



Western Cape
Government

Education



EDUCATION MINISTRY – WESTERN CAPE
**PROGRESS MADE IN ACHIEVING
STRATEGIC OBJECTIVES**

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MINISTRY FOR EDUCATION – WESTERN CAPE

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In November 2009, the Western Cape Government released its strategic plan for education 2010 – 2019. The overarching objective of this plan is to improve learner outcomes in this province.

In formulating this objective we were clear that there is no quick fix when it comes to improving the quality of education provided in the Western Cape, and that it would only be through a sustained, focused and systematic approach that we would achieve the objectives we have set for ourselves.

The plan focused on 10 key priority areas that aim to improve the life chances of all learners in the province through the provision of quality education.

Three years later, the Western Cape Government can confidently say that it has made progress in achieving the objectives of improving learner outcomes in the Western Cape.

This document provides a summary of what we have achieved so far and what we plan to achieve into the future.

Literacy and numeracy

Strategic goal – We will improve literacy and numeracy outcomes by directing maximum resources (both human and financial) to the first three years of schooling. This will be coupled with compulsory testing of learners in Grades 3, 6 and 9 from 2010 throughout the province. Benchmarks and targets will be set for each school.

In the last three years, the Western Cape Government has prioritised the improvement of literacy and numeracy skills by implementing a number of interventions within the system, particularly in the Foundation Phase.

These interventions include the testing of learners in Grades 3, 6 and 9 to assess literacy and numeracy performance. The Western Cape Government introduced Grade 9 testing for the first time in 2010 and remains the only provincial government in South Africa to implement systemic testing of this nature. It is a huge logistical exercise with over 250 000 learners taking part in these tests each year. The results of these tests inform our literacy and numeracy strategy and assist us to identify schools and areas where remedial action is needed. Nearly 6 000 learners from 100 independent schools also participated in the tests. Independent schools were invited to participate in the Grade 6 and 9 testing in 2010, and Grade 3 testing in 2011. In 2012, all three Grades were tested at independent schools.

In 2011, the WCED, expanded the tests, as well as increased their levels of difficulty so that they are in line with international best practice.

The Western Cape Education Department (WCED) has implemented recommendations arising from research commissioned in 2010 on how to improve education outcomes. Central to these recommendations is an increased focus on the role of Foundation

Phase curriculum advisors (CAs) in regularly observing classroom practice for extended periods. Curriculum advisors and other district officials specifically observe levels of cognitive demand, pacing and time on task. Since the release of the report, Foundation Phase CAs have undergone training in effective monitoring of classroom practice.

Teacher development is also critical to improvements in literacy performance, and we have developed and hosted a number of workshops and conferences that are contributing to the improved teaching of literacy and numeracy. In 2009, the WCED embarked on an 8 year training and support plan to support Literacy and Numeracy development for all educators in Grades 1-6. The programme has been supported by the provision of additional readers for Grades 1-3, additional reading schemes for Grades 4-6, as well as Mathematics text books and other materials. There are also plans to improve Grade 1 and Grade 9 pass rates.

To improve participation rates and passes in mathematics, the WCED has adopted a Mathematics and Physical Science strategy for the FET Phase. The strategy focuses on teacher development and support, the provision of additional resources, and monitoring and evaluation in schools.

This year, our primary schools set targets for the first time for the Grade 3, 6 and 9 literacy and numeracy tests which will be used as one of the benchmarks for evaluating performance in literacy and numeracy outcomes.

In 2012, we also launched an incentive programme that financially rewards primary schools that have improved the number and quality of passes achieved in the Grade 3 numeracy systemic testing.

As part of the model of post-provisioning the WCED has set aside additional posts specifically for the Foundation Phase, in order to keep the learner: teacher ratio as low as possible in the critical Foundation Phase period. 650 additional posts have been allocated to the Foundation Phase since 2009.

Accountability

Strategic goal – All officials and principals will sign performance contracts with targets for improving learner performance. These contracts will be monitored on a quarterly basis. There will also be far greater attention focused on the management of schools at the district level, with officials and teachers held to account for their role in improving individual school performance.

After over a year of development and consultation, the revised Western Cape Provincial School Education Act was introduced at the beginning of 2011. Amongst other things this legislation allows for increased accountability within the system.

