



# LIMPOPO

PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**

# SECOND PROVINCIAL SCHOOL READINESS REPORT

**JANUARY 2011**

**MONITORING AND EVALUATION DIRECTORATE**

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## LIST OF ACRONYMS USED IN THIS REPORT

DBE	DEPARTMENT OF BASIC EDUCATION
DoE	DEPARTMENT OF EDUCATION
EMC	EXECUTIVE MANAGEMENT COMMITTEE
FAL	FIRST ADDITIONAL LANGUAGE
IQMS	INTERGRADED QUALITY MANAGEMENT SYSTEMS
LDoE	LIMPOPO DEPARTMENT OF EDUCATION
LTSM	LEARNER AND TEACHER SUPPORT MATERIALS
NEPA	NATIONAL EDUCATION POLICY ACT
NPRR	NATIONAL PROTOCOL ON RECORDING AND REPORTING
NSC	NATIONAL SENIOR CERTIFICATE
RSA	REPUBLIC OF SOUTH AFRICA
SASA	SOUTH AFRICAN SCHOOLS ACT
SMT	SCHOOL MANAGEMENT TEAM

## FOREWORD BY THE SENIOR MANAGER

The ruling party's 52<sup>nd</sup> National Conference Resolutions provide a comprehensive set of national priorities for government to pursue during the current electoral cycle and beyond. These commitments place education at the centre of social transformation. Hence in his state of the nation address on 11 February 2010, President Jacob Zuma categorically stated that education is the nation's top priority. Consequently, the Minister of Basic Education signed the delivery agreement committing herself to the achievement of twelve (12) outcomes during her tenure of office (DBE, 2010a:p1). Of these outcomes, "Improved Quality of Basic Education" is the topmost priority of the Department of Basic Education.

In tandem with the aforementioned national declarations, the Limpopo Department of Education (LDoE) has committed itself to eight (8) strategic goals. Linked to this report is strategic goal number two (2) namely, "Transformation of Education Institutions into Accessible, Functional and Quality Centers" (LDoE, 2010a:p24). In ensuring that LDoE achieves all these goals, the Monitoring and Evaluation Directorate embarked on a School Readiness Study in January 2010. The study assesses the state of school readiness at the beginning of every academic year. The January 2010 study shows that more than 60% of the four hundred (400) secondary and primary schools visited were not ready as they had an avalanche of challenges. These challenges were mostly existent in the under-served communities that do not have well-resourced schools.

The Monitoring and Evaluation Directorate conducted its second School Readiness Study in January 2011. In this study, two hundred and two (202) secondary and primary schools were visited using monitoring instruments that were specific to each school category. Generally, the monitoring instruments focused on four salient features: General information; Learner performance; Curriculum delivery; and Functionality of the school administration system.

The Directorate is pleased to release the School Readiness Report for January 2011, the second such publication since the study began in 2010. The Directorate hopes that readers will find the report resourceful and will provide appropriate intervention mechanisms that will enable Limpopo province achieve the national goals.

This report would not have been possible without the contribution of the District and Head Office Quality Assurance staff that had the challenging task of developing monitoring instruments, collecting and analyzing data that finally yielded its contents.

Senior Manager:

Date

## CHAPTER 1: INTRODUCTION

### 1.1 Introduction

This chapter focuses on the legislative framework (1.2) that serves as a nerve centre for the study. The aim of the study (1.3), research objectives (1.4), research questions (1.5), and the scope of the study (1.6) are also elaborated upon. The chapter rounds off the discussion by presenting the structure of the remaining sections of the study (1.7).

### 1.2 Legislative framework

The existing legislation in South Africa requires the Minister of Education to monitor the provision, delivery and performance of education standards (DoE, 1996:p6). Equally important, this legislation directs that monitoring and evaluation could take place annually or at specified intervals to assess whether education is provided in line with the Constitution of the Republic of South Africa and also in accordance with the South African Schools Act 84 of 1996.

In tandem with the afore-mentioned legislation, the LDoE monitors the reopening of schools at the start of each academic year through the project named ***“School Readiness Study”***.

### 1.3 The aim of the study

The “School Readiness Study” is a three-year provincial project (2010-2012) that monitors schools at the beginning of the academic year to:

- determine the degree of school readiness when schools reopen at the beginning of the academic year.

### 1.4 Research objectives

The study aims will be achieved through the following objectives which are referred to as “criteria” on the monitoring tool:-

- 1.4.1 To assess whether admission of learners for 2011 was completed in 2010.
- 1.4.2 To determine the level of educator and learner attendance on the first day of school reopening.
- 1.4.3 To analyze the quality of learner performance in 2010.
- 1.4.4 To verify the availability of the general timetable and determine its compliance to NCS in secondary schools.

- 1.4.5 To assess the level of stationery and textbook shortages and whether schools have LTSM control systems in place for 2011.
- 1.4.6 To determine whether schools have documents to facilitate curriculum delivery in 2011.
- 1.4.7 To find out whether schools update their admission and time registers.
- 1.4.8 To establish whether schools have 2011 plans in place.
- 1.4.9 To verify whether schools have policies in place.
- 1.4.10 To find out whether schools have minutes in preparation for 2011.
- 1.4.11 To establish whether schools have adequate infrastructure.

