) teams. The girls' teams consisted of an under 14, under 16 and under 19 (A and B) teams.

They participated in various matches.



### 3.7. Netball

This year we entered four teams in the second league. The under 14A and under 19A teams had the best season. We are very proud of Leah Christie (under 14) and Chelsea Crow (under 18) who were chosen for the CTHSN inter-district team. They represented their teams during the July school holidays in Wellington. Leah's team received 4th place in their tournament and Chelsea's team brought home the gold coming in 1st place.

### 3.8. Rugby

2019 was by far the most successful rugby season in the history of the school. The Wolf Pack was successful both on and off the field. It was a year of transformation and growth.

Two rugby teams – the under 19s and the under 15s – boarded the bus to participate in the South Cape School Festival. Little did anyone know or suspect that this tour will be used as an initial building block to change the way that our school and our boys have ever looked at rugby. The results on tour were promising but not of any real value, as it was off the field where the foundations were laid for growing the player pool, changing the mindset of our existing players and establishing a culture within our rugby fraternity. A culture of brotherhood, personal growth and winning.

Theoretical workshops with regards to rugby, video sessions and life coaching replaced idle hours between games. During these activities, the boys committed to making and being the change required to place us on the rugby map. The success of the tour created hype and renewed interest in rugby. With the 1st season practice, our original player pool doubled.

We appointed Charl as our Head of Rugby for 2019. Andy Coetzee and Gareth Rowe answered Charl's call to join him and Dries Badenhorst as the coaching quartet to achieve steep goals. The coaching goals were simple. Charl is a perfectionist and believes in preparation like few others. Therefore, he demanded that coaches come to practice fully prepared and motivated for the goal of the day. It also allowed for a platform to challenge our boys further. We could with confidence challenge bigger and better opponents. During this exercise, we emerged as Champions of the Private Schools (Curro Durbanville, Parklands College and Summerset College). We also challenged and beat Fairmont High School, who then reversed the result in the rematch on the last day of our season. Our only other loss was against Stellenbosch High School.

What made our u19 team special was their dedication, commitment and passion to be the best that they could be. They practised through holidays, on public holidays, in the rain and in the heat – never leaving a stone unturned in pursuit to become Curro Durbanville's best under 19 team.

Special mention must be made of the captain Israfeel Israel who led the team with distinction until he, unfortunately, suffered a serious shoulder injury. After this incident, he continued to lead by showing his teammates how to overcome the disappointment of a shortened season and missing out on Inter-schools. The team was unbeaten under his captaincy, which gives him a perfect record.

With regards to our league fixtures, the under 19's and the under 16 were unbeaten. This is another first for our school. Most matches were won with big score differences, confirming the giant steps taken in 2019. The juniors consisted of under 14, under 15 and under 16 boys. Numbers thus allowed us to enter an under 15 and an under 16 team in the league. The under 15's was a young and inexperienced group of boys, many of whom have never played rugby before. The main goal with this group was to introduce them to rugby, introduce them to our rugby structures and to assist them to



develop them to competitive and skilful rugby players for the future. The boys were very competitive throughout the season and managed some good victories.

The under 16 rugby team was statistically our most successful rugby team. In 2019 this team completed the entire season without losing a match. This group is spoiled with a wealth of talented players. This will play a huge part in taking Curro to the next level of competitiveness once they start infiltrating the under 19 ranks. Another special mention must be made of the captain Joshua van der Merwe who led this team with distinction.

2019 also saw our first ever rugby year-end function. It was a formal function which gave the boys the opportunity to suit up. More than 200 people attended this gala evening.

Top honours went to Mikyle van der Merwe and Brendan Nagel who shared the "Player of the Year" award. Tiaan Visagie was selected to play for a South African development side.

### 3.9. Swimming

#### Staff:

*Head Coach: Mr W Deyzel*

*Manager: Ms M Bouwer*

#### Highlights

- We participated in 8 Western Cape Schools league galas during term one and term four. We placed 5th and 7th overall in the A league.
- Curro Durbanville took part in an interschool gala against Curro Langebaan in August where we managed to continue our undefeated streak against them.
- We are very proud of the following Curro Learners who have been selected to represent Western Cape at SA Schools in December: *Leah Christie, Joanica Kriegler, Christiaan Kriegler, Carlah Keyser, Beurick Keyser and Guillaume Louw*

### 3.10. Tennis

We are very proud of our tennis teams who once again experienced a very successful season. Excellent results were achieved due to hard work, dedication and enthusiasm. There were many highlights that stood out. We had seven players in the Western Cape's Disa A Interpro team (under 15 and under 19) this year, three of whom were selected for the SA team. We are very proud of Kyler Hugo (SA under 17), Nerine van der Walt (SA under 17) and Hailey Troup (SA under 15) for this outstanding achievement.

Curro Durbanville had a successful CR van der Merwe tournament. Our boys' team finished fourth and our girls' team third. The following Top schools were part of this tournament: Paarl Gymnasium, Paarl Boys' High School, Paarl Girls' High School, Stellenberg High School, Cradock High School, Bloemhof Girls' High School and Stellenbosch High School. The winners were Bloemhof Girls' High School (Girls Section) and Paarl Boys' High School (Boys Section).

Our boys' and girls' first teams had a very successful league season this year. The girls recorded 7 out of 7 wins and the boys 6 out of 8 wins. Both teams were invited to the Top 8 Schools tournament in March. The event, unfortunately, got cancelled because of the busy Western Province tennis season.

Our boys and girls combined to compete in the Joe Eveleigh Invitational Kenridge Doubles Tournament. A doubles tournament featuring the top Western Province players. Our team did exceptionally well by winning the tournament. We are proud of them.

Curro Durbanville also played at the Curro Nationals in October at Sun City. Both of our teams did well. Our boys' team lost in the semi-finals against Curro Hazeldean and our girls' team had a tough final versus Curro Hazeldean after beating Curro Hillcrest in the semi-finals. It was a long hard-fought final which the girls' team lost, and thus placing second at the tournament. Kyler Hugo, Hailey Troup, Erin Laubscher and Cassidy Cupido were selected for the 2020 Nationals team.

Individual players participated in various tournaments throughout the year and had exceptional results.

#### **Individual performances:**

- *Marno Carstens* (Grade 11) – Under 19 Western Cape Disa A Interpro Team
- *Kyler Hugo* (Grade 10) – Under 19 Western Cape Disa A Interpro Team; Under 17 SA Team
- *Tiffany le Roux* (Grade 12) – Under 19 Western Cape Disa A Interpro Team
- *Nerine van der Walt* (Grade 10) – Under 19 Western Cape Disa A Interpro Team; Under 17 SA Team
- *Erin Laubscher* (Grade 10) – Under 19 Western Cape Disa A Interpro Team
- *Hailey Troup* (Grade 8) – Under 15 Western Cape Disa A Interpro Team' Under 15 SA Team
- *Cassidy Cupido* (Grade 9) – Under 15 Western Cape Disa A Interpro Team

## **4. HIGHLIGHTS: CULTURE**

### **4.1. Afrikaanse Redenaars/Public Speaking**

This year Curro Durbanville's public speakers took part in the *ATKV Redenaars* competition, the *Radikale Redenaars* competition as well as the *Oppietong af Redenaars* competition where they achieved excellent results. In total the ten learners who participated in various categories, achieved, 3 A++, 7 A+, 4 A, 2 B+ and 1 B certificate.

Joshua Beckley (Grade 8), Megan Naudé (Grade 8), Leah Tshotwane (Grade 8), Jenna Rigby (Grade 9) and Emma Beckley (Grade 10) excelled by qualifying for the national final of the *Radikale Redenaars* and *Oppietong af Redenaars* competitions. Joshua Beckley did exceptionally well in the national final of the *Oppietong af competition* where he came first in the entertainment speech category.

Joshua Beckley and Emma Beckley were also category winners for public speaking at the Tygerberg Eisteddfod.

### **4.2. Choir**

All three of Curro Durbanville's choirs – the Junior, Senior and High School choirs were invited to take part in the final round of the Tygerberg Eisteddfod. They performed at the Tygerberg Gala Concert at the Endler Hall in Stellenbosch.

In previous years, Curro Durbanville's Junior Choir have been invited to perform at this Gala evening, but this is the first time ever that Curro Durbanville's Senior and High School Choirs have also been

invited. Having all three choirs perform at this upcoming event is truly an incredible milestone and achievement for our school.

The High School Choir achieved an average of 88% in the Contemporary Category of the Tygerberg Eisteddfod. This was the first time ever that the choir participated in this competition.

#### 4.3. Curro Band

The band, led by Peter Kastoor (Grade 12), grew with a lot of new members this year. They worked very hard to build up a new and exciting repertoire. They performed at the Valentines ball and set the mood for Heritage Day by performing proudly South African songs at Curro's Heritage Day celebration.

#### 4.4. Eisteddfods

Our learners performed phenomenally well and took part in the Stellenbosch and Tygerberg Eisteddfods, as well as the first-ever Curro Arts Superhero.

##### 4.4.1. Tygerberg Eisteddfod

Our music learners achieved excellent results at the Tygerberg International Eisteddfod. Five music learners received trophies at the Tygerberg International Eisteddfod's Prize-winners Concert.

#### Trophy winners:

Julia Theron	<b><i>Piano Duet 13 years; Piano solo 13 years</i></b>
Albert Diedericks	<b><i>Piano Sonata 14 years</i></b>
Marco Erlank	<b><i>Church Organ 17 years</i></b>
Gheran Hattingh	<b><i>Singing 17 years</i></b>
Peter Kastoor	<b><i>Piano Sonata 18 years; Jazz 18 years</i></b>

#### Other categories:

##### **Joshua Beckley – Grade 8**

- *Public Speaking Prepared – 91%*
- *Public Speaking unprepared – 90%*
- *Prize winner – Public Speaking*

##### **Jordan van Schoor – Grade 9**

- *Unprepared Reading – 78%*
- *Poetry Own Choice – 85%*

##### **Emma Beckley – Grade 10**

- *Poetry Own Choice – 69%*
- *Poetry Prescribed – 90%*
- *Public Speaking Unprepared – 90%*
- *Public Speaking Prepared – 94%*
- *Prize winner – Public Speaking*

##### **Gustav van Schalkwyk – Grade 10**

- *Public Speaking – 90%*

**Kiara De Gouveia – Grade 11**

- *Monologue – 90%*
- *Creative Writing – 90%*

**Marco van Schalkwyk – Gr.8**

- *Creative Writing – 88%*

**Christine Nagel – Gr.10**

- *Art – 70%*

**4.4.2. Curro Arts Superhero**

LEARNER	GR.	CATEGORY	CERTIFICATION	CATEGORY
Lisa Bezuidenhout	8	<i>Monologue</i>	<i>Black</i>	<i>Act it</i>
Mia Dippenaar	8	<i>Monologue</i>	<i>Black</i>	<i>Act it</i>
Mia Dippenaar	8	<i>Poetry</i>	<i>Black</i>	<i>Act it</i>
Mia Dippenaar and Matthias Calitz	8	<i>Dialogue</i>	<i>Silver</i>	<i>Act it</i>
Mia Dippenaar and Matthias Calitz	8	<i>Dialogue</i>	<i>Silver</i>	<i>Act it</i>
Zante Palmer	8	<i>Crafts</i>	<i>Bronze</i>	<i>Make it</i>
Mia Dippenaar and Gheran Hattingh	8	<i>Duet</i>	<i>Black</i>	<i>Sing it Groups</i>
Mia Dippenaar and Gheran Hattingh	8	<i>Duet</i>	<i>Black</i>	<i>Sing it Groups</i>
Lisa Bezuidenhout	8	<i>English</i>	<i>Silver</i>	<i>Spell It</i>
Mia Dippenaar	8	<i>Musical Solo</i>	<i>Kryptonite</i>	<i>Sing it Solo</i>
Zanté Palmer	8	<i>Solo</i>	<i>Kryptonite</i>	<i>Sing it Solo</i>
Julia Theron	8	<i>Solo</i>	<i>Black</i>	<i>Sing it Solo</i>
Mia Dippenaar	8	<i>Solo</i>	<i>Kryptonite</i>	<i>Sing it Solo</i>
Sanah Healey	8	<i>Solo</i>	<i>Black</i>	<i>Sing it Solo</i>
Zante Palmer	8	<i>Digitally Manipulated</i>	<i>Participation</i>	<i>Shoot it</i>
Zante Palmer	8	<i>Nature</i>	<i>Silver Surfer</i>	<i>Shoot it</i>
Amber-Leigh Nel	8	<i>Nature</i>	<i>Bronze Tiger</i>	<i>Shoot it</i>
Liebe Botha	8	<i>Nature</i>	<i>Silver Surfer</i>	<i>Shoot it</i>
Liebe Botha	8	<i>Landscape</i>	<i>Bronze Tiger</i>	<i>Shoot it</i>
Liebe Botha	8	<i>Digitally Manipulated</i>	<i>Black Raven</i>	<i>Shoot it</i>
Danae Strauss	8	<i>Nature</i>	<i>Bronze Tiger</i>	<i>Shoot it</i>
Claudia van der Merwe	8	<i>Social Media Campaign</i>	<i>Kryptonite</i>	<i>Tweet It</i>
Zanté Palmer	8	<i>Write It: Short Story</i>	<i>Silver Surfer</i>	<i>Write it</i>
Amirah Sattar	9	<i>Painting</i>	<i>Participation</i>	<i>Make it</i>
Jenna Rigby	9	<i>Drawing</i>	<i>Participation</i>	<i>Make it</i>
Kayla Strauss	9	<i>Painting "Baby"</i>	<i>Kryptonite</i>	<i>Make it</i>
Kayla Strauss	9	<i>Drawing</i>	<i>Bronze</i>	<i>Make it</i>

