



# THUTO

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THE DEPARTMENT OF BASIC EDUCATION



NEWSLETTER

## Top performing districts and schools honoured during 6th National Education Excellence Awards



The Free State and Gauteng provinces demonstrated excellence in improving quality learning outcomes in the Basic Education Sector during the National Education Excellence Awards with Fezile Dabi District from the Free State Province scooping several prizes in various categories. The Awards were presented by Basic Education Minister, Mrs Angie Motshekga, at the Sandton Convention Centre in Johannesburg on 15 March 2019.

“It is unprecedented that the ten top performing districts in the country are from only two provinces. It is the first time that this has happened in the 25 year history of our democratic dispensation. Four of the top ten districts performed at more than 85% and six of the top ten districts performed beyond the 90% glass ceiling,” said a clearly pleased Minister Motshekga during the Awards Ceremony.

Since 2014, the Awards have been one of the initiatives put in place to acknowledge and recognise the sterling work carried out by school principals and district directors who continue to excel despite the challenges experienced in various school communities.

“I feel honoured and privileged to host our 6<sup>th</sup> National Annual Education Excellence Awards for the very last time in this current administration’s term of office. I would like to extend a special thanks to all district directors and school principals, who work tirelessly in ensuring that the march towards excellence in public schooling is never derailed. Districts are a crucial interface of the Sector. Our system of Basic Education can only succeed, if the pulse that connects all the dots from across all the corners of our schooling system remains intact at all times,” Minister Motshekga continued.

“The work of districts and schools is of singular importance, because it is not about the work of an individual, but it’s about the work of a collective, a team. These Awards therefore, celebrate excellence in team work – a whole school, circuit and district – and not the individuals that happen to be at the helm, important though as they may be. As they say in football: *‘Talent wins games, but teamwork and intelligence wins championships!’*” Minister Motshekga concluded.





## Basic Education salutes top achievers





The South African education system continues to deliver quality education to multitudes of learners through the 24,000 schools and 75 Districts across all nine provinces. The Annual National Education Excellence Awards acknowledge the excellent work done by various District Officials who firmly guide schools to adhere to the core business of the schooling system, which is to deliver quality learning and teaching.

The winners of the 2019 Awards are:

### Districts:

- Top Performing District – Highest Overall Percentage Pass (Up to 400 schools): Fezile Dabi, Free State Province, Mr VH Chuta;
- Top Performing District – Highest Percentage Pass: (Over 400 schools): Thabo Mofutsanyana, Free State Province, Ms FL Mabaso;
- Top Performing District – Using Quality Indicators (Up to 400 schools): Tshwane South, Gauteng Province, Ms H Kekana;
- Top Performing District – Using Quality Indicators (Over 400 schools): Thabo Mofutsanyana, Free State Province, Ms FL Mabaso;
- Most Improved District – Using Quality Indicators, 2016 –2018: iLembe District, KwaZulu-Natal Province, Dr L Madondo;
- Most Improved District – Highest NSC Bachelor Passes, 2016 – 2018: Tshwane South, Gauteng Province, Ms H Kekana;
- Most Improved District – Highest NSC Mathematics and Physical Science Passes, 2016 - 2018: Cape Winelands, Western Cape Province, Mr J Benjamin;
- Excellence in District Leadership and Management: Fezile Dabi, Free State Province, Mr VH Chuta;
- Excellence in Support for Improved Primary Schools Learning Outcomes: Fezile Dabi, Free State Province, Mr VH Chuta;

### Schools:

- Top Performing Public Ordinary School (Quintile 1): Lekgulo Secondary School, Thabo Mofutsanyana, Free State Province, Ms NM Khanya
- Top Performing Public Ordinary School (Quintile 2): Moreko Senior Secondary School, Sekhukhune, Limpopo Province, Mr M Masifane;
- Top Performing Public Ordinary School (Quintile 3): Emhlwaneni High School, Uthukela, KwaZulu-Natal Province; Ms W Nxasane
- Top Performing Public Ordinary School (Quintile 4): Potchefstroom Gymnasium School, Kennith Kaunda, North West Province; Mr RA Oosthuizen
- Top Performing Public Ordinary School (Quintile 5): La Rochelle Meisies High, Cape Wineland, Western Cape Province, Ms A Lochner; and
- Most Improved Full-Service School: Maiketso Primary School, Dr Ruth Segomotsi Mompoti, North West Province, Ms SE Leopile

**Special Ministerial Awards** for the highest improvement in Bachelor Passes, 2014 – 2018 were also presented to the Eastern Cape, KwaZulu-Natal and the Free State Provincial Education Departments (PEDs).

