

OISESA
MENTOR REPORT

FOR
CHRISTIAN BROTHERS'
COLLEGE, BOKSBURG
HIGH SCHOOL

2026



OISESA

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Schools Evaluations
Southern Africa

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1. Introduction

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OISESA included Christian Brothers' College, Boksburg (CBC Boksburg) in its 2026 quality assurance programme. As mentor, I would like to thank the school for their rigorous self-study process and authentic evidence, which aids OISESA's ongoing QA development.

I met head, Gillian Bernardt, and the quality assurance team (QAT) for online training on 11 November 2025, after an introductory meeting. The QAT submitted a cohesive self-study and well-organized evidence folder a week before the onsite visit, and high school team leader, Sarah Nicol, provided a comprehensive, flexible visit timetable. The onsite visit ran from 17–19 March 2026; staff and students made a strong, welcoming impression, confirming the school is well-run and forward-looking.

Founded in 1935, CBC Boksburg—part of the Edmund Rice/Christian Brothers network—aims to educate boys holistically within Catholic values, emphasizing faith, brotherhood, servant leadership, humility, and integrity. The school serves a diverse community. It weathered challenges from Covid-19 and leadership changes; current executive head Toby Craig was appointed in 2023. The board has invested in facilities (Astroturf hockey field, 25m training pool) and led strategic planning to strengthen the school's offering. The high school head and her deputy took up their positions in January.

There is a clear sense of purpose in the school currently, as it sets about raising its profile in academics, sport and culture, with a high level of involvement from students. There has also been a pleasing increase in student numbers – with 106 more students in the school over the past two years. The smaller classes are at senior level. There is no doubt that the parents and the students are excited about the increased opportunities for the boys to be involved, and to develop their talents.

At the same time this is creating its own pressures – at senior level especially – as the smaller student numbers per grade mean that most boys are heavily involved across a number of fronts, and some are struggling to balance everything effectively. The same pressures are being managed by the staff; all in the community are affected by operational changes .

To the credit of the QAT team and the school, it is evident that they are very aware of the challenges that go with the path they have embarked upon, and that they are seeking constructive ways to embrace these changes, which they feel are clearly necessary. This approach is reflected in both the QAT team's findings, and their recommendations.

2. Quality Assurance Information

2.1. IQAA & Umalusi

- CBC Boksburg completed an IQAA evaluation in June 2019 and the areas for improvement arising from this visit are outlined in their self-study report. Whilst progress has definitely been made in all areas, the self-study report does make reference to areas requiring further attention, including staff being part of decision-making processes where relevant, and also to opportunities to increase parent involvement.
- CBC Boksburg received a full Umalusi Accreditation in 2025. No recommendations from this process were included.

2.2. Surveys

- The school completed the OISESA stakeholder surveys during February 2026. A detailed breakdown of response rates is provided in the school self-study report.
 - 276 of 304 students responded.
 - 20 of 25 academic staff responded.
 - 10 of 10 administrative staff responded.
 - 123 of 304 parents responded.
 - 5 of 7 board members responded.
- These results provided useful information and highlighted particular strengths as well as areas for growth. The self-study report provides a detailed reflection and analysis of the survey feedback.
- Strengths included alignment with the school's mission and ethos; positive relationships and school culture; commitment to teaching and learning; and a sense of community.
- Based on the survey results, the school identified areas of concern to focus on: communication and feedback; student well-being and school climate; facilities and resources; the co-curricular programme.

2.3. Focus Groups & Interviews

- Four focus groups were held during the onsite visit to address each of the following areas:
 - Parents – Aspects such as communication, sport and culture, relations with staff and facilities upgrades, were all part of this discussion. In essence, parents expressed appreciation for the improvement of facilities and the increased opportunities being provided.
 - Students – Points included relationships with staff, balancing sport, culture and academics, student well-being, and academic expectations.
 - Academic staff – professional development, involvement in decision-making, appraisal processes, student-staff rapport, communication and staff well-being were discussed.
 - Administrative staff/ Support staff – communication, being part of the school, professional development, staff well-being were discussed.

- The focus groups were well run and constructive, and a good deal of relevant feedback was provided. Notes were taken, and more detail is provided in the relevant sections of this report.
- In addition, I met with the head and deputy of the high school and all the mentors met with the executive head, the chair of the board, and Brother Nsamu, who oversees pastoral care.

3. Standards & Indicators

3.1. Mission

The school has a clear and accessible mission which guides the school's admissions, educational programme, planning, and decision-making.

School's Self-Study Rating	3	Final Rating	3
Comment			
CBC's vision, mission, ethos, and values reflect a clear and consistent commitment to the traditions and principles of Edmund Rice and the Christian Brothers. These are visibly displayed in the college hall and on the school's website, and survey feedback indicates that they are well supported and affirmed by both parents and staff. The concept of 'brotherhood' was frequently referenced by the boys across the campus, suggesting that this value is meaningfully understood and lived within the school community. The core values of faith, service, social justice, and community engagement are well articulated and align strongly with the Catholic ethos of the college. The emphasis on giving to others, supporting the marginalised, and fostering a spirit of generosity provides students with authentic opportunities to develop empathy and a strong sense of purpose. The intention to create an inclusive and respectful environment where diversity is valued, is clearly expressed and contributes positively to a healthy and supportive school culture. The Admission Policy reflects the College's values in practice, guiding decision-making and promoting inclusion. While the policy upholds the school's Catholic identity, it also demonstrates openness in welcoming students from diverse religious and cultural backgrounds. This commitment to inclusion was evident in the admission of a Muslim student, as well as in the school's willingness to support students experiencing various challenges. The policy further ensures that parents commit to the College's financial obligations, code of conduct, and mission, reinforcing a shared responsibility for each student's holistic development. While the vision and mission statements are thoughtful and values-driven, they are somewhat lengthy and, at times, repetitive. With refinement to enhance clarity, reduce duplication, and strengthen the alignment between the stated ideals and everyday practice, these statements could serve as an even more powerful guide in inspiring and shaping the school community.			

Commendations

- A clear emphasis on holistic development is evident, with a balanced focus on students' academic, spiritual, emotional, and social growth.
- The commitment to nurturing young men of integrity, compassion, and responsibility is consistently reflected across the school's statements and practices.
- Strong alignment between the mission, enrolment processes, and strategic planning promotes a shared sense of purpose and commitment among staff and families.
- A consistent culture of faith, service, inclusion, and holistic education is evident throughout the school community.