LEARNER	GR.	CATEGORY	CERTIFICATION	CATEGORY
Lauren van der Westhuizen	9	Drawing	Participation	Make it
Sasha Botha	9	Ceramics	Bronze	Make it
Christo Barnard	9	Landscape	Bronze Tiger	Shoot it
Emma Joubert	9	Landscape	Bronze Tiger	Shoot it
Paige Titus	9	Short Story	Black Raven	Write it
Tayla Esau	9	Poem	Silver Surfer	Write it
Jenna Rigby	9	Write It: Short Story	Kryptonite	Write it
Iyabazi Rojie	10	Monologue	Silver	Act it
Christine Nagel	10	Painting	Kryptonite	Make it
Caleb Jeffreys and Andrea Swanepoel	10	Duet	Silver	Sing it Groups
Caleb Jeffreys and Andrea Swanepoel	10	Duet	Silver	Sing it Groups
Amor Rhode	10	Prepared	Silver	Read It
Amor Rhode	10	Unprepared	Silver	Read It
Iyabazi Rojie	10	Unprepared	Black	Read It
Nell Ackermann	10	Unprepared	Black	Read It
Megan Gabrielse	10	Solo	Black	Sing it Solo
Nell Ackermann	10	Solo	Black	Sing it Solo
Caleb Jeffreys	10	Solo	Black	Sing it Solo
Amor Rhode	10	Poem	Silver Surfer	Write it
Amor Rhode	10	Short Story	Bronze Tiger	Write it
Zara Healey	10	Poem	Silver Surfer	Write it
Aren Strauss	11	Monologue	Silver	Act it
Carlia Greyling	11	Monologue	Black	Act it
Kiara de Gouveia	11	Monologue	Black	Act it
Matthias Calitz and Carla Greyling	11	Mime	Silver	Act it
Matthias Calitz and Carla Greyling	11	Mime	Silver	Act it
Isabella Keeves	11	Drawing "Hands"	Bronze	Make it
Isabella Keeves	11	Drawing "Eyes"	Bronze	Make it
Bianca Brown	11	Prepared	Black	Read It
Kiara De Gouveia	11	Prepared	Black	Read It
Tayla Jearey	11	Prepared	Black	Read It
Danelle Joshua	11	Solo	Kryptonite	Sing it Solo
Gheran Hattingh	11	Solo	Kryptonite	Sing it Solo
Yonela Tshaka	11	Solo	Silver	Sing it Solo
Ben Elliott	11	Music Video	Bronze Tiger	Tweet It
Ben Elliott	11	Short Story	Silver Surfer	Write it
Kiara De Gouveia	11	Short Story	Kryptonite	Write it

LEARNER	GR.	CATEGORY	CERTIFICATION	CATEGORY
Liam Mongie	11	Poem	Silver Surfer	Write it
Carmen Genade	12	Mixed Media	Kryptonite	Make it
Hendre Barnard	12	Painting	Participation	Make it
Chelsea Crow	12	Solo	Silver	Sing it Solo
Kyla Ackhurst	12	Solo	Kryptonite	Sing it Solo
Anya Rall	12	Nature	Bronze Tiger	Shoot it
Roxanne Collinge	12	Nature	Participation	Shoot it
Roxanne Collinge	12	Portrait	Black Raven	Shoot it
Hendre Barnard	12	Nature	Silver Surfer	Shoot it
Hendre Barnard	12	Landscape	Silver Surfer	Shoot it
Hendre Barnard	12	Portrait	Black Raven	Shoot it
Curro High School Spreekkoor	8 – 12	Spreekkoor	Bronze	Act it

#### 4.5. Music Bursary

Marco Erlank is a brilliant church organist and received, for the fourth year in a row a bursary to the value of R13 000 from the *South African Church Organist Society*. Students from all over the country competed in the national round and Marco was one of only five students invited to perform at the gala evening held at the Endler Hall in Stellenbosch.

#### 4.6. School Productions

We entered the first-ever *Curro Create National Theatre Festival* with a brand-new production entitled *Vreet*. The play was written by two teachers, Ms Amann and Mr Van Zyl. The cast of eight learners performed exceptionally well and was chosen as the judges' favourite production during the Western Cape rounds. The production was also invited to compete at the national rounds in Johannesburg during the September holidays.

CATEGORY	AWARD
Best new script	Double gold (95 – 100%)
Best production	Gold (85 – 94.9%)
Directing	Double gold (95 – 100%)
Carlia Greyling	Dubbel goud – Vir haar rol as Jessica Fletcher in 'Vreet'
Juan-Luc Muller	Goud – Vir sy rol as Stefan de Koning in 'Vreet'
Andrea Swanepoel	Silver – For her role as Mrs Smith in 'Vreet'
Matthias Calitz	Silver – For his role as Inspector Dumond
Mia Dippenaar	Brons – Vir haar rol as Ingrid Jonker-Smith in 'Vreet'
Megan Naude	Brons – Vir haar rol as Daisy de Melker in 'Vreet'
Laura Barnes	Participation
Sanah Healey	Participation

This year our staff also decided to stage a Staff Concert, entitled *Jannie: A High School Musical* as part of spirit week before our winter interschools. Over 500 people attended and the production was a huge success and functioned as a wonder teambuilding exercise for our staff.



#### 4.7. Toastmasters Youth Leadership Programme

Toastmasters, presented in English, is a programme facilitated by Marinda Casalvolone. She is a certified Life Coach. She was assisted by Wolly Denzl, the Area R2 Director – District 74 of Toastmasters. The Youth Leadership group met every Friday for eight weeks. The last session was a gala event to which guests, teachers and parents were invited. Attending this year were: *Siya Nhlapo, Ross Massyn, Emma Beckley, Cara du Plessis, Andrea Swanepoel, Kiara De Gouveia, Caitlyn Olivier, Jenna Rigby, Tayla Jeary, Aren Strauss and Nina Hipkin.*

### 5. HIGHLIGHTS: ACADEMICS

#### 5.1. Matric Results 2018

		2018	2017	2016	2015	2014
1.	<b>Number candidates</b>	74	69	80	64	77
2.	<b>% candidates passing</b>	100%	100%	(100%)	(100%)	(100%)
3.	<b>Pass with entry to degree studies (BD)</b>	65 (87.8%)	64 (93%)	69 (86.25%)	50 (79,4%)	58 (75.3%)
	<b>Pass with entry to diploma studies (D)</b>	9 (12.2%)	5 (7%)	11 (13.75%)	13 (20.6%)	19 (24.7%)
	<b>Pass with entry to higher certificate (HC)</b>					
4.	<b>Candidate aggregates:</b>					
	A's	8	11 (16%)	7 (8.75%)	3 (4.8%)	7 (9%)
	B's	22	21 (30.4%)	24(30%)	11 (17.5%)	18 (23%)
	C's	29	25 (36.2%)	33(41.25%)	26 (41.3%)	26 (34%)
	D's	13	12 (17.4%)	15(18.75%)	17 (26.9%)	21 (27%)
	E's	2		1(1.25%)	6 (9.5%)	5 (7%)
	Number of learners achieving a C (60%) aggregate and above	79.7%				
5.	<b>Grade average</b>	67.5%	69.5%	67.23%	62.73%	64.53%
6.	<b>Subject averages above 60%</b>	17 of 20 subjects	16 of 19 subjects	15 of 19 subjects	13 of 22 subjects	16 of 22 subjects
	<b>Subject averages above 65%</b>	14 of 20 subjects				

7.	<b>TOP 10 CANDIDATES</b>	<b>AVERAGE</b>	<b>NUMBER OF DISTINCTIONS</b>	<b>TOTAL NUMBER OF SUBJECTS</b>
	1. <i>Ralph McDougall (In Top 1% of Mathematics and IT candidates)</i>	91.7%	8	8
	2. <i>Joanie Thom (In Top 1% of LO candidates)</i>	86.7%	7	7
	3. <i>Michelle Boersma</i>	83.4%	5	7
	4. <i>Joshua Sadie</i>	82.7%	6	7
	5. <i>Shannon Mongie</i>	82.4%	5	7
	6. <i>Andrew Grimmbacher</i>	80.6%	4	7

7.	TOP 10 CANDIDATES	AVERAGE	NUMBER OF DISTINCTIONS	TOTAL NUMBER OF SUBJECTS
	7. <i>Matthew Hayden</i>	80%	4	7
	8. <i>Janco Greyling</i>	80%	3	7
	9. <i>Ethan Lombard</i>	79.4%	3	7
	10. <i>Michael George</i>	79.1%	4	9
	11. <i>Joubert Visagie</i>	79.1%	4	8

The following candidates also have 3 or more distinctions:

8.	CANDIDATES	NUMBER OF DISTINCTIONS
	<i>Gracious Izaks</i>	4
	<i>Klara Otte</i>	4
	<i>Luan de Jager</i>	3
	<i>Danika de Koker</i>	3
	<i>Ewald Diedericks</i>	3
	<i>Armin Els</i>	3
	<i>Dantelle Joubert</i>	3
	<i>Ciara Weight</i>	3

## 5.2. Spring School

Grade 12 learners had the opportunity to attend workshops in certain subjects during the first week of the September holidays. About 70% of our Grade 12 learners attended the sessions. Teachers did valuable revision and discussed how to answer examination papers. This also helped learners to plan their own study program. Art learners used this time to complete their final artworks. Dramatic Arts learners also prepared for their final practical during this week.

## 5.3. Digital Devices: Grades 8 – 12

In 2019 tablets and Windows-based 2-in-1 devices were used from Grade 8 to 12. The system has been running error-free for some time now. Communication between the school and the ITSI consultant is hassle-free.

Two tablet champions (one for Grade 8 and 9; one for Grade 10 – 12) are assigned to assist the learners should they have issues with their tablets. This system works really well.

The textbooks of 2020 should be downloaded towards the end of November. We are confident that this will ease the process even more next year. We have also found that Samsung tablets seem to “communicate” more effectively with the WiFi system at school.

Currently, the school only supports Android operated tablets with the ITSI school system (Suppliers of textbooks and reader software). Although the app is available for iPad, those devices cannot be supported by the teachers, since we are only trained in Android operating systems. The ITSI representative visits the school once a week. During this time, they will visit the primary and high school champions to establish where problems are experienced and then assist to solve them. The champions can also contact them in the week should a problem arise that needs immediate attention.

This project definitely adds value to what Curro Durbanville has to offer its clients. This year the teachers have become more confident in their use of the textbooks and have also started using appropriate apps to assist them in their teaching of various content; including Microsoft Teams.

Pushing of content has reached an all-time high, which means our staff are making use of this system quite often instead of photocopying pages.

All Android/iPad devices are still being slowly phased out to be replaced by Windows operating system 2-in-1 devices/laptops.

#### 5.4. Career Exhibition

50 tertiary institutions participated in our annual Career Exhibition. The exhibits covered a broad spectrum of courses and careers. Curro Brackenfell, Curro Century City and Masibambane Secondary School visited our school to join us in this wonderful event.

The Grade 9, 11 and 12 learners had the opportunity to talk to representatives from these institutions, where they could find out more regarding the variety of courses offered, the subject and entrance requirements for various courses and the financial implications of their study direction.

This was really a positive experience for the learners and contributes to well-informed decisions regarding subject and career choices in the future.

#### 5.5. IEB CONFERENCES

##### 5.5.1. PRINCIPAL'S CONFERENCE: 25 January 2019

Mr Riaan Stroebel (Head: High School), Ms Elsa Boshoff (Phase Head: FET phase and IB liaison) and Ms Corné Marais (assistant IEB liaison) attended the principal's meeting at Somerset College.

