



# Wes-Kaapse Provinsiale Parlement Western Cape Provincial Parliament IPalamente yePhondo leNtshona Koloni

## DRAFT REPORT

### 1. Introduction

The Social Cluster A Visit Week is a key mechanism established by the Provincial Parliament to achieve its constitutional oversight mandate within the Province. It is intended to ensure that Members of the Provincial Parliament, through its Standing Committees, continuously keep abreast with developments and delivery issues in the Province. It also accords an opportunity to undertake oversight visits and interact with communities in order to get “first hand” information on the needs and challenges that are confronting the people. The Committees also visit projects that are implemented by various government departments in the Province.

### 2. The Delegation

The delegation of the Social Cluster A Visit Week included the following Members:

Mr BD Kivdeo, (DA)  
Mr RD MacKenzie, (DA) (Leader of the delegation)  
Ms LJ Botha, (DA)  
Mr RD MacKenzie, (DA)  
Ms M Wenger, (DA)  
Mr FC Christians (ACDP)  
Mr RT Olivier, (ANC)  
Mr C Dugmore, (ANC)  
Ms P Makaleni, (ANC)  
Mr P Lekker, (ANC)  
Ms D Gopie, (ANC)

### 3. Account of visits

The main objective of the oversight visits was to get an overall status of school operations and that the schools infrastructure is in order.

#### 4.1 Oversight visit to George High School in George

The following persons were in attendance at George High School:

Mr M Van Rooyen, Acting Principal: George High School  
Mr D Stoffel, Acting Deputy Principal: George High School  
Ms G Heather, Teacher: George High School  
Mr AR Botha, Teacher: George High School  
Mr RP Jonklass, Teacher: George High School  
Mr T Maree, Teacher: George High School  
Ms N Christians, Teacher: George High School  
Mr C Remas, Teacher: George High School

Mr RL van Wyk, Teacher: George High School  
Mr P Noole, Chairperson of School Governing Body: George High School  
Ms LM Stride, Secretary of School Governing Body: George High School  
Mr R Deyce, Member of School Governing Body: George High School  
Mr T Lawa, Member of School Governing Body: George High School  
Cllr LBC Esau, Eden District Municipality: George Municipality  
Mr T Harmse, Institutional Management and Governance Planning (IMG): Eden District for the Western Cape Education Department  
Mr D Sampson, Institutional Management and Governance Planning (IMG): Western Cape Education Department officials

Mr van Rooyen, acting principal of the school, provided a brief background of the school to the delegation.

#### **4.1.1 Findings and Challenges**

- 4.1.1.1 The school is experiencing problems with the new mobile classrooms, as they are not sealed and continues to leak. There are drainage problems too.
- 4.1.1.2 The school can only accommodated 800 but at present the school accommodates 1600 leaners, which make the capacity a problem and there are not enough classrooms to accommodation all the 1600 leaners.
- 4.1.1.4 The sport fields of the school are undeveloped.
- 4.1.1.5 The teachers' staff-room has insufficient capacity to accommodate all the teachers during break time.
- 4.1.1.6 The funding for Arts Focus School has been stopped without any notice. This cancellation has left the school with a gap, as leaners who applied to the school for those classes are now left with making different choices. This gap has affected the schools capacity plus funding, as additional teachers were recruited for the Arts Focus School.
- 4.1.1.7 Under Sport Focus School the following was received:
  - (i) Four coaching posts have been advertised:  
Rugby, Netball, Athletics and Hockey
  - (ii) Confirmation that the Department of Cultural Affairs and Sport had provide R100 000 and a further R375 000 is also available for sports development
- 4.1.1.8 The school has a challenge of appointing a new principal.
- 4.1.1.9 The teacher, leaner ratio is 55:1.
- 4.1.1.10 The hostels of the school is in dire need of upgrades, as most of the school's that have hostels still contain asbestos and this has not been brought to the attention of the Western Cape Education Department
- 4.1.1.11 Social challenges facing the school are following:
  - (i) Drugs abuse
  - (ii) Teenage pregnancy
  - (iii) Gangsters
  - (iv) Vandalism of the school and surrounding areas

#### **4.1.2 Recommendations**

The School Governing Body's role needs to be clearly defined at the school.