Recommendations

- Streamline the wording of the vision and mission statements to improve clarity and strengthen their impact, ensuring the core message is easily understood and remembered by the school community.
- Clarify how the vision and mission are translated into daily practice, particularly in relation to teaching and learning, as well as student leadership opportunities.
- Integrate and emphasise environmental stewardship and global citizenship more explicitly to reflect the importance of preparing students for contemporary global challenges.
- Develop clear and measurable indicators to monitor how effectively the mission is lived out in practice.
- Review and strengthen how the mission and values are communicated to new families, beyond the enrolment process, in order to deepen understanding and commitment.

3.2. Governance & Leadership

The school has an effective leadership structure and an appropriate form of governance that assures the school remains true to its mission and that it has the necessary resources to ensure its long-term sustainability.

3.2.1. The Board

School's Self-Study Rating	3	Final Rating	3,5
Comment			
The board can be proud of the significant progress made since 2022, when there were concerns that the college might face closure. Through intentional focus and the implementation of a number of strategic projects, the board prioritised repair, consolidation, and growth. These efforts have contributed to increased enrolment, improved campus facilities, and enhanced resources, all of which have been positively acknowledged by both parents and staff. The board's current strategic priority for the next three to five years is to further enhance CBC's offerings to ensure they are comparable with other leading schools in the area.			

The college operates under a formal constitution that clearly defines the board's authority, composition, and responsibilities. The board maintains a strong and positive relationship with the headmaster, meeting regularly in both formal and informal settings to allow for open communication. The board is mindful of maintaining proper governance while leaving operational matters to the headmaster and staff.

The board comprises eight members, including Father Solly who represents the Christian Brothers, and brings together a diverse range of expertise in areas such as finance, human resources, law, and business. This ensures a balanced and skilled team capable of guiding the college strategically. New members receive an informal induction during their first meeting, and all members are provided with the ISASA Governance Manual. Conflict of interest is taken seriously and is a standing agenda item at every quarterly meeting.

Overall, the board has demonstrated strong governance, strategic leadership, and measurable progress in stabilising and growing the college since 2022, with clear evidence of improved enrolment, facilities, and stakeholder confidence. These factors justify the rating being increased from 3 to 3,5.

Commendations

- The board operates within a clear and well-defined constitutional framework.
- Active board engagement is evident through regular meetings and comprehensive board minutes.
- The strategic imperatives provide long-term direction for the college.
- Succession planning is in place, identifying and preparing potential leaders for future management roles, and showing a commitment to leadership development.
- The board shows awareness of challenges and addresses these proactively to support the school's growth and stability.
- The board conducts formal annual reviews of the headmaster, with specific key performance indicators (KPIs) assessed by the board executive.
- Transparent reporting and accountability are ensured through well-structured AGM processes.

Recommendations

- Strengthen the measurable tracking of strategic objectives to clearly monitor progress and outcomes.
- Formalise periodic board self-evaluation processes to assess effectiveness and identify areas for improvement.
- Implement structured monitoring of the strategic impact of board decisions, moving beyond compliance to evaluate real outcomes.
- Consider designing and implementing a formal orientation programme for all new board members.
- Investigate ways to improve the communication between the board and stakeholders.
- Consider holding a social function once a year at which staff and board members can interact with one another. The chairperson is encouraged, at this function, to describe the operations of the board.

3.2.2. Leadership (The Head and the Senior Leadership Team)

School's Self-Study Rating	3	Final Rating	3
Comment			
Operational leadership is exercised through a structured Management Committee (Mancom) that meets weekly and maintains formal minutes. Discussions include academic, pastoral, staffing, and operational matters, indicating collaborative decision-making and shared accountability. The Mancom includes the CEO, the two principals, the three vice principals and the heads of sport, culture, finance and marketing. This helps to embed a 'whole school' mindset. Leadership structures are clearly defined, with established reporting lines. A policy review process is in place, and is currently being refined. With the high and primary school heads recently appointed, there is an opportunity for the structures in place to be utilised and refined going forward. In the high school it is evident that there is a commitment to innovation and improvement, and a critical assessment of current practices. The review of the 2025 IEB results is an example of this. Steps like a more formal appraisal process have also been introduced. The vast majority of parents and staff all found the school leadership to be effective and that the school is well-managed. The staff would benefit from a greater understanding of the rationale behind some of the changes and processes being put in place. A focus on engaging with the staff on the school's four strategic imperatives may provide a framework for this – and a guide for school planning and alignment going forward. Eight out of twenty academic staff expressed a wish for more feedback on matters raised, which was also expressed in the staff focus group, so this is also an aspect to consider. The administrative and support staff were very appreciative of their being included as 'part of the staff', and they felt that there was now much greater transparency and improved communication with them. The Christian Brothers provide a number of opportunities for leadership development at senior management level, with a number of staff having benefited from this. Part of forward planning for succession is to develop this aspect, and to broaden development opportunities across more staff.			
Commendations			
• Management Committee processes are structured. • Documented and minuted leadership engagement is in place. • Clear reporting and accountability structures are evident. • Formal policy development and review mechanisms are in place.			
Recommendations			
• Strengthen alignment between strategic goals and departmental operational plans. • Engage with the staff on the four strategic imperatives, for a broader understanding of these. • Enhance data-informed decision-making in leadership reporting.			

- Seek to enhance feedback processes to staff on matters raised.

3.2.3.Sustainability

School's Self-Study Rating	2,5	Final Rating	3
Comment			
The college has a Finance Committee comprising the headmaster, the bursar, and three board members. The committee meets online once a month for two consecutive months, and on the third month meets in person. The committee is chaired by a Chartered Accountant who also serves on the board.			
According to the auditors, the annual financial statements present, in all material respects, the college's financial position as of 31 December 2024, as well as its financial performance and cash flows for the year then ended, in accordance with the requirements of the constitution. The college appears financially stable and procedurally compliant, with structured systems supporting sustainability.			
The board uses a Project Hopper for their capital projects, assigning each a cost estimate and a score out of 80 for importance. This approach helps them assess urgency and evaluate the potential impact of each project, enabling more informed decision-making.			
Purchase and travel authorisations have to be completed and approved before any expenses. No reimbursement is made without prior authorisation. Purchases over R5,000 must include three attached quotes. Payments are captured by the cashbook administrator and approved for release by the bursar. Payments are made directly to suppliers whenever possible, and travel claims must be authorised in advance, including dates and kilometres.			
The college introduced a hybrid rolling budget model for 2026 to enhance flexibility and align resources with strategic goals. It incorporates periodic resets, rolling forecasts, and performance-based incentives, empowering management while maintaining fiscal discipline. Quarterly updates will be conducted to adjust the budget based on operational realities, such as changes in enrolment, unexpected expenses, or new opportunities. Their long-term goal is to build the reserve fund to a level sufficient to cover at least six months of operational expenses.			
The college maintains adequate insurance coverage.			
The college follows a Bad Debt Policy whereby overdue payments trigger reminders at 30, 60, and 90 days. If there is no response after the second reminder, the student may be suspended until the debt is discussed with the bursar. Repeated non-response, failure to reach an agreement, or missed repayments may result in written notice that alternative schooling arrangements are required, with one term's notice if the Contract of Enrolment is terminated. Debt per account may not exceed R65,000, and any outstanding amounts after termination are passed to an external collection agency and written off in the financials. Since they adhere strictly to the policy, their bad debt has improved.			