##### 5.5.2. USER GROUP CONFERENCES

The following teachers attended the IEB conferences in 2019:

##### 5.5.2.1. NATIONAL CONFERENCES: 1 February 2019

SUBJECT	TEACHER
<b>AP Mathematics</b>	<i>Etienne Pienaar</i>
<b>AP Physical Sciences</b>	<i>Jacques le Roux</i>
<b>CAT</b>	<i>Rohan Smit</i>
<b>CAT</b>	<i>Martenette Strauss</i>

##### 5.5.2.2. NATIONAL CONFERENCES: 2 February 2019

SUBJECT	TEACHER
<b>Afrikaans FAL</b>	<i>Joline de Klerk</i>
<b>Business Studies</b>	<i>Lucinda Jansen</i>
<b>Consumer Studies</b>	<i>Hannelie Crous</i>
<b>Dramatic Arts</b>	<i>Lize-Meri Amann</i>
<b>EGD</b>	<i>Christo Pretorius</i>
<b>History</b>	<i>Isa Swanepoel</i>
<b>IT</b>	<i>Martenette Strauss</i>
<b>Mathematics</b>	<i>Etienne Pienaar</i>
<b>Physical Sciences</b>	<i>Jacques le Roux</i>

### 5.5.2.3. REGIONAL CONFERENCES: 9 February 2019

SUBJECT	TEACHER
<i>Accounting</i>	<i>Elsa Boshoff</i>
<i>Accounting</i>	<i>Janes Benadé</i>
<i>English HL</i>	<i>Jeanne Swart</i>
<i>English HL</i>	<i>Katherine Myburgh</i>
<i>Geography</i>	<i>Frances Uys</i>
<i>LO</i>	<i>Chanél Fourie</i>
<i>Life Sciences</i>	<i>Carl Zimmermann</i>
<i>Life Sciences</i>	<i>Joni Stoop</i>
<i>Mathematical Literacy</i>	<i>Marianna Claassens</i>
<i>Visual Arts</i>	<i>Hayley Robson (substitute teacher)</i>
<i>Visual Arts</i>	<i>Warwick Goldswain</i>

### 5.5.2.4. NATIONAL CONFERENCES: 16 February 2019

SUBJECT	TEACHER
<i>Afrikaans HT</i>	<i>Corné Marais</i>
<i>Afrikaans HT</i>	<i>Joline de Klerk</i>
<i>English FAL</i>	<i>Monika Evans</i>
<i>Music</i>	<i>Lize Janse van Rensburg</i>

At these conferences teachers discuss the previous year's school-based assessments, examination papers, marking thereof and the results. Valuable information for the current academic year's assessments had been provided. New topics in the curriculum are also discussed.

### 5.6. Professional learning communities (PLCs)

The Western Cape Curro teachers got together on 1 April 2019 at Curro Century City and on 7 October 2019 at Curro Durbanville to collaborate. In these sessions, teachers shared planning, assessments and resources as well as best practices. New teachers are learning from more experienced teachers but can also give their input and share their ideas. Some groups connected via Starleaf, Microsoft Teams or Skype with other PLCs.

### 5.7. Subject Advisors visit Curro Durbanville

The following subject advisors visited Curro Durbanville:

SUBJECT	ADVISOR
<i>Mathematics and Mathematical Literacy</i>	<i>Maria Schmidt</i>
<i>Accounting, Business Studies and EMS</i>	<i>Corné Swanepoel</i>
<i>Geography</i>	<i>Karen Pollard</i>
<i>Physical Sciences and Life Sciences</i>	<i>Elsa Lombard</i>
<i>Afrikaans EAT and HT</i>	<i>Sonia du Plessis</i>

The subject advisors did classroom visits in the different departments to look at classroom management and the environment of different classrooms. They discussed possible problems and solutions as well as best practices with the subject teams.

### 5.8. Business Studies: Ads Night

The school's eagerly anticipated ADS NIGHT 2019 once again took place this year. Numerous food stalls lined the campus, as the Grade 10 Business Studies learners manned their food stalls. Delicious and traditional food was on sale from stalls which were brilliantly decorated to represent countries from around the world.

As the sun set, the audience settled in front of the outdoor screen to view a movie as well as excellently filmed and edited adverts produced by our Grade 11 Business Studies learners. The learners excelled by showing how creative they can be.

The Grade 11 learners' ads results are as follows:

- **First place: ORBIT GUM:** *Tayla Jearey, Kiara De Gouveia, Jana Botha*
- **Second place: NUTRITECH:** *Jamie Wilcox and Dylan Kotze*
- **Third place: VASELINE:** *Dean Rautenbach, Elona Fikani, Khutsala Shabangu, Brandon Botha*

### 5.9. Curro@Night

The annual Curro@Night event entails an extra-long school day. It is always a highlight, especially since it meant a longer weekend for everyone. Teachers are encouraged to think of new and innovative ways to teach their subjects on this day and the learners thoroughly enjoy it.

### 5.10. Grade 9 Subject Choice and Psychometric Evaluation

In the first term, Grade 9 and Grade 11 learners did aptitude tests by HPM (Human Progress Management) to assist them in making the right subject and career choices. The Grade 9 Subject Choice evening took place in the third term. It was a compulsory evening for the Grade 9 learners as well as their parents. Every subject head had the opportunity to share their expertise in their specific subjects. This helped the Grade 9s a lot to be better informed regarding what each subject entail. The high school Head, the Grade 9 Grade Head as well as the Academic Head also delivered a short speech and gave advice on how to make the correct subject choices. Every learner received a final subject choice form with ample time to complete it. The evening ended with parents enjoying a cup of coffee or tea and had the opportunity to speak to specific teachers when they were uncertain about something regarding that teacher's subject. Throughout the year Ms Fourie also discussed their queries, cleared the confusion and put them at ease during the LO lessons and after school hours. She gave them guidelines to help them make the right choices regarding their futures. She has also discussed the Curro booklet with them that was distributed by Head Office. This year's booklet even had some tips for the parents as well which Ms Fourie thought to be very helpful. Ms Fourie provided her classes with contact details of Career Psychologists she recommends if they felt the need for this. Overall the Grade 9s were very well prepared by their LO teacher, HPM and the Subject Choice Parent evening in making one of the most important decisions of their school career.

### 5.11. Science Week

The highly successful Science week was hosted again this year. A speaker who worked in Antarctica and now hosts various science clinics and workshops came to speak to the learners during assembly, about his experiences and the opportunities out there for science learners.

During the first and second break on Tuesday, learners from Grade 8 to 12 could take part in a Kahoot quiz to foster excitement and indulge the competing spirit of the science learner.

On Wednesday and Thursday during the break, learners made ginger beer in Ms Stoop's class and learnt all about the fermentation process. The learners were also made aware of the environmental issues in the world with a presentation by Mr Le Roux and Ms Ackerman after which the learners made their own awareness posters to put up in the passages.

On Wednesday, the learners set up their EXPO posters and the science department hosted their annual Science Expo in the hall with a judge from Curro Langebaan, University of Cape Town as well as all the science teachers of Curro Durbanville.

On Friday all the learners and a few daring teachers got dressed up as science fiction characters and the head of science from Curro Head office came to do a few science demonstrations for all the learners in the hall.

### 5.12. Science Expo

There were eleven research projects: two Engineering, three Energy, two Environmental, three Physical Science and one Plant Science. Fourteen learners participated in the Regional Eskom Expo for Young Scientists hosted in Stellenbosch, during August. Our learners achieved the following results:

- **Participation:**

*Juan-Luc Muller*

- **Bronze medals:**

*Amore Rhode*

*Alana Kieslich*

*Yajna Baran – **Best Water research project***

- **Silver medals**

*Siyabonga Mlindazo Nhlapo*

*Aidan van Blerck and Ramoamalala Annie McCafferty*

*Rhea Naidoo and Emma Biskupsky*

*Michael Mark Woods*

*Joshua Cupido*

*David Enslin – **Special prize***

- **Gold medal**

*Kyle Janse van Rensburg and Erin Cuff – **Best Physical Science Research project***

*Yajna Baran* was selected to represent the Stellenbosch district at the International Science Fair in Gauteng over the September school holidays. She won a silver medal for her project – "Automated solid water wastewater filter system: Fresh Water Buddy" at this event.



## 6. EFFECTIVE FUNCTIONING

### 6.1. Leadership

<b>Executive Head:</b>	<i>Mr Dirk van Zyl</i>
<b>Head of High School:</b>	<i>Mr Riaan Stroebe</i>
<b>SMT Members:</b>	<i>Ms Elsa Boshoff</i> <i>Mr Deon Van Zyl</i> <i>Ms Isa Swanepoel</i> <i>Ms Corné Marais</i> <i>Mr Rohan Smit</i>

### 6.2. Subject Heads

Subject heads attended IEB conferences and training sessions throughout the year. Our CCMD ensures we keep our standard of teaching in every subject across all grades. They are responsible for the implementation of the new developments in the curriculum or in methodology in their departments. Subject heads held meetings twice per term. Subject meetings took place once a week.

<b>SUBJECT</b>	<b>SUBJECT HEAD</b>
<b>Accounting</b>	<i>Elsa Boshoff</i>
<b>Afrikaans</b>	<i>Joline de Klerk</i>
<b>Business Studies</b>	<i>Lucinda Jansen</i>
<b>Computer Applications Technology</b>	<i>Rohan Smit</i>
<b>Consumer Studies</b>	<i>Hannelie Crous</i>
<b>Creative Arts</b>	<i>Lizanet Palmer</i>
<b>Dramatic Arts</b>	<i>Lize-Meri Amann</i>
<b>Economic and Management Sciences</b>	<i>Elsa Boshoff</i>
<b>Engineering Graphics and Design</b>	<i>Christo Pretorius</i>
<b>English</b>	<i>Jeanne Swart</i>
<b>Geography</b>	<i>Frances Uys</i>
<b>History</b>	<i>Isa Swanepoel</i>
<b>Information Technology</b>	<i>Martenette Strauss</i>
<b>Life Orientation</b>	<i>Chanél Fourie</i>
<b>Life Sciences</b>	<i>Joni Stoop</i>
<b>Mathematical Literacy</b>	<i>Marianna Claassens</i>
<b>Mathematics</b>	<i>Etienne Pienaar</i>
<b>Music</b>	<i>Jeanne Maritz</i>
<b>Physical Sciences</b>	<i>Jacques Le Roux</i>
<b>Technology</b>	<i>Rohan Smit</i>
<b>Visual Arts</b>	<i>Lizanet Palmer</i>

### 6.3. Grade Heads

Our Grade Head system or Learners Affairs system, creates an emotional safety net for our learners, starting with the Guardian teacher, Grade Head, Head of Learner Affairs and ultimately the high school Head. They are supported by our three councillors. Each Grade Head files an individuation report on every child that he or she had to deal with during the course of the term. This keeps a record of all action, parent and learner interactions and steps taken to assist and guide and help learners.

Record is kept of all disciplinary steps taken. These reports are filed and made available to the Executive Head and High School Head by the Head of Learner Affairs, every term.

The Grade Heads play an essential role as the contact person between the school and learners' homes. It is our experience that learners perform better when there is a good relationship between parents and teachers. Learners' overall well-being, as well as their academic progress, has been monitored and attended to throughout 2019.

<b>Grade Heads:</b>	<i>Ms Isa Swanepoel</i>
<b>Grade 8:</b>	<i>Ms Lize-Meri Amann</i>
<b>Grade 9:</b>	<i>Ms France Uys</i>
<b>Grade 10:</b>	<i>Mr Janes Benade</i>
<b>Grade 11:</b>	<i>Ms Martenette Strauss</i>
<b>Grade 12:</b>	<i>Ms Lucinda Jansen</i>

After each term, a thorough marks discussion is led by the Grade Heads during which special mention is made of learners' good achievements. Concerns are also raised in cases of unsatisfactory progress.

Parent evenings are held on a termly basis where parents have the opportunity to meet Grade Heads as well as subject teachers.

#### 6.4. Communication

This year the high school's communication plan included all the major events of the year. The aim of this plan was to have a detailed plan of what types of communication would be used to inform parents and learners of particular events that occur.

Communication in the high school focused on all forms of communication going out to parents, learners and the community. These communication types included letters, circulars, newsletters, information brochures as well as various digital content pushed to learner's devices. These forms of communication were done to keep the parents and other interested parties better informed of what is going on at the school.

Successful elections of class representatives were also implemented this year. There will be a continued growth on this communication platform to empower the class representatives to help streamline and better our communication mediums with our parent community. From the 2018 forum, we identified the need to meet on a quarterly basis with the class representatives and that has been implemented in 2019. For 2020 we will set this meeting to be on the first Wednesday of every new term. In addition to that, we elected a PAC member to oversee our class representatives from a parent's perspective to ensure no information/communication got lost between the various aspects of the school. This delivered great fruit with regards to responsiveness and helpfulness from our parent body.

Having a full-time Marketer that takes care of the look and feel of all our social media posts, flyers, advertisements etcetera has a tremendous positive impact.