## 1.5 Research questions

Therefore, the study seeks to answer the following eleven (11) research questions:

- 1.5.1 What percentage of schools managed to complete admissions in 2010?
- 1.5.2 What percentage of schools had a 100% educator and learner attendance on the first day of reopening?
- 1.5.3 What percentage of schools has quality learner performance in 2010?
- 1.5.4 What percentage of secondary schools has general time tables which are also NCS compliant?
- 1.5.5 What percentage of schools has stationery and textbooks as well as LTSM control systems in place?
- 1.5.6 What percentage of schools has documents to facilitate curriculum delivery?
- 1.5.7 What percentage of schools updates their admission and time registers?
- 1.5.8 What percentage of schools has 2011 plans in place?
- 1.5.9 What percentage of schools has policies in place?
- 1.5.10 What percentage of schools has minutes in preparation for 2011?
- 1.5.11 What percentage of schools has adequate infrastructure?

## 1.6 Scope of the study

The Constitution of the Republic of South Africa requires basic education to be provided to all children with intent to realize the transformational goals of access, efficiency, effectiveness and quality (RSA, 1996:p8). Similarly, the White Paper on Education and Training of 1995 dictates that each citizen has a right to good quality education (DoE, 1995:p16).

Taking note of the above legislations, the space scope of the study is all primary and secondary schools in the five districts of the province namely, Capricorn, Greater Sekhukhune, Waterberg, Mopani and Vhembe. The time scope of the study is the first 5-8 days of the beginning of each academic year till the end of the project in 2012. On this account, the study was conducted from the 12<sup>th</sup> to the 19<sup>th</sup> January 2011 on a sample of 202 primary and secondary schools.

## 1.7 Structure of the report

Chapter 1 introduces the need and significance of the study. A three-year longitudinal study of the state of readiness of schools in the province reflects a busting trend which when interrogated may yield better performance of schools in subsequent years.

Chapter 2 provides information related to the methodology of investigation used in the study. The chapter therefore provides a detailed explanation on the design of the study, sampling, data collection, data analysis and reporting procedures so that the nature of the study could be well-understood.

Chapter 3 presents and analyses data in graphs and in tables so that each research question could be fully answered by providing provincial and district statistics.

Chapter 4 narrows down data into tangible findings for the identification of areas of excellence so that good practices could be maintained and strengthened more. Additionally, this chapter picks out challenges so that recommendations for improvement could be suggested. An overall concluding statement on the state of school readiness in 2011 is also made for easy comparison with the 2010 findings.

Chapter 5 presents recommendations that could be useful to schools, education stakeholders and various units for the enhancement of the quality of education in the province.

## **CHAPTER 2: METHODOLOGY**

### **2.1 Introduction**

The previous chapter introduced the purpose of the study, in this chapter; the methodological approaches that were applied in the study are discussed. These include the design of the study (2.2), sampling procedure (2.3), data collection procedure (2.4), data analysis procedure (2.5) and the reporting procedure (2.6). The following is a brief discussion of each chapter.

### **2.2 Design of the study**

Study design refers to a framework upon which data is collected and analyzed, and this could either take the qualitative or quantitative format (Bryman 2004: 27). Fitz-Gibbon (1996:p11), concurs that studies could collect raw data, comparative data, residuals or experiential data as a basis to make recommendations for mitigation measures. Accordingly, this study collects simple raw data using structured interviews and evidence-based enquiry from primary and secondary schools upon which conclusions could be drawn about the schooling conditions at the start of the academic year. The study is also grounded on a quantitative design because it measures input indicators using closed-ended and objective questions.

Since primary and secondary schools differ in nature and structure, two monitoring tools are used for the collection of data. Nevertheless, for consistency in data analysis, the two monitoring tools are organized in line with the eleven (11) research questions elaborated in paragraph 1.5 above.

Consistent with research ethics, schools were informed a year in advance about the aim of the study, sampling procedures and the monitoring period (LDoE:2010b).Indeed, schools were also assured that the study is not about targeting a particular institution or educator but is about monitoring the health of the education system as mandated by NEPA (National Education Policy Act) No.27 of 1996.Furthermore, in pursuance of the Batho Pele Principle of Openness and Transparency, the monitoring tools were availed to schools in advance to expedite preparations for the visits.

### **2.3 Sampling procedure**

Research studies concur that as a result of lack of time and means, should a study be conducted for purposes of generalizations on the target population, a random sampling technique could be applied (Bell,2008;Bryman,2004). This study therefore, applied a simple random sampling technique to select 5% of the primary and secondary schools spread equitably across all the five districts thus: Capricorn (49), Greater Sekhukhune (51), Mopani (31), Vhembe (50) and



Waterberg (21). Consequently, the sampling technique generated 202 schools to represent the target population.

Limpopo province is populated with a larger percentile of primary than secondary schools. On this basis, 60% of the sample comprises primary schools cohort while 40% belongs to the secondary schools category. Again, all school quintile types are accommodated equitably as follows: Quintile 1:40%, Quintile 2:30%, Quintile 3:15, Quintile 4:10% and Quintile 5: 5%.Furthermore, the sampling technique produced 99% coverage of all circuits in the province. Lastly, seven (7) Quintile 1 secondary schools with a pass rate of less than 10% in 2009 were also selected (DBE, 2010b).

## 2.4 Data collection procedure

Data was collected through monitoring tools that were designed in a format suitable for structured interviews and evidence-based enquiries. The tools were structured in a way convenient to collect data specific to primary and secondary schools. Two instrument types were developed and used, namely: Monitoring Tool for School Readiness: Primary Schools for Term 1, 2011 and Monitoring Tool for School Readiness: Secondary Schools for Term 1, 2011. Furthermore, items on the monitoring tools are coded for the convenience of data analysis and interpretation.

The monitoring tools were developed by a team of experts drawn from various units in the province. In accordance with Batho Pele Principle of Consultation, the Provincial and District Quality Assurance Officials were consulted for ratification and finalization of the monitoring tools. Thereafter, a team of monitors was appointed and subsequently trained based on the finalized monitoring tools before the commencement of school visits. The purpose of training was to ensure that there is common interpretation of the items in the monitoring tools for consistency and uniformity in the whole data collection process.