In 2011, the WCED committed itself to a series of consultations with relevant stakeholders on the implementation of a performance agreement for principals and deputy principals. This process has been taken up in the ELRC at national level.

This year we piloted the School Improvement Plan System (SIPS) – an online management tool that requires each principal to submit and update a set of school-based information that can be used for effective planning purposes.

As part of efforts to strengthen accountability at all levels within the system, our school principals are using the SIPS to set targets for improvements for each grade. These targets are determined for a three-year period in consultation with the relevant district office after careful analysis of the Grades 3, 6 and 9 literacy and numeracy test results, the Annual National Assessment results, the National Senior Certificate results and internal test results. Once determined, these targets are captured into the SIPS database; are carefully monitored to ensure that each school is progressing; and are one of the benchmarks for evaluating performance.

One of the valuable functions of the SIPS is the resources page, which allows the WCED to monitor and assess textbook and workbook procurement levels; whether these books are being used by schools; as well as whether learners have fundamental items such as the required number of desks and chairs in the classroom.

Where shortages of these resources are identified and reported to the WCED via the quarterly monitoring programme in schools, the WCED will take steps to ensure that the necessary resources are procured and delivered to schools as soon as possible.

With the SIPS, officials from the WCED are better placed than before to monitor and respond to the needs of our schools and our principals are better equipped to assess, improve and take responsibility for the resourcing and performance of their schools.

Faster response times and support

Strategic goal – We will improve the responsiveness and efficiency of the WCED through a focus on changing the organisational culture and improving the WCED's business processes and systems. The Head Office and district offices of the WCED will be structured, designed and equipped to provide rapid response service and support to schools and teachers.

Effective information and communication systems are critical for the purposes of communication, planning, and supporting our schools. In the last three years, we have made a range of systems improvements to ensure better quality service at the point of delivery.

A number of business processes have been automated by providing schools, district offices and Head Office units with access to online reporting and monitoring mechanisms.

The SIP (as discussed above), for example, is one initiative that will allow the WCED to monitor and assess resources at schools; absenteeism trends; learners on the nutrition programme; learners enrolled for the WCED's learner transport scheme; staff and learner numbers (including past trends and projections); as well as the frequency of meetings with parents to discuss the academic performance of their children.

In addition to this, the WCED has developed the District Management Information System (DMIS), which allows district offices to capture, plan and report on all school visits more efficiently than before. This system increases accountability, reduces the time spent on reporting, facilitates problem-solving and supports service delivery.

In order to improve the way in which we communicate with and provide support to our principals, over 1 500 PC tablets were delivered to all school principals across the province. These tablets will be used as a tool to improve communication between

the schools and the WCED and to ensure faster response times and better support from the WCED than before. It is also intended to assist principals in organising daily activities and timetables; recording meetings; and preparing presentations.

Another area of improvement is the dramatic acceleration in the filling of teacher vacancies. Three years ago there were two teacher vacancy lists per annum, which meant that schools had to wait at least six months to finalise an appointment. We now publish vacancy lists up to four times per year to ensure that permanent teacher appointments are made timeously.

The WCED has also introduced a new online system that will make it much easier for teachers to apply for jobs in the province. This initiative reflects the ongoing innovation with which the department seeks to improve the way it recruits staff.

The e-Recruitment System allows teachers to capture and store their CVs online, as well as, apply for vacant teaching posts. Applicants will no longer have to make copies of documents for each application submitted, pay postage costs, or stand in queues to submit applications before closing dates.

Given the important role that principals play in improving school performance, the WCED has adopted a new approach to filling principals' posts aimed at ensuring that these are filled as and when required. Improved business processes have led to a ten day turnaround time for the appointment of principals, thereby reducing the periods for which teachers are in acting positions. By installing management and leadership in the school as quickly as possible, we are contributing to a positive school environment and ensuring greater stability within the system.

The WCED has also ensured that all schools are informed of their teacher allocation for the next school year by the end of August so that schools can plan efficiently.

There has also been a structured programme to ensure all aspects of school readiness for 2013. This includes physical preparedness, such as the ordering of desks and chairs as well as curriculum and management readiness.