Communication with parents was achieved mainly through the following means: the school's Facebook page, SMS, email, digital notice board, the school's website, a brag sheet and a bi-weekly

newsletter. MyHub was used extensively in this process. At our first quarterly class representatives meeting quorum was reached on sending all school-based communication out in English only.

## 6.5. Discipline

Discipline is conducted by the Grade Heads, the Head of Learner Affairs and the High School Head. We are guided by the Code of Conduct and believe in restorative discipline rather than retributive discipline.

We have a Saturday detention system build in to change behaviour before it becomes necessary to take more serious steps. We had 37 children on Saturday detention this year, we issued 2 final written warnings with suspended suspension, 6 final written warnings, 4 written warnings, 4 verbal warnings and we tested numerous learners.

In general, our discipline is good, and we deem ourselves grateful and privileged.

## 7. STAFF

### 7.1. Staff List 2019

<b>SURNAME</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>ABBREVIATION</b>
<i>Ackerman</i>	<i>Liaan</i>	ACADEMICS	LAC
<i>Amann</i>	<i>Lize-Meri</i>	ACADEMICS	LA
<i>Benadé</i>	<i>Janes</i>	ACADEMICS	JB
<i>Boshoff</i>	<i>Elsa</i>	ACADEMICS	EB
<i>Botha</i>	<i>Christiaan</i>	ACADEMICS	ChB
<i>Botha</i>	<i>Jolene</i>	ACADEMICS	JoB
<i>Bouwer</i>	<i>Marilie</i>	ACADEMICS	MB
<i>Christians</i>	<i>Darryl</i>	SPORT	DC
<i>Christians</i>	<i>Darryl</i>	SPORT	DC
<i>Claassens</i>	<i>Marianna</i>	ACADEMICS	MC
<i>Coertzen</i>	<i>Johanna</i>	ADMIN	JC
<i>Crous</i>	<i>Hannelie</i>	ACADEMICS	HC
<i>De Klerk</i>	<i>Joline</i>	ACADEMICS	JdK
<i>De Klerk</i>	<i>Joline</i>	ACADEMICS	JDK
<i>Deysel</i>	<i>Warren</i>	SPORT	
<i>Du Toit</i>	<i>Leilani</i>	SPORT	LdT
<i>Evans</i>	<i>Monika</i>	ACADEMICS	ME
<i>Fourie</i>	<i>Chanél</i>	ACADEMICS	CF
<i>Frantz</i>	<i>Lauren</i>	ACADEMICS	LF
<i>Goldswain</i>	<i>Warwick</i>	ACADEMICS	WG
<i>Grundling</i>	<i>Kosie</i>	SITE MANAGER	
<i>Harvett</i>	<i>Willine</i>	ACADEMICS	WH
<i>Hattingh</i>	<i>Marlize</i>	ACADEMICS	MH
<i>Hofmeyer</i>	<i>Rhona</i>	CAFETERIA	
<i>Human</i>	<i>Kayla</i>	ACADEMICS	KH
<i>Jansen</i>	<i>Lucinda</i>	ACADEMICS	LJ
<i>Kruth</i>	<i>Wendy</i>	ADMIN	WK
<i>Le Roux</i>	<i>Jacques</i>	ACADEMICS	JIR
<i>Marais</i>	<i>Corné</i>	ACADEMICS	CM
<i>Mathys</i>	<i>Marilize</i>	ACADEMICS	MM
<i>Mathys</i>	<i>Marilize</i>	ACADEMICS	MM

<b>SURNAME</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>ABBREVIATION</b>
<i>Matthee</i>	<i>Charmaine</i>	ACADEMICS	ChM
<i>Myburgh</i>	<i>Katherine</i>	ACADEMICS	KM
<i>Palmer</i>	<i>Lizanet</i>	ACADEMICS	LP
<i>Pienaar</i>	<i>Etienne</i>	ACADEMICS	EP
<i>Pretorius</i>	<i>Christo</i>	ACADEMICS	CP
<i>Smart</i>	<i>Sherman</i>	ACADEMICS	SS
<i>Smit</i>	<i>Rohan</i>	ACADEMICS	RS
<i>Stoop</i>	<i>Joni-Lee</i>	ACADEMICS	JS
<i>Strauss</i>	<i>Martenette</i>	ACADEMICS	MS
<i>Stroebe</i>	<i>Riaan</i>	HIGH SCHOOL HEAD	RiS
<i>Swanepoel</i>	<i>Isa</i>	ACADEMICS	IS
<i>Swart</i>	<i>Jeanne</i>	ACADEMICS	JS
<i>Uys</i>	<i>Frances</i>	ACADEMICS	FU
<i>Uys</i>	<i>Frances</i>	ACADEMICS	FU
<i>Van Zyl</i>	<i>Deon</i>	ACADEMICS	DZ
<i>Van Zyl</i>	<i>Dirk</i>	EXECUTIVE HEAD	DvZ
<i>Zietsman</i>	<i>Ina</i>	ACADEMICS	IZ

## 7.2. Staff Provision

This year we had a number of staff changes. As a management team, these were managed to the best of our ability. Changes in the following subjects came about:

- **Physical Science**
- **Engineering Graphics and Design**
- **Dance Studies**

Staff retention and the appointment of EE candidates of top quality will be a point of focus in the future.

## 7.3. Staff Development

We believe in the development of our staff. The following training of staff took place this year:

- *IEB training for all subject heads and senior staff during the year.*
- *CCMD training for all staff in the enriched curriculum and especially for Grade 8 - 9 teachers.*
- *Training for all staff by ITS! on the efficient use of e-books throughout the year.*
- *Curro training on the IT and administration systems used for all staff.*
- *IEB training about concessions for selected staff.*
- *IEB marking by a number of senior staff members.*
- *First Aid training for various members of staff.*
- *Fire Safety training for selected staff members.*
- *Occupational Health and Safety training for selected staff members.*
- *Sport-related training for most of our sports coaches.*

## 7.4. Staff Evaluation

The Curro on-line evaluation was followed, but with little success. Evaluation of staff through a performance management system (internally called KPI) was managed.

Besides the above, we also had classroom visits, classroom evaluation and book and file control.

The IEB also monitors and moderates our staff through a well-established national system.

### 7.5. Management Employee Representative Committee meetings

The purpose of the MERC (Management Employee Representative Committee) is to ensure that all levels in the organisation have the opportunity to be represented and to participate in discussions related to those issues of common interest at the workplace. The aim is to further enhance discussions amongst all employees and to create and maintain an open channel of communication and dialogue creating relationships, trust, respect and a common vision.

We have representatives of all employment categories in the high school. Mr Stroebel represents Management, Ms Swanepoel attends as the chairperson of the Diversity Committee and Ms Corn   Marais is the representative of the teaching staff.

The MERC had meetings on a quarterly basis.

## 8. CURRICULUM: ACADEMICS

### 8.1. Academic Programme

The format of the high school academic programme changed in 2019. We followed a 7-day cycle with 6 periods per day. Learners had to prepare 6 subjects for the next day instead of 7 subjects like in the past. The school day started with a guardian period (register period). The academic programme ran in sets of two periods with two breaks. The programme was not interrupted by public holidays as we followed the next academic day in the timetable on the day after the public holiday. It was, therefore, easier for different classes in the same grade to work at the same pace. We found the atmosphere to be calmer.

In Grades 8 and 9, Natural Sciences consist of Life Sciences and Physical Sciences while Social Sciences consist of History and Geography. In the past, learners did both these sections as separate subjects for the whole year. The curriculum for Natural Sciences and Social Sciences had been offered in semesters to Grade 8 and 9 learners. The programme was as follows:

GRADE 8		
	<b><i>Natural Sciences</i></b>	<b><i>Social Sciences</i></b>
<b>2019 Term 1 and 2</b>	<i>Physical Sciences</i>	<i>Geography</i>
<b>2019 Term 3 and 4</b>	<i>Life Sciences</i>	<i>History</i>

  

GRADE 9		
	<b><i>Natural Sciences</i></b>	<b><i>Social Sciences</i></b>
<b>2019 Term 1 and 2</b>	<i>Life Sciences</i>	<i>History</i>
<b>2019 Term 3 and 4</b>	<i>Physical Sciences</i>	<i>Geography</i>

All the periods in a 7-day cycle allocated for example to Natural Sciences had been used for one section of the subject. Learners could, therefore, focus only on the specific topics of that section of the subject. Economic and Management Sciences (including Accounting, Business Studies and Economics) had not been semesterised but offered as one subject by one teacher per class.

### 8.2. IEB Examinations

Grade 12 learners are writing Umalusi accredited examinations provided by the IEB in all subjects. The IEB is also the only examining body in South Africa providing the option of writing Mathematics as well as Mathematical Literacy to obtain the National Senior Certificate. The purpose is to retain

learners offering Mathematics who may have changed to Mathematical Literacy. Only one of these subjects will appear on their NSC certificate.

Examinations are written according to a timetable set by the IEB. Strict security measures are in place to ensure that examination papers are kept safe. From 2019 all examination sessions were monitored by the IEB through a monitoring camera. Examination papers are kept in separate bags per subject. It can only be opened 45 minutes prior to the start of the examination by using an electronic key. The candidates' answer scripts must be locked in the same bag within one hour after the end of the examination session. The locking/unlocking information is transferred electronically to the IEB. Tampering with examination papers or illegal distribution of examination papers is prevented with these security measures.

Some learners with examination accommodations write in separate rooms. These examination sessions are recorded. A CD with the recording is handed in with the learners' answer script. The examination procedures were not monitored by a representative of the IEB and/or Umalusi this year as the monitoring camera provided enough information.

### 8.3. Assessments

School-based assessments include tests, projects, written reports, case studies, orals, practical assessments and other forms of assessment suitable for the specific subjects. Grade 8 – 11 learners only write examinations at the end of the second and fourth terms of the year. Grade 12 learners write a midyear examination in June, a preliminary examination in September and their final examination during October and November. The final school-based assessment marks at the end of the year include all assessments done during the year. The marks are calculated according to specific guidelines provided in the abovementioned documents.

GRADE	SBA MARK	EXAMINATION
8 – 9	40%	60%
10 – 12	25%	75%

Grade Heads draw up the assessment program for each grade by using the dates set by subject teachers at the beginning of each term. Examination timetables are set by the Phase Heads. The assessment programs are handed out to each learner in printed format and the programs are also available on the school's website.

Grade 8 – 10 learners receive an examination booklet containing all the content they need to prepare for the examination. Other information regarding the examination is pushed to learner's devices.

The examination timetable for Grade 10 – 12 learners is about 25 days long. The learners can choose subjects from different groups, but most subjects appear in more than one group. The result is that learners can take subjects in any combination. Therefore, subjects cannot be grouped together on an examination timetable. In most subjects, learners write two papers on different days. We had to start writing examination also on Saturdays to be able to minimise academic time being taken up by examinations.

Grade 8 and 9 learners wrote CCMD papers during the June examination in the following subjects:

- *Social Sciences*
- *Mathematics*
- *Natural Sciences*



- *Economic and Management Sciences*
- *English and Afrikaans Home Language*
- *English and Afrikaans First Additional Language*

Grade 10 and 11 learners wrote CCMD papers during the November examination in these subjects:

- *Physical Sciences*
- *Mathematics*
- *Mathematical Literacy*
- *Accounting*.

In some other subjects, learners wrote papers shared by the different clusters.

#### 8.4. Systemic Tests

This was the first year that the Grade 9 Systemic tests were written in digital format during the November exams. Some challenges were encountered in implementing the tests successfully but were swiftly dealt with. Learners enjoyed the new way of answering a question paper.

#### 8.5. Student Teachers

The high school hosted 15 student teachers. Their phase of study was GET and FET. Most student teachers had a BSc. Degree or equivalent and were completing their post-graduate degree in education (PGCE). Their subjects include Life Sciences, Languages and Mathematics/Mathematical Literacy.

#### 8.6. Accounting/Economic And Management Sciences

##### Staff

Subject Head: *Elsa Boshoff*

Teachers: *Lowene Christians, Janes Benadé, Lucinda Jansen*

##### Grade 12 Results 2018

NOVEMBER 2018	CURRO DBV	IEB
<i>Paper 1</i>	60%	66.59%
<i>Paper 2</i>	55.61%	60.66%
<i>Examination average</i>	57.84%	
<i>SBA</i>	69.35% (adjusted to 66.33)	
<i>Final average</i>	60%	65.19%

##### Symbol distribution:

TOTAL NUMBER OF LEARNERS	A	B	C	D	E	F	G
23	4	5	2	4	4	3	1

Accounting always had been a subject where learner involvement is very important. It is a practical subject. Learners need to apply the Accounting principles introduced by the teacher. IEB examination papers also require that learners must be able to draw up accounts and statements, but they must also be able to analyse given information and solve problems. Class discussions, where learners can give their own opinions and learn from the way other learners interpret information, are the best 'teachers' of analysis. Learners also do "open book activities" in which they practise how to apply Accounting principles.