The monitoring teams comprised of officials from Monitoring and Evaluation Directorate, IQMS and PMDS Directorate and District Quality Assurance Units. For administrative convenience, the formation of monitoring teams and allocation of schools was left to District Coordinators who also served as Team Leaders. Each monitor managed to visit a minimum of one school per day. The tables that follow illustrate allocation of monitors to districts and number of schools monitored respectively.

Table 1: Allocation of monitors to districts

District	Number of monitors
Capricorn	10
Greater Sekhukhune	10
Mopani	06
Vhembe	08
Waterberg	07
<b>Total</b>	<b>41</b>

Table 2: Number of schools monitored per district

District	schools		
	Primary	Secondary	Total
Capricorn	25	24	49
Greater Sekhukhune	31	20	51
Mopani	19	12	31
Vhembe	30	20	50
Waterberg	13	8	21
<b>Total</b>	<b>118</b>	<b>84</b>	<b>202</b>

Principals as Chief Accounting Officers and SMT (School Management Team) members as second in charge at schools, are the main respondents in this study as stipulated in PAM sections 4.2 (e) (iv), 4.3 (e) (v) and 4.4 (e) (v) (DoE,1998). The respondents had to be interviewed and not interrogated to provide proper evidence of the availability of items as required in the monitoring tool.

In summary, the monitoring tools were customized to primary and secondary school contexts; the tools were developed by a multi-disciplinary team through a consultative process; data was collected by a team of properly trained monitors; monitoring teams were equitably distributed across the districts; and data was provided by relevant and reliable respondents at schools. On this basis, the data collected is undoubtedly credible, reliable and valid to draw conclusions as well as to provide recommendations for support and development in schools.

## 2.5 Data analysis procedure

In assessing the degree of school readiness at the start of the academic year, data was analyzed in terms of the 42 (for primary schools) and 46 (for secondary schools) coded items. This serves to identify the number and percentage of schools affected in the five districts and the entire province. This data is presented in tables and graphs on pages 13-33.

Schools are rated in accordance with the number of challenges they have so that in the end, each school fell in one of the categories listed hereunder.

Table 3: Rating scales for School Readiness

Category	No. of challenges	% of challenges	Rating
5	0-6	0-13	Fully Ready
4	7-14	14-29	Ready
3	15-21	30-44	Partially Ready
2	22-33	45-59	Least Ready
1	34-42/46	70-100	Not Ready

## 2.6 Reporting procedure

Reporting takes place in three stages. The first stage takes place each day at the end of the monitoring visit. It is during this stage that the monitor uses the report form (attached to the monitoring tool) to compile an individual school report. The report outlines challenges that each school faced at the start of the academic year. A copy of this report is left to the school for their immediate attention while the other one is issued to the District Coordinator.

During the second stage, the District Coordinator collects all school reports to compile a district report using a provincial summary sheet.

Finally, a draft provincial report is released from the Monitoring of Standards Sub-directorate (within the Monitoring and Evaluation Directorate) after collating the district reports. The draft provincial report is presented to the Monitoring and Evaluation Directorate officials and District Coordinators for finalization. The final report is then presented to the Executive Management Committee (EMC) for discussions, inputs and endorsements, as well as for way forward.

## CHAPTER 3: DATA PRESENTATION AND ANALYSIS

### 3.1. Introduction

The study is based on eleven (11) research questions (see 1.5) with the aim of determining the degree of school readiness when schools reopen at the beginning of the academic year. This section, therefore, presents and analyses data in graphs and tables that are structured in line with the eleven research questions. Data for primary schools does not include research question no.4 (on general Time Table) as this item was erroneously omitted from the monitoring tool. Data for primary schools is presented and analyzed on Table 4 and Figures 1-6 while data for Secondary schools is presented and analyzed on Table 5 and Figures 7-11 below.

**Table 4: Challenges identified in Primary schools  
(Cap:25;G/Sek:31;Mopani:19;Vhembe:30;Waterberg:13;Prov:118)**

Criteria/ Research questions	Codes	Findings	No. of affected schools per district:		District %	No. of affected schools in the province:	Provincial %
<b>1.ADMISSION</b>	1	<b>Admission</b> of learners for 2011 was not completed in 2010	Capricorn	23	92	83	70
			G/Sekhukhune	20	65		
			Mopani	10	53		
			Vhembe	22	73		
			Waterberg	8	62		
<b>2. ATTENDANCE</b>	2	More than 6% of <b>learners</b> were absent on day 1 of term 1	Capricorn	1	4	26	22
			G/Sekhukhune	7	23		
			Mopani	7	37		
			Vhembe	10	33		
			Waterberg	1	8		
	3	Not all <b>educators</b> were present on day 1 of term 1	Capricorn	5	20	22	19
			G/Sekhukhune	7	23		
			Mopani	7	37		
			Vhembe	1	3		
			Waterberg	2	15		
<b>3. LEARNER PERFORMANCE</b>	4	More than 50% of the learners obtained <b>less than 40% in FAL Gr.7</b> in 2010	Capricorn	10	40	19	16
			G/Sekhukhune	4	13		
			Mopani	00	00		
			Vhembe	5	17		
			Waterberg	00	00		
	5	More than 50% of the learners obtained <b>less than 40% in Maths Gr.7</b> in 2010	Capricorn	12	48	24	20
			G/Sekhukhune	5	16		
			Mopani	4	21		
			Vhembe	1	3		
			Waterberg	2	15		
<b>4.LTSM</b>	9	There is a shortage of <b>textbooks.</b>	Capricorn	15	60	68	58
			G/Sekhukhune	15	48		
			Mopani	8	42		
			Vhembe	21	70		
			Waterberg	9	69		
	10	There is a shortage of <b>stationery.</b>	Capricorn	1	4	14	12
			G/Sekhukhune	2	6		
			Mopani	2	11		
			Vhembe	8	27		
			Waterberg	1	8		

