

## **REPORT OF THE PORTFOLIO COMMITTEE ON EDUCATION; CULTURE, SPORT AND RECREATION**

### **OVERSIGHT VISIT TO PINE RIDGE COMBINED SCHOOL & CORONATION SECONDARY SCHOOL, EMALAHLENI LOCAL MUNICIPALITY, 14 SEPTEMBER 2018**

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#### **1. INTRODUCTION**

The Portfolio Committee on Education; Culture, Sport and Recreation (the Committee) has a mandate in terms of Rule 119 of the Rules and Orders of the Mpumalanga Provincial Legislature to hold the Department of Education (the Department) accountable through various oversight mechanisms during the course of a financial year. The Department is responsible for Outcome 1 of the Provincial Outcomes (to provide quality basic education).

The Committee conducted an oversight visit to the following two schools in Emalahleni Local Municipality on 14 September 2018:

- Pine Ridge Combined School
- Coronation Secondary School

#### **2. METHOD OF WORK**

The Committee engaged these two schools in relation to their functionality.

Invitations to stakeholders were issued as follows:

- Department of Education;
- School Management and School Governing Bodies of the two (2) schools;
- Learner Representative Councils of the two schools;
- Emalahleni Local Municipality;
- Department of Public Works, Roads and Transport (DPWRT);
- Office of the Auditor-General SA (AGSA),
- Office of the Public Service Commission (PSC);
- South African Local Government Association (SALGA);
- House of Traditional Leaders (HTL);
- South African Police Service (SAPS);
- Department of Social Development;

- SANCA Witbank;
- South African Democratic Teachers Union (SADTU);
- National Professional Teacher's Organization of South Africa (NAPTOSA);
- South African Principals' Association (SAPA);
- National Association of School Governing Bodies (NASGB)
- Mpumalanga Regional Training Trust (MRTT)

Subsequently the Committee met on 11 October 2018 to consider and adopt its draft report. House resolutions emanating from this report were referred to the Department for implementation and report back to the Legislature.

### **3. PURPOSE OF THE OVERSIGHT VISIT**

The aim of the oversight visit was to assess the progress made at these two schools in relation to academic performance in Grade 12 and their overall functionality.

### **4. OBSERVATIONS BY THE COMMITTEE**

The Committee held a joint meeting with both schools at Pine Ridge Combined School hall.

The newly appointed District Director, Mr. Douglas Maja, together with his District Management Team (DMT) presented an informative presentation on the measures put in place at each school to improve academic results towards their readiness for the 2018 NSC examination and their overall functionality.

Each school also presented their school profile, school improvement plan (SIP) and outlined their main challenges with interventions. The Committee listened to inputs from the school principals, the SGB Chairpersons and the LRC members, as well as informative inputs from the invited stakeholders and their supportive roles towards improved education delivery.

After interacting with the Department and the stakeholders, the Committee noted with appreciation the various efforts of stakeholders and the progress made by the Department.

#### **4.1. Pine Ridge Combined School**

Pine Ridge Combined school offers education to learners from grade 1 to grade 12. It offers English as Home Language and Afrikaans as First Additional Language (FAL). The school has a total enrolment of 1 812 learners which categorizes it as a mega school.

Learners enrolled in the institution are attracted from a radius of between 23 km to 100 km which is as far as Verena in Thembisile Hani Local Municipality. There is no African language offered at the school.

### Learner enrolment

The table below shows a trend in the learner enrolment, in that the higher the grade the more the enrolment diminishes. Grade 12 has the lowest enrolment and this calls for concern.