### Highlights

#### **1. PRESENTATION BY BRADLEY BARNES (DELOITTE) TO GRADE 10 AND 12 ACCOUNTING LEARNERS**

Bradley Barnes, the Campus Manager in the Deloitte Audit Graduate Recruitment Division of the Cape Town office, is involved in a career guidance initiative that is aimed at informing learners of the career opportunities within the commerce industry.

#### **2. BANANGO BUSINESS SIMULATION**

On 2 May 2019, all Grade 9 learners from Curro Durbanville as well as Curro Century City participated in a 'Banango Traders' business simulation game at Curro Durbanville. The Johannesburg School of Finance facilitated this entrepreneurial skills challenge. This programme taught learners useful concepts about how business works. The game has been developed by the Johannesburg School of Finance and forms an integral part of the short business finance course they present to corporate clients. The version experienced by our learners has been specially adapted for the school environment. The assessments are adapted to their specific curriculum.

#### **3. EXAMINATIONS**

Grade 8 and 9 learners wrote a CCMD paper during the June examination and our Grade 9 teacher's and some of the learners' files were moderated by the Grade 9 subject specialist.

Grade 10 and 11 learners wrote a CCMD paper during the November examination. Most Grade 11 learners handled it quite well but there was a big difference between the results for paper 1 and paper 2 of the Grade 10 learners.

#### **8.7. Afrikaans Huistaal and Afrikaans Eerste Addisionele Taal**

##### Staff

Subject Head: *Joline de Klerk*

Teachers: *Corné Marais, Marilie Bouwer, Marilize Mathys, Elizabeth Naudé, Jolene Botha*

##### Grade 12 Results 2018

The Afrikaans department once again delivered outstanding results in the 2018 IEB-examination. Both Home Language and First Additional Language achieved averages above the national average. The Afrikaans Home Language learners achieved an average of 65% with Joanie Thom achieving 82%. The Afrikaans First Additional Language class of 2018 achieved an average of 66% and 11 A-aggregates. The top achievers in this group were Gracious Izaks and Joshua Sadie who both achieved 89%.

##### Highlights

In the Afrikaans class, we strive to embrace our South African heritage and diversity by promoting multilingualism and equip learners with effective communication skills in Afrikaans.

We started the year by celebrating National milk tart day. On this day all the learners enjoyed a piece of milk tart, listened to Afrikaans music and did activities on the theme in their Afrikaans classes.

The Grade 12 First Additional Learners had the privilege of watching an excellent production on their set work, *Hoopvol*, as well as a dramatization of their matric poems. This production by PIT Productions was excellent preparation for the final exams.

Ms De Klerk, Ms Bouwer and Ms Marais also held a very successful session for both the Home Language and the First Additional Language learners during the Grade 12 spring school.

### **IEB Cluster Moderation**

The Afrikaans department formed part of the IEB Cluster. Ms De Klerk and Ms Marais attended the IEB conferences in Johannesburg in February. Cluster meetings were held regularly where assignments were moderated by other IEB schools to ensure fair and unbiased grading.

### **Cluster Examination Papers**

We also made use of IEB cluster examination papers for Grade 12 as well as Curro cluster examination papers for Grades 8 – 11 to ensure that our learners are equipped to answer question papers set by various schools.

## **8.8. Business Studies**

### **Staff**

Subject Head: *Lucinda Jansen*

Teachers: *Lowene Christians, Janes Benade*

### **Grade 12 Results 2018**

<b>Number of learners</b>	<b>26</b>
<b>Subject Average</b>	<b>54.46%</b>
<b>A Average (80+)</b>	<b>2</b>
<b>B Average (Between 70 - 79.9)</b>	<b>2</b>
<b>C Average (Between 60 - 69.9)</b>	<b>6</b>
<b>D Average (Between 50 - 59.9)</b>	<b>6</b>
<b>E Average (Between 40 - 49.9)</b>	<b>5</b>
<b>F Average (Between 30 - 39.9)</b>	<b>5</b>

### **Highlights**

The subject Business Studies deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject includes business principles, theory and practice that underpin the development of entrepreneurial initiative, sustainable enterprises and economic growth. In Business Studies we incorporate relevant and contemporary theory and competence essential for promoting excellence and contributing towards sustainable business enterprises. We base our teaching on the relevant theme that is given through by the IEB for the Grade 12's and we pull it through to Grade 10 and Grade 11 as well which makes it more interesting for our learners to link the theory that they study with the relevant "real-life" aspect in the business.

- Coca Cola Outing to Cape Peninsula Beverages
- Our Grade 10 and Grade 11 learners prepared an Ads Night that takes place annually in the fourth term. The Grade 10 learners planned numerous food stalls and manned their food stalls where delicious and traditional food was on sale from stalls which were brilliantly decorated.
- The Grade 11 learners were instructed to make an advertisement of their choice as a group project and on the evening of Ads Night, it will be shown to the public for the voting of the best ad. As the sun set, the audience settled in front of the outdoor screen to view a movie as well

as excellently filmed and edited adverts produced by our Grade 11 Business Studies learners. It was a fun night enjoyed by all. The learners excelled by showing how creative they can be

- Banango Traders – Simulation activity that forms part of the Grade 12 Business Studies syllabus as part of their portfolio based on Entrepreneurship.

### **IEB Cluster Moderation**

Ms L Jansen is the Western Cape NSF Representative as well as the Business Studies Cluster leader who organises meetings with other IEB Western Cape Schools, moderate papers, assist in the setting of papers and standardisation of work across the province! I am also the Curro cluster leader who assists all Curro schools in the Western Cape.

### **Cluster Examination Papers**

We have a high standard with all our papers to equip the Business Studies learner to apply him or herself whilst studying the theory.

## **8.9. Computer Applications Technology**

### **Staff**

Subject Head: *Rohan Smit*

Teachers: *Martenette Strauss*

### **Grade 12 Results 2018**

<b>Number of learners</b>	<b>11</b>
<b>Subject Average</b>	<b>56.64%</b>
<b>A Average (80+)</b>	<b>1</b>
<b>B Average (Between 70 - 79.9)</b>	<b>1</b>
<b>C Average (Between 60 - 69.9)</b>	<b>2</b>
<b>D Average (Between 50 - 59.9)</b>	<b>4</b>
<b>E Average (Between 40 - 49.9)</b>	<b>1</b>
<b>F Average (Between 30 - 39.9)</b>	<b>2</b>

### **Highlights**

The Grade 10 – 12 groups successfully completed the CAPS aligned curriculum. The Grade 12 learners were well prepared for the IEB examination. In 2019 the focus extensively aimed at improving learner's Practical Assessment Task marks. Ultimately an overall improvement in learners' marks was apparent.

Grade 8 – 12 learners once again took part in the annual CAT Olympiad. This Olympiad consists of three phases. Learners of various ages and various schools across South Africa competed against one another. Only a few Curro learners reached the second phase.

### **IEB Cluster Moderation**

The CAT department formed part of the IEB Cluster. Mr Smit and Ms Strauss attended the IEB conferences in Johannesburg in February. Cluster meetings were held regularly where assignments were moderated by other IEB schools to ensure fair and unbiased grading.

### **Cluster Examination Papers**

We made use of Curro cluster examination papers for Grades 10 – 12 to ensure that our learners are equipped to answer question papers set by various schools.

## 8.10. Consumer Studies

### Staff

Subject Head: *Hannelie Crous*

### Grade 12 Results 2018

Grade 12 of 2018 achieved their highest average mark of 60% for consumer studies. This in relation to marks achieved in grade 10 and 11 for the same group.

### Highlights

The Grade 10 and 11 learners enjoyed demonstrations of qualified chefs from the International Hotel School. Interior designers of Hertex introduced our learners to the world of fabrics and upholstery.

### IEB Cluster Moderation

The IEB was presented very professionally. The cluster of Western Cape schools worked well together in terms of moderation and benchmarking.

### Cluster Examination Papers

The matric final exam was well constructed representing all the elements that were thought throughout the year. Therefore, students that worked hard throughout the year should achieve an above-average mark.

## 8.11. Dramatic Arts

### Staff

Subject Head: *Lize-Meri Amann*

### Grade 12 Results 2018

The Drama Department had an average of 66% and once again delivered learners with outstanding achievements.

### Highlights

- **Outings:**

The Grade 11 learners attended a performance of Reza De Wet's 'Missing' at the Artscape Arena. This enabled the learner to experience the impact of the play and it leads to amazing class discussions on the relevance of the play in today's society.

- **Productions:**

- Director's Festival

Thirteen talented Grade 12 Drama learners participated in this year's Directors Festival. This project forms part of their curriculum and our learners started out earlier this year by attending a writing workshop by well-known writer/director Hennie van Greunen. Our Grade 12s had to write their own short one-act plays, hold auditions and cast their actors. They then went about staging and directing their own plays. Each of these productions was highly entertaining and of excellent quality. Here are the winners:

- **Best Actress:** *Megan Naude*
- **Best Actor:** *Matthias Calitz*
- **Best Ensemble:** *Matthias Calitz and Andrea Swanepoel for 'The Lift'*
- **Best Script:** *Dharma Bredell for 'Checkmate'*
- **Best Director:** *Karla Rademan for 'Joy'*

▪ The Shakespeare Festival

This Festival offers high school learners the opportunity to engage their education curriculum for the first time on a professional stage regardless of background, ability or location. This thrilling, non-competitive environment builds capacity, character and allows students to explore aptitudes in a range of work fields such as history/geography consultants; wardrobe and props advisors; student company managers; creative directors in music and art; marketing, sound and lighting, directing and various other career-shaping experiences. The following Dramatic Arts learners have competed in the 9th annual Shakespeare Festival held at the Artscape Arena Theatre. They entertained the audience with their modern version of *A Midsummer Night's Dream*.

<b>GRADE 11</b>	<b>GRADE 10</b>
<b>Matthias Calitz</b>	<i>Zinzan Raubenheimer</i>
<b>JJ Taljaardt</b>	<i>Andrea Swanepoel</i>
<b>Cameron Hamilton</b>	<i>Nina Hipkin</i>
<b>Gheran Hattingh</b>	<i>Erin Troup</i>
<b>Aren Strauss</b>	<i>Ava Kruger</i>
<b>Carlia Greyling</b>	<i>Nel Ackermann</i>
<b>Kiara De Gouveia</b>	<i>Micia Smit</i>
<b>Bianca Brown</b>	<i>Annabel van Zyl</i>
<b>Angela Tshaka</b>	<i>Skye Hickman</i>

## 8.12. Dance Studies

### Staff

Subject Head: *Sherman Smart*

Dance Studies was introduced as a new subject in 2019. We foresee this subject to become quite a popular subject in the future.

## 8.13. Engineering Graphics and Design

### Staff

Subject Head: *Christo Pretorius*

### Grade 12 Results 2018

There were 15 learners writing the NCS exam this year. They achieved an average of 64% and 5 learners achieved an A-average for the subject. The National average for the subject was 68%

### Highlights

Learners from Grade 10 – 12 attended an on-site drawing AutoCAD course during the June holiday. This is a 2-D drawing program that allows learners to draw and design any topic discussed in class on a computer. Learners use the program to complete their annual PAT and the program is widely used in civil and mechanical industries.

### IEB Cluster Moderation

The EGD cluster consists of all Curro Schools in the Western Cape. School come together once per term to reflect on the term and plan for the term ahead. Teachers check the test papers of other schools to determine if the standard is kept high and marking is on the standard. The same process is followed for the PAT, which is moderated early in the 3<sup>rd</sup> term before it is sent away for regional



moderation. After regional moderation, the work is sent for National Moderation should regional not meet the standard as prescribed.

### **Cluster Examination Papers**

The June examination was a combined Curro Cluster paper which was on a high standard and set to challenge learners on all levels. The preliminary examination was not set by the Curro Cluster and so the November exams were set by Curro Durbanville.

#### **8.14. English Home and First Additional Language**

### **Staff**

Subject Head: *Jeanne Swart*

Teachers: *Katherine Myburgh, Monika Evans, Deon van Zyl, Katherine Nel, Kayla Human*

### **Grade 12 Results 2018**

English Home Language had its best Grade 12 average since Curro Durbanville started writing the IEB examinations in 2011. Our average was 69.3% compared to the IEB average of 70.26% - the closest we have been to the IEB average. The results for First Additional Language were once again, excellent. We achieved an average of 72.1% which was higher than the IEB average of 71,6%

### **Highlights**

- **IEB conferences**

Ms J Swart and Ms K Myburgh attended the annual IEB conference for Home Language which was held at Elkanah House. As usual, it was incredibly useful and educational. Ms M Evans attended the conference for First Additional Language in Johannesburg.

