

**OVERSIGHT REPORT OF THE PORTFOLIO COMMITTEE ON EDUCATION;  
CULTURE, SPORT AND RECREATION DURING THE PRE-TAKING  
LEGISLATURE TO THE PEOPLE VISITS (PRE-TLP) TO MAGWAGWAZA  
SECONDARY SCHOOL AND TLADISHI SECONDARY SCHOOL AT  
ACORNHOEK IN BUSHBUCKRIDGE LOCAL MUNICIPALITY, 28-29  
JANUARY 2016**

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**1. INTRODUCTION**

The Taking Legislature to the People (TLP) programme will take place at Bushbuckridge Local Municipality from 29 February – 04 March 2016. As part of the preparations for this main TLP event, the Portfolio Committee on Education; Culture, Sport and Recreation (the Committee) undertook pre-TLP oversight visits to Acornhoek from 28-29 January 2016.

The Committee visited two (2) schools of the Department of Education (the department) in Bushbuckridge Local Municipality (the municipality) which were Magwagwaza Secondary School and Tladishi Secondary School. The House resolutions emanating from this Committee report will be referred to the department for necessary interventions and report back to the Legislature before the main TLP event.

**2. PURPOSE OF THE OVERSIGHT VISITS**

The purpose of the pre-TLP oversight visits to these schools was to verify their functionality, identify their challenges and to assess the service delivery by the Department of Education.

**3. METHOD OF WORK**

The Committee researcher conducted preliminary visits to identify relevant projects for oversight by the Committee. Their findings were incorporated into a research report, which was considered by the TLP Political Steering Committee. Subsequently the programme of the Social Transformation Cluster oversight visits was approved and circulated to the Members of the Portfolio Committee. On 28 January 2016 the Committee was briefed by the researcher on the findings from the preliminary visit to the two identified schools. The Committee subsequently considered and adopted its pre-TLP report on 09 February 2016.

The Office of the MEC and the Office of the HOD were informed about the pre-TLP programme and the Bohlabela District Management was invited to accompany the

Committee on its visits. An invitation was also extended to the Bushbuckridge Local Municipality (Executive Mayor, Speaker and councillors).

#### **4. INTERACTION WITH THE DEPARTMENT OF EDUCATION AT MAGWAGWAZA SECONDARY SCHOOL**

The school is classified as a public school in the Bohlabela district (Greenvalley circuit). It was constructed by members of the community in 1972, in an attempt to promote access to secondary education in the area. It was named after the late Chief Magwagwaza Mnisi and opened its doors for learning and teaching in 1973. The class of 1979 was the first matric class. The motto of the school is "Dyondzo I Vukosi" which is translated as "Education is wealth". The vision of the school is to provide quality education for learners to become responsible citizens. Its mission is to meet the standards of the national curriculum framework; employ and recommend qualified, dedicated educators; create a conducive environment for effective learning and teaching; utilize relevant teaching and learning resources effectively

##### **4.1. OBSERVATIONS**

- a. The oversight visit at the school commenced on 28 January 2016 with a briefing session. The Chief Director: District Co-ordination (Mr. MJ Lushaba) was supported by the Bohlabela District Director (Ms. L Goba) and the Circuit Manager (Mr. P Malatjie). The Chief Director gave an overview of the school's functionality and performance as well as the support provided to the school by the department.
- b. The Committee interacted with the department, the School Management Team (SMT) and the School Governing Body (SGB). The Representative Council of Learners (RCL) president delivered the vote of thanks at the end of the briefing session.
- c. The school underwent a planning process of developing an Integrated Quality Management System (IQMS) and each educator developed a personal growth plan (PGP) in their respective subjects. Based on these plans, the school developed a school improvement plan with the help of the circuit, district and provincial Head Office.
- d. The principal (Mr. H Nthani) presented the detailed school profile and school improvement plan, which included the 2016 priority focus areas of the school as well as detailed SWOT analysis of the school. The Committee commended the school's

improved grade 12 results in the 2015 final examination. The 2015 grade 12 pass rate was the highest in the history of the school (87.6%). However, the Committee observed that the number of bachelor's passes has not improved.