Year	2016	2017	2018
Grade 1	148	115	154
Grade 2	151	156	144
Grade 3	121	125	147
Grade 4	150	141	147
Grade 5	175	156	139
Grade 6	149	157	154
Grade 7	172	196	167
Grade 8	144	138	219
Grade 9	176	165	134
Grade 10	166	205	172
Grade 11	165	123	171
Grade 12	119	106	88
	<b>1 832</b>	<b>1 782</b>	<b>1 812</b>

### Staff establishment

The school has 53 educators who are deployed in their responsibilities as follows:

Principal	D/Principal	HOD	CS Educators	Administrators	G/Workers
1	2	8	43	2	1

The school has an acting principal since 2016 when the then principal passed on, 2 appointed deputy principals, 8 education specialists and 43 educators. All the educators meet the minimum qualification level of REQV 14; however, the school did not have a permanently appointed principal at the time of the Committee's visit.

### Non-Teaching staff

No. of administrators	Grounds man	Cleaners
<ul style="list-style-type: none"> <li>• 2 paid by the State</li> <li>• 1 paid by SGB</li> </ul>	<ul style="list-style-type: none"> <li>• 1 paid by the State</li> <li>• 1 SGB</li> </ul>	<ul style="list-style-type: none"> <li>• 3</li> </ul>

### School Performance

In the last five years the school reflected an up and down performance in grade 12, it was one of the highest performing schools but it under performed in 2017 at 54%. The performance for grade 12 is reflected below as follows:

Grade 12 performance in the last 5 years				
2013	2014	2015	2016	2017
74%	86%	92%	77%	53%

The following number of learners progressed in the 2017 academic year.

Learners progressed per grade in 2017 academic year			
Grade 8	Grade 9	Grade 10	Grade 11
39	45	25	28

The table above reflects that many learners in the different grades could not meet the minimum pass requirement but were progressed to the higher grades.

### Subject Average over the last 5 years

Year	Subjects	2013	2014	2015	2016	2017
2013	English HL	45%	48%	52%	43%	44%
2014	Accounting	30%	38%	40%	50%	29%
2015	Mathematics	30%	36%	40%	35%	31%
2016	Physical Science	35%	38%	40%	37%	36%

The plan of the Department seeks to ensure that in Mathematics and Physical Science learners are expected to perform at 50% and above. The school has never attained 50% performance in Mathematics and Physical Science in the last five years, which then raises a question as to whether the school had qualified educators teaching the subjects.

### **School Infrastructure**

The school is a mega institution with more than 1 800 learners. There are 37 classrooms of which 10 classrooms need urgent attention as they are unsafe for use as learning centers. At the time of the Committee's visit, the learner classroom ratio was reported at 1:49.

The ablution facilities need urgent attention; they are unsuitable for both learners and staff.

The school has special rooms such as a massive school hall (which was being renovated during the Committee's visit) and the computer centre with computers;



*Some of the classrooms at Pine Ridge Combined School (above and below)*



### **National School Nutrition Programme (NSNP)**

The aim of the programme funded by the national government through a conditional grant, is to provide nutritious meals to needy learners in the Province in schools classified as quintile 1-3. The NSNP ensures that learners are fed early in the day to improve their concentration and stimulate active participation in their education.

Currently the NSNP is administered through the Mpumalanga Economic Growth Agency (MEGA) whereby agricultural co-operatives registered on their database provide fruit and vegetables for the meals prepared for the learners.

It was noted however, that the school reported the delivery of vegetable and fruit that were not of an acceptable quality. At times they were rotten and/or not good for consumption by the learners.

#### **4.1.1. FINDINGS IN RESPECT OF PINE RIDGE COMBINED SCHOOL**

After interacting with the Department, the school management, the SGB and the LRC, the Committee made the following findings:

- (a) The Department made a commitment to fill the vacant principal post by January 2019.

- (b) The Department and the school reported that measures had been implemented to address the causal factors for the school's under performance of 53% in the 2017 Grade 12 examination.
- (c) There is a serious challenge on infrastructure at the school. Out of the 37 classrooms, 10 classrooms need urgent attention as they are unsafe for use. Currently there is a challenge of over-crowding due to shortage of classrooms.
- (d) The ablution facilities need urgent attention; they are unsuitable for learners and staff.
- (e) Pine Ridge Combined School does not offer any indigenous language as a home language and there is no proper curriculum planning at the school.
- (f) The school reported that vegetable and fruit received were not of an acceptable quality, which were at times rotten and/or not good for consumption by the learners.