The college has installed solar panels on the administration block, with plans to extend solar power into the school blocks in future. At present, there are no water sustainability measures in place. The college promotes the recycling of paper, and on occasion run additional recycling initiatives to encourage broader participation.

Increased student enrolment of 106 students over the past two years is most encouraging, and this reflects positively on the school actively focusing on improving its holistic offering. Student retention remains a focus, as pointed out by the CEO, especially from Grade 7 into Grade 8, and at the end of Grade 9 – with boys often approached by ‘representatives’ of other boys’ schools. Progress is being made here.

There is evidence of sound financial oversight at the governance level, with an effective finance committee in place. The college is also working toward establishing a long-term reserve fund. Based on these factors, a rating of 3 is appropriate.

Commendations

- Financial reporting is consistently presented at the AGM.
- Strong evidence of financial accountability exists at the governance level, supported by an effective finance committee.
- The school has a long-term goal to build a reserve fund.
- There has been a pleasing increase in student numbers over the past two years.

Recommendations

- Consider applying for the ISASA umbrella insurance.
- Use the ISASA template to draw up a risk management matrix and constantly review this to ensure there is mitigation against future threats.
- Continue to focus on the retention of talented students at junior high school level.
- Encourage the Parent College Partnership (PCP) to purchase recycling bins for refuse and create a student-led initiative to drive the recycling programme.
- Expand and diversify environmental sustainability measures, including water storage solutions and contingency plans to address both water shortages and loadshedding.

3.3. Culture & Climate

The school fosters a culture of diversity and inclusion of students, families, and staff and recognises their fundamental human rights and dignity, which is consistent with the Bill of Rights and aligns with the school's mission.

School's Self-Study Rating	3,5	Final Rating	3,5
Comment			
During my visit to CBC, as well as through purposeful and engaging discussions with Brother Nsamu and a range of staff members, it became evident that the school's culture and climate are of central importance to the college. A significant amount of intentional effort has been invested in fostering a culture of diversity, inclusion, and respect for the dignity and rights of all members of the school community. This strong commitment to diversity and transformation is reflected in the school's policies, structures, and ongoing communication with stakeholders. For them, the challenge lies in addressing diversity, equity, inclusion, and transformation in a way that honours individual experiences while remaining true to the college's commitment to Catholic education in the Edmund Rice tradition. Mass and liturgical celebrations are central to college life, with boys guided through sacraments such as First Holy Communion and Confirmation as part of their spiritual development. The annual retreat for boys is a particularly valuable initiative, with last year's theme of belonging providing a meaningful opportunity for all students, from Grade R to Matric, to engage in reflection and connection. While the school can take pride in the progress made through these deliberate efforts, there is a clear understanding that this is an ongoing and long-term journey. The leadership and staff demonstrated honesty and openness in acknowledging areas where further growth is needed. They have shown a willingness to engage with challenges, even when these may feel uncomfortable, and expressed a genuine interest in exploring ideas and strategies to strengthen their approach. There is a clear recognition that meaningful change lies not only in policy, but in consistent action, often through small, intentional practices that shape daily experiences. The school is to be commended for its deep commitment, reflective approach, and ability to acknowledge areas for growth without defensiveness. There is strong confidence that, through continued intentional effort, the culture and climate of the college will continue to strengthen and evolve in positive and meaningful ways.			
Commendations			
• CBC demonstrates a strong commitment to diversity, equity, inclusion, and human dignity across its policies and practices. • Policies are aligned with the Constitution of South Africa and the expectations of the Independent Schools Association of Southern Africa, providing clear governance and operational guidance. • Diversity and inclusion are embedded in governance, curriculum, staffing, and community engagement.			

- A respectful and inclusive school culture is evident, with systems in place to address discrimination or other concerns appropriately.
- Equitable recruitment practices support diversity within staff and leadership structures.
- Diversity is actively promoted and celebrated through school initiatives, communication, and events, fostering belonging among stakeholders.

Recommendations

- Provide training for staff on current social issues such as intolerance, sensitive language, diversity, inclusion, equity, transformation, inclusion, sexism, and racism.
- Continue recruiting and supporting diverse staff at all levels, including leadership and the board, with structured mentorship to enhance retention.
- Strengthen student representation and leadership in diversity, equity, and inclusion (DEI) initiatives.
- Expand professional development and learner programmes on diversity, identity, gender, and cultural awareness.
- Ensure school catering and services meet the diverse dietary needs of the whole community.
- Strengthen monitoring, evaluation, and communication of DEI initiatives, and deepen partnerships with external organisations to broaden cultural exposure.

3.4. Communication

The school communicates regularly and effectively with its community.

School's Self-Study Rating	2,5	Final Rating	3
Comment			
Acceptable communication between parents and teachers via structured channels is evident, with the understanding that teachers may not be able to return calls immediately. All concerns must follow the appropriate channels as outlined in the communication policy and should ideally be resolved at the level of the class teacher, tutor, HOD, or house master. If this is not possible, parents may contact the relevant principal. Should the matter remain unresolved and an amicable resolution no longer be feasible, the grievance must be submitted in writing to the college for the attention of the headmaster. Group emails are sent through ADAM or individual emails by staff. According to the Email Policy for staff, they must reply within two working days. The college strongly advises against using WhatsApp groups and does not encourage teachers to communicate with parents through that platform. Google classroom is mainly used for academic activities, assignments, rubrics, and additional work, while sports information is uploaded to the Sports Online Communication System (SOCS) site. Whole-school newsletters are sent home twice per term, for a total of six each year. They are primarily used to celebrate achievements and share updates on school activities.			

The college implements a focused marketing and communication strategy aligned with its strategic plan, designed to strengthen the brand, convey its values, counter negative perceptions, and support sustainable enrolment. Communications are conducted through approved channels, including the school website, newsletters, email, social media, marketing materials, events, and community engagement, and are overseen by the marketing manager to ensure alignment with the college's mission, vision, and core values of brotherhood, faith, and tradition.

The college maintains an official website, managed by the marketing manager with school management, providing up-to-date information on its ethos, programmes, policies, activities, and contact details.

