

Principals' Report of the Annie Walsh Memorial School 2013/2014



We thank God Almighty for His blessings in allowing us to see the year 2015. We therefore take this opportunity to wish AWOGANS worldwide a blessed and prosperous New Year. See where God has brought us! From one level to a higher level in all fields of study in academia and all other developmental disciplines.

It is therefore with sincere appreciation that we inform you all that the **2013/14** school year was a successful one. If we do boast of a successful year it is not due to our efforts alone. We doff our caps to all of you, especially the indefatigable chairperson of the President Council, Mrs. Mimie Williams, who relentlessly coordinates between AWOGAN branches and also between branches and the school.

“Hence as we continue to lift our eyes unto the hills, from whence cometh our help.....” Our watchword should be: “LET SISTERLY LOVE CONTINUE”

ROLL (2013/14 SCHOOL YEAR)

a. PUPILS

JSS - 1,353

Pupils distributed as follows:

- JSS I - 480 distributed in 8 streams
- JSSII - 461 distributed in 8 streams
- JSSIII - 412 distributed in 7 streams

The cutoff score at National Primary Selective Examination (NPSE) for admission into JSS1 was 311.

SSS - 1,371

- SSS1 - 352 in 8 streams
- SSS2 - 410 in 8 streams
- SSS3 - 307 in 8 streams
- SSS4 - 302 in 7 streams

The cutoff score at BECE for admission into SSS1 was Aggregate 19.

b. STAFF

	JSS	SSS
FEMALES	18	37
MALES	<u>26</u>	<u>8</u>
	<u>44</u>	<u>45</u>

DISCIPLINE AND WORK

Generally, there has been marked improvement in discipline and work in both schools with the cooperation of Heads of Departments, Monitoring Teachers Unit, the entire staff, the two administrations and pupils. The two schools and the Annie Walsh Social Responsibility Group, through continuous sensitization, were successful in promoting a clean campus, though the venture had its share of challenges.



EXAMINATION: WASSCE (West African Senior School Certificate Examination)

No WASSCE was organized in Sierra Leone in 2013 as pupils should now sit to this Exam in SSS4. The additional year in the school system 6-3-4-4 demands an expansion in physical and human resources. We are dismayed because the

Ministry of Education Science and Technology did not provide any support for the SSS4 year.

BECE RESULTS 2013

The best result was obtained by Mary Ensa who scored an Aggregate of 08. Eleven pupils had Aggregate 09 and twelve pupils with Aggregate 10. The best subject was *Religious and Moral Education* with 97.8% passes, second best was *Integrated Science* with 96.8% and Language Arts, Social Studies, C.P.A. Business Studies and Home Economics also had over 90%.

LAURELS AND ACHIEVEMENTS

Both schools have achieved some notable success during the year under review. The senior school participated in a number of extra-curricular activities such as Literacy and Debating Society, Health Club, Girls Guide, Anti-violence Club Network, Scripture Union, Girl Child Network and Sensitizing Programs on cognitive and life skills. Most recently Kadijatu Bah of SSS4 Science 1, won the United World College Award. Presently she is studying in Hong Kong. Also Paula Beah of the same class clenched the first prize in the Science Fair organized by Cambridge University and Fourah Bay College. We are most delighted to inform you that Paula's project was born in the refurbished lab. Bravo AWOGA Carolinas! Bravo Queens University!

The Junior school participated in a number of Quiz and Debate competitions such as: Girl Guides Quiz Competition – 1st position; Anti-Violence Movement Quiz Competition – 2nd position; Pikin Tok Radio Network Quiz Competition - 2nd position and 1st position in the Debate competition.

In nearly all the competitions our students gained first positions packaged with winning medals.

OBITUARY

We lost four teachers in JSS and one in SSS. May their souls rest in peace.

1. THE EBOLA VIRUS DISEASE

The Ebola Virus Disease plagued the country in May 2014 affecting all 14 districts and is continuing its toll on all facets of the country.

This includes academic life as all educational institutions remain closed after the end of the 2013/14 school year in July 2014. Highlights of the Ebola Virus Disease toll on the school are as follows:

- a. cessation of all teaching and learning processes
- b. psychological, mental, social and psychosocial effects on pupils, school administration and teachers and parents
- c. loss of income accrued from school fees

Adequate preparation to reopen schools is in progress. First, there is need to ensure that all the necessary measures are in place by the time schools reopen to mitigate the risk of children contracting or spreading Ebola by attending school and that schools are safe and protective spaces for children. Second, there is need to ensure that all children return to school and are retained in school, including those directly affected by Ebola. Third, there is need to ensure a smooth transition into schooling including maximizing teacher-learner contact time to make up for lost time and ensuring teachers are well prepared to address the pressures that are a result of it. Fourth, there is need to ensure sustainability of schooling and build resilience of the sector for future emergencies.

