

② 060214 SCEDUC

Quack

Presentation to the Select Committee on Education and Recreation

15 February 2006

2005 Matric Results

- In 2005 93 459 full-time candidates sat for the end of year Grade 12 Examination
- 43 653 passed without full exemption and 16 435 obtained full exemption
- The total number of learners who passed is 60 088

2005 Matric Results Cont.

- In terms of percentage pass, this is equivalent to 64,3%.
- Comparatively speaking, this constitutes a decline of 6,3% to the pass rate in 2004 which was 70,6%

2005 Matric Results Cont.

- Comparative analysis for the past five years is as follows:

Year	2001	2002	2003	2004	2005
% Pass	59,5	69,5	70.0	70,6	64.3

Matric Performance per District

- Capricorn : 70,54
- Mopani : 69,13
- Vhembe : 65,51
- Waterberg : 63,11
- Sekhukhune: 59,07
Presidential Nodal point
- Bohlabela : 56,58 Presidential
Nodal point

10 Most Improved Schools

No	Name of school	District	% Pass 2004	% ass 2005	Variance
10	Rindzani	Bohlabela	28,57	55,45	26,88
9	Govhu	Vhembe	28,57	63,89	35,32
8	Tshipakoni	Vhembe	14,28	56,77	42,49
7	Kgwekgwe	Mopani	33,3	82,67	49,37
6	Ndindani-Hlomela	Mopani	25	75,5	50
5	Mountainview	Capricorn	28,59	79,14	50,57
4	Makovongo	Mopani	33,3	85,07	51,77
3	D.G. Tsebe	Waterberg	33,3	85,71	52,11
2	Sidela	Mopani	14,28	68,97	54,69
1	Masemola	Sekhukhune	16,66	78,13	61,47

40 Best Performing Schools

No	Name of school	No wrote	No Passed	Exemption	Pass %	District
1	Piet potgieter (Former model C)	101	101	45	100	Waterberg
2	Warmbad (Former model C)	83	83	59	100	Waterberg
3	Harry Oppenheimer	190	190	96,8	100	Capricorn
4	Chechema	56	56	51,8	100	Capricorn
5	St, Bedes	51	51	96	100	Capricorn
6	Motse Maria	68	68	79,4	100	Capricorn

40 Best Performing Schools Cont.

10	Risinga	81	81	69,1	100	Mopani
11	Hanyani Thomo	87	87	47	100	Mopani
12	Ramatau	90	90	73,3	100	Bohlabela
13	Seagotle	54	54	72,2	100	Bohlabela
14	Glen Cowie	93	93	90,3	100	Sekhukhune
15	Jawe Jawe Ledwaba	50	50	26	100	Waterberg
16	Frikkie Meyer (Former model C)	131	130	46,2	99,2	Capricorn
17	Ellisras (Former model C)	110	109	45,9	99,09	Waterberg
18	Nylstroom (Former model C)	95	94	31,9	98,95	Waterberg
19	Pietersburg	268	265	55,5	98,88	Capricorn

40 Best Performing Schools Cont.

21	Capricorn (Former model C)	164	162	62,4	98,78	Capricorn
22	Merensky (Former model C)	150	148	43,9	98,67	Mopani
23	Eric Louw (Former model C)	74	73	24,7	98,65	Vhembe
24	Ramathope	70	69	69,6	98,57	Capricorn
25	Lebowakgomo	69	68	75	98,55	Capricorn
26	Settlers (Former model C)	67	66	57,6	98,51	Waterberg
27	Mahoai	67	66	43,9	98,55	Capricorn
28	Mbhanyele	67	66	33,3	98,51	Vhembe
29	Maromofase	66	65	56,9	98,48	Capricorn
30	D... ..	67	67	33,5	100	Waterberg

40 Best Performing Schools Cont.

32	Letupu	41	41	43,9	100	Waterberg
33	Morakolo	30	30	70	100	Waterberg
34	Dendron	36	36	94	100	Capricorn
35	Chika	36	36	94	100	Capricorn
36	Magaedisha	38	38	68,4	100	Capricorn
37	Nkateko	31	31	77,4	100	Mopani
38	Mafutsane	36	36	61,1	100	Mopani
39	Mahwetse	38	38	78,9	100	Sekhukhune
40	Makhosana Manzini	38	38	47,4	100	Bohlabela

Comparative Analysis of best performance between Former Model C Schools & Ordinary Rural schools