Our Early Enrolment campaign has successfully ensured that as many learners as possible have been enrolled in the system for the 2014 school year which assists with effective planning.

Improving teacher morale

Strategic goal – We will reduce the administrative workload of teachers to provide more time for teaching. Teachers will be provided with texts on time. Teachers will also be provided with opportunities for ongoing professional development and training. Officials will provide administrative and academic support to teachers and schools on demand.

Teacher training and development is one of the core responsibilities and priorities of this Government.

To deliver on this commitment, we have increased the budget allocation for the professional development and training of our educators from R59.1million in the 2009/2010 financial year to R95.2 million in the 2012/2013 financial year.

In 2012, the Cape Teaching and Leadership Institute offered a variety of in-service teacher development training programmes. Approximately 1270 teachers attended 28 training interventions and over 1275 educators attended various seminars and conferences during school holidays.

We also introduced training programmes on the Curriculum and Assessment Policy Statement (CAPS). The WCED implemented CAPS training last year where more than 8 000 Foundation Phase (Grades R to 3) teachers were trained. This year, over 9 000 educators were trained in Grades 4, 5, 6 and 11. Educators teaching Grades 7, 8 and 9 and 12 will receive CAPS training in June 2013 in preparation for the roll-out of CAPS in these Grades in the 2014 school year.

So far the response to the implementation of CAPS in the Western Cape has been positive. Teachers have responded well to CAPS because it streamlines and strengthens the curriculum and focuses on what must be taught and when. Teachers have also welcomed the potential of the CAPS – with its special focus on reading and writing – to improve literacy and numeracy performance.

In September this year, the WCED released a planning calendar for the 2013 school year which includes a number of dates for training programmes and workshops that will be compulsory for educators. These programmes and workshops include, for example, literacy and numeracy training for the Foundation and Intermediate Phases, as well as CAPS training and meetings.

In addition, the WCED is offering a number of optional training programmes and meetings to meet specific needs, such as ICT proficiency, special needs education, training for aspiring school principals, literacy and numeracy workshops and subject-specific training for various grades. Many of these programmes are targeted at schools where learners are underperforming. There are also courses on offer for aspiring school principals and school leaders, a Mathematics Solutions Conference, and a Reading and Writing seminar.

The planning calendar also includes a schedule of dates for meetings such as those to set standards, tests and examinations, as well as other important administrative deadlines that will allow principals and educators to plan ahead in good time.

Quality texts and materials

Strategic goal – The WCED will, over the next three years (2011-2014), ensure that every classroom is text-rich with reading books for each Grade 1-6 classroom and textbooks for Grades 4-12 for each core subject on offer. Incentives for textbook recovery and use will be provided. We will also make greater use of technology to deliver a quality curriculum into the classroom.

This Government is firmly of the belief that textbooks are an essential educational resource for the development of reading, writing and language skills. Building text-rich schools is one of our significant interventions to date and the WCED has committed itself to providing schools with the key texts needed by learners to support the delivery of a quality curriculum.

Over 277 million has been invested in this plan since 2011/2012. This funding is provided by the WCED in addition to what schools can spend on textbooks from funding allocated to them in terms of national norms and standards. In the last two years the

WCED has ensured that the following has been provided to schools free of charge:

- all learners in Grades 2-7 have received a mathematics textbook;
- reading schemes have been provided to schools for learners in Grades 1-6;
- each Grade 10 learner has received the seven core textbooks; and
- the first-ever Grade 1 mathematics textbook was introduced to Grade 1 learners this year.

We are currently completing the unprecedented rollout of 1.6 million textbooks for the 2013 school year. This includes the provisioning of five textbooks for every learner in Grades 4-6 and six textbooks for every learner in Grade 11.

In 2011, the WCED introduced an online system for ordering textbooks that makes it easier for schools to order their textbooks than before. This system also offers schools a good choice of textbooks. This systems development has improved and fast-tracked the ordering process with schools meeting their deadlines to place orders for textbooks with relative ease. This has allowed the WCED to remain on track to deliver the required textbooks by the end of the fourth term in time for the following school year.

In order to assist schools in making appropriate textbook selections, the WCED, in collaboration with publishers, has held book exhibitions where approved textbooks are on display.

