

Eastern Cape Province

BRIEF REPORT RESULTS OF THE SENIOR CERTIFICATE EXAMINATION 2005

Select Committee on Education
14 February 2006



PASS PERCENTAGE PER PROVINCE FOR 2001-2005

Province	YEAR				
	2001	2002	2003	2004	2005
Eastern Cape	45.6	51.8	60.0	53.5	56.7
Free State	59.0	70.7	80.0	78.7	77.8
Gauteng	73.6	78.1	81.5	76.8	74.9
Kwazulu-Natal	62.8	70.8	77.2	74.0	70.5
Limpopo	59.5	69.5	70.0	70.6	64.9
Mpumalanga	46.9	55.8	58.2	61.8	58.6
North West	62.5	67.8	70.5	64.9	63.0
Northern Cape	84.2	90.0	90.7	83.4	78.9
Western Cape	82.7	86.5	87.1	85.0	84.4
National	61.7	68.9	73.3	70.7	68.3

2

Comment:

- Only Province that has improved its results from 53,5 in 2004 to 56,7 in 2005.
- **Reasons for improvement:**
 - IETP
 - Regular school visits
 - Monitoring of underperforming schools.
 - Improvement English Additional Language H.G which is offered by the majority of our learners, as well as in some other major subjects.

3

Pass Rate

Data	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Wrote	67,614	76,967	84,168	79,819	79,484	63,504	65,676	82,140	63,426	69,600
Passed	33,524	35,660	38,298	32,188	37,717	28,939	34,061	37,370	33,915	36,607
% Passed	49.7	46.3	45.5	40.3	50.0	45.6	51.9	60.1	53.5	56.7

4

Comment:

- The "yo-yo" effect in provincial performance is a worrying factor. Schools seem to improve and decline on a regular basis. It seems that teacher rotation, i.e. that all FET teachers should be given an opportunity to teach grade 12, to enable them to qualify for marking, may be one explanation for this phenomenon.
- The best year was 2003 where we reached 60%, when all Provinces results were high. The Province could not sustain that tempo, due to lack of support systems, educators and moreover the absence of FET subject advisors.
- The year 2005 seems to indicate successful interventions and steady increases may be expected as a result of the total commitment at Provincial, District and school level.

5

Candidates with 6 or more Subjects

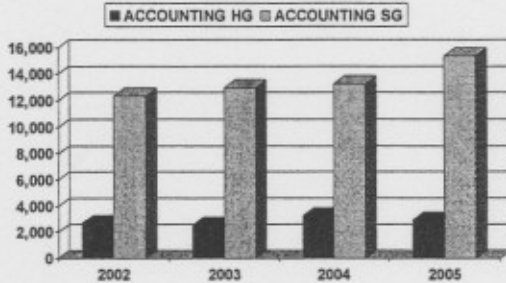
	Candidates					
	Male		Female		Male/Female	
	Number	%	Number	%	Number	%
1 Candidates registered	31,907	43.3	41,697	56.8	73,604	
2 Candidates who wrote	36,424	43.6	39,435	56.4	69,859	
3 Candidates who passed with university entry endorsement	3,846	46.0	3,332	54.0	6,178	56.8
4 Candidates who passed the examination without endorsement	14,804	44.3	18,617	55.7	33,421	47.8
5 Candidates who failed	12,783	42.3	17,479	57.8	30,262	49.3
6 Awaiting result	3	27.3	7	63.6	10	

Comment:

- The endorsement rate has been stable in the Province at about 8.8%, although more learners than last year qualified for endorsement. The low level of endorsement remains a challenge, as some principals are forcing learners to offer on the standard grade, in order to guarantee a high pass rate, when learners are capable of higher grade.
- The endorsement rate is skewed, with historically disadvantaged schools producing very few endorsements
- These aspects are constantly addressed with Principals in exams meetings.
- Girl learners seem to be out-performing the boys in the quality results arena.

