

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

OVERSIGHT ON SCHOOLS WHICH UNDER-PERFORMED IN THE 2017 NATIONAL SENIOR CERTIFICATE EXAMINATION – VISITS HELD ON 13 & 15 FEBRUARY 2018 (BOHLABELA & EHLANZENI DISTRICTS); 20 APRIL 2018 (GERT SIBANDE DISTRICT); 15 MARCH 2018 & 18 SEPTEMBER 2018 (NKANGALA DISTRICT)

1. INTRODUCTION

Section 114 (2) of the Constitution of the Republic of South Africa, 1996 provides Provincial Legislatures with oversight powers over the Executive and other Organs of State, whilst section 133(3) (b) of the Constitution requires that “Members of the Executive Council of a province to be accountable to the Legislature concerning actions under their control.” The constitution also recognizes that legislatures have a critical role to play in overseeing better performance by departments and public entities. Given the constitutional provisions, the Legislature conducts the oversight function on schools to assess the progress made by the Department of Education (the Department) in implementing the priorities.

The Portfolio Committee on Education; Culture, Sport and Recreation (the Committee) also has a mandate in terms of Rule 131 (b) and (c) of the Rules and Orders of the Mpumalanga Provincial Legislature, 2016 to hold the Department accountable through various oversight mechanisms during the course of a financial year.

The Department has four designated districts, which are Ehlanzeni, Bohlabela, Gert Sibande and Nkangala. In 2017 the Committee initiated an intensive programme to meet with the Department and all the secondary schools that under-performed in the 2016 National Senior Certificate (NSC) Examination. However, the overall Grade 12 pass rate dropped slightly from 77.8% in 2016 to 75.6% in 2017.

In 2018, the Committee resolved to continue with its programme to interact with the schools in all four education districts and the schools that under-performed in the 2017 NSC examination.

2. PURPOSE OF THE OVERSIGHT VISITS

The aim of the oversight visit was to engage the different schools that could not perform according to the expected target of the Province in the 2017 National Senior Certificate (NSC) Examination (Grade 12 results). During the engagements with all the districts, the Committee sought to listen to all the schools about their challenges, which had contributed to their under-

performance. In doing so, the Committee aimed to facilitate practical solutions by involving the Department and other key stakeholders that play a crucial supporting role in education delivery in the Province. Ultimately the outcome of the visits is improved Grade 12 results in 2018.

3. METHOD OF WORK

The Department provided the Committee with an analysis of the 2017 NSC examination results, per district and per circuit. From the analysis, the Committee then identified the under-performing schools to be interacted with.

Due to time constraints and the large number of schools that had performed below 70%, the Committee resolved to interact only with the poorest performing schools below 50% (in the case of Bohlabela District); 55% (in the case of Gert Sibande District) and 60% (in the case of Ehlanzeni and Nkangala Districts).

A diagnostic questionnaire prepared by the researcher, was then sent to the identified schools prior to the Committee visit, for them to prepare written responses and to provide their school profiles and school improvement plans. All the schools complied with this request and at each engagement per district, the Committee was briefed on each school profile, improvement plan, challenges faced and interventions made by the school and the Department in some cases.

Each District Management Team (DMT) had analyzed their 2017 NSC exam results and had developed the necessary District Improvement Plans for 2018 in order to improve their performance. The District Improvement Plans were presented to the Committee.