2. SAFE AND SECURE LEARNING ENVIRONMENTS

- a. Rapid School Assessment – There is need to conduct a rapid assessment of schools at district level to determine the state of schools and identify critical needs.
- b. Disinfection of schools before reopening – some schools have been used as holding centres and will require disinfection as will all other schools for safety.
- c. Cleaning schools – the school environment, including furniture, equipment, and toys, should be thoroughly sanitized and maintained constantly to safeguard a healthy and conducive learning environment for children.
- d. Screening before entering schools – to avoid further spread of Ebola, there is need to establish screening measures when entering schools including temperature recording. All schools must be provided with the necessary equipment and training in this regard.
- e. WASH facilities and hand washing – ensure there is adequate facilities for hand washing and other sanitation facilities in all schools.
- f. School rehabilitation – the state of some schools may require significant rehabilitation and repair or procurement of school furniture. Such factors will have to be considered in the planning.
- g. Training of teachers on EVD prevention and on the guidance note and protocols – teachers will play a critical role in stopping further spread of EVD in schools and plans must be in place to ensure that they are adequately trained.
- h. EVD suspected case referral and management in schools – there is need to develop clear mechanisms for identifying, handling and referring suspected cases of Ebola that are identified in schools.

3. BRINGING ALL CHILDREN AND TEACHERS BACK TO SCHOOL

- a. Back to School Campaigns – bringing all children back into school will not be easily achieved as many of the children have been adversely affected. There is need therefore to plan for effective back to school community mobilization and campaigns.
- b. Training teachers on the provision of psychosocial support – the need for psychosocial support cannot be overemphasized. Teachers will need to be adequately prepared to provide such support to children and must therefore be trained prior to school reopening.

4. TRANSITIONING INTO SCHOOLING

- a. Smooth Transitioning into academic schooling – the first few days/weeks of schooling will have to focus on transitioning learners into schooling. Ideally, adequate time should be spent on helping children to cope with and understand Ebola. The goal should be to identify and address trauma in the children on the academic aspects.
- b. Maximizing teacher/learner contact time to catch up on lost time – there has been a significant loss of schooling time and mechanisms need to be in place to make up for this. It requires increase in teacher/learner contact time.
- c. Planning for accelerated learning – plans can be devised to implement accelerated learning programmes in addition to increasing teacher/learner contact time, to make for the curriculum. Emphasis must be placed on “no costs attached” for teachers
- d. Preparing teachers – Teachers will be key in the recovery of schooling and must be adequately prepared. Plans must be in place to orient teachers a week or few days before schools open.

5. SUSTAINABILITY AND BUILDING RESILIENCE

- a. District/schools and community engagement – successful sustenance of schooling and the building of resilience will require close collaboration between the district, schools and communities in planning and monitoring.
- b. Provision of adequate teaching and learning materials (TLM) – the economic impact of Ebola will have affected the affordability of learning materials for many households. Plans will therefore have to include provision to assist the most vulnerable groups.
- c. Integration of Ebola and other emerging issues into schooling – **the new curriculum** framework adopted by government offers an opportunity to integrate Ebola and other emerging issues.
- d. School development and maintenance plans – districts will need to work with schools to ensure that school development and maintenance plans are developed for each school to effectively manage the outbreak; maintain facilities put in place for EVD prevention; and to maintain a safe environment for learning.

It is with great joy that we also inform you the number of incidences of the EVD is reducing though it has not stabilized. The rainbow will soon appear and in the not too distant future, our beloved Sierra Leone will be Ebola free.

We are very optimistic about the implementation of the various school projects which we are all “au fait” with. We trust in God that you will find grace to give support in our time of need as each and every project will become a reality.

In closing, on behalf of the Chairman of the Board, the Board of Governors, the PTA, the Staff and pupils of the School, we take this opportunity to register our sincere thanks and appreciation for your individual and collaborative support to the school. It is our prayer that Almighty God will richly bless you all as you labour in His Vineyard.

Non Sebi Sed Omnibus!!!

Ophelia Morrison
Helen Hamilton

Principal Senior School
Principal Junior School