7

Learners Wrote



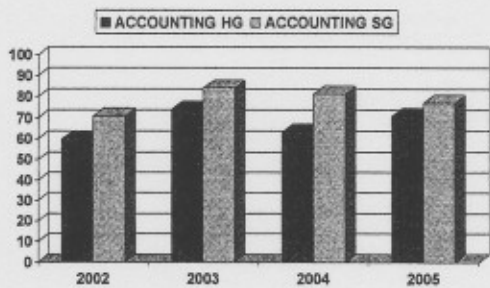
8

Comment:

- The participation rate in Accounting S.G. is encouraging, but the stable participation in H.G. is worrying – the province needs more learners to participate at the higher level in Accounting.
- The pass rate in both grades is encouraging - both over 70%.

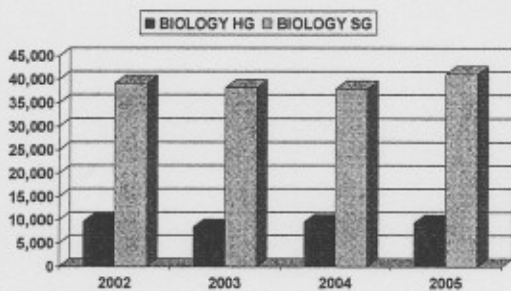
9

Learners Passed %



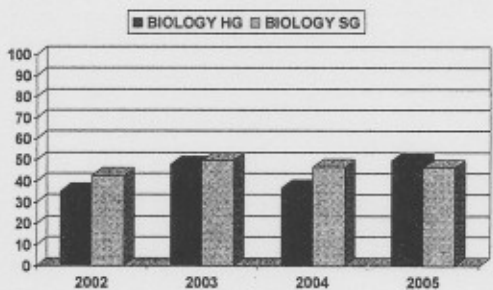
10

Learners Wrote



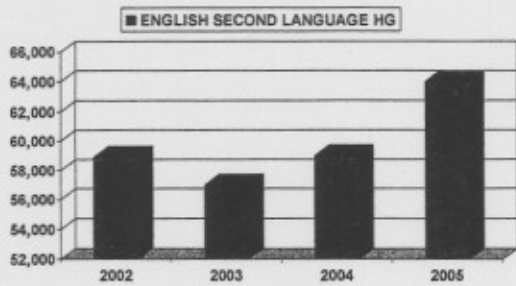
11

Learners Passed %



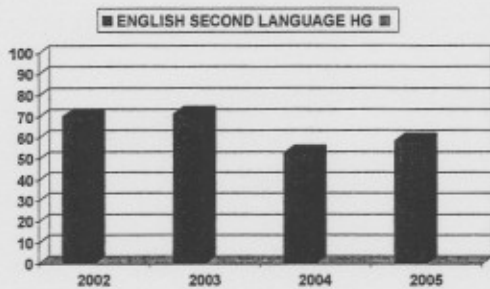
12

Learners Wrote



13

Learners Passed %



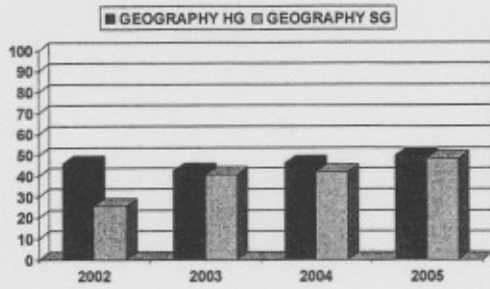
14

Comment:

- English 2nd language H.G. is one of the biggest papers in the Province. It must be remembered that if a candidate offering two languages fails one, they fail the examination.
- This is what happened in 2004, when the performance of candidates in the examination was so poor and adjustments failed to compensate for what was an urban-biased paper.
- Interventions were put in place to emphasize the importance of English and an improvement in performance in 2005 has again assisted a number of candidates to pass.
- The Province intends to intensify its literacy support programme.

