

WESTERN CAPE PROVINCIAL PARLIAMENT



REPORT OF THE STANDING COMMITTEE ON EDUCATION ON ITS OVERSIGHT VISITS TO THE KUILSRIVIER TECHNICAL SCHOOL IN KUILSRIVER AND THE NORTHPINE TECHNICAL SCHOOL IN NORTHPINE

2 MAY 2023

REPORT

The Standing Committee on Education (hereafter the Committee) having conducted oversight visits to the Kuilsriver Technical Secondary School in Kuilsriver and the Northpine Technical High School in, Northpine on 2 May 2023, report as follows:

The delegation

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

Baartman, DM (Chairperson of the Committee)
Brinkhuis, MK (Al- Jamaah)
Christians, FC (ACDP)
Fry, C (DA)
Plato, D (DA)
Sayed, MK (ANC)

The following parliamentary official accompanied the committee:

Ms. W Hassen-Moosa, Procedural Officer

1. Overview

The Standing Committee on Education resolved to conduct oversight visits to two schools that achieved less than 60% on their National Senior Certificate (NSC) results during the 2022 academic year.

2. Visit to the Kuilsriver Technical School

Ms F Koning, the Acting Principal and Ms J L Williams, the Circuit Manager for the school were present during the visit.

2.1. Key aspects discussed at the school

During a recent visit, Ms. Koning provided a comprehensive overview of the academic and instructional aspects the school. This report outlines the key highlights of the school's teaching and learning strategies, assessment methods, achievements, challenges, and future plans.

Currently, the school has an enrolment of 1171 learners, with a teacher-to-learner class ratio of 43:1. The school employs various teaching strategies, including both remedial and enrichment measures, to instil confidence in learners and help them achieve their intended learning outcomes. These strategies aim to address the diverse learning abilities and needs of the learners.

The school demonstrates a solid grasp of various forms of assessment techniques, continuously working to maximize learner achievement. Assessment tasks are marked, returned to learners in a timely manner, and followed by feedback sessions. The results from these assessments indicate outstanding levels of competence and achievement. The use of moderation policies ensures that assessment tasks are appropriately standardised and aligned with the set outcomes.

Educators at the school actively engage in professional development activities to enhance their pedagogical skills. The resulting creative teaching strategies are evident in learners' assessment results, reflecting ongoing efforts to stay abreast of new developments in education. The appointment of a new school principal and deputy principal is anticipated at the end of the quarter.

The school operates as a Quintile 4 school and is currently not accommodating learners from a Quintile 4 background. The school's focus revolves around teaching pass question papers, emphasising subject matter understanding and question paper comprehension. The introduction of additional afternoon classes has effectively assisted more than 60% of at-risk learners.

Concerns raised during the visit:

- Many learners struggle with transportation, particularly those commuting from areas such as Delft, West Bank, and Mfuleni. This transportation issue contributes to challenges related to gangsterism in these areas.
- The School Governing Body (SGB) needs to address the upgrading of school fencing. Moreover, there is a pressing need for infrastructure upgrades in various areas of the school.
- Securing commitment from parents regarding school fees remains a challenge, with a significant percentage of parents not paying the required fees. The Norms and Standards funding percentage is insufficient to meet the school's financial needs.
- There are insufficient textbooks available for all learners, which impacts the quality of teaching and learning.
- The School Governing Body is currently non-functional, with only one member.
- While the school has achieved stability in its Maths department, there is a shift towards offering only Technical Maths and Technical Science in the curriculum.

2.2. Recommendations

The Committee RECOMMENDED that the WCED should:

- 2.2.1. Investigate the possibility of changing the school's quintile system to a no-fee school to accommodate the learners of the school.
- 2.2.2. Assist the school by establishing the School Governing Body (SGB) so that it can function and be useful to the school.
- 2.2.3. Assist with the transportation of learners where possible.