Below is the schedule for the Committee's interaction with the Department, the principals and SMT's; school governing bodies (SGB's) and representative council of learners (RCL's):

DISTRICT	DATE	VENUE
Bohlabela District	13 February 2018	Bohlabela Education District Office, Bushbuckridge Local Municipality
Ehlanzeni District	15 February 2018	Silulu Cultural Centre, Matsulu, Mbombela Local Municipality
Nkangala District	15 March 2018	Tasbet Park Primary School, eMalahleni
Gert Sibande District	20 April 2018	Gert Sibande District Municipality, Ermelo
Nkangala District	18 September 2018	Nokaneng Community Hall, Dr. JS Moroka Local Municipality

Invitations were sent to the Department, local municipalities and key stakeholders as follows:

- Department of Education - District Directors and their District Management Teams (DMT);
- School Principals and their School Management Teams (SMT);
- School Governing Bodies (SGB) with extended invite to school donors in private sector;
- Learner Representative Councils (LRC's);
- National Association of School Governing Bodies Association (NASGB);
- Federation of South African Governing Bodies (FEDSAS);
- Department of Public Works, Roads and Transport (implementing agent);
- South African Principals Association (SAPA)
- Congress of South African Students (COSAS)
- Department of Social Development
- Ehlanzeni District Municipality;
- Bushbuckridge Local Municipality;
- Mbombela Local Municipality;
- South African Democratic Teachers Union (SADTU);
- National Professional Teachers Organisation of South Africa (NAPTOSA);
- National Teachers Union (NATU);
- South African Police Service (SAPS);
- Provincial Treasury;
- Office of the Public Service Commission;
- Office of the Auditor-General;
- South African Local Government Association (SALGA)

The Committee then considered and adopted its draft consolidated report on 11 October 2018.

4. GENERAL OBSERVATIONS

The Committee made the following observations after interacting with all four districts:

- a. Education is the engine room for skills development and innovation. It is clear that there can be no economic, social and other forms of growth, development and progress without a functional education system, as contemplated in the Provincial Human Resource Development Strategy and the National Development Plan (NDP).
- b. A number of school principals expressed their disappointment at being part of the poor performing schools, indicating their goal to improve their results in the 2018 examination. However, there was a deep sense of appreciation from them, the SGB and the LRC members that the Committee had taken the time to meet and interact with them. They made commitments that they would strive to improve in 2018.

- c. The Committee's pilot interaction with the schools that had under performed in the 2016 Grade 12 examination had a positive impact, as the results of most schools showed a drastic improvement in 2017, as shown in the **list below** (Gert Sibande District). This bears testimony to the success of the Committee's interaction with the under performing schools and its role in assisting to turn around the under-performance at these schools.

Gert Sibande District Schools	Grade 12 Result		Circuit	Local Municipality (LM)
	2016	2017		
1. Hlelimfundo Secondary	22.2%	86.5%	Volkrust	Dr Pixley ka Seme
2. Vukubone Secondary	27.0%	81.3%	Wakkerstroom	Dr Pixley ka Seme
3. Camden Combined	30.5%	67.6%	Msukaligwa 2	Msukaligwa LM
4. Tshepeha Secondary	31.8%	38.1%	Dipaliseng	Dipaliseng LM
5. Umfudlana Secondary	38.7%	55.0%	Msukaligwa 2	Msukaligwa LM
6. KiriyaSwane Secondary	41.7%	54.2%	Highveld Ridge East	Govan Mbeki LM
7. Kemp Siding Secondary	43.3%	89.3%	Mkhondo	Mkhondo LM
8. Zendelingspost	45.3%	60.0%	Mkhondo	Mkhondo LM
9. Cebisa Secondary	46.0%	78.2%	Msukaligwa 1	Msukaligwa LM
10. Nganana Secondary	46.5%	95.6%	Amsterdam	Mkhondo LM
11. IsifisoSethu Secondary	49.2%	74.1%	Dipaliseng	Dipaliseng LM
12. Osizweni Secondary	49.4%	67.3%	Highveld Ridge East	Govan Mbeki LM

- d. The Department's implementation of the **national policies on progression of learners and Multiple Examination Opportunities (MEO)** came with its own challenges, whereby initially many schools could not adequately manage the processes involved, resulting in plummeting results in Grade 12. During 2018 the schools started to adjust although the Department still has a lot to do in order to successfully implement the policies, which are actually aimed at giving learners a second chance to pass Matric.
- e. **Shortage of educators** in gateway subjects Mathematics and Physical Science was still a challenge in 2018, noting that the provision of such teachers was a work in progress by the Department. It was also noted that the Department had operationalized the OR Tambo Maths, Science and Technology Academy (MSTA) in Emalahleni towards the end of the 2017 academic year. 101 MSTA schools throughout the province were set to benefit from the MSTA, which the Committee had verified was functional during its visit to the MSTA on 13 March 2018 during the TLP in Emalahleni Local Municipality.