In terms of technology, every school learner and educator now has access to some form of Information and Communications Technology (ICT) that contributes towards enhancing curriculum delivery.

In preparing learners for the future and to ensure that they have better access to texts and materials than before, the WCED has developed an e-Education Vision that will see the expansion of our existing technology base and digital resources and the introduction of appropriate solutions that are responsive to changing education needs.

The Western Cape Government's vision for ICT in education includes:

- empowering educators and learners to use technology effectively and innovatively;
- implementing robust and reliable ICT systems that support e-Education;
- technology-enriched school environments;
- the training of educators in ICT; and
- the sourcing, procurement and provisioning of digital resources through multiple access points.

The WCED has also developed an e-Education platform in the form of a curriculum website and a Learning Management System which houses a repository of educational digital resources such as over 400 free digital learning objects and a collection of free software for educational purposes.

The Western Cape Government is committed to bringing broadband access to schools, as well as to provincial and municipal government facilities, by the end of 2014. It is our view that high speed broadband connectivity is the foundation on which ICT can be integrated into our schools, making equitable access to the information highway possible for all users, regardless of location.

Poverty and crime

Strategic goal – Poverty and crime impact severely on learning. The WCED, in collaboration with other government departments and civil society organisations, will provide food and other poverty-alleviation measures to address the needs of poor learners. We will strive to make schools safer through physical safety measures, greater co-operation with the SAPS and Metro Police and actively promoting community involvement in protecting schools. In addition, the WCED with other government departments and the SAPS will conduct random inspections and tests at schools for drugs and weapons.

Hungry children cannot do full justice to the learning opportunities provided. The Western Cape Government appreciates the importance of the school feeding scheme in our schools and has therefore increased the amount allocated to the WCED's school feeding scheme by more than 100% since 2009. In the 2009/2010 financial year, R112 million was allocated to school feeding. This figure has increased to R244.8 million in the 2012/2013 financial year.

The Western Cape Government feeds approximately 365 300 learners in National Quintile 1 to 3 schools every school day. We have also exceeded minimum requirements by feeding approximately 63 175 learners in our poorest Quintile 4 and 5 schools.

The WCED also improved the nutritional value of the meals that are served to learners and have assisted schools in replacing and improving kitchen equipment so that warm meals can be served. The WCED has also made arrangements for meals to be served earlier in the school day so that the learners can start the day well fed and there is less interruption to teaching and learning time.

In terms of school safety, an additional 150 schools have, in the last three years, been provided with improved security infrastructure. This infrastructure includes physical security measures such as safety gates, burglar bars, stone guards, access gates and alarm systems linked to armed response companies.

The WCED has been working hard to form sustainable partnerships with other spheres of government (such as the Department of Police, the Department of Justice and Constitutional Development, the Department of Cultural Affairs and Sport and others) and non-governmental organisations whose focus is on safety.

We recently announced the launch of a collaborative pilot project with the City of Cape Town that will see School Resource Officers being introduced to a selection of schools within the Cape Town Metropole area. The School Resource Officer (SRO) Pilot Project aims to build safer school environments and safer communities by having a dedicated Metro Police officer stationed at each of the participating schools to coordinate and improve existing school safety initiatives. By forging effective partnerships between participating schools and the communities in which they operate, the SRO Pilot Project aims to supplement existing school safety programmes.

As part of efforts to ensure that our schools are safe environments within which teaching and learning can take place, we amended the Western Cape Provincial School Education Act to define and strengthen the powers of our schools to conduct search and seizure operations and random drug testing exercises. The WCED has provided schools with extensive guidelines on how these operations and exercises should be conducted.

School maintenance

Strategic goal – The WCED will develop a list of priorities for infrastructure maintenance and will adopt the most cost effective and efficient means of maintaining schools including public-private partnerships.

Ensuring that our schools are kept in a suitable condition is a priority for us.

While we have increased the school maintenance budget significantly in the last three years by more than 50%, the WCED plans to direct more expenditure towards maintenance projects.

In September 2012, a new infrastructure plan was announced for the next three years (2013-2016).

The plan envisages shifting maintenance expenditure from its current 17% of the overall infrastructure budget to 40%.