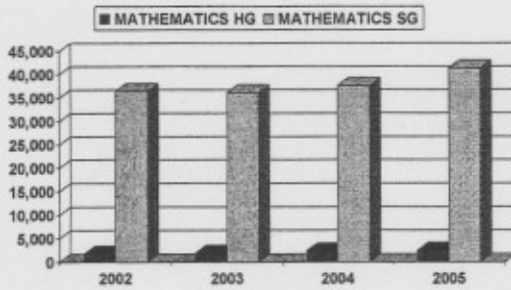
15

Learners Passed %



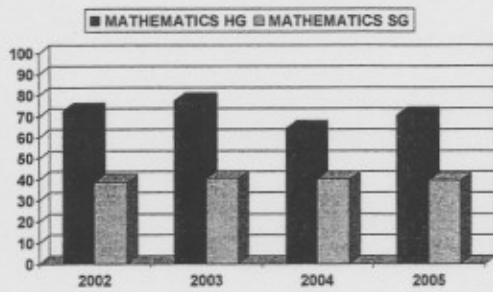
16

Learners Wrote



17

Learners Passed %



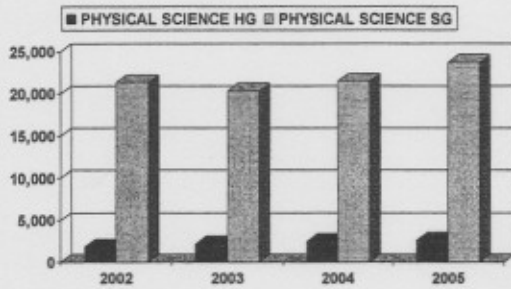
18

Comment

- The trend noticeable is that the participation is steadily increasing and especially in Maths S.G, however, it is not concomitant with the success rate. But the trend in H.G is that the participation rate has stabilized and the pass rate is over 70%.

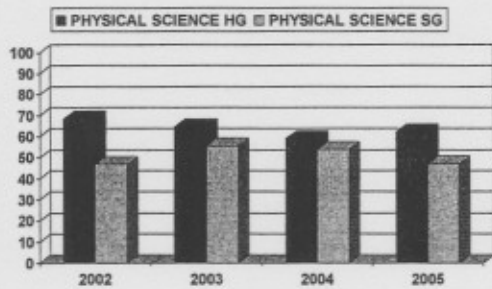
19

Learners Wrote



20

Learners Passed %



21

District Performance %

District	2004	2005	Change	District	2004	2005	Change
Butterworth	45.7	50.9	5.2	Meluti	45.5	57.3	11.8
Cofimvaba	45.4	59.8	14.4	Mbizana	58.0	61.5	3.5
Cradock	58.6	62.7	4.1	Mt Fletcher	53.4	69.1	15.7
Dutywa	37.9	45.1	7.2	Mt Frere	47.1	50.7	3.6
East London	58.9	59.7	0.8	Mthatha	51.9	58.1	6.2
Fort Beaufort	53.8	55.8	2.0	Mzimkulu	52.1	58.2	6.1
Graaff-Reinet	72.0	67.6	-4.4	Ngcobo	45.7	55.7	10.0
Grahamstown	63.0	58.6	-4.4	Port Elizabeth	75.9	70.8	-5.1
King Williams Town	47.5	48.4	1.0	Queenstown	57.4	63.8	6.4
Lady Frere	47.0	57.8	10.8	Qumbu	48.4	56.5	8.1
Libode	39.6	45.1	5.5	Sterkspruit	38.2	46.1	7.9
Lusikisiki	37.9	43.6	5.6	Uitenhage	77.3	73.5	-3.9

22

Comment:

- It is indeed interesting to note that the innovative ideas used in the rural districts of Mt Fletcher and Cofimvaba paid huge dividends, despite the rural nature of the district.
- Most rural districts, especially in the former Transkei, showed some improvement. This is where intervention programmes were targeted.
- Results from the Western Region which saw a great deal of disruption were disappointing. PE, Uitenhage, Graaff – Reinet and Grahamstown all showed a decline.

