

WESTERN CAPE PROVINCIAL PARLIAMENT



REPORT OF THE STANDING COMMITTEE ON EDUCATION ON ITS UNANNOUNCED OVERSIGHT VISITS TO TWO SCHOOLS IN THE METRO CENTRAL EDUCATION DISTRICT AREA

31 MAY 2022

REPORT

The Standing Committee on Education has conducted unannounced oversight visits to the Athlone High School in Silvertown and Spec Bona High School in Athlone on 31 May 2022, reports as follows:

The delegation

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

Baartman, DM (Chairperson of the Committee and the delegation)
Kaizer-Philander, W (DA)
Mackenzie, RD (DA)
Sayed, MK (ANC)

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 two schools that achieved less than 60% on their National Senior Certificate (NSC) results during the 2020 academic year in the Metro Central Education District. The visits were unannounced however the committee requested officials from the district to be present during the visit.

2. Visit the Athlone High School in Athlone

Mr. V.C Hendricks, the principal of the school received the Committee.

2.1. Key aspects discussed at the school

Mr. Hendricks gave the Committee an overview of the school's fundamental operations. He reported that.

- 2.1.1. The school's concern with Safer Schools is that they would conduct a risk assessment, but the school requires more assistance from Safer Schools. The school requested that Safety Schools assist by raising the fence, providing security during the day and night, etc. The school's night security is currently funded by an ex-student. The school currently does not have security on-site during the day.
- 2.1.2. Only six of the school's cameras are now operational.
- 2.1.3. Learners aren't consistently paying their school fees.
- 2.1.4. The computer lab is currently not utilised by the learners and requires a teacher to facilitate the classroom.
- 2.1.5. The school has expressed the need for a permanent social worker at the school. This is because teachers and staff must deal with the social problems of the learners and the community.
- 2.1.6. The School Government Body of the school is functioning and working with the school.
- 2.1.7. The learner-teacher ratio is 25:1. The school currently requires 20 more teachers to accommodate the number of learners at the school.

- 2.1.8. The school recommends that pure maths and physical science be done by learners.
- 2.1.9. The school has started teaching tourism as a subject at the school.
- 2.1.10. The school's infrastructure needs to be upgraded.
- 2.1.11. School Improvement Plans (SIP): As part of the SIP process, the Circuit Manager reviews the progress of implementing the SIP with the principal. Annual reviews were conducted in conjunction with principal performance reviews. There are clear targets, and measures are in place to address potential risks. The implementation of the SIP action plans is well integrated into the calendar. Staff members of the school are responsible for meeting set targets and goals.
- 2.1.12. A subject improvement plan is based on diagnostic reports of external and internal assessments. Traditional or repetitive shortcomings are addressed by improved or creative strategies, such as a lack of literacy and Long-Term Learning Strategies (LoLT).
- 2.1.13. As part of SIP Action Plans, the principal schedules meetings with key staff members (including committee leaders and grade heads) to discuss, support, and track progress.
- 2.1.14. The principal maintains high visibility by walking around during contact time to ensure that time is spent on task. This is to prevent loitering and vandalism, and to ensure all staff members are productive.
- 2.1.15. The school collects data to assist with school planning in this way; a transparent decision-making structure and accountability (by consulting, engaging, and receiving feedback, creative decisions are made to prevent and not react to situations).
- 2.1.16. One-on-one meetings are held with each departmental head of the school to track progress with the implementation of subject improvement plans. The resources and agenda for discussion of Systemic evaluation results in National Senior Certificate results.
- 2.1.17. The principal of the school drives the goals that are outlined in the mission and vision statements. The school has well-defined mission and vision statements that are current and provide the school with clear direction and motivation. All action plans are geared toward achieving the mission and vision statements of the school.
- 2.1.18. The SMT manages the distribution and retrieval of textbooks and teaching aids by the Learning and Teaching Support Material (LTSM)/ Textbook Policy. The LTSM committee ensures effective implementation of the LTSM Policy Review of textbooks and online resources to ensure that the school is always updated.
- 2.1.19. A Year Plan (YP) of all key events is planned for and aligned with the WCED administration planning calendar.

3. Visit the Spec Bona High School in Athlone

Mrs. N Martinus, the Principal of the school received the Committee.

