

WESTERN CAPE PROVINCIAL PARLIAMENT



REPORT OF THE STANDING COMMITTEE ON EDUCATION ON ITS UNANNOUNCED OVERSIGHT VISITS TO THREE SCHOOLS IN THE CAPE WINELANDS EDUCATION DISTRICT AREA

07 SEPTEMBER 2021

REPORT

The Standing Committee on Education having conducted unannounced oversight visits to the Masakheke Combined School in Robertson, Worcester Sekondêr Skool and Esselenpark Sekondêr Skool in Worcester on 7 September 2021, reports as follows:

The delegation

The delegation of the Standing Committee on Education included the following Members:

Allen, R (DA)
Botha, LJ (DA) (Chairperson of the Committee and the delegation)
Brinkhuis, K (Al-Jamah)
Sayed, MK (ANC)

Apologies

Bosman, G (DA)
Christians, FC (ACDP)

The following parliamentary official accompanied the delegation:

Ms. W Hassen-Moosa, Procedural Officer

1. Overview

The Standing Committee on Education resolved to conduct unannounced oversight visits to three schools that achieved less than 60% on their National Senior Certificate (NSC) results during the 2020 academic year in the Cape Winelands Education District. The visits were unannounced however the committee requested officials from the district to be present during the visit.

2. Visit to the Masakheke Combined School in Robertson

Mrs. J. Treurnicht, the Principal of the school and Mr. L.H. Rousseau, the Circuit Manager for the area received the Committee.

2.1. Key aspects discussed at the school

- 2.1.1. Mrs Treurnicht briefed the Committee on the basic functionality of the school, she reported that:
 - 2.1.1.1. The school adheres to the Code of Conduct for Educators, Learner Educators, and learner conduct;
 - 2.1.1.2. The principal maintains high visibility by walking around during contact time to ensure that education is taking place, to prevent loitering and vandalism, and that all staff members are productive;
 - 2.1.1.3. The school management is encouraged to take time and talk informally with learners and educators during breaks;
 - 2.1.1.4. The head of each grade visits classrooms to observe and discuss school issues with learners and educators;

- 2.1.1.5. All learners attend and participate in extra- and co-curricular activities; and
- 2.1.1.6. Post establishment educator vacancies are filled as soon as possible to ensure that there is a full staff complement at the school.
- 2.1.2. With regards to Leadership, management and communication, she reported that:
- 2.1.2.1. The Job descriptions of each member of the senior management team of the school are clear and all understand their roles and responsibilities, as per their signed job descriptions. A formal discussion is held with all staff members at least once a year regarding the link between their job descriptions and the performance standards which are per their post levels. All tasks assigned to them (e.g. to implement the School Improvement Plan action plans) are opportunities to enhance their performance;
- 2.1.2.2. The principal monitors the work done by the departmental heads of the school and aligns the decisions made in meetings with classroom practices; and
- 2.1.2.3. One-on-one discussions are held with each departmental head to track progress with the implementation of Subject Improvement Plans.
- 2.1.3. The impact on school operations in 2020 saw challenges in the Learner Transport Scheme during the Covid-19 pandemic in the Cape Winelands Education District. 155 Routes were affected from the period 16 June 2020 to 30 October 2020.
- 2.1.4. The school had no additional preparation for the NSC exams from 04 November 2020.
- 2.1.5. The Cape Winelands Education District office is continuously monitoring the school.
- 2.1.6. As motivation, the school has designed a Matric uniform as a method of encouragement for learners for 2021.
- 2.1.7. Breakdown of the number of learners, subjects and average obtained:

Masakheke Combined School – GRADE 12									
SUBJECT	TOTAL WROTE	SUBJECT AVERAGE	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
Business Studies	68	64,6	2	3	7	6	5	40	5
Computer Applications Technology	8	39,3	1	2	3	1	1	0	0
English First Additional Language	77	72,4	1	0	1	10	19	22	24
Geography	68	55,9	5	7	10	18	15	7	6
History	21	60,5	0	0	4	6	6	5	0
IsiXhosa Home Language	77	53,0	6	9	17	18	17	5	5
Life Orientation	77	64,9	2	0	5	12	29	21	8
Life Sciences	56	54,1	2	6	11	16	13	8	0
Mathematical Literacy	66	26,1	41	15	8	2	0	0	0
Mathematics	11	14,4	8	3	0	0	0	0	0
Physical Sciences	7	33,3	2	3	2	0	0	0	0

3. Visit to the Worcester Sekondêr Skool in Worcester

Mr. A.D. Neethling, the Principal of the school and Ms. J. Harker, Circuit Manager for the area received the Committee.