Social media is a key tool for shaping the college's narrative, enhancing visibility, and engaging effectively with current and prospective families.

Internal communications structures are outlined in the high school report. Parent information evenings are held in January to outline expectations on a range of matters including study habits, assessments and examinations, the co-curricular programme, daily routines, and communication channels. Parent evenings are held at the end of each term, with a focus on students requiring support and direction in academics.

An AGM is held in August or September, where the headmaster addresses parents primarily on the budget and the fees for the following year. The chairperson of the board and the chairperson of the finance committee also present their reports.

Although there is some dissatisfaction due to overcommunication across too many platforms, as well as gaps in communication around certain decisions, there is a solid foundation to build on. The marketing and social media efforts are also commendable. For these reasons, a rating of 3 appropriately reflects the current situation.

Commendations

- The yearly magazine is an excellent publication.
- A variety of communication channels and platforms are used.
- Parents are informed regularly through emails about events and campaigns.
- The school encourages open dialogue between students and teachers and promotes mutual respect and understanding, which supports a healthy, inclusive school culture.
- The PCP works together and aims to improve the school environment and strengthen communication.
- Messages from the board are relayed timeously, though usually verbally at whole school meetings.
- Social media covers different parts of the school and is updated frequently.

Recommendations

- Prioritise reviewing and streamlining all communication platforms to ensure clarity and consistency, reducing the risk of miscommunication or over-communication, and fostering a more positive experience for all stakeholders.
- Target emails to parents specifically to their child's section, rather than sending them to the entire school.
- Certain events require earlier notice to allow adequate preparation.
- Staff should be included in some event planning.
- Increase alumni representation and engagement.
- Provide more detailed explanations of board decisions so that teachers can understand them and fully support the outcomes.

3.5. The Education Programme

The school provides a documented education programme which aligns with the mission of the school and meets the needs of its students.

3.5.1. The Curriculum

School's Self-Study Rating	3	Final Rating	3,5
Comment			
The high school communicates its curriculum objectives clearly and delivers a rigorous, learner-centred education that prepares students for tertiary study and a globalised world. While most subjects have formal policies, some rely solely on IEB Subject Assessment Guidelines, which do not fully outline objectives. Parents and students are informed through meetings about expectations and requirements.			
The school follows the IEB curriculum and benchmarks performance through national examinations, supported by enrichment activities like trips and simulations. Teachers follow the IEB SAG's, attend conferences, and review results to improve teaching. A thorough review of the 2025 NSC results has been undertaken, including staff input. Curriculum implementation is monitored by subject heads and the Academic Committee, with structured planning and strong collaboration across grades in each subject.			
The school offers English, Afrikaans, and isiZulu, and supports professional development through IEB cluster meetings and training, though participation from staff is sometimes low. Technology and AI are integrated into teaching, with digital platforms supporting blended and online learning. Google Classroom is used in the high school as a key vehicle for engagement with students on academic matters.			
Academic results show a consistent 100% pass rate, though concerns exist about lower bachelor degree pass rates, averages below IEB norms, and fewer Maths and Science distinctions. 112 out of 123 parents felt the school met their children's academic needs, with 215 out of 275 students providing the			

same response. The 2025 results review indicates the determination of the school to be proactive in determining how best to improve student performance, with a mindset of continuous improvement. This review will likely include debate on the timing of internal examinations, and how best to balance the holistic offering of the school. School leadership has already decided to provide a much more structured and rigorous programme for matric students after their preliminary examinations.

In Grade 10 Mathematics, there is setting in classes to assist with differentiation, and Further Studies in Mathematics has been introduced in 2026. (Two matric students do FS Maths privately.)

Meaningful liaison with the primary school and other feeder primary schools on academic matters may also be of benefit for the high school. There is an academic awards structure in place, which clearly carries meaning for the boys.

Given the clear evidence of curriculum structure and monitoring, and the rigour of student performance review processes, the rating has been adjusted to 3,5.

Commendations

- The curriculum is well planned and learner-centred, promoting engagement, critical thinking, and preparation for tertiary studies and a globalised workforce.
- Technology is purposefully integrated, with strong staff and student engagement via Google Classroom to support blended and online learning.
- A culture of professional reflection and collaboration is evident through regular departmental and cluster meetings, supporting continuous curriculum review and improvement.
- Assessment practices are diverse, balanced, and inclusive, and the curriculum provides multilingual learning opportunities in English, Afrikaans, and isiZulu.

Recommendations

- A stronger culture of academic excellence needs to be developed amongst teachers and students. Implementing a more structured and focused programme for Grade 12 students after the Prelim examinations will likely reinforce this.
- Develop formal Subject Policies in all subjects.
- Further strengthen cross-curricular integration to deepen learning connections between different subjects and different phases.
- Consider broadening the use of common examinations with fellow high schools.
- Expand the use of advanced educational technologies and interactive digital tools for personalized learning.
- Consider increasing engagement with the senior primary section on academic matters as part of the focus on overall academic improvement.
- Introduce targeted academic support that better suits the needs of individual students.
- Continuously update and diversify teaching resources to remain current with curriculum innovations

3.5.2. Teaching & Learning

School's Self-Study Rating	3	Final Rating	3
Comment			
Teachers are well qualified, demonstrate strong subject knowledge, and support one another through collaboration and mentorship, as well as attending external cluster meetings. Subject heads monitor teaching through class visits and planning, and a more formal appraisal process is being rolled out. The school offers a broad Further Education and Training subject range. Mathematics classes are grouped by ability, and academic support lessons are built into the timetable. Twenty-first century skills are integrated across subjects, with examples in Geography, Accounting, Business Studies, and initiatives like Entrepreneur's Day and global student dialogues. The school provides adequate resources, though textbook procurement can be delayed, and a temporary staffing shortage has led to larger Grade 10 Mathematics classes. There are a few cases of class size going over 25, the guideline used by the school. Assessment aligns with IEB requirements and includes varied methods, with regular feedback provided through systems like ADAM and parent-teacher meetings. Parents have access to their sons' results on ADAM. Academic support classes are built into the programme, and parents' meetings are held to provide further support to students who are struggling in a particular area. The positive rapport between teachers and students was evident in the lessons I observed, and is borne out by survey and focus group feedback. There was evidence of collaborative work, agency in learning, use of technology and a focus on students developing their own ideas and supporting their views constructively.			
Commendations			
• Qualified staff and strong head of subjects and senior teachers mentor the lesser experienced teachers. • A strong culture of reflection and continuous improvement is sustained through regular departmental reviews. • Staff show a clear commitment to offering differentiated instruction and inclusive learning support. • Twenty-first-century skills and learning enrichment are incorporated into classroom activities. • The high school is a well-resourced learning environment, which includes upgraded laboratories and access to prescribed textbooks. • Diverse, balanced, and well-planned assessment strategies measure student progress. • Consistent and meaningful feedback is provided to students and parents, strengthening academic performance and accountability.			
Recommendations			
• Increase peer lesson observations and coaching among staff to further strengthen pedagogical practice.			