- Former Model C schools constitute 25% of the 40 best Performing schools
- Of the former model C best performing schools, only 7,5% got more than 50% matriculation exemption while 60% of ordinary rural schools got more than 50% exemption

Poor Performing Schools

Name of school	Number wrote	% Pass
Mogalatjane Mphahlele	<u>16</u>	<u>0%</u>
Mpole	30	10%
Setuka	46	8,69%
Modiadie	30	13,33

Marcia Mokoena	43	13,95
Frank Maginyana	92	15,21
Mogalabele	13	15,36
Moseke	19	15,78
Phendulani	297	15,82
Mphengwa	31	16,12

Poor Performing Schools

Marcia Mokoena	43	13,95
Frank Maginyana	92	15,21
Mogalabele	13	15,36
Moseke	19	15,78
Phendulani	297	15,82
Mphengwa	31	16,12

Poor Performing Schools

Potlake	42	16,66
Ramoroke	18	16,66
Mosedi	46	17,77
Lethipela	68	18,16
Mphahlele	79	18,98
Mamokotupi	98	19,36
Ntevhedzeni	81	19,75

Top school per district

District	School	No. wrote	No. passed	% Exemption	% Pass
Waterberg	Warmbad	83	83	59	100
Caprriicorn	Harry Oppenheimer	190	190	96,8	100
Vhembe	Mbilwi	153	153	97,4	100
Mopani	Risinga	81	81	69,1	100
Sekhukhune	Glen Cowie	93	93	90,3	100
Bhele	Demetou	00	00	72,2	100

Three Best Performing schools

No	School	No wrote	No Pass	Exemption	% Pass	District
3	Glen Cowie	93	93	90,3	100	Sekhukhune
2	Harry Oppenheimer	190	190	96,8	100	Capricorn
1	Mbilwi	153	153	97,4	100	Vhembe

Three Best Performing schools

✦ Enrolment Figures

- Glen Cowie: 2004 - 59 candidates
2005 - 190 candidates
- Harry
Oppenheimer: 2004 - 145 candidates
2005 - 190 candidates
- Mbilwi: 2004 - 103 candidates
2005 - 153 candidates

3 Best Performing schools

- It is important to note that these 3 schools took the same positions in 2004
- It is also important to note that the enrolments in these schools increased substantially in 2005

Top learner per district

District	School	Name of learner	Aggregate
Waterberg	Hans Strijdom	Venter J.K.	2131
Capricorn	Pietersburg	Jacobs K	2143
Vhembe	Mbilwi	Mauda R.S.	2159
Mopani	Merensky	Marie R.H.	2197
Sekhukhune	Glen Cowie	Modipa NE.	1962
Bohlabela	Ramatau	Nkgapele MF	1796

Top Learner per subject

Tshivenda 1 st Lang. HG	Vhembe	Sam Mavhina	391	Netshisu mbewa Tendani Rhoda
Sepedi 1 st Lang. HG	Capricorn	Kgaga-tlou	383	Mphahlele Letsoalelo
Xitsonga 1 st language HG	Mopani	Macema	362	Nkuna Engetani

Top Learner per subject

Economics HG	Vhembe	Thengwe	400	Kharivhe Herbert Arinao
Geography HG	Vhembe	Mbilwi	394	Mauda Rendani Solomon
History	Water berg	Piet Potgieter	387	Tayob Asma
Agriculture HG	Vhembe	Mukula	386	Mathebula Duncan
Afrikaans 2 nd Language	Capricor n	Capricorn High	300	White Georgea

Top Learner per subject

Accounting HG	Capricorn	Capricorn High	400	Rahimi Samira Amy
Biology HG	Water berg	Ellisras	390	Le Granje Anja
Business Economics HG	Vhembe	Tshiawelo	391	Mudau Khathutshe lo Fairzyl
English 2 nd language HG	Water berg	Frikkie Meyer	300	Vos Maria Magdalena Catharina

Top Learner per subject

Subject	District	School	Marks	Name of learner
Physical Science HG	Vhembe	Thengwe	400	Ranwaba Ndzudzanyo
	Vhembe	Mbilwi	400	Magwaba Mushaathama
	Vhembe	Mbilwi	400	Mauda Rendani Solomon
	Vhembe	Mbilwi	400	Raudzingana Dzivhuluwani

Top Learner per subject

Mathematics HG	Vhembe	Thoho yandou Tech	400	Lidzhade Roda Rodney
	Vhembe	Mbilwi	400	Mauda Rendani Solomon
	Vhembe	Mbilwi	400	Magwaba Mushaathama
	Vhembe	Mpandeli	400	Mangenge Takalani
	Vhembe	Khakhu	400	Mashau Takalani

Strategies to improve qualitatively and quantitatively

- Saturday and Winter Enrichment Classes (WEC) in districts focusing on selected Nationally Examined subjects (Maths, Accounting, Biology, English 2nd Language, Physical Science, History & Geography).
- This year about 450 centres will be utilised (50 more centres compared to 2005). On average 10 000 learners Saturday classes and about 20 000 WEC
- Experts from Curriculum Advisory Services, Teachers and Lecturers from Higher Education Institutions are contracted for WEC & Saturday.