- f. The **content gap** remains an ongoing challenge at many schools, although teacher training and development such as the 1+4 and 4+1 programmes are taking place. Many teachers at Grade 11 and 12 level still have inadequate qualifications and experience.
- g. Circuit managers need to become more closely involved in their schools to assist them with curriculum monitoring and implementation. Many of the operational challenges of the school would then also be detected and could be addressed through regular and effective visits by circuit managers.
- h. In general, the reasons for the poor performance as reported by the schools were:
- Lack of understanding amongst parents and learners about the Department's policy on Multiple Examination Opportunities (MEO) for progressed learners.
 - Lack of commitment by Grade 12 learners (poor discipline)
 - Shortage of Mathematics and Science teachers;
 - Resignation and relocation of experienced teachers;
 - Leadership vacuums in most schools due to non-appointment of vacant SMT posts;
 - Content gap - many teachers still encountered this challenge in the classroom
 - Teachers struggling to effectively implement classroom management;
 - Teachers not being adequately prepared (no lesson plans);
 - Service delivery protests and community protests disturbed schooling;
 - Non-functional or lack of Quality Learning and Teaching Campaign (QLTC);
 - Socio-economic factors such as poverty, drug abuse, teenage pregnancy;
 - High teacher and learner absenteeism;
 - Poor monitoring and diagnosis of learner challenges (barriers to learning).
- i. The following interventions implemented to mitigate underperformance were reported:
- Implemented targeted extra classes (Easter, Winter and Spring classes);
 - Monitoring of lesson plans to improve classroom management and bridge the content gap in educators; (However, the Committee noted that the content gap was still a concern and not all teachers were preparing lesson plans and Annual Teaching Plans);
 - District management intervened by sending curriculum implementers to conduct workshops for poor-performing educators and by sending an Integrated Quality Management System (IQMS) monitor to assist the schools;
 - Poor performing educators were also taken to well-performing schools to benchmark with them on best practices. The better performing teachers also assisted at the study camps for Grade 12;

- District management conducted one-on-one meetings with educators and their HOD's;
- Inexperienced educators in Mathematics and Accounting were rotated to allow them to teach lower grades;
- The Department made use of the national diagnostic report on the NSC to address identified learner challenges and ensure that learner activities are aligned to the diagnostic report;
- In the case of ill-discipline, various strategies were implemented by schools, such as reinforcing the school code of conduct at assemblies;
- In terms of drugs and substance abuse, the SGB's assisted with referral of learners to the SAPS, who then did weekly searches as well as random search and seizure.
- The LRC members were also more actively involved; they reported incidents to the principals and they also tried to talk to their peers about the drug usage.

However, the Committee noted that LRC's remain generally ineffective in terms of understanding and executing their legal duties and operating according to the prescribed norms. In general, these leaders do not meet regularly with their constituencies (learners) who elected them. This culture needs to be changed with the assistance of the school management and leadership, as well as the District management, to mentor these young leaders.

5. INTERACTION WITH THE DEPARTMENT AND STAKEHOLDERS

5.1. BOHLABELA DISTRICT

Bohlabela district enrolled 11 709 matric learners in 2017 of which 8 477 learners managed to pass at the end of the 2017 academic year (72.4%). Out of the 16 circuit offices, Mashishing circuit performed at 88.8%, which was the top achieving circuit. Casteel circuit was the poorest performing circuit at 51.5%.

The performance below indicates how the circuits at Bohlabela Education District performed over the last three academic years.