- Enhance cross-curricular planning to deepen integration across subjects.
- Broaden differentiated strategies to include more targeted support for students with specific barriers to learning.
- Broaden academic parents' evenings to include all students and parents, in order to affirm and motivate students doing well, and to build relationships with their parents. The opportunity for an address by the head then also presents itself.
- Strengthen real-world partnerships with universities and industry to deepen 21st-century learning relevance.
- Continue upgrading specialised facilities and digital resources.

3.5.3. The Co-Curricular Programme

School's Self-Study Rating	2,5	Final Rating	3
Comment			
The high school's co-curricular programme demonstrates a strong commitment to holistic student development through both sport and cultural activities, supported by improved organisation, leadership, and governance. The evidence provided shows that a range of policies have been put in place to guide this process. The sporting programme has undergone significant transformation under the director of sport, with the introduction of structured timetables, practice schedules, fixtures, updated policies, and improved communication. The introduction of compulsory sport as part of the comprehensive school day has ensured broad participation. The school has also re-entered competitive boys' league structures, as a step towards overall improvement in performance. Leadership has been strengthened through masters-in-charge, and coaching is being professionalised. Similarly, the cultural programme offers a wide range of activities. A weekly cultural period supports regular practice, and students take part with much success in various inter-school events and festivals, with school support for logistics. Learner leadership in cultural activities is formalised and structured. Strong staff involvement, regular planning meetings, and clear coordination support the programme. Achievement across both sport and culture is recognised through formal awards, and overall, the co-curricular programme is inclusive, well-structured, and positioned for continued growth. The heads of sport and culture communicate on a regular basis. There is no doubt that the boys and parents are really enjoying the sport and cultural opportunities now being provided – as is evident from hockey and rugby boys speaking about their excitement about playing in a derby day on the Saturday, and one of the focus group parents stating that the school is now providing the opportunities they had been asking for, for their children.			

At the same time, the school's small numbers – especially at senior level – mean that the boys are really under pressure to meet all their commitments, with the pressure to field as many teams as possible given that the school is now in more competitive leagues. Clashes with club sporting commitments are also an ongoing challenge

Therefore, while the majority of the boys, parents and staff support the extended co-curricular programme, there are repeated expressions of concern that the children are often exhausted, that at times they feel overwhelmed, and that some are burning out. The school has recognised the need to maintain a balance and has prioritised a review of the programme. Some staff felt that academic progress of some students had been negatively impacted. Pressurised times could perhaps be a focus as part of this review.

One or two comments in the parent focus group reflected the increase in expectations of the community. Reference was made to junior pre-season rugby not continuing from 2025, because of poor turnouts. The observation was that this should be addressed. Ways in which to get more parents involved and supporting the CBC Boksburg sports programme could be explored further.

There is no doubt, however, that much progress has been made in the area of co-curricular activities, and that this will impact positively on student retention. Given the strides made in this area, and the awareness of the pressures this growth has placed on students, the rating has been adjusted to a 3.

Commendations

SPORT

- A comprehensive co-curricular programme aligns with the school's mission and commitment to holistic education.
- Clear programme structure and developmental pathways, are supported by timetables, practice schedules, and a weekly cultural period.
- Significant progress has been made in strengthening the sports programme, including improved governance, compulsory participation, the calibre of coaching, and re-entry into competitive leagues.
- Strong staff and specialist coach involvement support programme delivery.
- Student achievement is clearly recognised through formal awards and colours systems.

CULTURAL OFFERINGS

- There is strong student participation.
- A wide range of cultural opportunities is offered.
- A strong learner leadership structure is in place.
- Effective communication structures are in place.
- Staff have upskilled their coaching abilities in cultural activities.

Recommendations

SPORT

- Continue refining the balance between academic, co-curricular, and family commitments to support student wellbeing.
- Strengthen stakeholder communication around co-curricular expectations, policies, and decision-making.
- Expand professional development opportunities for staff and coaches.
- Enhance athlete development pathways through structured training, talent identification, and conditioning programmes.
- Continue reviewing facilities, staffing, and logistical support to ensure programme sustainability and access.
- Explore opportunities to broaden cultural participation through additional inter-school events and festivals.

CULTURAL OFFERINGS

- Seek to expand external participation opportunities.
- Enhance programme continuity across phases.
- Formalise coaching and mentorship structures.
- Review transport arrangements for after-hours events.
- Increase visibility of cultural achievements.

3.6. Staffing

The school is appropriately staffed to meet the requirements of the school's educational programme, operational requirements, and co-curricular programme.

School's Self-Study Rating	3,5	Final Rating	3
Comment			
The college demonstrates strong governance and compliance in staffing, supported by comprehensive policies covering recruitment, performance management, professional conduct, equity, and staff development.			
Clear roles, reporting lines, and job descriptions support operational stability, while regular staff meetings promote communication and collaboration. It is noted that most staff meetings are operational in nature. Since the staff feel that they would like more feedback on matters raised and be more involved in decision-making when appropriate, perhaps certain meetings could address these aspects.			
Remuneration practices are transparent and formalised. Performance management systems are in place, though closer alignment between appraisals and professional development could be strengthened. Greater context and engagement with staff on the appraisal process and its parameters would be of benefit going forward; clarity on the approach for 2026 would be important for staff. Some			

staff felt that their roles and responsibilities could be outlined more clearly, in terms of how they would be appraised, and how the 'extra mile' aspects would be recognised.

Staff development is supported through training policies and structured onboarding, with some need for consistent implementation across departments. The revised onboarding programme should assist staff new to the school upon implementation. Nineteen out of twenty staff felt that they were encouraged in their professional development.

In the staff focus group mention was made of the pressure on the students regarding the co-curricular programme, missed academic time, and a feeling that as staff they were not being heard on this. Mention was also made of notional time parameters requiring a review – which the school leadership is aware of.

Staff wellbeing is gaining focus through initiatives like the 2026 'Reality Wellness' theme. Nine out of twenty staff felt that their well-being needs were seen to; it may be worth exploring this further. It is likely that this response is linked to some of the comments and survey feedback outlined above.

The comments above are balanced by the sense of respect for others which staff speak of and the sense of family and brotherhood they experience at the school. Survey feedback showed strong support for school leadership, and focus group feedback included appreciation for the school 'changing for the better', the positive culture, and the much greater pride in their school shown by the majority of the students. Noted also is the very positive feedback from the administrative and support staff, who appreciated being fully included in staff functions, with much improved communication and transparency. The latter groups also mentioned that they felt there was clarity, direction and a vision for the school.