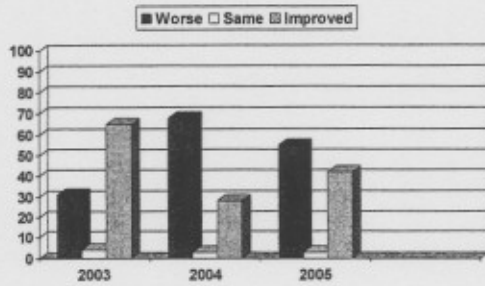
23

Centre Performance

- **Centre Status**
- **Centres with a Pass Rate \leq 20% November 2005 Examinations**
- **Centres with a Pass Rate \leq 20% as Percent per District**
- **Pass Rate Category**

24

Centre Status as %



25

Pass Rate (Number of Centres)

Category	Year	
	2004	2005
=0	7	3
>0 - <10	21	7
>=10 - <20	56	36
>=20 - <30	121	77
>=30 - <40	142	133
>=40 - <50	133	135
>=50 - <60	104	155
>=60 - <70	93	97
>=70 - <80	72	88
>=80 - <90	68	72
>=90 - <100	49	66
=100	49	35

26

Pass Rate <=20% per District

District	Centres as %
Bullenworth	4.1
Dutysia	6.2
East London	14.3
Fort Beaufort	4.1
Graaff-Reinet	2.0
Grahamstown	4.1
King Williams Town	28.6
Libode	2.0
Luskhale	6.1
Makud	4.1
Mt Fletcher	2.0
Mt Frere	2.0
Mthatha	8.2
Port Elizabeth	2.0
Queenstown	2.0
Dumbu	2.0
Starknuff	2.0
Uitenhage	2.0

27

Comment

- Clear indication that schools which were trapped in the lowest performing brackets have moved up, significantly reducing the number of completely dysfunctional schools
- Total number of schools below 50% remains a concern
- Continued focus on these schools, but intensified focus on those under 20%

28

Dinaledi Maths & Science

Subject	Data	Learners				% Passed as Wrote			
		2002	2003	2004	2005	2002	2003	2004	2005
MATHEMATICS HG	Wrote.	221	226	312	395				
	Passed as Wrote.	112	166	184	289	50.7	73.5	59.0	68.1
MATHEMATICS SG	Wrote.	4,223	4,670	5,133	5,809				
	Passed as Wrote.	2,305	2,914	2,788	2,993	54.6	56.0	54.3	51.5
PHYSICAL SCIENCE HG	Wrote.	206	317	278	391				
	Passed as Wrote.	117	169	160	231	56.8	53.3	57.6	59.1
PHYSICAL SCIENCE SG	Wrote.	2,768	2,791	3,180	3,569				
	Passed as Wrote.	1,746	1,926	2,174	2,159	63.1	69.0	68.4	60.5

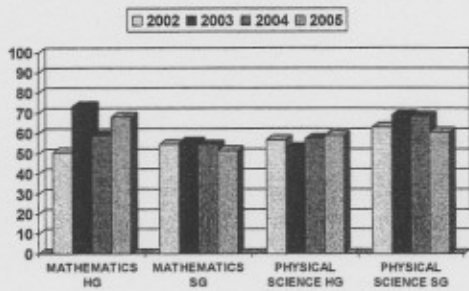
29

Comment:

- While there are increased numbers of learners offering both Mathematics and Science in these schools, there is no clear indication that this project is significantly improving results
- The support given to Dinaledi schools is to be intensified with the roll-out to more schools this year
- Performance will be closely monitored to ensure more HG passes and more overall passes.

30

% Passed as Wrote



31

Number of Candidates Passed

	Without Endorsement		With Endorsement		Total	
	Merit pass	Distinction pass	Merit pass	Distinction pass	Merit pass	Distinction pass
Male	192	1	1,673	195	1,864	196
Female	273	3	1,452	323	1,725	325
Total	465	4	2,524	517	2,989	521

Conclusion

- To maintain and improve SCE results in our Province attention must be paid to the following:
 - Sustain the school functionality initiative that began in January and address the challenges identified.
 - Improve the culture of learning and teaching in our schools.
 - Appoint subject advisors where these are lacking
 - Ensure that adequate LTSM is provided timeously to schools.
 - Ensure that there is adequate training of Grade 10 teachers introducing NCS.
 - Speedy resolution of impasse with SADTU as this has a negative impact on several assessment and examination activities.

33

Eastern Cape Province

BRIEF REPORT INTERVENTION STRATEGY FOR THE IMPROVEMENT OF LEARNER ATTAINMENT 2006

Select Committee on Education
14 February 2006.



