

WESTERN CAPE PROVINCIAL PARLIAMENT



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

on

7 JUNE 2022

REPORT

The Standing Committee on Education having conducted unannounced oversight visits to the Breederivier High School and the Vusisizwe Secondary School in Worcester on 07 June 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)
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 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 Breederivier High School in Worcester

Mr H. May, the Principal of the school, received the Committee.

2.1. Key aspects discussed at the school

Mr May, briefed the Committee on the basic functionality of the school, he reported that:

2.1.1. As part of the School Improvement Plan (SIP), the principal ensures protection of instructional time such as:

- Time on task – Encourage educators to use instructional time for teaching and practicing new skills and concepts;
- Limit interruptions – announcements and calling learners to the office during instructional time are not allowed;
- Tardy and truant learners suffer specific consequences for missing instructional time;
- Limit the intrusion of extra – and co-curricular activities on instructional time; and
- Limits parental interruptions.

2.1.2. The Senior Management Team (SMT) monitors its learners' online attendance registers. This allows for immediate follow up with educators who do not complete the register timeously and consequences for those learners who are chronically absent.

2.1.3. The Code of Conduct is relevant to the context of the school. Offences are graded. Procedures for Grade 1-4 offences are explained in the Code of Conduct. A record of offence committed by learners is available. The school has a Disciplinary Committee. There is a

support/counselling measures available at the school that deals with procedure for appeals, suspension of learners according to the procedures in SASAs9 (1,1A-E).

- 2.1.4. All key events have been planned for and aligned with WCED in accordance with the SIP, that includes:
- Class visits
 - Dates of assessments
 - Sports days
 - Extra and co-curricular events
 - Meeting dates for each phase and grade
 - Feedback session on implementation of new developments
 - One on one meetings between principal and departmental heads to track processes in each respective department.
- 2.1.6. The school has an annual Subject Improvement Plan. The SIP action plans are well integrated into the calendar and implemented. It includes clear staff responsibilities to meet set targets and goals. AIP: 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, poor literacy. The principal diaries appointments with key staff members (Including committee leaders and grade heads) to discuss, support and track progress with implementation of SIP action plans, including Subject Improvement Plans, amendments and proposals are considered to ensure goals of the school are met.
- 2.1.7. The principal monitors the work down by the departmental heads and aligns the decisions made in meetings with classrooms practices. Minutes of meetings and visitation rosters are submitted regularly and discussed to track progress. One-on-one discussions are held with each departmental head to track progress with implementation of subject improvement plans. Resources and agenda for discussions: Team results Systemic evaluation results NSC results subject advisors reports class visitation report.
- 2.1.8. The school implements a Quarterly Performance Management (QPM) on an ongoing basis in an informal and formal basis to guide, develop, support, monitor and affirm educators to motivate them to strive to improve their performance, to enhance the professional relationship between educators and the SMT.
- 2.1.9. The school reported that all the Grade 11 learners progressed to Grade 12. This was due to the attendance of learners up until June 2021. Only 44% of Grade 11 learners attended school.
- 2.1.10. The school is situated in a “red zone” area and is surrounded by two rival gangs. This has a negative effect on learners getting to school. Learners are frequently attached and robbed on their way to school.
- 2.1.11. Due to learners not wanting to attend after school classes, as a result of transport dropping learners after 8pm at home. The school has established with the support and help of parents a “study learning hub” in areas, for those learners to attend extra classes in their areas.
- 2.1.12. The school has reported that 12 learners from farms had not been registered for this year, but the school is in the process of sorting that out with the WCED and learners.
- 2.1.13. There is a high rate of substance abuse among learners at the school, as a result the school has partnered with the local rehab centre to assist those learners.

3. Visit to the Vusisizwe Secondary School

Mr POG Maseng, the Principal of the school received the Committee.

3.1. Key aspects discussed at the school

Mr Maseng, briefed the Committee on the basic functionality of the school, she reported that:

- 3.1.1. The school maintains an updated leave register for the staff and addressing high levels of absenteeism.
- 3.1.2. The online admission process of the school is followed in accordance with the Admission Policy and the Admission Register is updated regularly.
- 3.1.3. Obsolete textbooks, broken furniture and equipment are disposed in an environmentally friendly manner or repurposed for the benefit of the school. Potential health hazards are identified to be removed from the school premises.
- 3.1.4. The School Safety Committee is functional. The principal ensures that all measures are in place for the safety and well-being of all stakeholders. Partnerships are formed with the community to keep the school safe and secure.
- 3.1.5. 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.
- 3.1.6. The school had an incident where a learner was attacked at the school and after returning to school a week later, he passed away while at school.
- 3.1.7. The school deals with various social challenges in the community such as substance abuse.
- 3.1.8. There are many issues with learners' behaviour and discipline at the school. This has been part of the contributing effects for achieving a less than 60% pass in the NSR.
- 3.1.9. The school faces a challenge with only 50% of learners attending tutorial classes.
- 3.1.10. The school does not have enough ICT equipment for teachers to utilise.
- 3.1.11. The school suspects that there is a dealer within the school, they have been liaising with the South African Police Service and the Neighbourhood Watch of the area to deal with the matter.

4. Conclusion

The Committee successfully concluded its unannounced oversight visits and took cognisance of the challenges experienced by the two 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.

5. Acknowledgments

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



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ADV DM BAARTMAN, MPP
CHAIRPERSON OF THE STANDING COMMITTEE ON EDUCATION
WESTERN CAPE PROVINCIAL PARLIAMENT