Name of circuit	2015	2016	2017
Mashishing	90.5%	94.6%	88.8%
Sabie	82.3	84	86.2%
Manyeleti	81.9	88.1	85.8
Thulamashe	79.8	69.1	83.6

Marite	89.9	76.3	77.9
Green Valley	72	79.2	74.3
Cottondale	81	81.9	73.6
Dwarsloop	79.2	76.8	71.8
Agincourt	85.6	83.5	70.9
Athurseat	66.7	60.5	70.1
Maviljan	52.4	60.3	69.1
Mkhuhlu	77.5	64	64.5
Ximungwe	76.7	67.8	63.6
Shatale	72.3	60	61.5
Lehukwe	70.8	62.9	56.3
Casteel	69.3	56.1	51.5

The table above shows that only two circuits in Bohlabela District **improved** over the last three years, namely Maviljan and Sabie, while all the other circuits **regressed**.

5.1.1. Schools in Bohlabela District that under-performed in the 2017 NSC examination

For the 2017 academic year, 18 schools performed at 50% and below. The Committee resolved to interact with these 18 schools, noting that the Department, after investigating one school (Angels Park Academy), had taken a decision to de-register the school in response to the Committee's previous House resolution. This again indicates that the Committee had successfully carried out its oversight mandate.

The Committee interacted with the following 17 schools on 13 February 2018:

	Ehlanzeni District Schools	Circuit	2017 performance
1.	Mathukwane Secondary	Casteel	23.5%
2.	Moseterata Secondary	Casteel	24.0%
3.	Mbhandule Secondary	Mkhuhlu	25.9%
4.	Mathibela High	Lekhuwe	28.9%
5.	Ben W Mashego Secondary	Casteel	29.8%
6.	Halemela Secondary	Marite	33.3%
7.	Maakere High	Arthurseat	34.8%
8.	Mandondo High	Mkhuhlu	39.0%
9.	Babinatau Senior Secondary	Cottondale	40.0%

10.	Madiba High	Ximhungwe	41.2%
11.	Mchaka High	Lehukwe	42.9%
12.	Ditau Secondary	Shatale	45.0%
13.	Ian Mackenzi High	Ximhungwe	45.7%
14.	Makata High	Casteel	46.7%
15.	Marcia Mokoena Secondary	Maviljan	49.1%
16.	Mathipe High	Marite	50.0%
17.	Soshangane High	Khulangwane	50.0%

5.2. EHLANZENI DISTRICT

There were 18 schools that performed below 60% in the 2017 NSC examination in this district. The Committee interacted with these schools at the Silulu Cultural Centre in Matsulu on 15 February 2018 as follows:

	School	Circuit	2017 Performance
1.	Mbombo Combined	Nkomazi East	23.4%
2.	Elephant Private	White Hazy 1	26.2%
3.	EJ Singwane Secondary	Sikhulile	29.4%
4.	Bhekiswako Secondary	White Hazy 1	35.6%
5.	Masitakhe Secondary	Nkululeko	50.0%
6.	Ncakini Secondary	Mgwenya	50.4%
7.	Lihawu Secondary	Sikhulile	50.9%
8.	Gedlembane Secondary	Sikhulile	51.2%
9.	Emjindini Secondary	Umjindi	51.5%
10.	Tikhontele Secondary	Nkululeko	52.7%
11.	Heroes Academy	White Hazy 1	53.1%
12.	Mahlatsi Secondary	Malalane	53.4%
13.	Angels Park Academy	White River	53.7%
14.	Steenbok Secondary	Lubombo	55.4%
15.	Sigweje Secondary	Nkomazi West	56.1%
16.	Mthombo Secondary	Sikhulile	56.4%
17.	Phumula Secondary	Lubombo	56.7%
18.	Bonginhlanhla Secondary	Mgwenya	59.0%

One of the main concerns noted in the schools that underperformed in the 2017 academic year is the number of learners progressed to grade 12 in 2018. This remained a challenge in the 2018 academic year, outlining the fact that these learners did not meet the minimum pass requirement and that more work needs to be done if the schools are to improve their performance. Some of the schools had progressed more than 100 learners to grade 12.