There is a clear sense of purpose in the school to move forward and upward, which is supported by the vast majority of staff. It is not surprising that there are different voices and views, given the changes that have taken place in a relatively short space of time in the high school. With the current high school leadership now in place and the stability this brings, there is a very real opportunity to build the staff team to take the school forward. Unpacking the four strategic pillars may be a good way to facilitate this.

Balancing the positive feedback with the concerns mentioned above, a rating of 3 is appropriate.

Commendations

- Clear recruitment procedures are employed.
- Staff qualifications and documented personnel records are carefully verified.
- There are formalised leadership role descriptions.
- The appraisal system is fully functional.
- There is transparent remuneration documentation.
- Regular staff communication is achieved through formal meeting structures.

Recommendations

- Strengthen the strategic link between appraisal outcomes and professional development planning
- Consider using discussion on the four strategic imperatives as a framework through which to grow the high school staff team.
- Consider creating opportunities for staff meetings to focus on discussions on matters outside of operations as part of growing the staff team.
- Engage with staff further on the background and context to appraisals, and the process to be followed in 2026.
- Ensure consistent implementation of onboarding processes across all phases.
- Continue embedding staff wellness initiatives within operational planning.
- Formalise succession planning processes to ensure long-term leadership sustainability.

3.7. Student Well-Being

The school supports the well-being of all students, including their academic needs and pastoral care, to ensure a positive school experience.

School's Self-Study Rating	3,5	Final Rating	3,5
Comment			
In the high school, students are placed in four houses with pastoral care led primarily by housemasters and tutors, though all staff share responsibility. Student well-being remains central, especially as increasing pressures from academics, sport, social media, and adolescent development impact boys' emotional and social balance. In response, the college has strengthened its pastoral systems to provide more intentional, holistic support, in addition to structured academic support.			
A key element of this approach is the enforcement of the code of conduct, promoting responsibility, respect, and accountability. 165 out of 275 students felt that rules were applied fairly. The number disagreeing may be linked to the different approaches adopted by any of the four housemasters overseeing disciplinary matters. Daily ten-minute tutor meetings are by their nature operational, covering registration and related matters. Lack of time for tutors to engage properly with their students on pastoral aspects was raised by staff as a concern. At the same time student survey and focus group feedback reflected a strong rapport between students and staff, echoed by the parents who felt the staff were passionate and gave personal attention to their children. In the student focus group, it was felt that it was through their own actions that students came to be at odds with staff.			
The 'positive behaviour plan' approach, which includes a merit-demerit system, is worthwhile, but it is felt that more focus must be placed on recognising and affirming positive behaviours through merits.			
Student committees like the Justice Desk and the Advocacy Committee are commendable, and are clearly providing a voice for students. Students felt that at times they were not heard on more general matters and they felt the SRC body could be utilised and promoted a lot more, perhaps with prefect body involvement. The Grade 12s and others I engaged with were mature and insightful in their			

comments, and they clearly have the best interests of the school at heart. They are strong advocates for the school and the upward trajectory it is on and they are keen to be utilised more in this role.

Student feedback also acknowledged the pressures that come with meeting the raised expectations – their own, their parents’ and the school’s. They felt that it was these pressures that contributed directly to 122 out of 275 students saying they were unhappy at school, and only 148 out of 275 students saying there was support for their well-being. These responses are balanced by 253 out of 275 students saying they had friends at school, and parents overwhelmingly saying their children were happy at school, and that their well-being was seen to. Students new to the school stated they were welcomed and made to feel at home from the start. To their credit, school leadership wishes to unpack these different responses further, which is evident in the recommendations.

An on-campus therapist, Brother Nsamu, provides accessible individual support, while also guiding parents through webinars and engagement sessions to better address adolescents’ needs. My observations during the visit were that there is a real sense of family and belonging at the school, with students also speaking of being supported by their peers in their endeavours. In addition, students felt they have staff to turn to when they are under pressure. Brother Nsamu’s genuine concern for the welfare of the boys was quite evident.

The College has structured programmes, including external input, to promote healthier digital habits, social media awareness, online safety and the consequences of unacceptable digital behaviour.

Commendations

- The college provides proactive responses to increasing social pressures (academic demands, sport commitments, social media, teenage social dynamics).
- Engagement with external experts provides anti-bullying education and awareness programmes, reinforcing empathy and peer responsibility.
- Educational presentations on digital safety and social media risks are held, including those delivered by Emma Sadlier and her organisation.
- An on-campus therapist is available to provide accessible, professional support for boys when needed.
- Parent engagement through therapist-led webinars and information sessions, continues to strengthen the partnership between home and the college.

Recommendations

- Structured and direct engagement with student leaders should prove beneficial.
- Consider ways in which to raise the profile of the SRC as a student voice.
- Formalise regular, structured well-being check-ins within the tutor or house system to enhance early identification of boys who may require additional support.
- Develop a formalised mental health awareness week or campaign, integrated into the school calendar annually.

- While the availability of an on-campus therapist is a significant strength, the college could explore ways to expand accessibility during peak pressure periods, particularly around examinations or major sporting commitments.
- Consider the introduction of a longer tutor period once a week.
- Enhance peer mentorship programmes, where senior boys are trained to support junior students, under staff supervision.
- A structured review of the balance between academic, sporting, and cultural commitments may assist in ensuring that boys are challenged yet not over-extended.

3.8. Safeguarding

The school is committed to maintaining a safe environment to protect students from harm.

School's Self-Study Rating	4	Final Rating	4
Comment			
In the words of Bishop Guiseppi Sandri of the Catholic Board of Education, 'Children are an integral part of the community and, for schools, the reason for their existence. Children must be cherished, cared for, and safeguarded.' In keeping with this principle, safeguarding was introduced at the college in 2018. An Acknowledgement and Commitment Form was signed by the college headmaster and the chairman of the board of governors, affirming the institution's dedication to protecting and promoting the welfare of every child.			
Clear reporting structures are in place, including the appointment of two designated Safeguarding Officers. The officers attend regular training sessions with the Catholic Schools' office to ensure that they remain up to date with safeguarding policies and reporting procedures. In-house training is conducted for all staff to raise awareness of the different types of abuse and to provide guidance on safeguarding practices, including how teachers can protect both students and themselves. Annual safeguarding training, which includes scenario-based workshops, ensures that staff understand their legal obligations and feel confident in identifying, responding to, and reporting safeguarding concerns. The college maintains records of their annual safeguarding compliance, demonstrating a strong commitment to student safety and accountability.			
The school's policies are aligned with the ISASA Child Protection Policy. The aims of the college's Safeguarding Policy are to provide clear guidelines to help prevent harm to students, establish clear procedures for the appropriate reporting of any suspected or confirmed abuse, and ensure that the policy is accessible to all staff and can be implemented effectively in practice. The policy is reviewed annually to ensure compliance with legislation and best practice.			
Supervision is carefully structured during school hours and for all off-campus activities, supported by risk assessments and appropriate staff-to-student ratios. The school also actively educates students on personal safety, digital citizenship, cyberbullying, and the responsible use of AI through the Life Orientation curriculum, assemblies, and targeted awareness campaigns.			