3.1. Key aspects discussed at the school

- 3.1.1. Mr Neethling briefed the Committee. He reported that the principal and senior management team's supervision and evaluation of instruction includes:

- 3.1.1.1. Lesson observations, using Performance Management instrument: Review learner work when evaluating classroom instruction;
- 3.1.1.2. Conducting informal observations in classrooms regularly (informal observations are unscheduled, which last at least five minutes, and may or may not involve written or formal feedback);
- 3.1.1.3. Indicates specific strengths in educators' instructional practices in post-observation feedback (e.g. in discussions or written evaluations);
- 3.1.1.4. Highlights specific weaknesses in educators' instructional practices in post- observation feedback (e.g. in discussions or written evaluations); and
- 3.1.1.5. Follow-up done on recommendations to address weaknesses and to build on strengths.
- 3.1.2. The School Improvement Plan (SIP) was implemented. The principal diarises appointments with key staff members (including committee leaders and grade heads) to discuss, support, and track progress with the implementation of SIP action plans, including Subject Improvement Plans.
- 3.1.3. With regards to the Code of Conduct for Educators and Learners, the principal maintains high visibility by:
 - 3.1.3.1. Walking around during contact time to ensure that education is taking place, to prevent loitering and vandalism, and that all staff members are productive;
 - 3.1.3.2. Taking time to talk informally with learners and educators during breaks;
 - 3.1.3.3. Visiting classrooms to discuss school issues with learners and educators or for informal lesson observations; and
 - 3.1.3.4. All learners attend and participate in extra- and co-curricular activities.
- 3.1.4. A thorough School Self Evaluation (SSE) takes place every three years and is reviewed annually, with the involvement of all stakeholders to develop a focused set of annual school-wide goals. The SSE includes the use of learner performance data to inform the SIP action plan, with specific subject improvement strategies to attain the school's academic goals.
- 3.1.5. An annual Subject Improvement Plan (SIP) is developed. The SIP Action Plans are well integrated into the calendar and implemented. They include clear staff responsibilities to meet set targets and goals.
- 3.1.6. The School's Subject Improvement Plans are based on diagnostic reports of external and internal assessment results.
- 3.1.7. The principal monitors the work done by departmental heads and aligns the decisions made in meetings with classroom practices. One-on-one discussions are held with each departmental head to track progress with the implementation of the subject improvement plans.
- 3.1.8. The principal further highlighted the issue of the maintenance of the school hall which is being utilised for dancing. He mentioned that the hall's floor is uneven and not conducive for dancing.
- 3.1.9. Breakdown of the number of learners, subjects and average obtained:

Worcester Sekondêr Skool – GRADE 12								
SUBJECT	SUBJECT AVERAGE	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
Accounting	76,9	0	0	0	0	2	3	4
Afrikaans Home Language	61,0	17	8	29	34	47	36	39
Business Studies	68,3	0	0	5	8	15	27	10
Computer Applications Technology	31,4	22	7	10	3	1	0	1
Consumer Studies	70,3	0	0	1	0	18	14	4

Dance Studies	36,3	1	7	1	2	0	0	0
Design	38,1	9	13	8	7	1	1	0
Dramatic Arts	56,1	3	0	1	6	7	4	1
English First Additional Language	58,5	2	10	44	54	54	34	12
Geography	32,5	11	0	2	0	3	1	0
History	52,9	6	10	22	28	25	7	5
Life Orientation	41,3	60	38	32	26	25	18	7
Life Sciences	51,8	8	5	8	12	5	5	5
Mathematical Literacy	30,4	109	30	18	19	14	3	0
Mathematics	37,6	5	3	2	3	0	1	0
Music	63,8	0	0	0	1	6	1	0
Physical Sciences
Tourism	78,2	1	0	10	10	18	18	96
Visual Arts	40,6	3	1	19	5	1	0	0

4. Visit to the Esselenpark Sekondêr Skool in Worcester

Mr. F.W. Beukes, the Principal of the school and Ms. J. Harker, Circuit Manager for the area, received the Committee.

4.1. Key aspects discussed at the school

4.1.1. Mr Beukes briefed the Committee on areas for improvement at the school, which are:

4.1.1.1. Positive relationships with all staff members and learners;

4.1.1.2. Encouraging of educators to use available opportunities to improve teaching practice; and

4.1.1.3. Teachers attending development workshops to improve maximum learner potential.

4.1.2. He stated that the school aims to improve learners' performances, (both academically as well as on extra-curricular levels). Assessment is conducted regularly to provide evidence of learner progress.