- e. Learner behaviour was observed to be generally good; some learners served as ushers when the Committee arrived, which was at the end of the school day.
- f. The Committee observed that the biggest challenge facing the school is that it is an unsafe structure, very old and dilapidated (built in 1972 by the community). The Committee raised a concern about the safety risks for learners and teachers in these unsafe classrooms and strongly indicated that the school needs to be demolished and a new school be built on the same site. There were unsightly termite mounds in some of the classrooms, especially the block of classrooms where the foundation shifted and large holes were visible in the floors.
- g. The Committee raised a concern that the majority of schools in the Bohlabela district were in a similar condition. The department's urgent attention was brought to this matter. While noting the department's infrastructure backlog, the department needs to have an intervention plan to ensure that unsafe structures are demolished and replaced with new schools.
- h. The leadership structure of the school is in place. There is an appointed principal and a functional SMT consisting of (5) Education Specialists and (2) Senior educators. The deputy principal post is unfilled; however, the recruitment process is already underway. The principal indicated that more support on Curriculum management was needed.
- i. There are 30 posts as per the staff provisioning. (26) posts are filled and four (4) are vacant; however, three (3) of the post level educator posts are occupied by temporary teachers. Furthermore, the school has 14 support staff members: (2) administrative support staff; (5) general assistants, (3) SGB employees and (4) food handlers.
- j. Eight (8) SGB members attended the oversight visit, which was an encouraging show of support for the principal and the school. The School Governing Body (SGB) was elected in April 2015 and is fairly new. It is fully constituted and functional. Regular meetings are held and members always avail themselves to serve the school when required to do so. The principal said that robust parental involvement is still lacking.

- k. The department has provided induction and basic training to the SGB, but more capacity building is needed in policy development, financial management and supply chain processes. The Committee noted that the SGB has not yet reviewed school policies and the constitution. The School Safety Committee and the Quality Learning and Teaching Campaign (QLTC) have been established but are not functional. The school was not supplied with metal detectors and random searches are not done. However, the school has partnered with the South African Police Service.
- l. There were no shortages of learner furniture (desks and chairs) reported to the Committee. The provision of Learning and Teaching Support Material (LTSM) was also adequately supplied and timeously delivered by the appointed service providers. The school implements a strategy whereby every learner is allocated textbooks for the year, which are retrieved at the end of the year.
- m. The school benefits from the National Schools Nutrition Programme (NSNP); there were no complaints from the school about the service provided. There is a vegetable garden on the premises that augments supplies received through the NSNP grant. The food handlers are paid a monthly stipend of R 960.00
- n. Water is available on the school premises through a borehole system. The school has separate toilets for boys, girls and staff members. Learners are using pit toilets which were in a bad state; however eight (8) water-borne toilets were under construction. Staff members use water-borne toilets.
- o. The school has a science laboratory but it lacks the required resources (mainly equipment) for experiments. There is no library, no administration block and the computer room is not resourced, hence it is not utilized for its purpose.
- p. There is however, ICT connectivity and electricity supply but no telephone and fax landline. Fencing and security at the school is adequate. There are no sports grounds or facilities at the school.

### **School Functionality**

The school is in quintile 1 (no-fee school). The principal indicated that transfers from the department are received timeously. By 28 January 2016 the school had received a transfer of R 530 000.00 for its operational business. The principal reported that the school is well-supported by the circuit office, the district office and the provincial Head Office. The

Committee noted that the enrolment has been steadily decreasing over the past 3 years as seen in Table 1 below:

Table 1	Grade	2013	2014	2015	2016
	8	236	217	195	152
	9	203	198	189	196
	10	234	184	243	216
	11	159	153	116	189
	12	100	109	117	74
	<b>Total</b>	<b>932</b>	<b>861</b>	<b>859</b>	<b>827</b>

### Learner performance

Table 2 and 3 below indicate the quality of the grade 12 results over the last 3 years and an analysis of the 2015 Grade 12 results:

Table 2		2013	2014	2015
	Bachelors	15	10	22
	Diplomas	19	27	56
	Higher certificates	31	27	21
	<b>TOTAL</b>	<b>65</b>	<b>64</b>	<b>99</b>
%	<b>64.7</b>	<b>59.3</b>	<b>87.61</b>	

Table 3	Analysis of 2015 Grade 12 results		
	Number of learners wrote	113	
	Number of learners passed	99	
	Number of learners failed	14	
	% Passed	87.61	
	% Failed	12.39	

The following curriculum packages are offered at Magwagwaza Secondary:

Table 4

Subject package A (Sciences)	Subject package B (Commerce)	Subject package C (General)
Physical Science	Mathematics	Mathematics Literacy
Mathematics	Accounting	History
Life Sciences	Economics	Tourism
Agricultural Science	Business Studies	Geography
Life Orientation	Life Orientation	Life Orientation
Languages	Languages	Languages

**Staff establishment:** According to the staff provisioning, the school is staffed as follows:

Table 5

Category	Total	Filled	Unfilled	REQV	
Principal	1	1	0	REQV 16	
Deputy Principal	1	0	1		Post currently advertised
Category	Total	Filled	Unfilled	REQV	
Education Specialists	5	5	0	4 x REQV 15 1 x REQV 16	All posts filled
Senior educators	2	2	0	1 x REQV 13 1 x REQV 15	All posts filled
Educators	21	18	3	3 x REQV 13 7 x REQV 14 6 x REQV 15 3 x REQV 16 1 x REQV 17	3 posts occupied by temporary educators
<b>TOTAL</b>	<b>30</b>	<b>26</b>	<b>4</b>		

## INFRASTRUCTURE

The infrastructure does not create a conducive environment for effective learning and teaching. In total there are 24 classrooms that are unsafe for learners and teachers.

During the site inspection on one of the oldest classroom blocks, the Committee noted that there were termite mounds in the classrooms, ceilings were falling, the floors had deep pot-holes. The foundation had also shifted to such an extent, that snakes were reported to emerge from the holes during lesson times, obviously causing chaos in the classrooms.

According to the Accelerated School Infrastructure Development Initiative (ASIDI) of the Department of Basic Education, one of the deliverables for 2010-2014 was that all schools should be upgraded to optimum functionality by providing core spaces such as a library, an administration block, computer centre (there is a room but it is not resourced) and a Science laboratory (is not in the required condition and does not have relevant equipment).

**Electricity and ICT connectivity:** The school is supplied with electricity but there is no landline telephone and fax facility. Internet service is accessed through the computer laboratory. The school is part of the Mathematics, Science and Technology Academy (MSTA) hence the WI-FI connectivity was done by the MSTA and the WI-FI network by VODACOM. Learners and teachers have access to WI-FI for their research and studies.



**The shifting foundation of the classroom block, with gaping holes and cracks can be seen**



**Large termite mounds in the classrooms**



**Large pot-holes in the classroom floors**

**Ablution facilities, Water and sanitation:** The staff toilets are water-borne (flushing) water but the learners have to use pit toilets, which are in a very hazardous state. The Committee noted with appreciation that the SGB intervened by constructing some pit toilets that are more user friendly and safer. However, the toilets are still insufficient, given the high enrolment. The Committee raised a concern about this situation but noted with appreciation that currently eight (8) water-borne toilets are being constructed on site.



**The learners' toilets constructed by the SGB**

## **4.2. FINDINGS**

The Committee made the following findings for **Magwagwaza Secondary School**:

- a. The school building infrastructure is very old; it is an unsafe structure which is unsuitable for teaching and learning. Urgent demolishing and construction of a new school is needed. The department made a commitment to look into the matter of adding the school to the 2016 priority list for new building infrastructure.
- b. According to the staff provisioning for the school, the deputy principal post is not filled, but the post has been advertised and the recruitment process is underway. There are three (3) educator level 1 posts that are currently occupied by temporary educators.
- c. The principal presented the school improvement plan, which included the 2016 priority focus areas of the school as well as detailed SWOT analysis of the school.
- d. The grade 12 performance increased from 59.3% in 2014 to 87.6% in 2015. Out of a total of 113 grade 12 learners who wrote the 2015 final examination, 99 passed. This



is the highest pass rate the school has ever had. However, the number of bachelor passes is not improving.