Criteria/ Research questions	Codes	Findings	No. of affected schools per district		District %	No. of affected schools in the province	Provincial %
<b>LTSM CONTINUED.</b>	11	The <b>Stock Register</b> for LTSM is not up to date.	Capricorn	7	28	30	25
			G/Sekhukhune	9	29		
			Mopani	4	21		
			Vhembe	5	17		
			Waterberg	5	38		
	12	The record of <b>LTSM retrieval for 2010</b> is not up to date	Capricorn	3	12	29	25
			G/Sekhukhune	7	23		
			Mopani	5	26		
			Vhembe	9	30		
			Waterberg	5	38		
	13	The record of <b>LTSM distribution for 2011</b> is not up to date	Capricorn	4	16	34	29
			G/Sekhukhune	9	29		
			Mopani	6	32		
			Vhembe	10	33		
			Waterberg	5	38		
<b>5. CURRICULUM DOCUMENTS</b>	14	<b>Work Schedules</b> are not available.	Capricorn	4	16	10	08
			G/Sekhukhune	2	6		
			Mopani	00	00		
			Vhembe	1	3		
			Waterberg	3	23		
	15	<b>Lesson Plans</b> are not available	Capricorn	8	32	19	16
			G/Sekhukhune	4	13		
			Mopani	1	5		
			Vhembe	4	13		
			Waterberg	2	15		
	16	<b>Assessment Plan for Term 1</b> is not available	Capricorn	18	72	39	33
			G/Sekhukhune	5	16		
			Mopani	2	11		
			Vhembe	9	30		
			Waterberg	3	23		
	17	<b>NPRR</b> is not available	Capricorn	13	52	53	45
			G/Sekhukhune	11	35		
			Mopani	8	43		
			Vhembe	17	56		

			Waterberg	4	21		

Criteria/ Research questions	Codes	Findings	No. of affected schools per district		District %	No. of affected schools in the province	Provincial %
6.REGISTERS	18	Admission Register is not up to date	Capricorn	7	28	26	22
			G/Sekhukhune	7	23		
			Mopani	4	21		
			Vhembe	7	23		
			Waterberg	1	8		
	19	Time Register for educators for 2011 is not up to date and is not controlled	Capricorn	1	4	08	06
			G/Sekhukhune	2	6		
			Mopani	3	16		
			Vhembe	2	7		
			Waterberg	00	00		
7.PLANS	20	No Year Plan for 2011.	Capricorn	12	48	36	30
			G/Sekhukhune	8	26		
			Mopani	3	16		
			Vhembe	11	37		
			Waterberg	2	15		
	21	No School Assessment Plan for 2011	Capricorn	13	52	30	25
			G/Sekhukhune	7	23		
			Mopani	00	00		
			Vhembe	8	27		
			Waterberg	2	15		
	22	No School Development Plan for 2010 – 2012	Capricorn	10	40	32	27
			G/Sekhukhune	7	23		
			Mopani	6	32		
			Vhembe	6	20		
			Waterberg	3	23		
	23	No School Improvement Plan for 2011	Capricorn	9	36	32	27
			G/Sekhukhune	8	26		
			Mopani	4	21		

	24	No IQMS Management Plan for 2011	Vhembe	7	23	42	36
			Waterberg	4	31		
			Capricorn	15	60		
			G/Sekhukhune	8	26		
			Mopani	5	26		
			Vhembe	11	37		
			Waterberg	3	23		

Criteria/ Research questions	Codes	Findings	No. of affected schools per district		District %	No. of affected schools in the province	Provincial %
PLANS CONTINUED	25	No <b>Budget</b> for 2011	Capricorn	11	44	31	26
			G/Sekhukhune	6	19		
			Mopani	6	32		
			Vhembe	7	23		
			Waterberg	1	8		
	26	<b>Allocated Funds</b> not deposited for 2011	Capricorn	14	56	33	28
			G/Sekhukhune	11	35		
			Mopani	3	16		
			Vhembe	3	10		
			Waterberg	2	15		
8. POLICIES	27	No <b>Learners’</b> Code of Conduct	Capricorn	9	36	21	18
			G/Sekhukhune	4	13		
			Mopani	5	26		
			Vhembe	3	10		
			Waterberg	00	00		
	28	No <b>Educators’</b> Code of Conduct.	Capricorn	12	48	28	24
			G/Sekhukhune	5	16		
			Mopani	6	32		
			Vhembe	5	17		
			Waterberg	00	00		
	29	No <b>SGB</b> Constitution	Capricorn	10	40	22	18
			G/Sekhukhune	00	00		
			Mopani	5	26		
			Vhembe	4	13		
			Waterberg	3	23		
	30	No <b>Finance</b> Policy.	Capricorn	9	36	19	16
			G/Sekhukhune	1	3		



			Mopani	4	21					
			Vhembe	3	10					
			Waterberg	2	15					
	31	No <b>Safety and Security</b> Policy.	Capricorn	13	52	38	32			
			G/Sekhukhune	4	13					
			Mopani	8	42					
			Vhembe	6	20					
			Waterberg	7	54					