TWO MAJOR PARTS:

- MEC INTERVENTION : BELOW 20% SCHOOLS
- INTEGRATED EDUCATION TRANSFORMATION PLAN : ALL SCHOOLS (but especially those below 50%)

2

MEC INTERVENTION STRATEGY

- Performance of schools >20% not acceptable
- 49 schools, of which 4 are independent
- Scattered across 18 Districts, but concentrated in East London and King Williams' Town Districts
- Must receive urgent and particular focus
- MEC and HOD to focus on these schools in particular

3

Research

- STEP 1: Research into:
- Proper analysis of reasons for failure, including detailed statistical analysis of present and past results, as well as an examination of the school profile over time.
- Whole School Evaluation Self Assessment done
- Desk top exercise to ascertain state of buildings, facilities, resources, schools fund receipts, amount paid in subsidy.
- Number and qualifications of teachers.
- Functionality of School Governing Body and relations with community.
- Commissioning action research to monitor project.

4

Meeting with the role players

- Step 2: Interviews with District Directors, Principals, EDOs and Subject Advisors serving identified schools
- Test perceptions of challenges
- Ascertain extent of willingness to change
- Test innovative solutions
- Obtain commitment for improvement
- Issue warning letters for incapacity to Principals

5

Checking the resources

- Step 3: Physical check of resources available at schools
- Whole School Evaluation team visits
- Audit of facilities – infrastructure, electricity, toilets, water
- Audit of Syllabi, pace setters, textbooks, stationary, teaching aids
- Checking of Registers and monitoring tools

6

Supplementing resources

- Step 4: Without rewarding failure, ensure that schools have basic requirements for teaching the subjects offered
- Supply additional teaching materials, videos, study guides, maps, etc.
- Form district/circuit subject associations
- Ensure visits by Subject Advisors to classrooms

7

Mentoring and coaching

- Cause Principals to be mentored, either by colleagues, or outside experts, retired principals, church leaders, other professionals in community. Could come about through twinning of schools
- Subject teachers also to be mentored or paired with good subject teacher in close proximity; share preparation, materials, etc.

8

Monitoring

- Ensure that teaching time is respected and monitor performance of learners
- EDOs and Subject Advisors to visit schools regularly
- Schools to be adopted by Head Office Managers
- Quarterly test results to be presented at fora where HOD and MEC are present, once per quarter
- Unannounced visits to schools

9

2nd Part : IETP Interventions

- Continue successful strategy of 2005
- Focus on all schools, including GET
- All schools >50% subject to quarterly testing
- Pace Setters issued
- Papers improved in quality and focus
- Past SC papers and memos printed and issued
- Visits on regular basis to all below 50% schools
- Regular Principals meetings

10

IETP Interventions contd

- Extra classes: mornings, afternoons, Saturdays
- Properly planned Easter, Winter and Spring schools, with only the best teachers
- Monitoring attendance of teachers and learners
- Special focus on language of teaching and learning
- Amalgamation or reconfiguration of small schools, especially SSS
- "Incubation" – moving students from poorly performing schools to better schools

11

IETP Interventions contd

- Assisting students to form study groups and keep them functional
- Giving advice on how to study
- Career counselling where possible
- Motivational talks by successful ex-pupils and community leaders
- Ensuring community participation in the schools

12

Eastern Cape Department of Education
Report on State of Readiness
 for
Implementation of the RNCS and NCS
 14 February 2006



The National Mandate
 for
Curriculum Orientation(*) and Implementation(✓)

	2005	2006	2007	2008
Grade 7	*	✓		
Grade 8		*	✓	
Grade 9		*	✓	
Grade 10	*	✓		
Grade 11		*	✓	
Grade 12		*		✓



Provincial Roll-out Plan
for Grades 7 - 9 (GET)

Target Group	2005 Grade 7	2006 Grades 8 & 9
National Core Training Team -NCTT	✓	Feb
Provincial Core Training Team - PCTT	✓	March
Training of Master Trainers	✓	April
Training of Trainers	✓	April
Teacher Orientation	incomplete	May to June



Provincial Roll-out Plan for Grades 10-12 (FET)