The Committee noted that Bohlabela and Ehlanzeni districts recorded an increase in the number of schools that performed below 60% at the end of the 2017 academic year.

Bohlabela District performance remained the same at 72.4% in 2016 and 2017; however, Ehlanzeni District dropped from 79.5% to 76.8%.

These two education districts showed a decrease in the number of learners enrolled for Grade 12 in the 2017 academic year in comparison to 2016. Bohlabela District decreased by 779 learners and Ehlanzeni District decreased by 2 237 learners.

5.3. GERT SIBANDE DISTRICT

There were 18 schools that underperformed (below 70%) in this District. However, the Committee resolved to interact with the following 12 schools, which performed at 55% and below on 20 April 2018 in Ermelo:

School	2017 Result	Circuit	Local Municipality (LM)
1. Young Harvest Christian	33.3%	Bethal	Govan Mbeki LM
2. Nalithuba Secondary	36.3%	Wakkerstroom	Pixley ka Seme LM
3. Tshepeha Secondary	38.1%	Dipaliseng	Dipaliseng LM
4. Ekulindeni Secondary	40.4%	Mashishila	Chief Albert Luthuli
5. Nqobangolwazi Secondary	49.4%	Msukaligwa 2	Msukaligwa LM
6. Carolina Combined	50.0%	Carolina	Chief Albert Luthuli
7. Thomas Nhlabathi Secondary	51.3%	Highveld Ridge East	Govan Mbeki
8. Thistle Grove Combined	52.6%	Highveld Ridge East	Govan Mbeki
9. Kiriyaatswane Secondary	54.2%	Highveld Ridge East	Govan Mbeki
10. Zinikeleni Secondary	54.5%	Carolina	Chief Albert Luthuli
11. Bee Maseko Secondary	54.9%	Msukaligwa 2	Msukaligwa
12. Umfudlana Secondary	55.0%	Msukaligwa 2	Msukaligwa

The 18 schools that underperformed fall within quintiles 1, 2 and 3 respectively, since they are among the poorest of the poor (NNSSF Act, 1998). These low quintiles (no-fee paying schools) represent high poverty levels, low levels of education, and high unemployment rates.

There are several factors which contribute to the schools performing below the expected norm as dictated by the Department and the socio-economic factor is one of the biggest factors.

Out of the 125 schools offering grade 12 National Senior Certificate at Gert Sibande District, only 18 schools underperformed (14.4%) in 2017, which means that 85.6% of the schools in the District performed above 70%. The District was commended for the good performance.

The performance in the District has improved over the last three years, reflected as follows:

District performance against the Provincial performance in the last three years			
	2015	2016	2017
District	72.6%	75.8%	76.5%
Province	78.6%	77.1%	74.8%

However, the Committee noted that despite the improvement, Gert Sibande District was actually showing a decrease in learner enrolment over the three academic years as follows:

- 2015 registered 13 555 learners but enrolment decreased by 12.3% in 2016 to 11 888 learners; 2017 enrolment reduced again by 9.7% to 10 736 learners.

The challenge is that fewer learners wrote the final examinations as compared to those that had enrolled in Grade 12. The Department was urged to look into this matter of the decreasing throughput rate.

5.4. NKANGALA DISTRICT

The Committee interacted with a total of 20 schools in Nkangala District. The Committee held two separate meetings with under-performing schools in this district as follows:

- **15 March 2018** in Emalahleni Local Municipality (encompassing all local municipalities except Dr. JS Moroka and Thembisile Hani) – 9 schools
- **18 September 2018** in Dr. JS Moroka Local Municipality (encompassing Thembisile Hani Local Municipality) – 11 schools

This last engagement concluded the Committee's interactions with the schools that had underperformed in the 2017 National Senior Certificate Examination.