- **Maynardville**

60 of our Grade 9 – 12 learners attended the annual Shakespeare production staged at the Maynardville Open-Air Theatre. This year the play was the historical play *Richard III*.

- **Spring School**

Ms J Swart and Ms K Myburgh held very successful sessions with learners from their Home Language classes. Ms M Evans did the same for First Additional Language. It was a wonderful opportunity to have an in-depth look at issues regarding their exams and the places they can improve.

### **IEB Cluster Moderation**

We form part of an IEB cluster group for English Home Language. It is a very active group and regular moderation sessions take place throughout the year. This ensures that our standards are always correct.

### **Cluster Examination Papers**

Our teachers are regular contributors to IEB and Curro cluster papers. The standard of our papers and examining is exceptionally high.

### **Grade 12 Marking**

In December two of our teachers marked Grade 12 papers in Johannesburg. They are:

1. *Ms K Myburgh* – English Home Language Paper 1
2. *Mr D van Zyl* – English First Additional Language Paper 1

### 8.15. Geography

#### Staff

Subject Head: Frances Uys

Teachers: Jason Nel, Jacobus Smit

#### Grade 12 Results 2018

Well-balanced results and above target.

#### Highlights

We welcomed two new members to our department this year.

#### IEB Cluster Moderation

The Geography cluster is very helpful and efficient. The moderation is done in a professional and timely manner.

#### Cluster Examination Papers

Both Paper 1 and Paper 2 are up to standard and in line with the SAGS.

### 8.16. History

#### Staff

Subject Head: *Isa Swanepoel*

Teachers: Jason Nel, Frances Uys

#### Grade 12 Results 2018

We managed an average of 67,5%, just 2.5% short of the IEB average in a cohort of many struggling academics.

We are very proud of our 3 A-symbol candidates: *Aaliah Abrahams, Gracious Izaks and Klara Otte*. Three A-averages from only 15 candidates is not a bad ration and we are very grateful.

#### Highlights

In History we believe that we should experience History and its long-term effects; therefore, outings are important.

The History Department visited the Archives with the Grade 10s, the Holocaust Museum with Grade 9 and 11(a different focus for each Grade) and embarked on a History and Cultural tour to Vietnam. The Vietnam War is an integral part of the Grade 12 syllabus.

Some of our Grade 9 were chosen to be interviewed for the Cape Town Holocaust and Genocide Centre's 20th anniversary DVD. Two of these interviews, that of Kudzi Maseka and Jenna Rigby, both Grade 9, were included in this DVD; along with the interview with Ms Swanepoel. The DVD of these interviews can be viewed at <https://www.youtube.com/watch?v=vgY2vNbPnas>

Social Sciences (History and Geography) semesterised for the first time this year. Although pressured content-wise, it was a positive shift for learners and teachers and will be repeated next year. It means more focus on a specific social science for six months and fewer tasks and tests during the term and fewer examinations in May/June and November.

All FET History learners participated in the World Knowledge Olympiad.

### **IEB Cluster Moderation**

Ms Swanepoel was elected as the IEB Western Cape Cluster leader for History as well as the NSF representative for the IEB. She was also appointed as Regional Moderator for the IEB in 2019.

Three IEB cluster meetings were held this year. The focus was on training and moderation to ensure that all IEB schools are on par and on standard.

Ms Swanepoel also works closely with the CCMD in order to get all Curro schools in-line with the IEB standards and expectations.

Ms Swanepoel will also be marking Paper 2 for the IEB at the end of the year.

### **Cluster Examination Papers**

In History, we did not provide complete Cluster papers, but teachers contributed to an examination bank from where we have access to a variety of good questions set by various subject specialists. In the Senior Phase Section, A of the Paper is set by the individual school and the more skills-based Section B is set by the History specialist for this phase and is provided by the CCMD. This process has been very helpful to ensure an appropriate standard and skills development across the board.

## **8.17. Information Technology**

### **Staff**

Subject Head: *Martenette Strauss*

As technology plays an increasingly important role in the everyday lives of South Africans, we focus on equipping learners in the Senior Phase with essential computer skills. In Grade 8 – 9 Information Technology is more focused on computer literacy. The aim is to equip learners to use the MS Office package with ease, should they need the skill for projects in other subjects. In Grade 8 learners' skills to do proper research on the Internet, is also addressed.

Grade 9 learners were also introduced to Java, using the Greenfoot application. This was done to make sure that learners have a good understanding of the difference between IT and CAT, which will aid them in making the correct subject choices for Grade 10.

In Grade 10 – 12 learners acquired coding skills using Java as a coding language on the Netbeans platform. At the end of 2019, IT learners in Grade 11 and 12 applied all their programming skills in a Practical Assessment Task (PAT).

The IT department is excited to see steady growth in the number of learners, choosing the subject with 16 learners currently in Grade 11 and 14 in Grade 10, opposed to only 8 in Grade 12.

## **8.18. Life Orientation**

### **Staff**

Subject Head: *Chanél Fourie*

Teachers: *Jolene Botha, Hannelie Crous, Jacobus Smit*

### **Grade 12 Results 2018**

At the beginning of each year, the LO staff has a serious talk with the students explaining the value of studying hard, doing well in exams, being present for practical, handing in the community service certificate for their matric year and handing in tasks on time. The matrices of 2018 got 18 A's.

### **IEB Cluster Moderation**

The IEB Cluster and Moderation went well this year and took place at Elkanah House each time. It is always good to attend these as you are updated about the new year ahead and also made aware of any changes regarding the subject. The Cluster papers were mostly provided by Curro Durbanville and Langebaan and were of a good standard.

### **Highlights**

Tasks for the year included:

- **Grade 8:** - Drug abuse
- **Grade 9:** - Careers and Mental Health
- **Grade 10:** - Magazine
- **Grade 11:** - Job Shadow task; Community Service at Kay Mason Foundation
- **Grade 12:** - Essay task; CAT A and B

Grade 11 – 12 learners received various visits from tertiary institutions like Stellenbosch University, CTI, Prestige Academy, University of Pretoria, University of the Free State, North-West University, University of Cape Town and Varsity College.

The above-mentioned tasks and other class discussions/teachings were mostly accompanied by video clips and flipped classrooms. Video clips were always a nice introduction to a new topic or a good conclusion on a topic discussed. Flipped classrooms worked very well in this subject where learners were sometimes responsible to teach content to their class in an interesting manner. Documents, assessments, photos and video clips were pushed to their devices on a regular basis.

This year we also introduced the use of a new textbook, *Achieve Careers*. It is an absolutely amazing textbook that gets updated every year with the latest information. It also has video clips that are quite useful in class together with useful guides for teachers to use during lessons.

There were a variety of activities that the learners participated in regarding their practical each term and they have also started to understand the pride of participating in their Curro PT clothes.

LO practical, for most learners, had been a very positive experience this year. They always looked forward to these days where they could learn on a different level by being outside. Each term we cover a different aspect: Sport, Fitness and Games.

The LO notice board always presented the latest information regarding Open Days, information on subject choices, etcetera. Other important information regarding the subject was given through to the staff during morning staff meetings to discuss with their guardian classes.

### **8.19. Life Sciences**

#### **Staff**

*Subject Head:* Ms Joni Stoop

*Teachers:* Charmaine Matthee, Liaan Ackerman, Lauren Frantz

#### **Grade 12 Results 2018**

In 2018, there were 31 learners that wrote Life Sciences. The average for the subject was 60.77% with two A-average candidates. There were a large number of C and D average candidates. The national average for Life Sciences was 67.45%. Overall, the National trend is that Life Sciences

averages are lower than most other non-core subjects, with trends of only 20% of learners achieving an A-aggregate for the subject.

### **Highlights**

The IEB paper III is now written as a PAT task instead of an examination. The PAT went incredibly well, and learners enjoyed the theme of the question paper. It was an advantage that Life Sciences teachers were able to invigilate and mark their own papers. As a relatively new department with three new teachers starting in 2019, it is encouraging and positive to see the development, growth and support displayed by the team. We look forward to continuously improving our professional development as well as making our classrooms more learner-centred and striving for excellence.

### **IEB Cluster Moderation**

The cluster this year was very helpful in providing feedback, advice and resources when necessary. Elsa Lombard as the new Curro Life Sciences Head went out of her way to accommodate and help with any requests we had. All Curro schools in the cluster were eager to contribute and assist where necessary. Feedback from regional moderation was exceptionally positive and encouraging to our developing department.

### **Cluster Examination Papers**

Cluster papers, when utilised, were of a high standard and were very convenient as they saved time across the board. The translation was always of a high standard and papers were received and moderated well in advance before they were written. Collaboration and sharing of papers work well across Curro clusters.

## **8.20. Mathematical Literacy**

### **Staff**

Subject Head: *Marianna Claassens*

Teachers: *Willine Harvett, Ina Zietsman, Lauren Frantz*

### **Highlights**

Our main aim in teaching Mathematical Literacy is to guide learners to use mathematical concepts in everyday life. By confidently understanding these everyday concepts the learners are able to interpret information, analyse this information critically and thus solve problems effectively. Mathematical Literacy cultivates independent thinkers to communicate through the correct use of words, symbols and diagrams.

Mathematical Literacy provides learners with an awareness and understanding of the role that mathematics play in the modern world. Mathematical Literacy is a subject driven by life-related applications of mathematics. It enables learners to develop the ability and confidence to think numerically and spatially in order to interpret and critically analyse everyday situations and to solve problems.

Our matric students do have the option to take Mathematical Literacy as an extra subject. For the final IEB examination, they write final papers on Mathematics, as well as Mathematical Literacy.

The subject Mathematical Literacy should enable the learner to become a self-managing person and a participating citizen within a developing democracy.

## 8.21. Mathematics

### Staff

Subject Head: *Etienne Pienaar*

Teachers: *Marlize Hattingh, Christiaan Botha, Willine Harvett, Marianna Claassens, Lauren Frantz*

### Grade 12 Results 2018

In 2018 we had 33 candidates for Mathematics. An average of 77% was achieved. 9 Code 7; 10 Code 6; 7 Code 5; 5 Code 4 and 2 Code 2. 100% Pass rate.

### Highlights

Our Annual Mathematics Information Evening was held on 30 April 2019. At this event, we will discuss the controversy regarding Mathematics and Mathematical Literacy as subjects, their differences and advantages. Representatives from several tertiary institutions will present their respective admission requirements. We will also share with parents the Mathematics Department's extension strategies and additional resources.

### IEB Cluster Moderation

The report of the moderator was positive. He was very pleased with the standard of our assessments in Grade 12. The file was complete and met the IEB requirements. The moderator made one suggestion on our Long item to be more alternative in approach but acceptable for 2019.

### Cluster Examination Papers

Cluster papers were written for Grades 8 – 11 in the June and November examinations. Grade 12 cluster papers were written in June and September. The papers are of high quality and cover all knowledge levels as prescribed by the IEB. I am very pleased with the collaboration and that schools can make minor adjustments to the papers in accordance with the work schedule and planning.

## 8.22. Natural Sciences

### Staff

Subject Head: *Liaan Ackerman*

Teachers: *Joni Stoop, Charmaine Matthee, Lauren Frantz*

### Highlights

An exceptional science week was held to foster excitement for the subject. The learners also made beautiful DNA models at the end of the fourth term as their formal assessment task.

### Cluster Examination Papers

Overall the examination papers were of good quality. Here and there questions needed to be altered slightly in order to fit our school or the semesterising scenario, but it was a good way of testing whether the learners can answer papers set by other individuals. The papers set by head office were often too difficult and the time too short for the learners to properly show their capabilities.

## 8.23. Physical Sciences

### Staff

Subject Head: *Jacques le Roux*

Teachers: *Liaan Ackerman*



## **Grade 12 Results 2018**

25 learners were enrolled for the 2018 examination.

We achieved an average of 64.88% – 1.53% above the IEB national average.

There were 2 learners with A aggregates as well as 72% of the candidates achieved 60% or more for Physical Sciences. This is a remarkable result. No learners failed the final examination.

## **Highlights**

An exceptional science week was held to foster excitement for the subject. We also achieved excellent results at the Stellenbosch Science EXPO this year.

## **IEB Cluster Moderation**

Mr Le Roux had to step down as leader of the Western Cape cluster owing to moving to Australia. Annamarie Theron has taken over as Cluster leader and St Cyprians will be the host of all further cluster meetings.

## **Cluster Examination Papers**

Overall the examination papers were of a good standard. However, there were occasions where the responsible parties did not deliver what they promised which resulted in late delivery and scrambling by other parties to get the relevant paper done in time. Memos are also not always correct.