Target Group	2005 Grade 10	2006 Grades 11 & 12
National Core Training Team -NCTT	✓	Feb
Provincial Core Training Team - PCTT	✓	March
Training of Trainers	✓	April
Teacher Orientation	incomplete	School holiday



4

Achievements

GET & FET

- All trainers trained (GET=192; FET=242)
- ± 54 % of Grade 7 teachers orientated – 2005
- ± 71 % of Grade 10 teachers orientated - 2005
- Provincial Curriculum Year Plan compiled and adopted by 24 districts
- Provincial Curriculum Coordinating Committee established to oversee all training programmes
- Planning for roll-out of Grade 8,9,11 &12 teacher orientation in 2006 finalised
- Provincial Orientation Materials for Grades 8&9 developed
- Four provincial curriculum guideline documents developed and circulated to all curriculum personnel in province



5

Concerns

- Non-cooperation stance of SADTU
- Disruption and boycott of teacher orientation programme
- Mop-up teacher orientation of grade 7 & 10 planned for completion by end of February – 2006 will be compromised
- Staffing at Head Office - Filling of all posts is a priority
- Shortages of subject advisors in FET Band in districts - Filling of critical posts is a priority



6

Eastern Cape Province

BRIEF REPORT LTSM DELIVERY 2006

Select Committee on Education
14 February 2006.



TEXTBOOKS

- Province focussed resources on Gr 10 and Gr 7 primarily
- Orders to value of R162,174m placed with publishers
- This was done later than planned because of delays in finalising national catalogue for grade 10
- Province was ready much earlier and had to wait for DoE catalogue

2

Textbooks 2

- Of these orders, R156,566 or 98% delivered to the warehouse by 8 February 2006 and 85% delivered to schools and invoiced. Remainder en route to schools. Gr 10 prioritised for delivery.
- Province had 70% delivered before close of schools, despite lateness of programme
- Tried to effect deliveries prior to opening of schools, but principals did not always co-operate
- Delays from major publishers disappointing (Cambridge University Press, 23% and Lovedale Press, 22%) and smaller publishers too. PASA assisting. Deadlines imposed for cancellation.

3

MOP UPs and TOP UPs

- The Province has also managed to reprioritise its budget to make additional funds available to supplement existing supplies of textbooks in other grades
- Includes top ups worth R49,27m of already supplied textbooks and additional supplies (mop ups) worth R3,469m of textbooks.

4

STATIONERY

- Province supplies stationery to all schools in quintile 1
- Order worth (R23,53m) awarded but legal challenge experienced. Order could not be placed until dispute resolved. First challenge defeated in court but aggrieved supplier attempted further delay by appealing on technicality – dismissed with costs
- Order finally placed on 16 November 2005.

5

Stationery deliveries

- Deliveries proceeded well despite lateness of order.
- However, problems experienced with new managing agent and service providers, as well as adverse weather conditions. Main supplier assisting.
- To date there are still 126 schools which must still receive supplies for 2006. This was because of an oversight by the managing agents.
- 5 schools could not be reached because of damaged / impassable roads in Mt Fletcher District.
- Penalty clauses invoked.

6

Eastern Cape Province

BRIEF REPORT EXEMPTION POLICY

Select Committee on Education
14 February 2006.



Fee Exemptions

- Schools fees set by School Governing Body after proper consultation with parents.
- School fees are compulsory.
- Those who are unable to meet the set fees are expected to inform the SGB and apply for exemption, as contemplated in the Act.
- Parents are loathe to disclose inability to pay – don't visit schools.

2

Fee Exemptions

- Department has no policy on this other than what is in the Act and does not monitor the number of exemptions, only reacts when there is conflict between parents and Principals – retention of reports and non-admission.
- In most cases investigated, parents have ignored requests to visit school to discuss circumstances

3

No fee schools

- Department will be implementing "no fee" schools policy as from 1 April 2006, when funds become available.
- All schools in Quintile 1 will be approached to allow declaration of "no fee" schools in 2006.
- 2074 schools (38% of all schools in the Province) and over 850 000 learners will benefit).
- Schools will receive R527 per learner.

4