Strategies to improve qualitatively and quantitatively

- For Saturday classes tests will be written monthly i.e. after 4 Contact Sessions & for WEC after all contact sessions, i.e. 10 days.
- Curriculum advisors will monitor this process very closely and progress reports will be submitted to section Curriculum at Head Office

Strategies to improve qualitatively and quantitatively cont.

- Former lecturers from rationalised Colleges of education are being deployed to circuits to support schools. This support will focus mainly on the FET band i.e. Grades 10-12 with special attention to schools that obtained less than 50% pass rate.
- These advisors will receive intensive training on how to support schools. Their training package will amongst other things, focus on assessment, moderation, development of monitoring and evaluation tools, school support, training etc.

Strategies to improve qualitatively and quantitatively cont.

- Support from Curriculum Advisors will focus on class observation, demonstration lessons, management of curricula by SMTs, identification of gaps and development of intervention strategies (Research-base intervention, which will focus on learner & teacher needs)
- The department will engagement Institutions of Higher learning in training educators on content of specific subjects
- Provide four weeks intensive subject specific training to Grade 11 & 12 teachers on Math and Science

Strategies to improve qualitatively and quantitatively cont.

➤ Assessment strategies

- Road shows to address principals on the new National Senior Certificate Policy
- Radio talk shows to encourage learners to do subjects on Higher Grade and advice them on subject combinations
- Train Chief Examiners, Internal Moderators and Markers
- Providing schools with previous exam question papers (both print and electronic versions)

Readiness for the implementation of the NCS

- Total number of Grade 10 educators trained in 2005
 - Generic = 5 853
 - ML = 2 672
 - LO = 2 744
- Training of Grade 7 teachers on RNCS
 - RNCS Orientation only in Mopani and Bohlabela districts
 - Bohlabela = 800 SMT oriented
= 1 200 educators received training
 - Mopani = 600 educators oriented
- All training materials for all Grade 7 & 10 were developed and printed

Readiness for the implementation of the NCS

- ▶ Training for other grade 10 subjects will be finalised before the end of this financial year. Priority has been given to Nationally Examined subjects i.e. Mathematics, Physical Science, Geography, History, English 2nd Language, Business Economics, Economics, Life Sciences
- ▶ 5 505 teachers have recently received training in Mathematics, Life Sciences & Physical Science

Readiness for the implementation of the NCS

- For Grades 11 and 12 the National Training Team has received orientation on the 29 subjects
- LTSM for Grade 8 have been evaluated and a catalogue will be submitted to the Book Unit for Further processing before the end of March

SELECT COMMITTEE BRIEFING

14/02/2006: CAPE TOWN

FEE EXEMPTION POLICY

- Includes the ordinary policy on exemption from paying school fees by parents who cannot afford to do so.
- Over and above the Exemption Policy, there is a “No Fee status policy” which makes provision for compulsory fee exemption by schools in the poorest categories.

CURRENT STATUS

- The No Fee Schools policy will be implemented in the new financial year i.e. 1st April 2006 for all schools in Quintile 1 & 2.
- Process of identifying quintiles 1 & 2 schools as per National guidelines is at an advanced stage.

CRITERIA FOR FUNDING

- 2001 Ward Poverty scores provided by StatsSA.
- Schools linked with their wards and therefore the wards poverty scores.
- Schools are then divided into quintiles based on their scores i.e. National quintiles
 - Quintile 1 schools are those with the highest scores and Quintile 5 those with the least scores.

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27.0	R26C
75.0	R11C
250	R74,
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IMPLEMENTATION: NO FEE STATUS

The Department will implement the “No Fee Policy” as follows:

- Advocacy & Consultation: by 01 March ‘06
- Schools to be declared “no fee status” by end of March 2006.
- Publish list of No fee schools.
- Processing of No fee allocations to commence on 01 April 2006.