The following nine (9) schools, which performed below 60% were identified for the Committee to interact with on 15 March 2018 in Emalahleni, at Tasbet Park Primary School:

	Nkangala District Schools	Circuit/Municipality	2017 Result
1.	Sofunda Secondary	Steve Tshwete 1	30.1%
2.	Ekwazini Secondary	Steve Tshwete 1	42.2%
3.	Gekombineerde Skool Ogies	Emalahleni 2	47.6%
4.	Hillside Private	Steve Tshwete 1	51.6%
5.	Swartklip Combined	Victor Khanye	52.9%
6.	Pine Ridge Secondary	Emalahleni 1	53.6%
7.	Hoërskool Reynopark	Emalahleni 3	56.4%
8.	Lehlaka Combined	Emalahleni 3	57.1%
9.	Coronation Secondary	Emalahleni 1	58.5%

The Committee noted that Sofunda Secondary School, which performed the worst, had put measures in place to address their main challenges experienced in 2017. It was also noted that the Department had appointed a principal in January 2018.

It was a concern that Ekwazini Secondary School has been under-performing since 2015 (past three years). The Department was asked to look into the high number of over-aged learners (81%) and the fact that the principal reported that weak academic learners who had failed at other schools were coming to Ekwazini, which was causing the drop in results.

The following 11 schools, which performed at 50% and below were identified to interact with the Committee on 18 September 2018 at Nokaneng Community Hall, Dr. JS Moroka:

	Nkangala District Schools	Circuit/Municipality	2017 Result
10.	Cibiliza Secondary	Kwaggafontein West, Thembisile Hani	31.6%
11.	Siyathokoza Secondary	Siyabuswa, Dr. JS Moroka	36.1%
12.	Madoda Secondary	Siyabuswa, Dr. JS Moroka	40.4%
13.	Marhagi Secondary	Kwaggafontein East, Thembisile Hani	42.8%
14.	Mogobosheng Secondary	Weltevrede, Thembisile Hani	45.0%
15.	Malebo Secondary	Libangeni, Dr. JS Moroka	46.9%
16.	Extension K Secondary	Tweefontein North, Thembisile Hani	47.1%
17.	Gobolibi Secondary	Marapyane, Dr. JS Moroka	47.8%
18.	Somkhahlekwa Secondary	Siyabuswa, Dr. JS Moroka	47.9%
19.	Pungutsha Secondary	Nokaneng, Dr. JS Moroka	49.0%
20.	Bingweni Secondary	Libangeni, Dr. JS Moroka	49.3%

The following general challenges were noted at the schools in Nkangala District:

- Circuit managers were not decisive enough in their management;
- Schools were not implementing safety plans and maintenance plans;
- Principals, as managers of their schools lacked effective management skills;
- Overcrowding due to shortage of classrooms was still a challenge as in 2017;
- There were also infrastructure challenges (ageing and dilapidated, unsafe schools);
- The HOD clarified that there was a difference between a school under-performing because of overcrowded classrooms compared to under-performance due to poor management of the school;
- The HOD appealed to all stakeholders to assist the Department to make public schools functional;
- Some schools experienced scholar transport challenges (Gekombineerde Skool Ogies and Swartklip Combined School, Coronation Secondary School);
- School fencing was a challenge at some schools, to be addressed by SGB's;
- There were shortages of Maths and Science teachers (Sofunda Secondary School);
- Poor discipline from both teachers (at some schools) and learners.