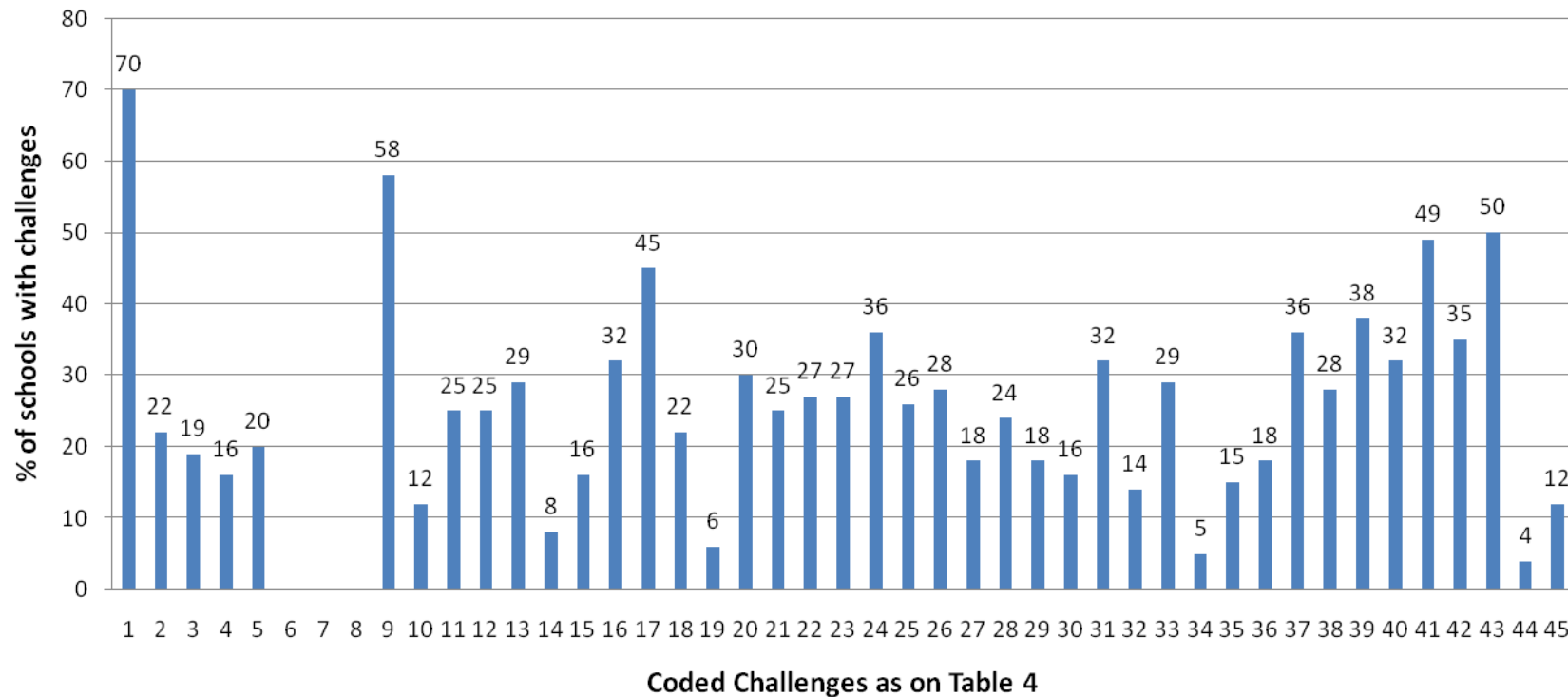
Criteria/ Research questions	Codes	Findings	No. of affected schools per district		District %	No. of affected schools in the province	Provincial %
POLICIES CONTINUED	32	No <b>HIV and AIDS</b> Policy.	Capricorn	6	24	17	14
			G/Sekhukhune	4	13		
			Mopani	5	26		
			Vhembe	2	6		
			Waterberg	00	00		
	33	No <b>LTSM distribution and retrieval</b> Policy.	Capricorn	8	32	35	29
			G/Sekhukhune	5	16		
			Mopani	9	47		
			Vhembe	7	23		
			Waterberg	6	46		
	34	No <b>Form for exemption</b> from school fees	Capricorn	2	8	06	05
			G/Sekhukhune	1	3		
			Mopani	00	00		
			Vhembe	2	7		
			Waterberg	1	8		
	35	No <b>Admission</b> policy document	Capricorn	9	36	18	15
			G/Sekhukhune	3	10		
			Mopani	4	21		
			Vhembe	1	3		
			Waterberg	1	8		
9.MINUTES	36	No minutes of formal <b>staff</b> meeting in preparation for Term 1 as per guided agenda.	Capricorn	3	12	21	18
			G/Sekhukhune	6	19		
			Mopani	4	21		
			Vhembe	4	13		
			Waterberg	4	31		

	37	No minutes of formal <b>SMT</b> meeting in preparation for staff meeting as per guided agenda.	Capricorn	10	40	43	36
			G/Sekhukhune	9	29		
			Mopani	6	32		
			Vhembe	13	43		
			Waterberg	5	38		
	38	No minutes of formal <b>SGB</b> meeting in preparation of parents' general meeting as per guided agenda.	Capricorn	10	40	33	28
			G/Sekhukhune	9	29		
			Mopani	5	26		
			Vhembe	7	23		
			Waterberg	2	15		