4.1.3. The school requires that all parents, teachers, and community members must be more involved to guide the learners in the right direction.

4.1.4. Leadership Skills Development has been implemented and closely monitored.

4.1.5. The school is upgrading its resources and provides workshops for teachers to learn how to use technology effectively. Schools in the district are encouraged to share resources.

4.1.6. The school utilises e-learning to expand their knowledge and understanding and increase learner engagement.

4.1.7. The school needs to develop strategies to increase learner participation. Learners in the deep rural areas miss out due to transport issues

4.1.8. The school aim's to improve learners' performance.

4.1.9. Breakdown of the number of learners, subjects and average obtained:

Esselenpark Sekondêr Skool – GRADE 12

SUBJECT	SUBJECT AVERAGE	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
Accounting	57,8	1	0	6	12	13	5	0
Afrikaans Home Language	49,6	17	18	98	65	45	14	1
Business Studies	73,2	7	2	3	6	10	9	56
Civil Technology (Woodworking)	52,3	0	0	7	1	3	1	0
Computer Applications Technology	51,3	2	8	5	10	4	4	2
Consumer Studies	53,3	4	6	14	19	10	7	3
Economics	61,3	0	3	8	14	30	9	7
Engineering Graphics and Design	77,0	0	0	0	0	0	30	0
English First Additional Language	50,4	10	42	82	59	47	19	3
Geography	58,6	16	7	13	22	17	17	25
History	49,6	2	10	13	20	13	2	1
Life Orientation	45,6	31	41	79	38	30	11	8
Life Sciences	55,5	0	8	15	21	11	8	3
Mathematical Literacy	36,6	59	64	39	21	12	4	0
Mathematics	59,7	2	0	4	3	2	1	6
Mechanical Technology (Welding and Metal Work)	61,4	0	0	0	1	17	0	0
Physical Sciences	44,5	0	2	8	1	1	0	0
Technical Mathematics	44,4	11	2	3	3	4	2	4
Technical Science	84,9	0	0	0	0	1	4	24
Tourism	68,2	0	1	5	14	40	39	15
Accounting	76,9	0	0	0	0	2	3	4
Afrikaans Home Language	61,0	17	8	29	34	47	36	39
Business Studies	68,3	0	0	5	8	15	27	10
Computer Applications Technology	31,4	22	7	10	3	1	0	1
Consumer Studies	70,3	0	0	1	0	18	14	4
Dance Studies	36,3	1	7	1	2	0	0	0

5. Cape Winelands Education District priorities for 2021

- 5.1. The WCED informed the Committee that the schools in the district are preparing for the 3rd and 4th Wave of COVID-19 by focusing on:
- 5.1.1. Development of online teaching and learning content and support;
 - 5.1.2. Mobility resourcing (data cards and laptops for school-facing staff);
 - 5.1.3. Lesson streaming (e.g. St. Marks Primary School);
 - 5.1.4. Teacher development in online lesson planning and delivery;
 - 5.1.5. Promotion and monitoring of learner and teacher wellness and trauma-informed care;
 - 5.1.6. School safety; and
 - 5.1.7. Senior Management Team resilience.
- 5.2. The WCED also informed the Committee that there is focused support to primary and high schools that includes:
- 5.2.1. Diagnostic discussions based on 2020 NSC results as an "outlier" and historic trend;
 - 5.2.2. Review of management and leadership culture (principal, senior management team, school governing body using tools);
 - 5.2.3. Lesson streaming and Online Tutoring;
 - 5.2.4. Learner-directed support (MicroSD cards);
 - 5.2.5. Compulsory use of School Based Assessment as a learner tracking tool;
 - 5.2.6. Psycho-Social Support Programme for Grade 12s;
 - 5.2.7. Awareness and training on assessment accommodations; and
 - 5.2.8. All educators and Grade 12's participation in Growth Mindset (T2P)

5. Conclusion

The Committee successfully concluded its unannounced oversight visits and took cognisance of the challenges experienced by the various schools that were visited. The Committee would also like to acknowledge the outstanding initiative taken to prepare teachers, learners and parents for Grade 12 learners at the schools.

6. Acknowledgments

The Committee thanks the WCED, principals, and teachers of all three schools visited.



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MS LJ BOTHA, MPP

**CHAIRPERSON OF THE STANDING COMMITTEE ON EDUCATION
WESTERN CAPE PROVINCIAL PARLIAMENT**

DATE: 30 November 2021