#### **4.2 Oversight visit to St Paul's Primary School**

The following persons were in attendance at St Paul's Primary School:

Mr R Mitchell, Acting Principal: St Paul's Primary School  
Mr C Bob, Chairperson of the School Governing Body for St Paul's Primary School  
Mr T Harmse, Institutional Management and Governance Planning (IMG): Eden District for the Western Cape Education Department  
Mr D Sampson, Institutional Management and Governance Planning (IMG): Western Cape Education Department officials  
Mr T Willgtis, Circuit Team Manager: Western Cape Education Department  
Cllr LBC Esau, Eden District Municipality: George Municipality

Mr Mitchell, acting principal of the school, provided a brief background of the school to the delegation.

#### **4.2.1 Findings and Challenges**

- 4.2.1.1 The biggest concern is that learners that come from rural areas, where the schools are Quintile 1 but when they get to St Paul's Primary School they fall into a Quintile 3 school.
- 4.2.1.2 Learners aged between 6 years and 10 years old has to walk 2km and 3km to St Paul's Primary school, has there is no transport to get to the school.
- 4.2.1.3 The learner, teacher ratio at the school is 50:1 which means that most classrooms are overcrowded.
- 4.2.1.4 Due to the closure of two schools in the area St Paul's Primary School needed to accommodate 100 more learners and was only given two extra teachers.
- 4.2.1.5 Western Cape Education Department (WCED) provided four extra classrooms
- 4.2.1.6 There are learning barriers due to learners not being able to be taught in their mother tongue
- 4.2.1.7 St Paul's Primary school only receives R1100 per learner, per year, which is not enough to provide for them, for the entire year.
- 4.2.1.8 The structure of the school is dilapidated as it has not been upgraded since 1929 and requires and overall infrastructure maintenance upgrade.
- 4.2.1.9 There is no library.
- 4.2.1.10 The CAT lab of the school is being used as a normal classroom.

#### **4.2.2 Recommendations**

- 4.2.2.1 Intervention is required to change the school Quintile status.
- 4.2.2.2 The Department needs to investigation needs to be done on the distance required to avail transport for leaners, as young leaners are required to walk 2km to 3 km to get to the school.

#### **4.3 Oversight visit to Melkhoutfontein Primary School**

The following persons were in attendance at Melkhoutfontein Primary School:

Attendances register of Melkhoutfontein Primary School (Attached annexure)

Ms Flores, principal of the school, provided a brief background of the school to the delegation.

#### **4.3.1 Findings and Challenges**

- 4.3.1.1 Parents of learners participating in sports struggled financially and the school is unable to give children the necessary financial support they needed.
- 4.3.1.2 There was no fencing around the school which made it easy for predators to enter school ground and which put learners' lives at risk.
- 4.3.1.3 Some learners have to make use of public transport to school every day, but some can't afford a R10.00 everyday, therefore the school is in dire need of a transport bus for learners.
- 4.3.1.4 Learners partake in various sports and extra-curricular activities, which stimulates and develops learners' overall well-being. Sports include: Rugby, Netball, Mini Cricket, Athletics, Cross country, Chess. The school's chess team has recently played in a SA chess tournament.
- 4.3.1.5 There is one Grade R-classroom. The other two classes are housed in store-rooms that were changed to classrooms. The school applied to the Western Cape Education Department for more classrooms with no success.
- 4.3.1.6 The office of the deputy and the sick-bay are now used as storerooms.
- 4.3.1.7 The school performed poorly in the Annual National Assessment (ANA) and SYSTEMIC results. The school has had underperforming status for the past three years.
- 4.3.1.9 The school required class-rooms for the Grade R-learners.
- 4.3.1.10 The school is in dire need of a fully equipped sick-bay.
- 4.3.1.11 The school is being leased from the Anglican Church, which means that the school incurs high electricity bills for school. The Western Cape Education Department should investigate whether vacant land next to the school could be used to build their own school.
- 4.3.1.12 The school is in dire need of a school-hall. As the learners have to stand in the heat in summer and the cold in winter during assembly. The school hall would be used for assemblies, for the choir to sing, for the Life-orientation classes to do their exercises during extreme heat and rain.
- 4.3.1.13 The learner, teacher ratio at the school is 50:1 which means that most classrooms are overcrowded.