- e. The SGB is fully constituted and functional. However, the principal indicated that there is a lack of parental involvement in the school activities and the SGB has not reviewed the school policies and the constitution yet. The department has provided basic training to the SGB, but it was noted that the SGB needs more capacity building in policy development, financial management and supply chain processes.
- f. The School Safety Committee and the Quality Learning and Teaching Campaign (QLTC) are both established but are not yet functional.
- g. The school has separate toilets for boys, girls and staff members. However, the learners are using pit toilets which are in a bad state, while the staff members use water-borne toilets. Currently, eight (8) water-borne toilets are being constructed.
- h. The school does not have core spaces such as a library, a proper administration block, a computer centre (there is a room but it is not resourced) and a Science laboratory (is not in the required condition).

#### **4.3. RECOMMENDATIONS**

**The department must implement the following recommendations and provide a progress report by 23 February 2016:**

- a. Indicate the plans (with timelines) for the 2016/17 financial year to eradicate unsafe structures in the Bohlabela District, with specific focus on Magwagwaza Secondary School. The department must indicate how this school will be assisted specifically, as it needs to be demolished and re-built.
- b. Fast track the filling of the deputy principal post and finalize it before 31 March 2016. The three (3) level 1 educator posts currently filled by temporary educators must be appointed into those positions before 31 March 2016, following due processes.
- c. Submit the updated school improvement plan, indicating progress made to date in addressing the challenges identified in the SWOT analysis.

- d. Indicate what specific support will be provided to the school (across all grades) in order to improve the 87.6% grade 12 pass rate attained in 2015. The school must strive to improve the number of bachelor's passes.
- e. The Office of the District director must ensure that the SMT and the SGB meet before 29 February 2016 to review the school policies and the SGB constitution, as well as develop a strategy to involve parents in the school. The school should involve the Ward Committees in this process to involve parents. Submit a report on the various SGB capacity building initiatives provided thus far and how their current challenges are being addressed.
- f. Ensure that the School Safety Committee and the Quality Learning and Teaching Campaign (QLTC) become fully functional by 31 March 2016. The progress report due 23 February 2016 must indicate immediate steps taken to date.
- g. Provide an updated progress report on the construction of the eight (8) water-borne toilets. Noting that the school is deemed an unsafe structure, the department must nevertheless indicate progress as at 18 February 2016 on implementation of the National Norms and Standards for the provision of Basic Services such as water, sanitation and electricity in the Bohlabela district.
- h. Provide the school with a mobile library and ensure that the science laboratory and is provided with the necessary resources before 31 March 2016. Indicate how the school will be assisted to resource the computer centre and how the lack of a proper administration block with telephone and fax landline will be addressed.

## **5. INTERACTION WITH THE DEPARTMENT OF EDUCATION AT TLADISHI SECONDARY SCHOOL**

The school was established in 1976 by the community of Kgoshi Moletele in Buffelshoek Trust in the Acornhoek area of Bohlabela district (Cottendale Circuit). It was the first high school in the area and only consisted of one block of four classrooms. The school is named after a member of the Moletele royal family. From humble beginnings of 150 learners enrolled in grade 8, it gradually expanded up to grade 12 by 1980. Currently the school accommodates 927 learners.

The motto of the school is "Hard work brings success". Its vision is to "develop learners to become educated quality global citizens" while the mission is to encourage effective teaching and learning; ensure adherence to rules and regulations; instill the love of education; expose learners to real life experience in the learning process and build a strong culture of commitment amongst all stakeholders.

