



NSC 2016

TIMSS 2015



DIRECTOR-GENERAL'S SECOND ROUND OF 2017 PROVINCIAL ENGAGEMENTS

Diverting his energies to ensure that the trajectory of a “system on the rise” is upheld throughout the education system, Mr Hubert Mathanzima Mveli, the Director-General of Basic Education took to the provinces on the second round of provincial engagements in August 2017.

In his engagement with provinces, the Director-General clearly articulated his view that the purpose of the Department of Basic Education (DBE) conducting these engagements is to refocus the sector towards achieving the important goals set out in the Action Plan to 2019: Towards the Realisation of Schooling 2030. When asked about the impact of these engagements, Mr Mveli said with confidence that they “encourage the provincial officials to become even more accountable”. Provincial officials viewed the Director-General's engagement as a “game-changer”, providing them a platform to share best practice and seek collective guidance on addressing challenges.

Being a “hands-on” leader, with a perceptive understanding of the mechanics of the system, Mr Mveli was able to provide provinces with clear, unambiguous guidance on the four key deliverables that align with the four quarters of the school calendar year; which frame the tasks for each quarter.

Providing Clear Direction

- Quarter 1: Using the assessment data of previous years to firm up plans for the ensuing school calendar year;
- Quarter 2: Measuring the impact of the plans to improve learner performance;
- Quarter 3: Evaluating the state of readiness for the end of the year; and
- Quarter 4: The administration of assessments.

The Director-General explained: “The **first theme** is geared towards the utilisation of assessment data for the development of credible academic improvement plans. This theme forms the basis for the first round of provincial engagements during the first quarter of the school year. In our mission of providing quality education, we have to monitor the academic improvement plans to improve the functionality of the education sector. The purpose of the **second theme** is to measure the impact of the implementation of the improvement plans. The **third theme** is used to determine the state of the examination readiness as well as the state of learner readiness in provinces, district and schools. The **fourth theme** enables the DBE and provinces to evaluate system and learner readiness in order to prepare the sector for the next academic year. These are the four themes that drive basic education.”

The focus of the Director-General's second engagement with provinces was widely known as it was based on the key deliverable for the third quarter: **Evaluating the state of readiness for the end of the year**. These **one-day** engagements are currently being conducted in all provinces. Preliminary feedback from engagements that have already concluded indicate that provinces are sharing their state of readiness for the forthcoming examinations, demonstrating that “**ACCOUNTABILITY** is the glue that ties **COMMITMENT** to **RESULTS**”, the results being learner improvement in the system. Frank and honest assessments of preparedness for the examinations are paving the way for intensifying more focused support to learners in subject areas of need in the last few weeks before the final examination.

As these engagements are concluded, an article will be published on Thuto on each province. In this week's edition, the engagement with the **Free State** is featured.



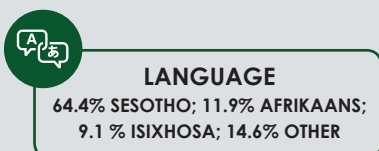
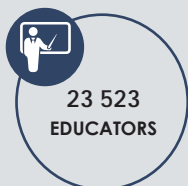
FAST FACTS

FREE STATE HAS 5 EDUCATION DISTRICTS:



- **Fesile Dabi**
- **Lejweleputswa**
- **Motheo**
- **Thabo Mofutsanyana**
- **Xhariep**

IN 2016 THE FREE STATE PROVINCE HAD:



PROVINCIAL ENGAGEMENT IN THE FREE STATE PROVINCE



On 14 August 2017, Basic Education Director-General, Mr Hubert Mathanzima Mweli, visited the Free State Province where more than 200 provincial officials from across various parts of the province convened for the Director-General's engagement. The purpose of the visit was to determine the state of the provincial readiness for the 2017 National Senior Certificate (NSC) Examination whilst monitoring effectiveness of the implementation of the School Improvement Plans.

This meeting enabled both national and provincial officials to engage in a robust discussion on key educational issues requiring collective interventions in assisting schools to perform better. The promotion of a reading culture, promotion of Mathematics participation rate and through-put rate; teacher development; and management of quality teaching time, were identified as issues high on the agenda.

The 2016 provincial NSC results, proved that the intervention strategies and activities that were implemented at district and school levels made a huge contribution to improving learning outcomes. In his opening remarks, the Free State Superintendent-General (SG), Adv Tsoarelo Malakoane, said that the province is very determined to maintain the excellent results this year. The SG is also visiting underperforming schools to ensure a positive turnaround. With regard to Grade 9 performance in Mathematics, the province has registered a slight improvement in the 2017 half year examination results as compared to 2016. The SG added: "As a province we value the impact of the data analysis as it gives us a clear guidance for tracking trends of learner performance in schools. It is therefore very critical that the districts have data analysis skills to understand the depth of the functionality of the sector. Although the province has made some headway in terms of improving pass percentages in Mathematics and Physical Science, the quality of the passes is still a concern. However, the Department is working closely with the districts and schools to monitor curriculum coverage.