Last year, the school held a Safeguarding in Sport workshop to equip coaches, managers, and support staff with the tools needed to protect athletes and uphold the college's duty of care. Security personnel also received training to strengthen safeguarding measures. Finally, a safeguarding review and planning meeting evaluated the year's activities, identified emerging risks, and set priorities for 2026 in line with the college's Safeguarding Policy.

The college use The Guardian for staff vetting and police clearance. All new staff are required to be registered with SACE, and their police clearance and vetting must be completed before commencing employment.

The school conducts regular sessions on personal safety, responsible use of devices, social media, and artificial intelligence (AI), helping students and parents develop digital literacy, make informed decisions online, and navigate technology safely and responsibly.

Commendations

- Safeguarding policies are comprehensive and documented, including collaboration with external authorities such as SAPS and social workers when required.
- Staff vetting procedures are documented.
- Ongoing professional development ensures staff are confident in meeting their mandatory reporting obligations.
- Clear supervision structures are in place both during school hours and for external activities.
- A strong focus on digital citizenship and responsible AI use equips students to navigate modern technological challenges safely.
- Communication with parents and students regarding safeguarding structures is transparent and accessible.
- The high school has a well-established student-led advocacy group – the Justice Desk.

Recommendations

- Continued professional development in safeguarding, adolescent mental health, and trauma-informed practice will support staff in confidently fulfilling their pastoral and protective responsibilities.
- Continue to enhance anonymous reporting mechanisms for students.
- Increase the visibility of external support services and helplines across campus in areas visible to everyone, including the ablution blocks.
- Conduct periodic student surveys specifically focused on safeguarding awareness.
- Expand parent education sessions on digital safety and AI use.

3.9. Health & Safety

The school's Health & Safety policies and procedures ensure that it is a safe place for staff and students.

School's Self-Study Rating	3	Final Rating	3
Comment			
The College shows strong commitment to health and safety with comprehensive policies, procedures and structures. A Health and Safety Committee with trained first-aid and some firefighting-certified members exists, though membership is transitioning after 2025 staff changes. New members and a designated officer are being appointed, with induction and training to be provided by an external consultant, who gave a 96% compliance rating in the 2025 audit. Monitoring uses structured systems: monthly reports by officers and an annual external audit. Evacuation procedures and regular fire drills are in place; classrooms display evacuation plans and fire extinguishers, and safety signage are well positioned. Operational safety is established: 24-hour security at main gates, regular patrols, controlled visitor sign-in, and panic buttons in administrative areas—though placement and staff awareness need clarification. School vehicles are kept roadworthy with annual licence and PDP renewals. First-aid coverage is ensured across all sections, with at least two trained first aiders per area; kits are checked monthly. The swimming pool is secured and locked when not in use. Lightning procedures are monitored by sports staff, with a siren system for outdoor evacuations. College vehicles are checked daily using a safety checklist. The tuck shop is now managed in-house and a certificate of acceptability is being sought. Bathroom facilities are well maintained, and ancillary staff appreciate the provision of appropriate safety clothing. Parent and staff feedback reflects a strong sense of safety; management is considering expanded camera coverage and improved access control as part of ongoing improvements. Overall, the college maintains comprehensive, proactive health and safety systems and shows clear commitment to continuous improvement.			
Commendations			
• Health and safety policies are current and subject to regular review to ensure ongoing compliance and relevance. • An annual health and safety audit is conducted by an independent auditor , supporting external oversight and accountability. • Comprehensive evacuation plans, including relevant emergency contact details, are clearly displayed at the entrance of every classroom. • Bus drivers hold the required certifications and adhere to road safety regulations, supported by a detailed pre trip inspection checklist completed prior to every excursion or outing.			

Recommendations

- Prioritise the certificate of acceptability for the tuckshop.
- Ensure that all seatbelts on the buses are in good working condition.
- Finalise the appointment of new Health and Safety Committee members and ensure their training is prioritised and completed as soon as possible.
- Increase the frequency of evacuation and fire drills to a termly basis and include regular lockdown drills to strengthen preparedness for emergencies.
- Circulate updated fire and safety drill procedures to all staff and clearly define and communicate role allocations for each type of drill.
- Expand the coverage of panic buttons across additional areas of the school.
- Maintain accurate records of health and cleanliness checks for tuck shops and kitchens.

3.10. Facilities & Infrastructure

The school's buildings, facilities, and infrastructure effectively support the needs of the school's education and co-curricular programmes.

School's Self-Study Rating	3	Final Rating	3,5
Comment			
On our visit we found the campus and facilities to be clean and well maintained. The college's facilities adequately support its academic and co-curricular programmes, though the ageing campus is under growing pressure from increased enrolment. Budget constraints restrict major capital projects, so the strategic focus remains on maintaining safe, functional spaces while pursuing targeted upgrades where possible. Facilities oversight is well structured through risk assessments, maintenance tracking, and budget planning, with recent improvements such as the tuck shop refurbishment and enhanced security reflecting responsiveness and proactive management. Along with the tuckshop there has also been an upgrade to the toilet block, with primary and secondary schools now having separate sections. These adjustments have been well received by the parents and students, and indicate that areas of concern raised by parents are heard and that they inform decision-making where relevant. Recent capital improvements to sports facilities, including an artificial turf hockey field and three-lane practice swimming pool have similarly been very well received by all sectors of the school community, including alumni. The 'project hopper' process in place to track the various capex items being considered, can be developed into a more robust facilities plan. The estate manager felt he was kept informed and consulted on development planning, and that there was a clear sense of purpose and direction being provided. Maintenance systems are formalised, including repair processes, hygiene schedules, and operational oversight. Maintenance processes include feedback to those staff impacted upon. Cleaning and safety			

monitoring are systematic and well documented, although ageing field equipment and machinery can lead to delays and increased costs when breakdowns occur.

Accessibility remains a limitation due to the multi-level design of the older campus. While some ramps have been added and accommodations are made where possible, the campus is not fully disability-friendly, highlighting a need for future planning.