## **5.1. OBSERVATIONS**

- a. The oversight visit at Tladishi Secondary School on 29 January 2016 commenced with a briefing session by the department. The Chief Director: District Co-ordination (Mr. MJ Lushaba) was supported by the Circuit Manager. He provided an overview of the school's performance and the support provided by the department.
- b. The Committee interacted with the department, the School Management Team (SMT) the School Governing Body (SGB), the South African Democratic Teacher's Union (SADTU) and the Bushbuckridge Local Municipality (Ward Councillor). The RCL president was requested to deliver the vote of thanks. The Committee appreciated the leadership role played by SADTU in helping to diffuse the situation in the SMT and to support Mr. Seepane in his plight to stabilize the school.
- c. The caretaker principal (Mr. LS Seepane) presented the school profile and school improvement plan, highlighting the performance and functionality of the school, as well as the main challenges facing the school. Mr. Seepane has been seconded as a caretaker principal to the school to help bring stability to the leadership structure and the learner performance. Thus far, he is making a positive impact on the school. He has the support of the circuit office, SADTU and the Ward Councillor.
- d. Only one (1) SMT member and four (4) educators attended the meeting. The Committee raised a concern about the reports of in-fighting within the SMT and the lack of support for the previous principal, who eventually resigned in September 2015.
- e. The SGB is not correctly constituted and it is not fully functional, which is a big challenge for the school. There are two (2) SGB members who are not parents but employees of the school. It was also noted that a number of SGB members have resigned to date.

- f. It was also noted that both the SMT and the SGB need more capacity building in conflict management, financial management and leadership development. There were reports of financial irregularities committed by the SMT; hence the department has stripped the school of its powers to manage its own finances.
- g. Currently there is (1) unfilled deputy principal post and (1) unfilled principal post. In terms of the staff provisioning, the school has sufficient educators. Educator qualifications were adequate, ranging from REQV 13 – 17.
- h. In terms of functionality and learner performance, the school is beginning to turnaround; the school results have improved significantly in 2015 compared to the previous (3) years. However, the number of bachelor's passes must improve. Under-performance and a high failure rate has been a challenge in the past; some grades performed below 50% in 2015.
- i. The Committee noted that the number of grade 12 learners had dropped from (63) in 2014 to (44) in 2015; hence the percentage of passes was higher although in reality there were fewer grade 12 learners who passed in 2015.
- j. Further concerns were noted about drug and alcohol abuse by learners, the influence by political parties on learners' behaviour and the high learner pregnancy rate. The Committee emphasized the seriousness of these matters.
- k. It was noted that the influence of political parties was happening in other circuits too, such as Greenvalley circuit. The Committee emphasized that the Legislature does not endorse such behaviour by political parties and called for parents to discourage such practices and motivate their children to stay in school.
- l. The department was urged to strengthen the support provided to Life Orientation educators and form partnerships with sister government departments (Department of Health, Department of Social Development) and civil society advocacy groups (Love Life and SANCA) to empower learners to say no to drugs, alcohol and irresponsible sexual behaviour.
- m. There is a standardized combo court on the school premises for sports activities but this is not sufficient to cater for a full spectrum of extra-mural activities, which are very important for learners to engage in. In terms of the National Schools Nutrition Programme (NSNP) all 927 learners benefit from the programme.

- n. The school building infrastructure is adequate, but needs regular maintenance. There were signs of termite damage on the skirting board in the school hall. The school has core spaces such as a laboratory and a library, as required by the Accelerated School Infrastructure Development Initiative (ASIDI) but they are not properly resourced.
- o. The school indicated that learner support material (LTSM) is delivered on time; the only shortages are in Geography and History due to high enrolment in these subjects.
- p. There is a mesh fence with razor wire around the school premises, with a secure entrance and guard house at the gate. Soil erosion is a big challenge, which contributes to the lack of a garden and hence the dreary appearance of the school.
- q. The Committee takes cognisance of the National Norms and Standards for Basic Services, which stipulates that sanitation, water and electricity must be prioritized in all schools between the 2015/16 and 2016/17 financial years. To this effect, the department has provided enviro-loo toilets, which were reported adequate for the learners' needs. It was noted that the onus is on the school to maintain the toilets.
- r. Water is supplied by a borehole donated by Timbavati Foundation and jo-jo tanks on site. However, there was no water coming out of the borehole. The school has electricity connection but there is no ICT connectivity.