During the meeting, the Director-General stated that one aspect that has to be addressed, is the promotion of reading across the curriculum to strengthen language teaching in schools. "The Provincial Education Department (PED) should be able to account for whatever improvements that have been reported. Our strategies should be data driven in order to give teachers the requisite support. The problems in Grade 9 are a manifestation of what has been happening in the lower grades; this has to be remediated in the early grades. Mathematics practitioners should guide the process of nurturing the love for Mathematics. There should be a plan to channel more resources to the lower grades to prepare learners for Grade 12. I therefore urge you to keep your targets in mind all the way, make sure that the people you are working with are aware of your targets and they work towards achieving them from January," stated Mr Mweli.

The Director-General further indicated: "In preparation for the Examination in Grade 12, schools should empower learners to obtain good raw marks. We can achieve this by paying attention to subjects that are problematic." Following the engagement with officials, the Director-General visited a school to motivate Grade 12 learners.





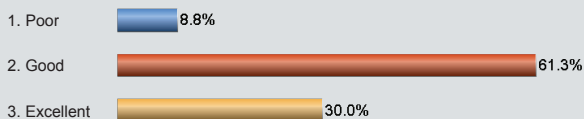
QUANTITATIVE FEEDBACK

FREE STATE
14 AUG 2017

WHAT IS YOUR CONFIDENCE LEVEL ON TRACKING LEARNER PERFORMANCE AT DISTRICT AND PROVINCIAL LEVEL?

Analysis from Managers: Confidence Level on Tracking Learner Performance

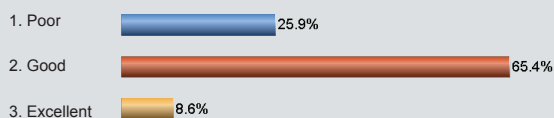
The graph below shows that the majority (61.3%) of managers in FS indicated that their confidence level was good with regards to tracking learner performance at district and provincial level, whilst 30% indicated that their confidence level was excellent and only 8.8% rated it as poor.



HOW WOULD YOU RATE THE PROVINCE'S PROGRESS IN READING?

Analysis from Managers: Progress in Reading

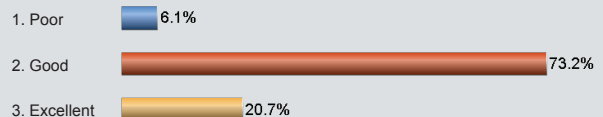
The graph below shows that the majority (65.4%) of managers in FS indicated that the province was making good progress with regard to reading, whilst 25.9% of managers indicated that there was poor progress being made in reading and only 8.6% of participants believed that there was excellent progress being made when it came to reading in the province.



WHAT IS THE STATE OF LEARNER READINESS FOR WRITING THE 2017 NATIONAL SENIOR CERTIFICATE EXAMINATION?

Analysis from Managers: Learner Readiness for Writing the 2017 NSC Examination

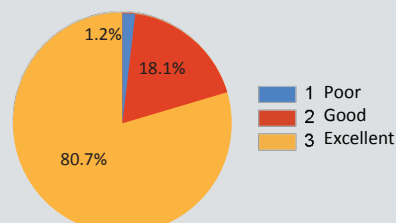
The graph below shows that a large percentage (73.2%) of managers in FS indicated that there was good progress being made pertaining to the state of learner readiness to write the 2017 NSC examination, whilst 20.7% felt that the state of readiness was excellent and only 6.1% indicated that the state of readiness to write the 2017 NSC examination was poor.



HOW WOULD YOU RATE THE PROVINCE'S STATE OF READINESS TO ADMINISTER THE 2017 NATIONAL SENIOR CERTIFICATE EXAMINATION?

Analysis from Managers: Free State Readiness to Administer the 2017 NSC Examination

The graph below shows that a large percentage (80.7%) of managers indicated that the state of readiness for the province to administer the 2017 NSC examination was excellent, whilst 18.1% felt that the state of readiness to administer the 2017 NSC examination was good and only 1.2% rated it as being poor.





**PROVINCIAL
ENGAGEMENT IN
THE FREE STATE
PROVINCE
14 AUGUST 2017**





A SYSTEM ON THE RISE

TIMSS 2015



SACMEQ

Southern and Eastern Africa Consortium
for Monitoring Educational Quality

SACMEQ IV STUDY
Results

SOUTH AFRICA

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Free State

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