3.1. Key aspects discussed at the school

Mrs. Martinus briefed the Committee on the basic functionality of the school. She reported that.

- 3.1.1. The School Improvement Plan (SIP), the SSE informs the content of SIP and Annual Academic Improvement Plans (APIP). The progress of implementation of SIP with principals during the SIM process. The annual review is done in conjunction with a principal performance review. Clear targets are set, and measures are in place to address potential risks.
- 3.1.2. The school's annual SIP is developed. It includes clear staff responsibilities to meet set targets and goals. Such as Subject Improvement Plans based on diagnostic reports of external and internal assessment results. Improved and creative strategies are devised to address common or repetitive shortcomings or challenges e.g. LoLT, and poor literacy.

- 3.1.3. The principal schedules 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. Amendments and proposals are considered to ensure the school's objectives are met.
- 3.1.4. The SSE template was made available to all Senior Management Team (SMT) members. All staff members will have input into the SSE and SIP. Once the SIP is completed, a copy will be pasted up in the staff room as well as in the HOD's Office, the Deputy's Office, and the Principal's Office. Monthly one-to-one meetings will be conducted to measure the implementation of the SIP and APIP - specifically wrt targets.
- 3.1.5. Year Plan which includes all key events have been planned for and aligned with the WCED administration planning calendar:
- SIP Action plans
 - Class visits
 - Dates of assessments
 - Sport days
 - Extra and co-curricular events
 - Meeting dates for each phase and grade
 - Feedback sessions on the implementation of proposed developments, etc
 - One-on-one meetings between principal and departmental heads to track processes in their respective departments.
- 3.1.6. Functional curriculum structures, that ensures that functional curriculum structures, in each phase and grade, are in place. Curriculum Management are implementation of a Curriculum Framework that is aligned with Performance Management (QMS) and includes a Curriculum Monitoring plan.
- 3.1.7. As part of the SIP the SMT supports, guides, and monitors curriculum coverage. The template and/or google form are updated regularly. Further Education and Training.
- 3.1.8. Classroom Management: Time and available resources are managed to promote optimal learning and teaching for all learners. Activities are efficiently supervised. Learners work together with the educator toward the achievement of relevant learning outcomes.
- 3.1.9. The teacher-to-learner ratio is 40:1.
- 3.1.10. HODs drive curriculum HODs that will monitor learners' progress in their courses. This will allow teachers to discuss results and interventions to ensure that the learner is allowed to improve their results and gain a better understanding. Test and other assessments will be used to measure the progress in achieving the targets set by teachers, the HOD, and the school.
- 3.1.11. The learner progress and achievement to achieve the relevant subject outcomes such as:
- Learner results of various forms of assessment show that they are attaining the set outcomes;
 - Remedial / Enrichment work / co-curricular activities support learner progress;
 - Assessment tasks are moderated by the Moderation Policy. There is evidence of pre- and post-moderation to ensure that the standard and level of assessment are appropriate for the grade; and
 - Educators attend and participate in activities to enhance their professional and pedagogical skills. Learners' assessment results reflect the use of creative teaching strategies, which emanate from educators' ongoing development to stay abreast of relevant developments.
- 3.1.12. Oversees organization of extra-curricular activities that learners are supported in a variety of extra-curricular activities. Measures are in place to encourage and involve learners in extra-curricular activities Senior Phase.
- 3.1.13. The church premises behind the school are currently used to sell drugs to the community and the learners at the school. The school has informed the Athlone SAPS but no further outcome.
- 3.1.14. The school has had numerous break-ins and the school's property has been vandalised regularly.

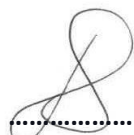
3.1.15. The school raised the matter of the neighbouring property which was the hostel of the school but is now being utilised by the Department of Social Development. To investigate the possibility of generating income from the property.

4. Conclusion

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

5. Acknowledgments

The Committee thanked the WCED, principals, and teachers of all two schools visited.



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ADV DM BAARTMAN, MPP
CHAIRPERSON OF THE STANDING COMMITTEE ON EDUCATION
WESTERN CAPE PROVINCIAL PARLIAMENT
DATE: 08 November 2022