3. Visit to the Northpine Technical High School

Dr. AV Bleazard, the Acting Deputy Principal and Mr. T Pause, Circuit Manager were present during the visit.

3.1. Key aspects discussed at the school

The School Improvement Plan (SIP), which focuses on teaching and learning quality to improve National Senior Certificate (NSC) results, is described in this oversight report. The report outlines the main initiatives, plans, and methods the school has taken to improve academic achievement. Principal Dr. AV Bleazard, the Acting Deputy Principal Mr. T Pause, and Heads of Departments (HODs) from several subject areas serve as the SIP's leaders.

Learners who are at risk of dropping out are supported by a team of matric teachers that includes Ms. February, Ms. September, Mr. Shumba, and others. Each ARL has a file with details of parent and

learner conferences, individual principal conferences, study schedules, problems noted, and statements duly signed. District support programs like Specialised Learner and Educators Support Services (SLES) educate and encourage learners by showcasing the relationship between their progress and district outcomes.

The school held regular parent meetings and subsequent individual meetings. These meetings aim to engage parents in supporting their children's academic progress. There are weekly counselling sessions by the Usapho Foundation and additional sessions if indicated by ISLES.

As part of empowering, leadership, and motivation, the school has in Term 1 and 2, camps that were conducted by Mr. G. Fortuin (a youth worker) and Mr. G. February (an assembly member) to empower and motivate learners. This is in recognition of excellence in bi-weekly Maths and language tests in assemblies.

Analysis of Grade 12 and Grade 11 results to identify weak subjects, with a focus on Maths, Science, English, and EGD. Subject teachers submit improvement plans for their respective subjects. The Identification of At-Risk Learners (ARL) based on Grade 11 results is conducted.

Dr Bleazard informed the Committee that the school has developed an extra class timetable for Grade 12, focusing on weak areas and utilising examination questions in collaboration with Siyavula and Telematics for supplementary support. The school is also participating in the autumn school, winter school, and spring school programmes.

She briefed the Committee on the career guidance school offered which has information sessions and talks conducted by Ms. Burton-Pye (Career Development) Arrangement of sessions with TVET colleges, CPUT, UWC/Stell/UCT, and industry representatives.

The school has exam skills and Subject-Specific Support with an emphasis on terminology and exam guidelines in specific subjects. Conducting mock examinations with at least three full session papers per subject. Regular bi-weekly tests in the NSC exam setting. Encouraging active recall and inference-making.

Other Key Initiatives and Actions include the engagement with learners who failed Term 1: to address concerns and provide necessary support, regular updates and revisions of improvement plans based on term 1 performance, and continuous monitoring of progress in subjects such as English HL, mathematics, science, and EGD.

It was reported that the School Governing Body (SGB) appointed a disciplinary committee and implemented class rules to manage discipline.

The school has bi-weekly data meetings, item analysis, and monitoring of learner performance. To encourage learners, there is recognition of top achievers in assemblies. As a proactive approach, the school engages early with Grade 9 learners to inform them about Grade 12 outcomes.

The school has implemented a comprehensive school improvement plan to enhance the quality of teaching and learning, aiming to improve NSC results. Through various strategies, including

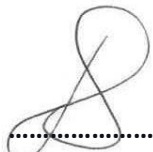
psychosocial support, the school is striving to achieve 76% passing on the National Senior Matric results.

4. Conclusion

In conclusion, oversight visits to the Kuilsrivier Technical School and Northpine Technical High School demonstrated a commitment to enhancing learner outcomes through a range of instructional strategies and assessment practices. Addressing the issues highlighted above while continuing to invest in the development of the learners will be key to ensuring a positive and supportive learning environment for all learners at both schools.

5. Acknowledgments

The Committee thanked the WCED, principals, and teachers at the technical schools visited.



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ADV DM BAARTMAN, MPP
CHAIRPERSON OF THE STANDING COMMITTEE ON EDUCATION
WESTERN CAPE PROVINCIAL PARLIAMENT
DATE: 15 August 2023