

FIGS Annual Meeting 21st November 2015

Progress report on educational developments at IGBS including achievements and challenges for the school year 2015 Julia Sanders, FIGS Trustee.

Start of school year February 2015

- Good educational practice established in the first year (2014) providing a firm foundation to build on.
- New Head Teacher (Richard Aluma) and Director of Studies (Vicky Dratia) appointed, plus Finance Manager (Sonaa Santino) .
- Second intake of students admitted, increasing school roll to 83. All expected students from last year's Primary 4 returned.
- Improved (but still not ideal) recruitment process, based upon interviews and tests in all 10 Counties of Western Equatoria State.
- Small group of students repeating P4 and new students entering P5.
- Temporary dormitory for P4, until dormitory 2 completed.

Factors contributing to educational development in 2015

- Stable teaching staff throughout the year.
- Permanent, equipped classrooms for P4 and P5.
- Senior leadership team with suitable educational experience to manage school. Head Teacher networking at local, state and national level, Director of Studies leading curriculum development.
- Majority of teaching staff with good classroom practice (plus report of good progress of less experienced staff).
- Timetable uses teachers subject strengths wherever possible.
- Curriculum and schemes of work planned, written and followed.
- Regular monitoring of progress through tests/exams. Student progress reported, areas of weakness identified and additional support given
- Introduction of evening study time.
- Curriculum extended to include range of non-core subjects.
- Extra-curricular activities including debating, drama, sports fixtures, visits, performances and house system established.
- Director of Studies termly report.
- Parents meetings held termly.
- Regular Skype calls with FIGS education advisor/s in the UK.

Challenges identified

- No textbooks for P5 has meant over reliance on 'talk and chalk' teaching. (FIGS has now obtained and printed enough textbooks for 2016)
- Lack of teaching resources including difficulty in developing use of IT for teaching and learning.
- Levels of English - understanding, speaking, reading and writing limit access to curriculum.
- Wide range of ability and previous educational experience when students start.

- Some students repeating P4 still not making progress.
- Unstable political situation within WES.
- Lack of educational support systems within South Sudan.

Areas for FIGS to further explore and develop

- The planned in- service training programme (including intensive English language tuition for all students and staff) will now be delivered in February 2016.
- Ensure the recruitment of well qualified teachers.
- School review and external monitoring to ensure confidence in quality of teaching and learning.
- Support the development of IT to support curriculum delivery.
- Deliver textbooks for P5 and P6 to school at start of next school year in Feb 2016.
- Continue to encourage and support. Progress being made.

JS 20.11.15