### **8.24. Technology**

#### **Staff**

Subject Head: *Rohan Smit*

Teachers: *Jacobus Smit*

Grade 8 to 9 learners used their device for textbooks and viewing of additional content being pushed to it. All Grade 8 and 9 learners take Technology as one of their compulsory subjects.

#### **Highlights**

Learners were introduced to different types of structures. These structures were investigated closely with regards to forces acting on them; causes of structural failure and properties of structures. Different building structures were investigated and different types of drawings (communication) were completed.

Learners were furthermore introduced to satellites and the process involved to launch satellites, etcetera. The impact of the International Space Station was investigated and actual footage of the people living on the ISS was viewed.

Learners were introduced to aspects like Da Vinci's models, which they could practically build. The concepts demonstrated in these models were then used to solidify facts taught in the Technology syllabus. Learners were then introduced to the world of space and satellites. This extremely interesting curriculum was thoroughly enjoyed by the learners and they had the opportunity to learn and see real-life applications in Technology much more interesting and known to them.

### **8.25. Visual Arts/Creative Arts**

#### **Staff**

Subject Head: *Lizanet Palmer*

Teachers: *Warwick Goldswain, Lize-Meri Amann*

### **Grade 12 Results 2018**

Number of candidates: 10

Subject Average: 65.80%

Number of distinctions: 2

### **Highlights**

The Grade 10 – 12 Visual Arts learners were privileged enough to visit the Norfal Foundation in Tokai. During this outing, the learners were exposed to the artworks of contemporary South African and international artists as well as artists from the past, who work in many different mediums and disciplines. The learners were truly inspired by what they saw at this world-class art exhibition.

The artworks of the Grade 8 AND 9 Creative Arts and Grade 10 – 12 Visual Arts learners were on display in the CR van der Merwe Hall during our annual art exhibition, called the MADD (Music, Art, Dance and Drama) evening.

Grade 8 – 12 learners took part in the first CAS (Curro Art Superhero) Eisteddfod. Learners received three kryptonite awards (highest achievement) – one in Grade 9, Grade 10 and Grade 12.

### **IEB Cluster Moderation**

Cluster leader: *Mr R Cronje – Elkanah House*

Other schools: *Curro Langebaan, Reddam Durbanville, Bridge House, Curro Sitari*

Regional moderator: *Ms C Peckham – Cedar House*

Regional moderation feedback on portfolios: All files adhere to the expectations laid out in the SAG. Tasks are interesting and demanding. Learners were well prepared for the final examination.

Practical moderation and marking of Grade 12 practical portfolios: The Grade 12 Visual Arts learners received positive feedback from the moderator on their practical year work (SBA) portfolios. They also received excellent feedback from the external IEB examiner on the standard and quality of their examination portfolios. The external examiner also mentioned that he is impressed that the number of learners taking the subject is growing every year.

## **8.26. Subject Olympiads**

### **8.26.1. Accounting**

The Accounting Olympiad is administered by the SAIPA. There was only one round this year. Four learners were entered of which *Giovanni Lotz* and *Raphael Voyiatzis* both achieved 70%.

- *Giovanni Lotz*
- *Raphael Voyiatzis*
- *Roxy Collinge*
- *Tiffany Engelbrecht.*

### **8.26.2. Business Studies**

#### **Proverto Highschool Olympiad**

Proverto has organised National Olympiads since 2011 with great success. As an organiser, we envisage improving the Olympiads by implementing suggestions and recommendations from teachers through surveys and interviews. Proverto has realised the need for syllabus-based Olympiads. We are excited to introduce The Proverto National High School Olympiad 2019

(Accounting, Business Studies, Economics). Olympiads are one of the most effective ways to prepare learners for exams. It's also a perfect platform for them to learn more about the study and career opportunities available. To the sponsors, Olympiads provide an opportunity to connect with this important age-group as well as raise awareness about their brands creating a "win-win solution"

- There were two rounds and we had learners writing in both rounds! In round one, you had to get above 80% and in round two you had to get above 75% to go further!
- Round 1 participants were:
  - *Regan Damons*
  - *Giovanni Lotz*
  - *Dylan Kotze*
  - *Elona Fikani*
  - *Jaime Nel*
  - *Carlin Carelse*
  - *Jamie Wilcox*
  - *Luc Allchin*
  - *Kelsey Gilbert*
  - *Dean Rautenbach*
  - *Casandra Rocha*
  - *Carmen-Inge de Bruyn*
- Round 2 participants were:
  - *Marco Erlank*
  - *Pierre Louw*
  - *Tendani Mabuda*

#### 8.26.3. *Information Technology*

Three Grade 12 learners took part in the first round of the 2019 SA Computer Olympiad. After taking part in round 2, *Adri Wessels* was invited to take part in the SA Final Computer Olympiad at the University of Cape Town, where he won a bronze medal.

#### 8.26.4. *Mathematics*

##### **SAMO**

- We participated in all three rounds of the SAMO Mathematics Olympiad.
- SAMO is well known that mathematics competitions generate a lot of enthusiasm and curiosity for the subject. This aspect of mathematics competitions is becoming more and more important.
- *Adri Wessels* achieved 1st place in all three rounds.

##### **Die Burger Mathematics Competition**

- More than 4 000 learners entered this year's largest national online math competition in Afrikaans for high school learners. Netwerk24, in collaboration with Die Burger, Beeld and Volksblad as well as Cum Laude Media, also expanded the competition to primary schools this year. Curro Durbanville hosted the primary and high school competitions. Although not as popular than the SAMO we had some learners participating in the competition.
- *Adri Wessels* achieved 1st place nationally and won R15 000 for the school.

##### **UP Mathematics Competition**

The Department of Mathematics of the University of Pretoria hosted its annual national Mathematics competition. The competition is open for everyone regardless of your achievement in Mathematics. Only learners from Grades 8 to 11 may participate. We enrolled 21 learners this year. This competition sees more and more learners registering to participate every year.

## **9. LEARNER AFFAIRS**

### **9.1. Learner Support**

The High School and Primary School invited Nadine Blom to speak to learners on the dangers of social media and its link to Human Trafficking. This was well attended and had a great impact.

From this year counselling was divided into three parts: one teacher was responsible for the juniors (Grade 8 – 9), another for the seniors (Grade 10 – 12) and another focused more on traumatic cases with learners from Grade 8 – 12. This division made it easier for all the teachers to cope with the cases at hand since not only one teacher was responsible for the whole school's emotional well-being anymore.

The school counsellors kept a record of all the learners who came to them throughout the year for advice and guidance, whether it was big or small. They have followed up on all the cases during the different terms with Grade Heads, parents, teachers, psychologists, etcetera. Since the counsellors had been at the school for the past few years, they have built steady relationships with the students, inside and outside of their class. This contributed to them being able to trust the teachers with confidential issues and always feeling at ease to share anything with them, without feeling condemned in any way.

Most of the cases were paid attention to by only the school counsellors and Grade Heads, and when necessary, parents were involved as well. Everyone who needed to be informed of the learner's well-being was informed by the counsellors and good follow-up work from the counsellors contributed to many successes this year.

#### **9.1.1. *School Counsellor***

School counsellors assist learners at all levels from listening to their concerns about academic, emotional or social problems. To help learners process their problems and plan goals and action. Counsellors will also mediate conflict between learners and teachers. School counsellors offer individual counselling to help learners resolve personal or interpersonal problems, enhance listening and social skills, learn to empathize with others and find social support through healthy peer relationships. Counselling will seek to improve communication and coping skills, strengthen self-esteem and promote behaviour change.

School counselling is an extremely challenging vocation. Above all else, we need to remain authentic, invested and empathetic to each unique child's circumstances. The main issues addressed were:

- *Family dynamics*
- *Relationships*
- *Stress*
- *Bullying*
- *Suicidal thoughts*
- *Gender issues.*

Unresolved problems commonly cause bitterness, resentment and anger. Any of these feelings can cause them to lose focus on the goals they are attempting to achieve.

### 9.1.2. *Counselling*

Counselling forms an integral part of the support structure we offer our learners. We currently have three counsellors, Ms Fourie( Grade 10 – 12), Ms Claassens (Grade 8 – 9) and Ms Strauss (trauma counsellor).

A variety of issues were addressed in 2019 of which domestic issues, anxiety and depression were prevalent. Some learners also had to be supported while parents go through a divorce, others received trauma and grief counselling after a mother, father or grandparent died.

Counsellors were available during breaks and after school. Learners are referred to the counsellors by their subject teachers or grade heads.

The need for counselling is an ever-growing one and Curro Durbanville encourages learners to make use of this service as we believe a learner cannot perform optimally academically if he or she is not coping emotionally.

### 9.1.3. *IEB Accommodations*

Learners from Grade 8 – 11 are allowed to apply for accommodations during examinations. These can differ from a scribe, a reader, both a reader and a writer (amanuensis), a separate venue, a spelling accommodation, a prompter or additional time. When learners apply, the following documents must be included:

- *Relevant forms from the IEB*
- *Psychological assessments (according to IEB requirements)*
- *Supporting assessments*
- *School reports*
- *School samples (examinations/tests)*
- *Teacher comments*

There were about ten new applications from parents this year who applied for accommodations. The parents were quite happy with the feedback. Here and there parents appealed and most of the feedback from the IEB was positive, resulting in a successful appeal.

Altogether 19 learners received accommodations this past year where 9 of them had separate classrooms. It was quite challenging at times to find venues for all the learners to write separately, but the school was fortunate to assist them in having a fair chance to excel in their schoolwork.

Several helpers assisted the learners during the examinations this year and the parents paid the helpers for their support.

Grade 12 learners received accommodations for tests and source-based projects, and not just for examinations. This worked quite well since the matrices with accommodations always had the best opportunity provided to them to do well in their academics.

## **10. CUSTOMER SATISFACTION**

### **10.1. Parent Interviews**

All new learners and their parents had an entrance interview with the Head of the High School, Mr Stroebel.

We follow an open-door policy and try to be available whenever possible to see parents and learners.

Specific interviews and meetings will be asked for should the need arise as a matter of concern for their children.

### **10.2. Parent Advisory Committee (PAC)**

The function of our PAC is to help raise funds for our school and serves as a voice for our parent community on our school forum. They manage their own funds and electives serve a 3-year tenure.

The newly elected 2019 PAC members are:

- |                                       |                               |
|---------------------------------------|-------------------------------|
| ▪ PAC Chairperson                     | - Mr Anthony Healey           |
| ▪ Vice Chairperson/Sports Liaison     | - Mr Stanton Schneiganz       |
| ▪ Secretary                           | - Ms Heidi Jacobs             |
| ▪ PR Liaison                          | - Ms Kholiswa Yako            |
| ▪ Treasurer/Class Liaison             | - Ms Juliet Corbellari        |
| ▪ Social & Special Events Coordinator | - Ms Bernadette Beckley       |
| ▪ Alumni Liaison                      | - Mr Edward Jearey (Co-opted) |

#### **10.2.1. *PAC Chairperson's Report***

It is with great pleasure to present the Parent Advisory Committee (PAC) Chairperson's report for 2019.

Six positions became available for parents to stand as members of the council. It was great to note that at the AGM, there were more nominations put forward than was required.

#### **Structure and Strategy**

The first issue that was noticeable and agreed as a key focus area for the PAC was to define the roles and functions of the committee clearly.

This discussion within the first meeting was formalised, where roles and functions according to the strengths, skill and knowledge of the committee members were implemented.

The great news is that this strategy has paid a dividend, as all the roles in the various portfolios are all functioning extremely well, with purpose and vigour.

Further to this, the strategy was discussed with the view to focus clearly on the PAC mandate of "Community Building" and "Fundraising".

It is wonderful to note that the committee has started to deliver successfully based on this objective with projects such as the "Business Breakfast" and "Curro Durbanville Cares Christmas Boxes" to mention, which have been put on this year and next year's calendar, as events to look forward to in order to fulfil the strategic objective of the PAC mandate.



### **Community Building**

As I am sure you are fully aware; Curro is fully committed in uplifting and supporting learners from previously disadvantaged communities. It is for this reason that the community of Curro Durbanville School has adopted a project to support a school called Attie van Wyk Primary School with an initiative called “Curro Durbanville Cares Christmas Boxes” intending to make sure that every child receives an extra special Christmas box.

The great news is that this initiative has been warmly embraced by the learners and parents of our school.

The PAC committees from Castle, Primary and High School have combined their resources and targeted to collect Christmas boxes for 290 children in the Attie van Wyk school ranging from Grade R to Grade 7.

“Santa’s little helpers” as they affectionately called, need to be sincerely thanked for all the effort that they have done behind the scenes in driving the different parent groups; namely – Christy Haefele (Castel PAC); Angie Fraenkel (PS PAC); Deirdre Healey; Tania Gietzmann; Juliet Corbellari; Annette Kruger and Bernadette Beckley.