## Minister Angie Motshekga delivers on SAFE Initiative in KwaZulu-Natal Province





Basic Education Minister, Mrs Angie Motshekga handed over more than 40 toilets to Ubuhle Bemvelo Primary School in Mtubatuba, KwaZulu-Natal Province on 12 March 2019. The new facilities are part of the roll out of the Sanitation Appropriate for Education (SAFE) Initiative launched by President Ramaphosa during August 2018 as a response to school sanitation challenges when he called upon the business community to partner with Government to assist in restoring dignity to our children by eradicating pit latrines in schools.

Amalooloo is one of the companies that pledged support and have delivered on their promise by building a total of 42 toilets at the school. The school, which has 1,090 learners, received a donation of 18 toilets for boys, 18 for the girls and 6 for the Grade Rs.

Since the launch of the SAFE Initiative by the President during August 2018, 787 schools have been provided with safe, age and grade-appropriate sanitation facilities, with a further 841 schools either in planning, design or construction stages. The SAFE initiative will be delivered through an integrated delivery model, led by the DBE and working with, and through the Provincial Education Departments in partnership with sister departments, such as the National and Provincial Treasuries, the Department of Water and Sanitation, and the national and provincial Departments of Public Works. The Nelson Mandela Foundation and The National Education Collaboration Trust (NECT) are amongst the partners who pledged their support.

“This marks the first official handover of sanitation facilities donated by private donors since the launch of the Initiative. The new ablution facility will spare over 1,000 learners and future generations the indignity, discomfort and danger of using pit latrines. Poor hygiene and sanitation facilities are a barrier to retention of learners in school. Improved sanitation and hygiene in schools are linked to improvements in learners’ educational performance, reduction in absenteeism and improved retention rates amongst teachers,” Minister Motshekga concluded.

## Basic Education Director-General addresses key education stakeholders in the Western Cape Province



Basic Education Director-General, Mr Hubert Mathanzima Mweli, hosted a series of meetings in the Western Cape Province from 11 to 12 March 2019, as part of his Provincial Engagement visits.

The main thrust of the meetings was to outline critical requirements for sustaining learner retention and throughput rate in the education sector. These included the promotion of reading across the curriculum; the provision of intensive support for progressed learners; strengthening the Three Stream Model; and the introduction of Robotics and Coding within the Curriculum Assessment Policy Statements (CAPS) for the Fourth Industrial Revolution.

Mr Mweli commended the participants for their collective efforts in ensuring that the Province was identified as one of the leading provinces in terms of contributing to the high number of distinctions in the sector during the 2018 National Senior Certificate (NSC) Examinations. “The Province should also be commended for having ensured that many of its Grade 12 learners qualified to enrol for bachelor degrees at institutions of higher learning. The *Policy on Progression* should be utilised as a mechanism to increase the throughput rate”. Mr Mweli added that more work needs to be done to ensure that the majority of learners in quintile 1 to 3 schools achieve distinctions.

The DBE established these Provincial Engagement meetings four years ago in a bid to fast-track alignment between the DBE and provinces in attaining the goals set out in the *Action Plan to 2019: Towards the realisation of Schooling 2030*. Mr Mweli said that the sector will reach a milestone if 50% of learners shift to the non-academic stream. Currently, more than 90% of learners are in the academic stream, making it challenging for the sector to equip learners with the requisite skills for a changing world, and to meet the goals set out in the *National Development Plan* (NDP) of producing 30,000 artisans by 2030.

## Reporting and managing sexual abuse and harassment in schools





Dr Granville Whittle, DDG for Social Mobilisation and Support Services, officially announced the *Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools* at the DBE in Pretoria on 13 March 2019. “The Protocol, as mandated by the *Sexual Offences and Related Matters Amendment (SORMAA) Act 32 Of 2007*, will ensure appropriate and timeous responses to cases of sexual abuse and harassment perpetrated against learners, educators and school staff”.

Schools are expected to be safe havens where learners can actualise their full potential; however, the prevalence of violence, bullying, sexual abuse and harassment, have infiltrated our communities and our schools, impacting directly on learning and teaching outcomes and drop-out rates.

Dr Gavin George, an economist and behavioural scientist specialising in health systems research said that, “Schools are mandated to assist victims of sexual abuse and harassment by following standard reporting procedures and through the provision of the requisite support to learners”.