#### **4.1.2. RECOMMENDATIONS IN RESPECT OF PINE RIDGE COMBINED SCHOOL**

Based on the findings above, the Committee recommended that the Department must implement the following and provide **a progress report by 19 November 2018:**

- (a) Fill the vacant principal post before the re-opening of schools in January 2019.
- (b) Strengthen the monitoring and evaluation of the school via the circuit office, such that the measures put in place to address the 2017 under performance are effected.
- (c) Relocate some mobile classrooms from other schools in the district to urgently address the overcrowding at this school, whilst assisting the school with the 10 classrooms that need urgent attention. If possible some classrooms can be incorporated into the Department's infrastructure plan for 2019/20 financial year (Table B5).
- (d) Urgently attend to the ablution facilities at the school.
- (e) Consider introducing an indigenous language as a home language at Pine Ridge Combined School and assist the school with curriculum planning. The Department must increase its co-operation with the Department of Culture, Sport and Recreation to promote cultural affairs, including learning in indigenous languages from a young age.

- (f) Make a follow up with MEGA in relation to the reported delivery of rotten vegetables and fruits to the school for the NSNP and ensure that the matter is resolved.

#### **4.2. CORONATION SECONDARY SCHOOL**

The school is situated in Klarinet Ext 6 in Emalahleni 1 circuit of the Department of Education, Nkangala district. It is classified as a public secondary school (quintile 1) and has an enrolment of 1 435 learners and 42 educators.

##### **Challenges faced by the school**

- Under performance in Mathematics, Physical Science and Life Science
- Shortage of English Home Language teachers
- The curriculum is too broad (5 languages offered)
- Over-crowding in the classrooms
- Shortage of textbooks
- High number of progressed learners in grades 10 and 11
- Frequent burglary in the school
- Drug and substance abuse
- Poor attendance and poor discipline of learners (use of cellphones during lessons)
- Child-headed homes and high rate of teenage pregnancy

The SGB indicated the following challenges and the interventions they made:

- Fund raising (started writing letters to companies and applied for NPO certificate)
- Burglaries (installed an alarm in the admin block and burglar proof doors)
- Teenage Pregnancy (assisted the school to develop a remedial programme)
- Shortage of classrooms (partitioned the hall and established a consumer centre)
- No municipal account (account is now opened)
- Under performance in grade 12 (support programme of extra classes and camp)
- Shortage of textbooks (purchased 2 big photocopiers to make copies)

The LRC indicated the following challenges and the interventions they proposed:

- Late coming (compulsory morning classes from 07:15 and detention in afternoon)
- Overcrowded classrooms (they proposed provision of mobile classrooms)
- Poor learner behavior (needs more parental involvement)



- Pregnancy rate (needs more educational workshops like Love Life and Rise)
- Learners coming to school while high on drugs (need more education workshops)
- Use of cellphones during lessons (teachers must confiscate the cell phones)

The following strategies were employed to assist progressed learners:

- Establishment of a Maths, Science and Accounting (MSA) centre (partnering with sister schools to maximize tuition in key subjects; expose learners to different teaching methods by teachers from performing schools; learners working as peers)
- Learner support programmes (Adopt a learner programme; monitoring of performance targets; motivation sessions; issuing of awards for recognition of performance; subject study group sessions; morning, afternoon and vacation classes; examination camps)
- Teacher support programmes (staff development sessions; team teaching with performing teachers; workshops on challenging subject content; question banks; monitoring of implementation of SPIP's, weekly curriculum coverage audit; incentives for excellent performance; workshops on correct use of intervention guides)

#### School Performance over the past three years:

Grade	Results		
	2015	2016	2017
8	77%	72%	85%
9	89%	80%	81%
10	56%	78%	63%
11	67%	83%	64%
12	78%	74%	59%

The school's general performance in all the grades has been good over the last three years, except in 2017 where Grade 12 performed below 60%. It was noted that the decline in the Grade 12 started gradually in the 2016 academic year when the performance dropped from 78% to 74%.