The excellent news is that in the time of writing this report, the coordinators have already received more than over 100 boxes, which show how well this initiative is supported.

Other initiatives supported by the high school PAC this year, has been to fund the Sports video for nationals (R10,000.00); Drop-and-Go signboards for the car park (R6,382.50); Mandela Day: donation for Masibambane Secondary School teacher’s snacks (R810.00) to mention a few; but the one sponsorship we are very proud of as a parent’s committee, is to have been able to provide the funding for the new mascot “Luna” costing over R16,861.88 for the school sports days and events.

### **Events and Fundraising**

One of the first events that took place on the 1 August, namely the Bingo Evening, which was a joint effort with the primary school. Lessons, unfortunately, were learnt in the organising of this event, as the high school attendance was not near the numbers that we were expecting on the evening. But, going forward in 2020 we expect to remedy the issues we encountered and will make sure that it continues to be an exciting event on the school calendar with the goal of fundraising for the needs of the learners of our school.

We currently have a wonderful community initiative event planned for the new year. This first event will be taking place on the 6 March 2020. The objective of this initiative is to profile the parents within our school and vendors doing business in our community and surrounds, to be able to network to grow their exposure and business dealing with other businesses and customers in our area. So, please watch this “space” and please be involved!

### **Conclusion**

These last nine months have flown for me in the role as Chairperson of the PAC, and I would like to sincerely express my appreciation for the wonderful support that has been shown by a very enthusiastic and motivated committee.

My role has been further made easy with the great support of Riaan Stroebel, Head of High School - with his keen willingness to give support in building our strategic focus on community building and fundraising for our wonderful school.

### 10.3. Parent Involvement

Traditionally our parents have no problem getting involved in school-based activities. 2019 has been no different. Parents helped to raise funds through the selling of foods at sporting events, selling of tickets for our musicals. We encourage parents to be as involved as possible and we acknowledge that we cannot build a successful school without the help and involvement of our parents.

### 10.4. Parent Meetings

#### 10.4.1. Group Meetings

A general parent meeting took place on 26 January. The purpose of this meeting is to introduce subject heads and subject teachers to parents. The previous year's matric results are presented to the parents. General information regarding assessment programmes is given to parents and they can meet teachers to discuss any concerns.

A meeting for Grade 12 parents and learners took place on 24 February. The Grade 12 academic programme for the year was discussed. The importance of learners' work ethic and keeping to due dates was emphasised. Other information regarding the matric year, such as the matric farewell and the valedictory, was discussed.

#### 10.4.2. Individual Meetings

Parent meetings, where parents of Grade 8 – 11 learners can make appointments with specific teachers, took place on 25 April and 1 August. Parents could discuss their children's marks or specific needs with teachers. The meetings took place in the teachers' classrooms.

Teachers also contacted parents by emailing or calling them to discuss specific learners' progress. From time to time the Grade Heads organised meetings with parents and teachers on demand.

### 10.5. Curro-osity

This learner-driven high school newspaper is currently in its 8th year of publication (32nd issue). Writers, photographers, artists, poets and layout designers from Grade 8 – 12 forms part of a dynamic team who compile this quarterly publication.

### 10.6. Golf Day

Our annual Gold Day was held at the Durbanville Golf Course. 132 golfers enjoyed the course. Sponsors ensured a prize could be given to all the golfers and this helped make it an extremely successful day. We managed to raise R70 000.

### 10.7. Afternoon Homework Classes

Every Monday to Thursday invigilated classes were made available to learners to complete their homework after school.

### 10.8. Transformation

Transformation and the transformation process has gone very well and has grown in leaps and bounds. The transformation committee has drawn up a plan for the year that was strictly adhered to and we have managed to reach just about every goal.

Every term a lesson was conducted in vertical groups, across all grades, in which we addressed the necessary “isms” such as classism, racism as well as disabilities and societies’ attitude towards disabled people. These lessons were conducted with the assistance of the Stellenbosch Transformation Department, through our contact with Professor Koopman at the University. All staff had to participate in conducting these lessons, which meant that maybe not all classes were as exciting as they should be because not all staff are trained or has the natural aptitude for such lessons. We will have to relook at how we do these types of lessons so that learners get the optimum from them. The learner transformation committee was involved in organising two amazing assemblies for Human Rights Day as well as Woman’s Day.

#### 10.8.1. *Transformation Committee*

Diversity training for learners and staff went well this year. We worked with the maintenance staff on various issues with the assistance of Omega early on in this year. The chairperson, deputy chairperson and executive head attended the training session at Dots.

We had regular meetings every term with all role players. We organised two staff training sessions, two class sessions with all learners, various assemblies on important historical days were conducted by the learner committee. We deepened our relationship with Masibambane Secondary School through exchanges and our Mandela Day programme. Heritage Day was celebrated with flair with the focus on the youth.

The Learner Diversity Committee and Learner Council also conducted our stand against violence against woman and children earlier this year.

## 11. FACILITIES

### 11.1. Enhancements

- *We completed the 2018 Pavilion project.*
- *2 tennis courts got LED lights for evening use.*
- *Rugby field got LED lights.*
- *Current cricket nets got extended and closed off, with sufficient lighting.*
- *Building started on our indoor cricket facility (completion end of November 2019).*
- *High School foyer and bathroom upgrades.*
- *Air-conditioning added to the Consumer Studies class.*
- *Planned seating “amphitheatre” next to our main tennis court completed.*
- *The building of our new High School campus has started.*
- *Steam room/class fitted.*
- *State of the art projectors installed in the Mathematics Department, along with new tables.*

## 12. MARKETING

The core role of Curro Durbanville's Marketer is to engage in a broad range of external marketing activities and tactics which will assist in generating leads and increasing enrolments. Secondary to this core role is brand management, retention and internal marketing function.

### 12.1. Enrolments

During 2019, several external roadshows and marketing activations were executed as part of a drive to attract new learners into the high school. This included exhibiting at Kenridge Primary School on 29 January 2019, where our enrolment team had the opportunity to interact with Grade 7 learners and their parents. Our high school was well represented at this event, with an exhibition table carrying all our packs and information, as well as ex-Kenridge learners (now Curro Durbanville high school learners) on hand to chat to the Grade 7s one-on-one. Mr Stroebe and our Marketer also had an opportunity to deliver a short presentation at Welgemoed Primary School on 15 February, where a special assembly was held for Welgemoed's Grade 7 learners needing to choose a high school for their future. Other feeder primary schools, including Durbanville Primary, Eversdal, Gene Louw, Bastion, Brackenfell Primary, Totius Primary, Panorama and Bellpark allowed us to distribute flyers and put up posters regarding our High School Open Day.

In February 2019, the arrival of a new school minibus meant that a new bus route could be opened and marketed into the Malmesbury region. A marketing campaign into this region, both in print and digital rendered favourable results and enrolments, with more to hopefully ensue in 2020.

In May 2019 we held a mall activation campaign at Cobble Walk Shopping Centre. This brand awareness and enrolment campaign were well received by the public, with many stopping to talk to our teachers about aspects of Curro Durbanville, as well as stop and participate in the many interactive activities on offer to the smaller children (face-painting, colouring in etc). Our older learners contributed in the form of a few 'live' musical performances in the shopping centre quad – further showcasing the talent and calibre of Curro Durbanville learners.

In October 2019, we held a special Estate Agent event, where all the local estate agencies were invited to a 'meet-and-greet' and tour of the Curro Durbanville campus. As has been our experience, many new families moving into the area are on the hunt for a.) accommodation/housing, and b.) a suitable school. We believe that synergies exist between our school and these agencies, who often must advise their clients on local schools in the Durbanville area. With our campus not being bound to 'school catchment areas' and having an extensive bus route offering, we become a viable enrolment option for school-going families moving into our area.

Our enrolment and lead chasing processes were further streamlined during 2019, with marketing statistics and leads being reported into our Head Office on a weekly basis. Curro Durbanville's own school tour committee took many families on campus tours throughout this past year, which yielded positive results in our enrolment targets. Our planned marketing and external communication activities, together with the overall brand thrust coming from our Head Office campaigns (for example, a joint #Learners2Leaders digital hashtag shared by all the Curro schools across South Africa), helped to reinforce the Curro Durbanville brand within our own community as a premium brand, further strengthening our school's positioning in the Durbanville area.

## 12.2. Brand Management

During 2019 most of the internal school events carried correctly branded Curro Durbanville marketing material – with brilliant icons and excellently designed event posts, flyers, posters, memes designed for each project. This has positively impacted our school's profile, as we have become known for a professional appearance -digitally (online), on all our communication channels, as well as and in the print media. This was achieved by channelling all artwork requirements (flyers, posters, factsheets, for presentations etc) through Curro's centralised Design Lab via the school marketer. The number of design briefs channelled to the Curro Design Lab from Curro Durbanville during 2019 amounted to over 150 design briefs created – a sheer indication of the vast amount of events/activities/initiatives participated in by our school. Working through these official channels during 2019 has, once again, kept our school in line with Curro Holding's corporate identity policy.

## 12.3. Social Media (Facebook and Instagram)

We currently have 7 439 likes on our Facebook page and have posted almost 650 articles this year. Our reach per post averages around 2 500 – 5 352, with significant spikes achieved from time to time (New Pavilion post and high school build posts spiked at over 8 900 – 15 650 views each). Curro Durbanville's Facebook page is primarily used as a Content Marketing tool for all our followers, including our surrounding community members, our alumni, our investors, our parents (their families and friends), our Group's shareholders and even our competitors. Curro Durbanville's Facebook page is a tool which is used to tell the school's story as well as highlight some of our learner's achievements. These articles are placed online with a view to raising the profile and reputation of our school within our community, and in so doing, increasing our enrolments.

It is important for parents to take note that official recognition of learner achievements by the school will still take place through historical channels, in school assemblies, prize-giving's, awarding of badges, in newsletters etc. This is done in a formal and comprehensive manner. Facebook is not for this same purpose and will mostly post summarised, newsworthy and highlighted information, with good photography and Curro branded artwork mostly taking preference owing to shareability reasons.

In 2019, Curro Durbanville's Instagram page has grown its following to 1 484 followers (compared to 600 followers in 2018). These followers consist mainly of a young (Curro learner) audience and are steadily gaining traction in share-ability amongst many of our community's school-going generation. This is a great Content Marketing platform, as our learners can share their stories and achievements with their outside peers.

Be sure to like and follow us on our social media channels and stay up to date with all our latest achievements, activities and news. A valuable tool for the Marketing function at our school is for parents to share our news and information with their friends and family which is easily done by simply 'liking' and 'sharing' our online content.

## 12.4. Open Days

Our High School Open Day was held on 26 February 2019. The event was well attended, with an almost full school hall. The evening began with a short presentation in the hall, where the audience was given an overall view of high school life at Curro Durbanville. Open Day attendees then joined touring groups, led by our senior learners, to stations within the high school representing all the different subject, cultural and sports activities offered. The tours represented a great opportunity for prospective high school learners to firstly connect with Curro Durbanville's senior learners, but also



connect with the different subject teachers who presented their subject matter summaries within their classes. Walking through the high school passages and seeing all the projects and subjects on display most surely gave a good impression and real 'feel' for Curro Durbanville high school.

The high school open day was promoted widely within our community, including an extensive flyer distribution campaign, digital marketing campaign, banner on our school fence and a print advert in the Tygerburger.

For the remainder of 2019, our high school adopted an 'Every day is Open Day' policy, with new families and investors being taken on school tours often during a normal school 'working' day. This marketing tactic proved to be a great selling point in 2019, as these stakeholders got to experience first-hand a 'true' day in the life of a Curro Durbanville learner, seeing our classroom activities in 'action' on a normal school day.

### 12.5. Curro in the Newspaper

This year we continued to increase our presence in print news significantly. News articles and good quality photographs regarding our learner's achievements and campus activities were regularly sent through to publications like AWSUM School News, Tygerburger, Northern News and Die Burger for their publishing consideration. During 2019, over 75 articles and deep captions were sent to these publications. It is important to note that the resulting editorial coverage achieved is not paid for and is selected by the newspaper's news editor on merits of newsworthiness. Curro Durbanville also featured in Die Burger in the last quarter of this year by once again achieving first place in the private school's category in Die Burger's reader's choice survey.

## 13. OCCUPATIONAL HEALTH AND SAFETY

We take Health and Safety very seriously. To ensure this:

- *Our OHS committee meets at least once a term.*
- *Safety checks outlining risks are done formally once a month by every department, and more often informally.*
- *Vehicles are assessed regularly for safety and roadworthiness.*
- *Annually the school gets Health and Safety certificates as well as Fire Safety certificates for the various sections.*
- *All documentation is stored on a Curro online portal that is accessible to our head office's Health and Safety division as well as in files at school.*
- *Safety evacuation drills are held at least twice a year.*
- *12 High school staff members are qualified First Aiders.*