Advocate Vuyokazi Ketelo, Senior State Advocate from the National Prosecuting Authority (NPA), explained that the Protocol will play a crucial role in promoting dual reporting mechanisms since learners will be able to report offences at their schools, as well as with the South African Police Service (SAPS). The Protocol speaks to the *Sexual Offences Act*, which mandates school principals or any other persons working within the schooling environment to report cases of sexual abuse as and when they arise.

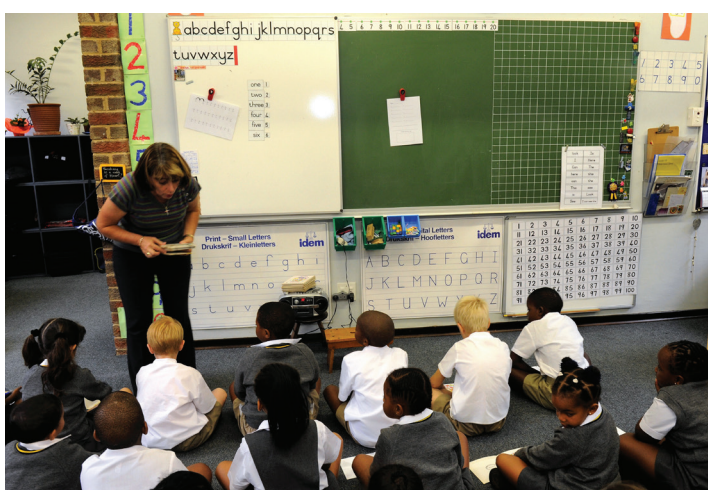
Mr Themba Ndlovu, Spokesperson for the South African Council for Educators (SACE), said: “We believe this initiative will play a crucial role in dealing with challenges experienced in the process of handling sexual abuse and harassment cases”.

Education Labour Relations Council (ELRC)’s Senior Manager for Dispute Management Services, Mr Matlose Moela, agreed that the announcement of the Protocol is a step in the right direction as a joint effort aimed at eliminating sexual abuse in the education sector”.

<https://www.education.gov.za/Programmes/GenderBasedViolence.aspx>



## TALIS surveys learning environments and working conditions of teachers in schools





The results of the 3<sup>rd</sup> international Teaching and Learning International Survey (TALIS), sampled in approximately 200 schools and from each participating country, will be released in a Country Report during June 2019. In each of the participating countries 20 teachers teaching Grades 8 and 9 were selected. This is the first time that South Africa participated in the study, enabling an important baseline of teacher survey data.

TALIS, which is administered by the Organization for Economic Cooperation and Development (OECD), is the first international survey to focus on the learning environments and the working conditions of teachers in schools. It fills important information gaps in the international comparisons of education systems and offers an opportunity for teachers, principals and School Management Teams to provide input into education analysis and policy development in key policy areas. TALIS aims to provide valid, timely and comparable information to help countries review and define policies for developing a high-quality teaching profession.

Following the completion of the questionnaire data, South Africa also participated in the international TALIS Video Study. Teachers and principals were interviewed about teaching and learning conditions to improve teaching methodology in the classroom. The OECD and the Department of Basic Education (DBE) will use these videos collected in participating countries to illustrate findings from the TALIS survey, and feature teachers and principals from around the world speaking about concrete aspects of their work. It will pilot methodologies and significantly add to research data of the international benchmark studies (TIMSS, PIRLS, and SEACMEQ) and the new design of Systemic Evaluation planned for 2019, by providing insights from classroom observations in an internationally comparative fashion. Amongst the 48 countries participating in the study are Australia, Japan, Korea, Norway, the United States and the United Kingdom.

## Port St Johns Mayor hands over Mvume Springs Primary School in the Eastern Cape Province



Mayor of Port St Johns, Mrs Mlombile Cingo, officially handed over Mvume Springs Primary School to the community of Mantisini, outside Port St Johns in the Eastern Cape Province on 08 March 2019.

Build at a cost of R14 Million, the school features five classrooms; a science laboratory; a media centre; an administration centre; a multipurpose classroom; a nutrition centre; and a grade R classroom with separate ablution facilities.

“It is important that we realise the contribution made by national government and the Accelerated Schools Infrastructure Delivery Initiative (ASIDI) programme. We should, as members of this community, ensure that the nation’s future leaders emerge from within the walls of this beautiful school,” Cingo said.

The ASIDI programme continues to be the chief driver towards restoring the dignity of rural education through eliminating inappropriate school structures and the provision of basic services such as water, sanitation and electricity to schools.