#### **4.3.2 Recommendations**

#### **4.4 Oversight visit to Kleinfontein Primary School**

The following persons were in attendance at Kleinfontein Primary School:

Ms V Kleinhans, Principal: Kleinfontein Primary School

Ms A Klaasin, Teacher: Kleinfontein Primary School

Ms E Michaels, Administration: Kleinfontein Primary School

Mr O van Schalkwyk, School Psychologist Services: Department of Social Development

Mr J Pieterse, Institutional Management and Governance Planning (IMG): Western Cape Education Department

Ms J Prinsloo, Institutional Management and Governance Planning (IMG): Western Cape Education Department officials

Ms Kleinhans, principal of the school, provided a brief background of the school to the delegation.

#### **4.4.1 Findings and Challenges**

- 4.4.1.1 Kleinfontein Primary School was on the list of schools to be closed but has since been removed from the list, as the school has become one of the best performing farm schools.
- 4.4.1.2 The school's bus can only accommodate 44 learners and the remaining eight learners have to walk to school.

- 4.4.1.3 During winter, when the river gets flooded the learners are unable to attend school.
- 4.4.1.4 Learners performed well in the Annual National Assessment (ANA) and the SYSTEMIC results
- 4.4.1.5 The is in need of a fencing as there are possible dangers from the back of the school
- 4.4.1.6 The learner, teacher ratio at the school is 25:1.
- 4.4.1.7 The school requires a school hall, so that assemblies are not kept outside.

#### **4.4.2 Recommendations**

##### 4.4.2.1

#### **4.5 Oversight visit to APD Thys Blom Centre**

The following persons were in attendance at Thys Blom Centre:

Attendances register of APD Thys Blom Centre (annexure attached)

#### **4.5.1 Findings and Challenges**

- 4.5.1.1 The Centre has a Rise & Shine Special Day Care Centre is a non-residential facility that provides for the educational development, physical development, training, stimulation and care of children with physical and / or intellectual disabilities. Currently, the Rise & Shine Special Day Care Centre accommodates 19 children with severe physical and intellectual disabilities in two developmental groups, having a Principal/Carer, three carers, a cook and three volunteers seeing to the day-to-day needs of the children.
- 4.5.1.2 Following a court case involving the Western Cape Forum for Intellectual Disabilities and The Department of Social Development, a Programme Implementer was appointed in February 2014 at the centre with funding received from the Department of Social Development. The Programme Implementer is responsible for the implementation of recommendations and training as provided by various therapists from the CSPID-team and the Department of Health as well as addressing the training needs of the day care staff. The centre also receives regular visits from the Ukwanda Physiotherapy student who are also monitored by the Programme Implementer.
- 4.5.1.2 The Centre facilitates another Rise & Shine Special Day Care facility in Touws River, but the structure which accommodates the 12 special needs babies is a wendy-house and the structure is very poorly built.
- 4.5.1.3 The area of Worcester requires more Youth Projects for special needs youth.
- 4.5.1.4 Worcester is the only town that can accommodate more special needs
- 4.5.1.5 A persons with disabilities in the areas covered by Breede Valley APD (Worcester, Rawsonville, Sandhills, De Doorns and Touws River), require assistance and support to improve their quality of life, in most cases in situations of extreme poverty.
- 4.5.1.6 The challenge of addressing poverty through social work services lies beyond the level of the provision of handouts of basic assistance. The Breede Valley APD Thys Blom Centre has to find creative ways in which to render developmental social services that are relevant to the personal needs experienced by persons with disabilities.
- 4.5.1.7 Through promotion and awareness programmes, the Breede Valley APD Thys Blom Centre aims to promote community awareness of the needs of persons with disabilities, particularly those relating to accessibility of the environment and the rights of persons and children with disabilities.