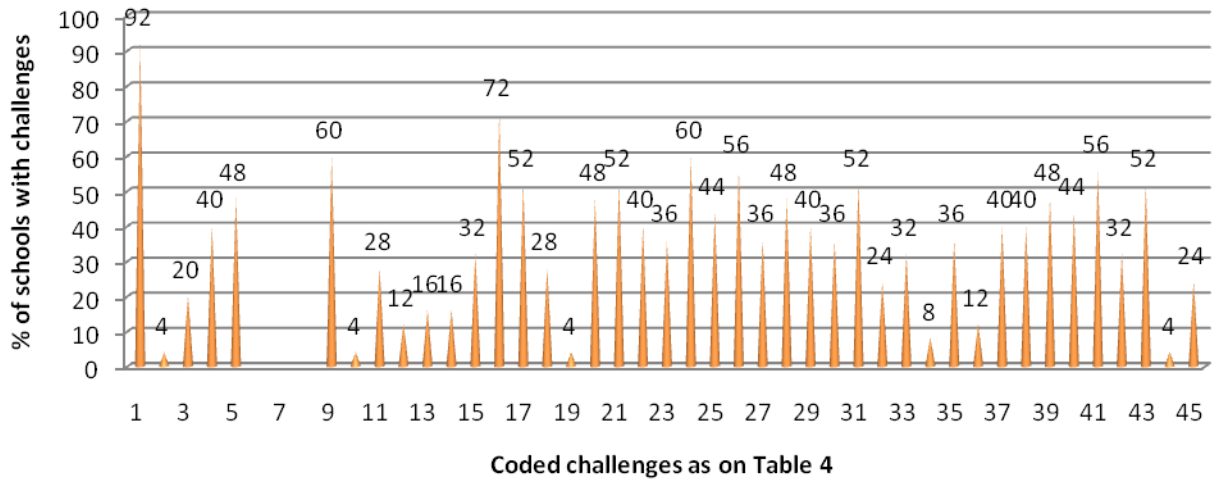
Criteria/ Research questions	Codes	Findings	No. of affected schools per district		District %	No. of affected schools in the province	Provincial %
MINUTES CONTINUED	39	No minutes of formal parents’ general meeting as per guided agenda	Capricorn	12	48	45	38
			G/Sekhukhune	15	48		
			Mopani	7	37		
			Vhembe	7	23		
			Waterberg	4	31		
10.INFRASTRUCTURE	40	Lack of adequate number of <i>classrooms.</i>	Capricorn	11	44	38	32
			G/Sekhukhune	11	35		
			Mopani	8	42		
			Vhembe	6	20		
			Waterberg	2	15		
	41	Lack of adequate number of <i>toilets</i>	Capricorn	14	56	58	49
			G/Sekhukhune	14	45		
			Mopani	12	63		
			Vhembe	13	43		
			Waterberg	3	23		
	42	Lack of adequate furniture for <b>learners.</b>	Capricorn	8	32	42	35
			G/Sekhukhune	11	35		
			Mopani	9	47		
			Vhembe	10	33		
			Waterberg	4	31		
	43	Lack of adequate <i>furniture</i> for <b>educators</b>	Capricorn	13	52	59	50
			G/Sekhukhune	17	55		
			Mopani	6	32		
			Vhembe	18	60		
			Waterberg	5	38		
	44	No <b>electricity</b> supply	Capricorn	1	4	05	04
			G/Sekhukhune	00	00		

			Mopani	00	00		
			Vhembe	2	7		
			Waterberg	2	15		
	45	No <i>running water</i>	Capricorn	6	24	14	12
			G/Sekhukhune	3	10		
			Mopani	3	16		
			Vhembe	1	3		
			Waterberg	1	8		

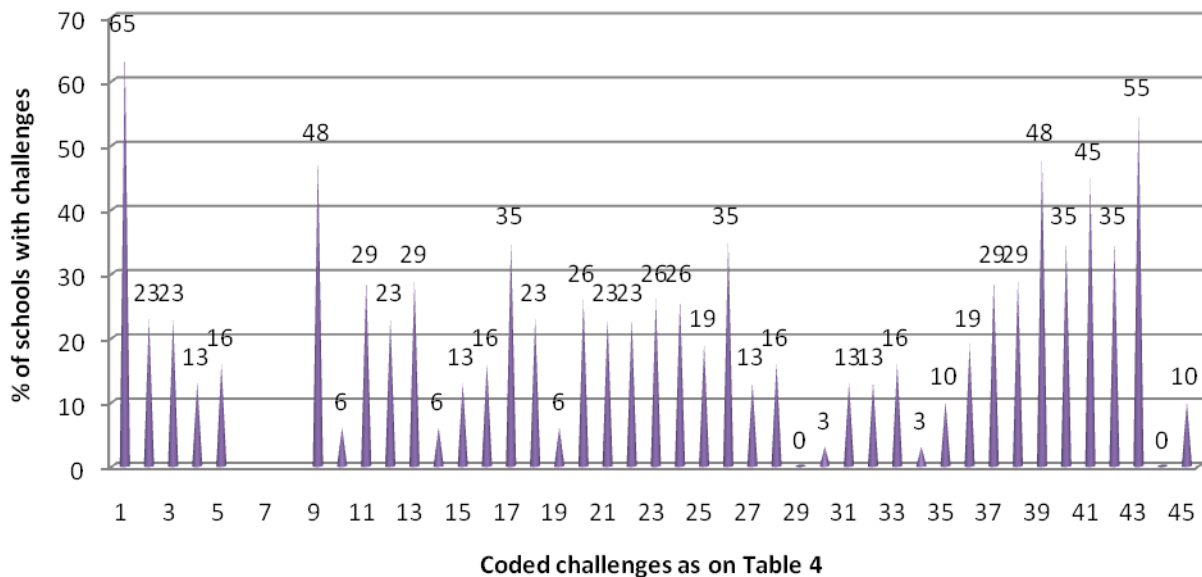
**Fig.1:Graphical Representation of % of **Primary Schools** with Challenges at **Provincial Level****