The major focus on maintenance in this plan is not only about increasing the portion of the budget available for improving the maintenance of our schools. It is also about fundamentally changing the way maintenance is conceived and executed.

In the past, the majority of maintenance interventions was defect-driven as opposed to being based on a life-cycle analysis of our school infrastructure. The WCED's new infrastructure plan envisages day-to-day maintenance by schools, therefore decreasing the need to repair defective stock resulting from neglect.

We have now identified maintenance priorities from across the province and have compiled a prioritised list of schools that are in need of maintenance. 420 schools have been identified to receive maintenance and refurbishment over the next three years.

A further 45 schools will benefit from life-cycle maintenance. A life-cycle survey is currently underway at our schools.

Redress

Strategic goal – The WCED will direct its human and financial resources to those districts and schools that have historically experienced under-investment.

This Government's policies and priorities are aimed at improving the life chances of all learners in the Western Cape, including learners from the province's poorer communities. This means expanding access to schools equipped to provide a quality education through the allocation of sufficient resources.

The vast majority of our resources are quite rightly invested in schools that serve poorer communities. For example, 80.2% of our budget allocations to items such as textbooks, stationery, learner transport and feeding schemes goes to the poorest 60% of our learner population.

We have prioritised the allocation of educator posts to our poorer schools, with the maximum allowable 5% of posts being top sliced and allocated to poorer schools.

This year, the Western Cape Government approved proposals that will result in additional funding being provided to public schools serving poorer communities from 2013. This includes:

- the utilisation of finances made available to equalise the per learner amounts to be paid to no-fee schools (i.e. public schools in National Quintiles 1, 2 and 3); and
- an increase in the per learner amounts to be paid to over 300 fee-paying schools serving less affluent communities.

In 2011, for the first time, the WCED paid out more than R20 million to our fee-paying public schools in National Quintiles 4 and 5 as compensation for fee exemptions granted to learners in 2010.

This assisted fee paying schools struggling with the cost of granting fee exemptions to apply for funding so that they are better placed to meet their financial challenges than before.

This year, a total of 650 schools applied for fee compensation and an amount of over R30 million was paid out to schools. This is the highest in the country.

In the last three years, we have directed the majority of our resources to those schools that desperately need proper and sustained remedial action and support.

Interventions in our underperforming schools include:

- intensive management support from our district offices;
- mentoring programmes;
- subject-specific support for schools with historically low pass rates; and
- the delivery of additional textbooks in critical subject areas.

As part of our Grade 12 improvement plan, the WCED has increased the support given to all schools with passes below the provincial average by providing a tutoring programme for complex areas of the syllabus, arranging holiday camps, and providing a 'tips for success' booklet to every Grade 12 learner in the province.

These programmes are evidently improving results at these schools with the number of underperforming schools (i.e. schools with a Grade 12 pass rate of less than 60%) declining from 85 in 2009 to 30 in 2011.

Migration and new schools

Strategic goal – The Western Cape Government will use the best available research to plan for the in-migration to the Western Cape and use research trends to ensure that schools and teachers are available to provide quality education to children who enter the province.

An audit of the province's infrastructure at the end of 2009 indicated that there was a significant need for new schools to meet the demands of increased enrolment in certain areas caused by, amongst other things, inward migration and new housing developments.

To assist us in responding better and more efficiently to the changing demands placed on our education system, the WCED has developed a new electronic tool for improving infrastructure planning for education in the Western Cape, namely the Geographic Information System (GIS) for Infrastructure Planning.

The new GIS for Infrastructure Planning uses as base information the utilisation levels of schools depicted geographically which provides us with a better opportunity than before to interrogate and diagnose systematically school provisioning issues so that we are better equipped to make informed decisions with regard to the consolidation and expansion of school infrastructure in the Western Cape.

Since the announcement of our infrastructure plan in 2010, the WCED has already planned and completed the building of 31 new and replacement schools in the province. The WCED expects to complete the building of 16 additional new schools and replacement schools in the 2012/2013 financial year.

The majority of these schools are in areas that serve rapidly growing communities.

Once all these schools have been completed, the WCED will have built 47 new schools accommodating approximately 57 000 learners.

Our new infrastructure plan for the 2013/14-2015/16 financial period will see the completion of 26 new schools, 46 replacement schools, 5 replacement classroom projects and 124 Grade R classrooms.