- 4.5.1.8 As a result, the challenges and potential of persons with disabilities are identified and promoted, and persons with disabilities are empowered to represent themselves concerning disability issues.
- 4.5.1.9 There is an annual awareness project called the Wheelchair Challenge, where young and old can finish an obstacle course in a said time. Thus facing daily challenges of persons with disabilities first hand.
- 4.5.1.10 The Breede Valley APD Thys Blom Centre utilising social media as a constant marketing tool that also assist with creating awareness and inform the general public of the needs of persons with disabilities.
- 4.5.1.11 There are key objectives of the Breede Valley Thys Blom Centre follows:
- (i) To develop an open, informed society which allows a two-way communication between persons with disabilities and non-disabled persons.
  - (ii) To develop a knowledge base regarding information to allow informed decision making to the benefit of persons with disabilities and their families.
  - (iii) To empower persons with disabilities with knowledge in order for them to be able to represent themselves regarding awareness, accessibility and employment.
- 4.5.1.8 The following strategies are followed during the rendering of developmental social services:
- (i) Assessment of client
  - (ii) Compiling a developmental / vocational plan
  - (iv) Compiling an independent living plan
  - (v) Community based rehabilitation
  - (vi) Information and referral to appropriate agencies and community resources

#### **4.5.2 Recommendations**

- 4.5.2.1 Department of Social Development to brief on APD funding/budget and programmes attached to the budget.

#### **4.6 Oversight visit to Nuwe Hoop Centre for Hearing Impaired**

The following persons were in attendance at Nuwe Hoop Centre:

Mr T Eversmus, Principal, Nuwe Hoop Centre

Ms V Vergotini, Social Worker: Nuwe Hoop Centre

Ms J Daniels, Social Worker: Nuwe Hoop Centre

Mr E Humphreys, Administrative Head: Nuwe Hoop Centre

Ms C Barendse, Social Workers: Nuwe Hoop Centre

Ms R van Deventer, Regional Manager: Department of Social Development: Winelands and Overberg area

Ms A van der Merwe, Social Worker: Department of Social Development: Winelands and Overberg area

Ms P Msmosa, Disability Programme Manager: Department of Social Development: Wineklans and Overberg area

Ms M Sampson, Ward Councillor

#### **4.6.1 Findings and Challenges**

- 4.6.1.1 The school faces many challenges one the biggest challenges are the poor conditions leaner have to stay in. The hostels for leaners have no proper rooms and the conditions are inhumane.
- 4.6.1.2 The TV room area of the hostel has no chairs for the leaner to enjoy TV time.
- 4.6.1.3 The leaners have to bath/shower with cold water.
- 4.6.1.4 The bathrooms are not in good condition.
- 4.6.1.5 The school has many problems with parents that do not participate or even pay their hostel fees.
- 4.6.1.6 The bus which is used to transport leaners home during school breaks, is not in good working condition.
- 4.6.1.7 The school has many challenges with the social workers, as they do not assist the school.
- 4.6.1.8 The school requires more teachers/supervisor as the leaner, teacher ratio is 50:1.
- 4.6.1.9 The school cannot cope with the cost of the catering, as the subsidy which they get does not accommodated the monthly for catering of R130 000.

**4.6.2 Recommendations**

**5. Conclusion**

The Committee successfully concluded its unannounced oversight visit and took cognisance of the urgency of the challenges experienced at the schools and Centres. The schools and Centres need support in their endeavors to succeed against the backdrop of the challenges noted in this report.

**6. Acknowledgements**

The Chairperson thanked the schools and Centres for their willingness to share valuable information with the Social Cluster A delegation.

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**MR BD KIVEDO, MPP**  
**CHAIRPERSON: STANDING COMMITTEE ON EDUCATION**

**DATE:** \_\_\_\_\_

**WESTERN CAPE PROVINCIAL PARLIAMENT**

## **Standing Committee on Education**

**DRAFT REPORT OF THE STANDING COMMITTEE ON EDUCATION ON AN UNANNOUNCED  
OVERSIGHT VISIT TO HIGHLANDS PRIMARY SCHOOL IN MITCHELLS PLAIN – 10 FEBRUARY  
2015**





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