### Learners progressed in the last three years

Year	Grades			
	8	9	10	11
2015	36	31	04	23
2016	42	35	14	30
2017	10	06	31	36

The table above indicates number of learners who were progressed after they could not pass and had already repeated a grade at least once in the phase. It was noted that the number of progressed learners in Grades 10 and 11 were too high, thus signaling a bigger problem.

### Subjects under performing in grades 11 and 12

Grade	Year	Subject	2016	2017	2018
11	December	Mathematics	28%	10%	11%
12			55	38	14
11		Physical Science	17	25	28
12			38	35	61
11		Life Science	47	25	78
12			73	48	58

The Committee noted that Mathematics, Physical Science and Life Science were not performing well and had contributed towards the school's underperformance in 2017. There was a slight improvement in Grade 12 Physical Science and Life Science in 2018 as seen in the table above. However, the Mathematics results have not improved since 2017, instead it dropped from 38% in 2017 to 14% in June 2018.

#### 4.2.1. FINDINGS IN RESPECT OF CORONATION SECONDARY SCHOOL

After interacting with the Department, the school management, the SGB and the LRC, the Committee made the following findings:

- (a) The school's performance on Mathematics, Physical Science and Life Science have not improved from 2017 and this may again cause the 2018 Grade 12 results to drop.

- (b) The Committee noted the following challenges on the school's overall functionality:
- Under performance in Mathematics, Physical Science and Life Science
  - Shortage of English Home Language teachers
  - The curriculum is too broad (5 languages offered)
  - Over-crowding in the classrooms
  - Shortage of textbooks
  - Frequent burglary in the school
  - Drug and substance abuse
  - Lack of participation in sports programmes that are available
  - Poor discipline of learners (use of cellphones during lessons)
  - High rate of teenage pregnancy
- (c) The Department of Public Works, Roads and Transport committed that the relevant scholar transport will be provided to qualifying learners enrolled at Coronation Secondary School as from January 2019.

#### 4.2.2. RECOMMENDATIONS FOR CORONATION SECONDARY SCHOOL

Based on the findings above, the Committee recommended that the Department must implement the following and provide **a progress report by 19 November 2018**:

- (a) The Department must via the circuit management, intensify curriculum monitoring and support in Mathematics, Physical Science and Life Science to the school, towards improving these results in the 2018 NSC exams and maintaining the performance
- (b) The Department must attend to the challenges of this school as listed and provide a report on intervention measures put in place to support the school. In terms of drug abuse the Department must ensure that the Department of Social Development, SAPS and SANCA are engaged to provide ongoing support to these schools.
- (c) The Department must ensure that the relevant scholar transport service is provided to learners enrolled at Coronation Secondary School, as committed by the Department of Public Works, Roads and Transport during the visit.

## 5. CONCLUSION

The Chairperson would like to thank the Honourable Members of the Committee for their constructive input during the oversight visit to **Coronation Secondary School** and **Pine Ridge Combined School** on 14 September 2018 in Emalahleni Local Municipality.

The Committee extended its appreciation to the Department of Education and all stakeholders whose participation contributed to the success of the oversight visit. The Legislature staff were also appreciated for their relevant roles in support of the Committee business.

**The House is requested to adopt this report with its findings and recommendations. The Department must implement the House Resolutions contained in this Committee report and submit a progress report by 19 November 2018.**



HON. TS KHOZA (MPL)

**CHAIRPERSON: PORTFOLIO COMMITTEE ON  
EDUCATION; CULTURE, SPORT AND RECREATION**

16/10/2018  
DATE