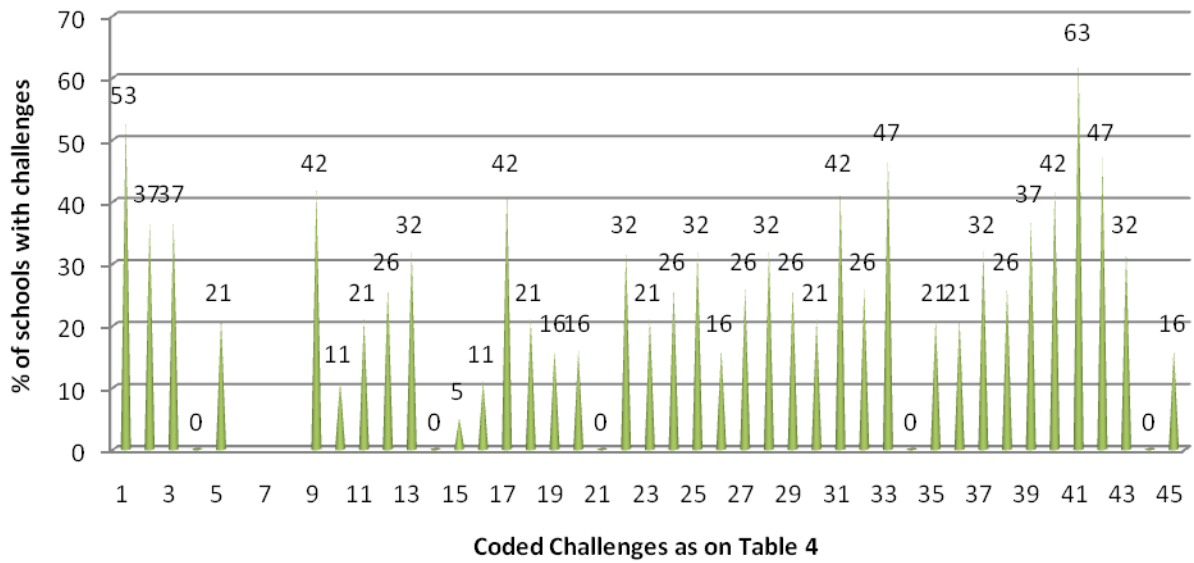
**Fig.2:Graphical Representation of % of Primary Schools with Challenges:Capricorn District**



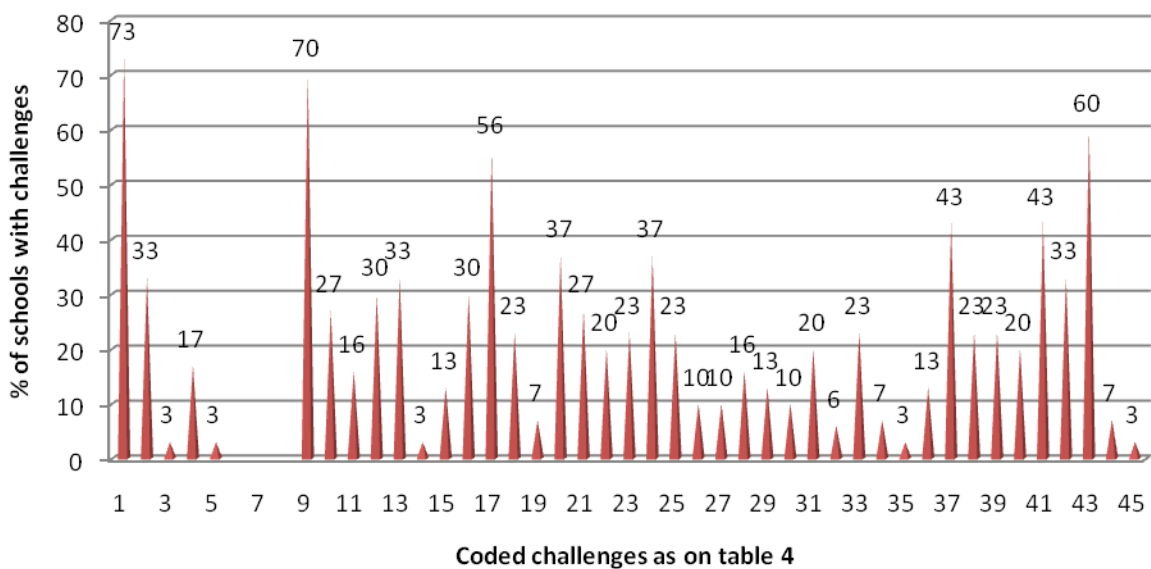
**Fig.3:Graphical Representation of % of Primary Schools with Challenges: G/Sekhukhune District**