6. CROSS-CUTTING FINDINGS

After considering all the information presented by all the under-performing schools and the Department of Education, the Committee made the following findings:

- 6.1. The 2018 academic year was marked by community protests in various areas of the Province, which affected teaching, learning and education infrastructure severely in some local municipalities such as Bushbuckridge and Dr. JS Moroka; ultimately the schools that under-performed in the 2017 NSC Examination struggled to improve their performance in the first half of the 2018 academic year.
- 6.2. In many of the schools interacted with, there was a discrepancy between the number of candidates who enrolled in Grade 12 in 2017 and the number of candidates who wrote the 2017 NSC Examination. The dropout rate is alarming and it has an adverse effect on the throughput rate of the Province and the overall performance on education delivery.
- 6.3. The Department has continued to implement progression procedures and the Multiple Examination Opportunities (MEO) as per the national directive. It was noted that a high

number of learners were progressed to Grade 12 in 2018, raising concern that they had not met minimum pass requirements in Grade 11.

- 6.4. On the issue of LTSM provisioning the Department confirmed that top up textbooks were being delivered to all schools in the Province in 2018 and that an assessment on LTSM in all under-performing schools was underway.
- 6.5. The Committee was not convinced that all schools were adequately supported by their circuit management in their daily operations. Some of the challenges faced by the schools could have been picked up by the circuits and dealt with before the schools under-performed.
- 6.6. Regarding filling of principals' posts, all newly vacated posts will be advertised in the September 2018 Vacancy List. However, during 2018 there were still 83 unfilled posts from the September 2017 Vacancy List which were supposed to be finalized by 01 April 2018. Of the 27 posts that were advertised before September 2017 only 12 were filled, while 15 were still awaiting finalization by the SGB's. The process is challenging due to the ongoing resignation of principals and the delays caused by the SGB's.
- 6.7. The Department has identified a challenge of unqualified and under-qualified educators in the system; this also has an impact on the quality of teaching and learning and ultimately the school results.

7. CROSS-CUTTING RECOMMENDATIONS

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

- 7.1. Provide a report on the specific support given to the schools affected by community protests during 2018, in particular Bushbuckridge and Dr. JS Moroka local municipalities. The Department must also increase its communication with communities on the adverse consequences of burning down schools and disturbing teaching and learning.
- 7.2. Provide a report on the effectiveness of the current measures to monitor and control the very high dropout rate at public schools in the Province. The Department must continuously strive to improve the throughput rate of the Province.
- 7.3. Strengthen its monitoring and control of the large number of learners who were progressed to Grade 12 in 2018 with the aim of tracking their performance. Provide a report on the challenges and successes to date in terms of implementing the Multiple Examination Opportunities (MEO) and progression of learners.

- 7.4. Ensure that all schools in the Province received top up text books and that all due processes are finalized within the 3rd quarter of the 2018/19 financial year to prepare for 2019 LTSM delivery. Provide a report on the assessment that was reportedly done on LTSM at under-performing schools.
- 7.5. Circuit managers must intensify their management and monitoring of the schools under their jurisdiction; their response time to challenges reported by the school principals must be improved.
- 7.6. Fast track the filling of all vacant principal posts as advertised in the relevant vacancy lists. Provide a report on the number of filled and unfilled principal posts as per the September 2017 and September 2018 vacancy lists.
- 7.7. Quantify the number of unqualified and under-qualified teachers who are currently in the system and indicate the Department's plan to address this challenge. The plan should also outline the employment of new graduates and the shortage of qualified, experienced educators in Grade 12, especially for the gateway subjects.

8. CONCLUSION

The Chairperson would like to acknowledge the constructive input of the Honourable Committee Members during the interactions with the Department of Education and the schools that performed below 60% in the 2017 National Senior Certificate (Grade 12) examination.

The Committee appreciates the participation and co-operation of the Department of Education, in particular the District Management teams in all four education districts. The 67 schools (principals, SGB's and LRC's) who honoured the Committee's invitation and presented their profiles, challenges and interventions are acknowledged by the Committee. All the other invited stakeholders who attended were acknowledged for their contributions during this important oversight work of the Committee and were called upon to continue working together to support the delivery of improved and quality teaching and learning at all provincial schools.

The Committee requests the House to adopt this report with its findings and recommendations. The Department is requested to implement the House Resolutions 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

