



# Holy Rosary School

*Nurturing God-given talents*

## HOLY ROSARY SCHOOL TRANSFORMATION COMMUNICATION

Between June and August 2020, Holy Rosary School received feedback from several past pupils about their experiences of discrimination during their time at the school. The school has taken this feedback very seriously. In August 2020, a strategic planning process for transformation was commissioned by the leadership of Holy Rosary School. A core working group of 21 people was established, with representatives drawn from each of the critical stakeholder groups of the school community namely staff members, parents, student representatives, alumni, members of the Board as well as the school management. Since then, this Interim Transformation Committee (ITC) has embarked on a process that has included several Saturday workshops between August 2020 and May 2021.

Each workshop has been facilitated by Lovelyn Nwadeyi, from L&N Advisors, the consulting partner on this process whose work is centred around social justice practices for schools, corporates and faith communities.

Holy Rosary School is committed to the creation of a school where all people are celebrated and feel that they belong, a school that is reflective of the diversity and spirit of Africa, a school that lives its values and is willing to embrace change.

The following action steps have been selected as critical for implementation by the Interim Transformation Committee and have been ratified by the Holy Rosary Board of Governors:

1. **Develop an Anti-Discrimination and/or Anti-Racism Policy** that informs the daily operations of the school, and demonstrates a zero-indifference attitude to all forms of racism, sexism, homophobia and all other forms of bullying and discrimination.

This policy has been drafted and is currently being reviewed by stakeholders in the school community to ensure that it is clear, fair and reflective of the values of the school. This policy will be finalised by the end of 2021.

2. **Conduct multiple on-going education and sensitisation training sessions** for different stakeholders to address bias and discrimination as it relates specifically to race, nationality, religion, sexuality and gender.

The first set of Racial Literacy sessions for school staff members were conducted in August 2020. Further critical diversity literacy staff training took place in May 2021 and will be continued in the third term.

Student engagement sessions for Grade 7 - 12 were conducted in May 2021. These covered introductory content on race, gender, sexuality and class through a lens of critical diversity literacy.

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Following this, a concrete programme of phased and ongoing interventions is being designed for the broader stakeholder community in order to ensure continuous learning and awareness about specific issues that may impact on the experience of belonging as they emerge within the school.

3. ***Empower existing student-run platforms and create a student structure with representation*** from all High School classes as well as senior Primary School students, to empower students to run dialogues together and to gather feedback from their grades about the ways in which they would like to see transformation play out in their school.

This proposed structure will be presented to the High School by the current student representatives on the Interim Transformation Committee, for comment, after mid-year examinations.

4. ***Provide ongoing communication to the school community*** on current transformation efforts.

The school commits to keeping the community informed on a regular basis through various platforms. Please note that a clarification session will be held via Teams for purposes of clarifying and/or providing further details regarding the transformation strategy.

5. ***Formalise a Transformation Committee*** that is representative of all stakeholders and that will hold the executive team accountable for the implementation of the goals and actions set out in the Transformation Strategic Plan.

The school will invite nominations for members of the formal transformation committee, before the end of 2021 and all appointments to this committee will be transparent and representative of the broader school community. This committee will be formally established and mandated by the Board.

6. ***Increase African-centred content in all subjects*** as part of curriculum transformation to ensure a school-wide curriculum that reflects African content, thought and perspectives.

This is an ongoing process and a full curriculum audit will be conducted in 2023 to establish where there are gaps that need to be addressed.

7. ***More intentional consideration for the 'ethics of care' at HRS through the introduction of a more representative pastoral care team.*** This will be done as part of the recognition that student wellness is critical to the transformation journey.

At the beginning of January 2021 Ms Veronica Madikgetla, a qualified social worker, was appointed as a school counsellor. By June 2022, the school will have established a representative panel of psychologists that can be utilised by the relevant stakeholders.

8. ***Create an Intentional Succession Planning Strategy*** to ensure that staff recruitment, both at educator and management level, is more reflective of South Africa's population. As part of this strategy, the school will need to introduce a ***well-structured mentorship programme*** to build a pipeline of candidates who can qualify for more senior positions over time.

The Board and Management thank the members of the Interim Transformation Committee for their hard work and dedication to this important work.

Kind regards

Langelihle Dwayi  
**Board of Governors and**  
**Interim Transformation Committee Member**

Jacinta Lucas  
**Head of School**