### School functionality and performance

The school is a quintile 1 (no-fee) school and receives its transfer from the department on time. According to the staff provisioning, the school is staffed as per Table 1 below:

Table 1	Category	Total	Filled	Unfilled	REQV	
	Principal	1	0	1	REQV 16	Post is advertised.
	Deputy Principal	2	1	1	REQV 15	Post is advertised
	Education Specialists	5	5	0	2 x REQV 14 2 X REQV 14 1 x REQV 16	All posts filled
	Senior educators	1	1	0	1 x REQV 15	All posts filled
	Educators	25	25	0	4 x REQV 13 14 x REQV 14 15 x REQV 15 2 x REQV 16 1 x REQV 17	3 posts occupied by temporary educators
	<b>TOTAL</b>	<b>34</b>	<b>32</b>	<b>2</b>		

In addition to the above posts, the school has two (2) administrative support staff members and three (3) general assistants, three (3) staff members employed by the SGB and five (5) food handlers. Filling of the principal post and one (1) deputy principal post are underway.

The learner enrolment has been decreasing over the last 3 years, as seen in Table 2 below. The Committee noted that out of the (176) learners enrolled in grade 11 in 2014, only (44) learners enrolled in grade 12 in 2015. However, the enrolment increased to (145) in 2016.

Table 2	Grade	2013	2014	2015	January 2016
	8	227	196	327	240
	9	324	226	198	250
	10	169	237	199	174
	11	166	176	161	118
	12	102	137	44	145
	<b>Total</b>	<b>988</b>	<b>972</b>	<b>929</b>	<b>927</b>

Regarding curriculum management, the principal indicated that the circuit office provided a curriculum intervention programme (on site workshops) which was well-supported by the educators. He also confirmed that there was regular support from Subject Advisors and that quarterly curriculum review sessions were also held.

Table 3 below indicates the curriculum packages offered at Tladishi Secondary:

Subject package A (Sciences)	Subject package B (Commerce)	Subject package C (General)
Physical Science	Mathematics	Mathematics Literacy
Mathematics	Accounting	History
Life Sciences	Economics	Tourism
Agricultural Science	Business Studies	Languages
Life Orientation	Life Orientation	Life Orientation
Languages Tourism	Languages Tourism	Geography Religious Studies Consumer Studies

Tables 4 below shows the grade 12 results over the last 3 years and Table 5 is an analysis of the 2015 Grade 12 results:

Table 4		2013	2014	2015
	Bachelors	7	11	9
	Diplomas	36	26	17
	Higher certificates	17	26	12
	<b>TOTAL</b>	<b>60</b>	<b>63</b>	<b>38</b>
<b>%</b>	<b>58.8</b>	<b>46</b>	<b>86.4</b>	

<b>Analysis of 2015 Grade 12 results</b>		
<b>Table 5</b>	Number of learners wrote	44
	Number of learners passed	38
	Number of learners failed	6
	% Passed	86.4
	% Failed	23.6

The number of grade 12 learners drastically decreased from 46% in 2014 to 38% in 2015, which indicates a high number of grade 11 learners either dropped out or failed at the end of 2014. Over the past (3) years, the number of bachelor's passes has not improved.

## **5.2. FINDINGS**

The Committee made the following findings on the **TLADISHI SECONDARY SCHOOL**

- a. There is a serious lack of unity within the SMT due to in-fighting between the SMT and the former principal of the school, which has caused a leadership vacuum. The department seconded a caretaker principal to help stabilize the leadership structure.
- b. Currently the principal post and (1) deputy principal post have been advertised and due processes are being followed to appoint the principal. Three level 1 (3) posts are also occupied by temporary teachers.
- c. The School Governing Body (SGB) is not functional because it is incorrectly constituted; the chairperson and another member are not parents but are employees of the school. Some members have also resigned.
- d. The Committee condemned the negative influence exerted on learners by political parties in the community. It has had a negative impact on the learners' behaviour and the decreasing enrolment indicates that learners are losing interest in school.
- e. Concerns were noted about the reported drug and alcohol abuse by learners and the high learner pregnancy rate. The learner dropout rate is high, hence the grade 12 enrolment in 2015 was (44) learners, which was very low compared to previous years.
- f. The Committee noted, though, that the 2015 grade 12 percentage pass rate was very good (86.4%). The caretaker principal has done well to ensure the improved results.