Information governance is well managed through ICT, POPIA, PAIA, and confidentiality policies, ensuring controlled data access and security. The college has appointed one staff member as the Information Officer and two additional staff members as Deputy Information Officers. The college uses ADAM as its Information Management System.

The rating has been adjusted to 3,5 given the well-maintained, aesthetically pleasing facilities as well as recent and ongoing improvements, including the astroturf and swimming pool, and the refurbished tuck shop and renovated bathrooms.

Commendations

- Strong health and safety compliance and regular inspection processes are in operation.
- Structured maintenance and hygiene systems are the norm.
- There are improved maintenance procedures.
- Upgrades to key areas such as the tuck shop and ablution block have been successful.
- Capital investment has been directed to sports facilities, including a 25m training pool and an artificial turf.
- Risk management and security oversight are supported by documentation.
- Clear data protection and information governance policies have been framed.

Recommendations

- Develop a phased infrastructure modernisation plan.
- Strengthen long-term capital planning in response to enrolment growth.
- Improve campus accessibility within structural and financial constraints.
- Implement perimeter guarding patrols.
- Install additional camera systems around the school property.
- Replace old, aging equipment.

4. Summary of Recommendations

The school has made several detailed recommendations in their self-study report. In addition, the mentor has made recommendations throughout this report under each standard. The list below provides a summary of only the key recommendations.

Recommendations	Timeframe
1 Mission Streamline the wording of the vision and mission statements.	2026/2027
2 Governance and Leadership	
2.1 The Board	
Strengthen the measurable tracking of strategic objectives to clearly monitor progress and outcomes.	2026/2027
Encourage board members to complete ISASA training on best practice for governance in an independent school.	2026
Consider designing and implementing a formal orientation programme for all new board members.	2026/ 2027
2.2 Leadership	
Strengthen alignment between strategic goals and departmental operational plans, engaging with the staff on the four strategic imperatives	2026/2027
Seek to enhance feedback processes to staff on matters raised.	2026
Broaden staff training and development opportunities beyond the management team.	2027
4.3 Sustainability	
Consider applying for the ISASA umbrella insurance.	2026
Use the ISASA template to draw up a risk management matrix.	2026
Expand and diversify environmental sustainability measures.	2027/2028
Continue to focus on the retention of talented students at junior high school level.	2026
3 Culture & Climate	
Continue recruiting and supporting diverse staff at all levels.	Ongoing
Strengthen student representation and leadership in DEI initiatives.	Ongoing
Expand professional development and student programmes on diversity, identity, gender, cultural awareness, intolerance and sensitive language.	2026
4 Communication	
Target emails to parents specifically to their child's section.	2026
Increase alumni representation and engagement.	Ongoing
Prioritise reviewing and streamlining all communication platforms.	Ongoing
5. The Education Programme	
5.1 The Curriculum	
Strengthen a culture of academic excellence across teaching and learning.	2026

Implement a more structured and focused programme for Grade 12 students after the Prelim examinations .	2026/2027
Further strengthen cross-curricular integration to deepen learning connections between different subjects and different phases.	2026/ 2027
Consider broadening the use of common examinations with fellow high schools.	2026
Consider increasing engagement with the senior primary section on academic matters as part of the focus on overall academic improvement.	2026
5.2 Teaching & Learning - Increase peer lesson observations and coaching to further strengthen pedagogical practice. - Broaden academic parents' evenings to include all students and parents - An address by the head to parents on parents' evening is desirable. - Focus on more targeted support for students with specific barriers to learning, while also developing programmes to extend strong academic students.	2026/ 2027 2026 Ongoing Ongoing
5.3 The Co-Curricular Programme - Continue refining the balance between academic, co-curricular, and family commitments . - Strengthen stakeholder communication around co-curricular expectations, policies, and decision-making, emphasising the 'WHY'. - Enhance athlete development pathways through structured training, talent identification, and conditioning programmes. - Continue reviewing facilities, staffing, and logistical support to ensure programme sustainability and accessibility.	2026/ 2027 2026 Ongoing Ongoing
6 Staffing - Consider creating opportunities for staff meetings to focus on discussions on matters outside of operations as part of growing the staff team. - Engage with staff further on the background and context to appraisals, and the process to be followed in 2026. - Continue embedding staff wellness initiatives within operational planning. - Acknowledge staff contributions and dedication more intentionally and regularly.	2026 2026 2026 2026/ ongoing
7 Student Well-Being - Structured and direct engagement with student leaders should prove beneficial. - Consider ways in which to raise the profile of the SRC as a student voice. - Consider the introduction of a longer tutor period once a week. - Enhance peer mentorship programmes. - Conduct a structured review of the balance between academic, sporting, and cultural commitments.	2026/2027 2026/2027 2027 2026/2027 Immediate and ongoing
8 Safeguarding - Display a comprehensive list of relevant safeguarding and support services in areas that are visible to everyone, including the bathrooms. - Continue to enhance anonymous reporting mechanisms for students.	2026 2026/2027

Conduct periodic student surveys specifically focused on safeguarding awareness.	Ongoing
9 Health and Safety - Finalise the appointment the SHE representative to oversee compliance and promote a safe learning environment. - Evacuation/ fire drills should be done termly. - Fire drill and safety drill needs should be circulated among H&S staff and job allocations are to be updated. - A record of health and cleanliness should be available for tuckshops and kitchens.	Immediate 2027 2026 Immediate
10 Facilities and Infrastructure - Develop a phased infrastructure modernisation plan. - Strengthen long-term capital planning in response to enrolment growth. - Improve campus accessibility within structural and financial constraints. - Implement perimeter guarding patrols. - Install additional camera systems around the school property where required.	1-3 years Ongoing Ongoing 2027 2027

5. Conclusion

The high school at CBC Boksburg completed a rigorous, transparent self-study undertaken by the QAT. The recommendations align with the team's findings and the strategic plan gives clear direction.

The team engaged openly with stakeholders, identifying vulnerabilities while celebrating strengths. My thanks to executive head, Toby Craig, high school principal, Gillian Bernardt, team leader, Sarah Nicol, for strong leadership and communication, and to the QAT for their warm welcome and contributions.

Particular mention must be made of the high school students I met who were well-mannered, and committed, with the matric cohort showing notable maturity. They were very happy to engage, and their responses showed high levels of commitment and buy-in; they were excited about the upward trajectory they felt the school was on – despite the pressures which inevitably come with such pursuits. Staff were warm, interested, and open throughout the visit.

The school is commended for its honest reflection and incorporation of growth areas into strategic goals. With the new high-school leadership settled, there is clear commitment and an opportunity to drive ongoing improvement.



Malcolm Williams

20 April 2026