Therefore a total of 72 new school structures will be built during this period.

In order to provide quality education to all our learners, and not only to those that have recently entered our province, the WCED introduced the 'classroom expansion' plan, which ensures that learners from a diversity of backgrounds, most especially from disadvantaged communities, enjoy greater access to schools in the province with a record of success. In this way we are expanding access to quality education.

School management and leadership

Strategic goal – The WCED will provide targeted management training and in-school support to all members of school management and SGBs.

A number of principals and school management teams have participated in training workshops that have been held this year.

Training courses at the Cape Teaching and Leadership Institute have focused on the following:

- the principal as manager of the curriculum;
- the roles and responsibilities of deputy principals;
- the roles and responsibilities of heads of department, of aspiring principals and school leaders;
- the induction of principals and deputy principals;
- school management team training; and
- women in, and into, management.

In the 2011/12 financial year, 672 members of school management teams received training. In the current financial year, 552 members have been trained to date.

230 new bursaries were awarded in 2011/12 to aspirant and existing school principals to improve their qualifications through the ACE in School Management and Leadership. 124 completed their studies in 2011 and 248 continue in 2012.

In the case of principals, our focus has been on providing enhanced stability in schools and on the development and support of those who are inexperienced or in need of extra mentoring.

All districts have held induction sessions for their new appointees. 481 new school principals have been appointed since 2009. The WCED has introduced a series of steps to ensure that more stringent conditions are applied in the appointment process.

A Principals Seminar was also held in July 2012, catering for 300 principals. Principals have already been informed about the various seminars on offer for 2013 in the planning calendar sent out in September 2012 to all schools. The WCED, in co-operation with the private sector also held a Principals' Seminar on values-based leadership.

This year, School Governing Bodies elections were held and compulsory training for all our new School Governing Bodies took place throughout the province.

The WCED has recently developed and published guidelines for school governing bodies on how to select the best nominees for principal's posts. New governing bodies have received training on these guidelines with our circuit teams providing guidance to governing bodies on procedures and the measures they can use to assess candidates for principals' posts.

In order to improve the financial management of schools, the WCED also released guidelines for governing bodies on how to draw up and deal with the records and financial statements, the annual budget and the receipt of funds, giving important instructions on how to manage and audit the books, records and statements.

100 selected schools were inspected from October 2011 to April 2012 as part of the WCED's resolve to strengthen school financial management. The audit provided the WCED with substantial information and evidence that SGBs need to be trained further and supported more vigorously with regard to their financial management responsibilities, including strengthening the training of School Corporate Officers and principals.

INDICATORS FOR SUCCESS

With reference to the performance levels included in the table below, it is evident that we have improved the quality of education in this province in the last two years.

POLICY PRIORITY	PERFORMANCE AREA	2009 PERFORMANCE LEVELS	2010 PERFORMANCE LEVELS	CURRENT PERFORMANCE LEVELS
Improved academic performance in Literacy and Numeracy in grades 3, 6 & 9 by testing the full cohort	Literacy Grade 3	53.5%	54.9%	*30.4%
	Numeracy Grade 3	35%	48.3%	*47.6%
	Literacy Grade 6	48.6%	52.3%	*31.5%
	Numeracy Grade 6	17.4%	24.4%	*23.4%
Improved National Senior Certificate	Matric pass rate Matric pass numbers	75.7% 34 017	76.8% 35 139	82.9% **33 146
	University admission/ Exemption numbers	14 324	14 414	15 215
Reduction in number of under-performing high schools	No of schools with <60% pass rate	85	78	30

*In 2011, the WCED, expanded the tests, as well as increased their levels of difficulty so that they are in line with international experience and best practice. Because of the changes made, it is no longer possible to make comparisons between past Literacy/ Language results and Numeracy/ Mathematics and the most recent results. Therefore, the 2011 results should be seen as a new beginning and not in contrast to the 2010 results.

**We were faced with a statistical anomaly with the Class of 2011 as a result of the standardisation of age of admission in January 2000. The Grade 1 intake in the year 2000 dropped by approximately 20 000 learners in the Western Cape. Therefore a smaller cohort progressed annually through the system.