- g. There is a standardized combo court at the school, but there is a need for more sports facilities, activities and programmes for the learners. Extra-mural activities are the key to keep learners motivated in positive activities.
- h. The school building infrastructure is adequate; however, it is the responsibility of the school to ensure that proper and regular maintenance is done. There appears to be a termite problem in the skirting boards in the school hall.
- i. Although there is a borehole and jo-jo tanks, the school has a shortage of water, coupled with a soil erosion challenge. There is no garden, which contributes to the dreary appearance of the school and lack of discipline amongst learners.
- j. LTSM is well supplied by the department. There are only shortages in Geography and History due to the high enrolment in these subjects.
- k. The school has core spaces such as laboratory and library, as required by the Accelerated School Infrastructure Development Initiative (ASIDI) deliverables. However, they are not properly resourced. The school has no ICT connectivity.

### **5.3. RECOMMENDATIONS**

**The department must implement the following recommendations on Tladishi Secondary School and submit a progress report by 23 February 2016:**

- a. Address the root causes of the in-fighting and lack of unity within the SMT of the school. The department must indicate its plan to ensure that the entire SMT will support the principal once the position is filled.
- b. Fast track and finalize the appointment of the principal post before 31 March 2016. The progress report must include progress on the deputy principal post and the department's plan to deal with the (3) temporary educators at the school.
- c. The Office of the District Director must urgently facilitate a meeting before 29 February 2016 with the SGB to correct the wrong constitution of the SGB and the reasons for the resignations. The SGB must be also be capacitated in financial management, conflict management and leadership development. The progress report due 23 February 2016 must indicate action taken to date.



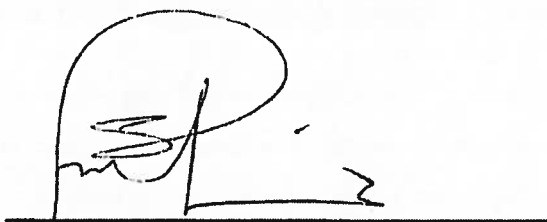
- d. The Hon MEC must engage the political parties involved in inciting the learners of Tladishi Secondary School with a view to put a stop to the interference, which is affecting the learners' right to education and is de-stabilizing the school.
- e. Submit a plan on how the root causes of the high learner dropout rate, the drug and alcohol problem and the high learner pregnancy rate will be effectively addressed at the school and in the district in the 2016/17 financial year.
- f. The school must indicate its plan on how the school will be supported, per grade, to improve on the good results by the grade 12 class of 2015.
- g. Develop a plan to introduce more extra-mural activities and youth development programmes throughout schools in the Bohlabela district. Other government departments and civil society stakeholders in the youth sector can be engaged. The progress report due 23 February 2016 must indicate a provisional plan in this regard.
- h. Assist the school to do a maintenance audit. The department should not allow buildings to dilapidate first before something is done. The progress report should indicate maintenance work that needs to be done and a maintenance plan.
- i. Ensure that the school is provided with water and that relevant stakeholders are engaged to deal with the soil erosion problem. The progress report must indicate the stakeholders contacted and the school's plan regarding the soil erosion and developing a garden at the school.
- j. Ensure that the LTSM shortages in Geography and History are delivered to the school before 29 February 2016.
- k. Provide a plan with clear timeframes on how the library and science laboratory will be resourced adequately before 31 March 2016. ICT connectivity should be provided before 29 February 2016. The progress report due 23 February 2016 must indicate progress made to date.

## 6. CONCLUSION

The Chairperson would like to thank the Honourable Members of the Committee for their constructive input during the pre-TLP oversight visits in Bushbuckridge Local Municipality.

The Committee also appreciated the support of the Department of Education and the Bushbuckridge Local Municipality.

The Committee requests the House to adopt this report with its findings and recommendations. The department is expected to investigate all the observations and findings of the Committee in this report and implement the House Resolutions herein. A progress report must be submitted to the Legislature before 23 February 2016.



**HON. SK MASHILO (MPL)**

11/02/2016

**DATE**

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