## The South African Sign Language aligned to the Curriculum Assessment Policy Statements





The DBE's Learning and Teaching Support Material (LTSM) Directorate is currently in the process of screening material on the South African Sign Language (SASL) to ensure that quality LTSM is provided to learners with special needs, as well as aligning these materials to the Curriculum Assessment Policy Statements (CAPS).

Since the commencement of the SASL curriculum, the LTSM Directorate requested submissions from material developers. The DBE conducted the latest screening and evaluation session in Benoni in the Gauteng Province from 25 February to 07 March 2019, and processes are underway to screen more learning and teaching support material in SASL for the 2020 academic year.

Deputy Director for LTSM, Mr Sifiso Sibiya, indicated that the Department aims to conduct the screening process every five years to respond to new trends and developments in each subject. "The curriculum is continually improved and enhanced and material must be renewed and evaluated to meet the demands of the Fourth Industrial Revolution," added Sibiya.

The evaluation process involves the development of Terms of Reference and guidelines. Upon submission of the finalised material by the developers including publishers, NGOs and authors, the DBE sets up evaluation panels to conduct rigorous screening processes. These processes ensure that the material meets the standards as detailed in the guidelines for the alignment to CAPS. All approved material form part of the approved national catalogue from which provinces and schools procure LTSM, including material for use in mainstream schools, learners with visual impairment in the case of Braille and Large print material, as well as material for deaf learners who are enrolled for SASL.

## Provincial Round-up

### Gauteng Province



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

The new school feeder zone regulations announced by the Gauteng Education Department (GDE) will ensure fair access to schools, Education MEC Mr Panyaza Lesufi recently announced. MEC Lesufi added that the new regulations imply that learners will not be discriminated against based on where they live. The key changes in the regulations are to: affirm the power of the Head of Department (HOD) to administer admissions in the Province; delegates the authority of determining feeder zones to the Department; enable the management of admissions in entry phase grades through an online admissions process; and clarifies criteria of placement of learners. Following the approval of the regulations by the Gauteng Legislature, the GDE will gazette the amendments to the admissions regulations. The 2020 admissions process will be conducted under the provisions of the amended admission regulations. The feeder zone task team consisted of officials from the GDE and external stakeholders representing Governing Body Associations (NASGB, FEDSAS and GBF); Equal Education; the Premiers' Office (Spatial Planning); and the Municipal Demarcation Board. Feeder zone determination will play a significant role in ensuring that access to schools is fair, transparent and conducted in an equitable manner.





The Eastern Cape Department of Education (ECDoE) hosted an Inclusive Education Social Transformation Indaba in collaboration with the Eastern Cape Disability Economic Empowerment Trust (ECDEET) in the Eastern Cape Province on 11 March 2019. Superintendent General, Mr Themba Kojana explained that the Education System Transformation Plan focusses on four pillars, namely Capacity Building; Economical Drive; the 4th Industrial Revolution; and Inclusive Education and Social Cohesion and is accompanied by a five year Business Plan that states the strategic objectives of the ECDoE within these four pillars. The fourth pillar of the plan responds to Inclusive Education and Social Cohesion within the Education System and addresses the Promotion of Inclusivity, Equity, Resourcing, Implementation of the Screening, Identification, Assessment and Support Process and Capacity building for an Inclusive Education System.

The Business Plan of the fourth pillar, Inclusive Education and Social Cohesion, features 14 goals that are central to the establishment of an Integrated Inclusive Education System. These goals focus on the advocacy and sensitisation on inclusivity; the development of guidelines and regulations to support inclusive education; ensuring an efficient operating and accountable inclusive education system; and monitoring and evaluation of the inclusive education system. The ECDoE supports the social transformation agenda through the adequate provisioning of support service to all learners, to allow for an Integrative Inclusive Education System. A method to achieve this Inclusive System is through the objectives of the Education System Transformation Plan.

## Upcoming Events

- 20 March 2019: Basic Education Deputy Minister, Mr Enver Surty, will be handing over a Vodacom Supported ECD Centre and School of Excellence in Vhembe, Limpopo Province
- 21 March 2019: South Africa will be celebrating Human Rights Day
- 05 April 2019: The Ministerial Task Team examining existing textbooks and Learning and Teaching Support Material (LTSM) will launch their evaluation report at the DBE Building in Pretoria, Gauteng Province
- 08 April 2019: Deadline for the submission of the SADC Secondary School Essay Competition entries to the various Provincial Education Departments (PEDs)
- 24 April 2019: President Cyril Ramaphosa will be launching the Presidential Reading Club Initiative in the Gauteng Province
- 31 May 2019: Deadline for the submission of the SADC Secondary School Essay Competition entries to the SADC Secretariat

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