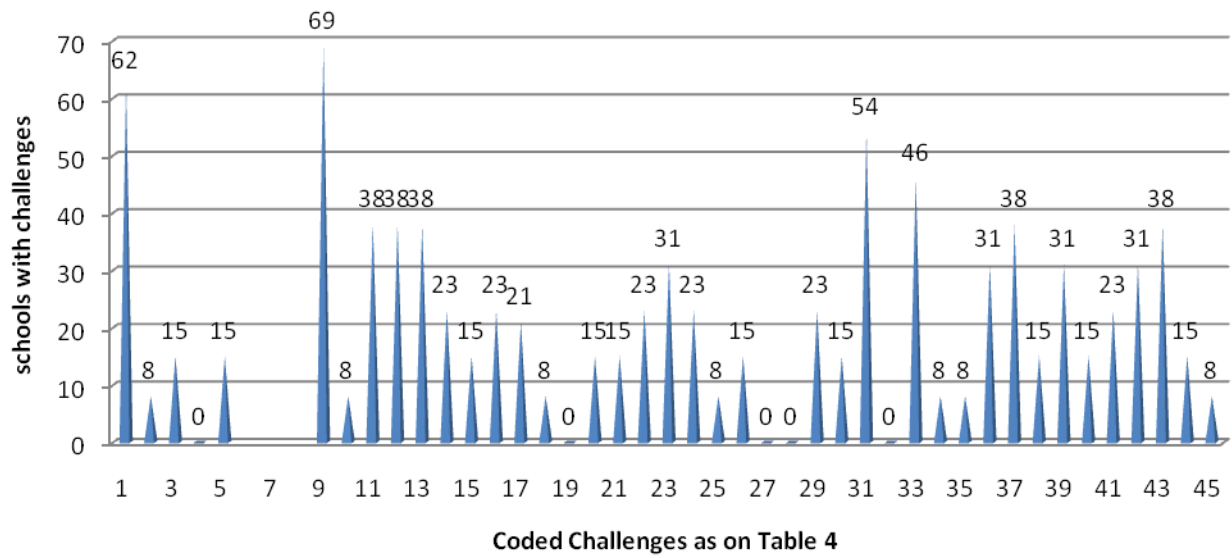
**Fig.4: Graphical Representation of Primary Schools with challenges: Mopani District**



**Fig.5: Graphical Representation of % of Primary Schools with Challenges :Vhembe District**



**Fig.6:Graphical Representation of % of Primary Schools with Challenges: Waterberg District**



**Table 5: Challenges identified in Secondary Schools(Cap:24;G/Sek:20;Mopani:12;Vhembe:20;Waterber:8;Prov:84)**

Criteria/ Research questions	Codes	Findings	No. of affected schools per district		District %	No. of affected schools in the province	Provincial %
1.ADMISSION	1	Admission of learners for 2011 was not completed in 2010	Capricorn	22	92	67	79
			G/Sekhukhune	18	90		
			Mopani	7	58		
			Vhembe	16	80		
			Waterberg	4	50		
2. ATTENDANCE	2	More than 6% of learners were absent on day 1 of term 1	Capricorn	4	17	31	37
			G/Sekhukhune	8	40		
			Mopani	8	67		
			Vhembe	7	35		
			Waterberg	4	50		
	3	Not all educators were present on day 1 of term 1	Capricorn	8	33	35	42
			G/Sekhukhune	8	40		
			Mopani	7	58		
			Vhembe	7	35		
			Waterberg	5	63		
3.LEARNER PERFORMANCE	4	The school obtained less than 50% Bachelor’s degree pass in 2010	Capricorn	19	79	66	79
			G/Sekhukhune	16	80		
			Mopani	11	92		
			Vhembe	14	70		
			Waterberg	6	75		
	5	Grade 8-11 obtained below the school target in 2010	Capricorn	19	79	66	79
			G/Sekhukhune	17	85		
			Mopani	11	92		
			Vhembe	14	70		
			Waterberg	5	63		
4.TIME TABLE	6	The General timetable was not ready on day 1 of Term 1.	Capricorn	4	17	13	15
			G/Sekhukhune	4	20		
			Mopani	1	8		
			Vhembe	3	15		
			Waterberg	1	13		
	7	Time-table is not NCS compliant	Capricorn	1	4	11	13
			G/Sekhukhune	7	35		
			Mopani	1	8		
			Vhembe	2	10		
			Waterberg	00	00		



Criteria/ Research questions	Codes	Findings	No. of affected schools per district		District %	No. of affected schools in the province	Provincial %
<b>TIME TABLE CONTINUED</b>	8	The timetable for <b>extra-curricular / school enrichment activities is not available</b>	Capricorn	15	63	56	67
			G/Sekhukhune	12	60		
			Mopani	9	75		
			Vhembe	15	75		
			Waterberg	5	65		
<b>5.LTSM</b>	9	There is a shortage of <b>textbooks.</b>	Capricorn	15	63	57	68
			G/Sekhukhune	13	65		
			Mopani	6	50		
			Vhembe	16	80		
			Waterberg	7	88		
	10	There is a shortage of <b>stationery.</b>	Capricorn	1	4	11	13
			G/Sekhukhune	1	5		
			Mopani	00	00		
			Vhembe	7	35		
			Waterberg	2	25		
	11	The <b>Stock Register</b> for LTSM is not up to date.	Capricorn	13	54	38	45
			G/Sekhukhune	10	50		
			Mopani	3	25		
			Vhembe	7	35		
			Waterberg	5	63		
	12	The record of <b>LTSM retrieval for 2010</b> is not up to date	Capricorn	3	13	14	17
			G/Sekhukhune	5	25		
			Mopani	1	8		
			Vhembe	2	10		
			Waterberg	3	38		
	13	The record of <b>LTSM distribution for 2011</b> is not up to date	Capricorn	3	13	21	25
			G/Sekhukhune	7	35		
			Mopani	2	17		
			Vhembe	6	30		
			Waterberg	3	38		
<b>6.CUR. DOCUMENTS</b>	14	<b>Work Schedules</b> are not available on day 1 of Term 1	Capricorn	4	17	13	15
			G/Sekhukhune	2	10		
			Mopani	2	17		
			Vhembe	2	10		
			Waterberg	3	38		
	15	<b>Lesson Plans</b> are not available on day 1 of Term 1	Capricorn	10	42	23	27
			G/Sekhukhune	5	25		
			Mopani	2	17		
			Vhembe	4	20		
			Waterberg	2	25		

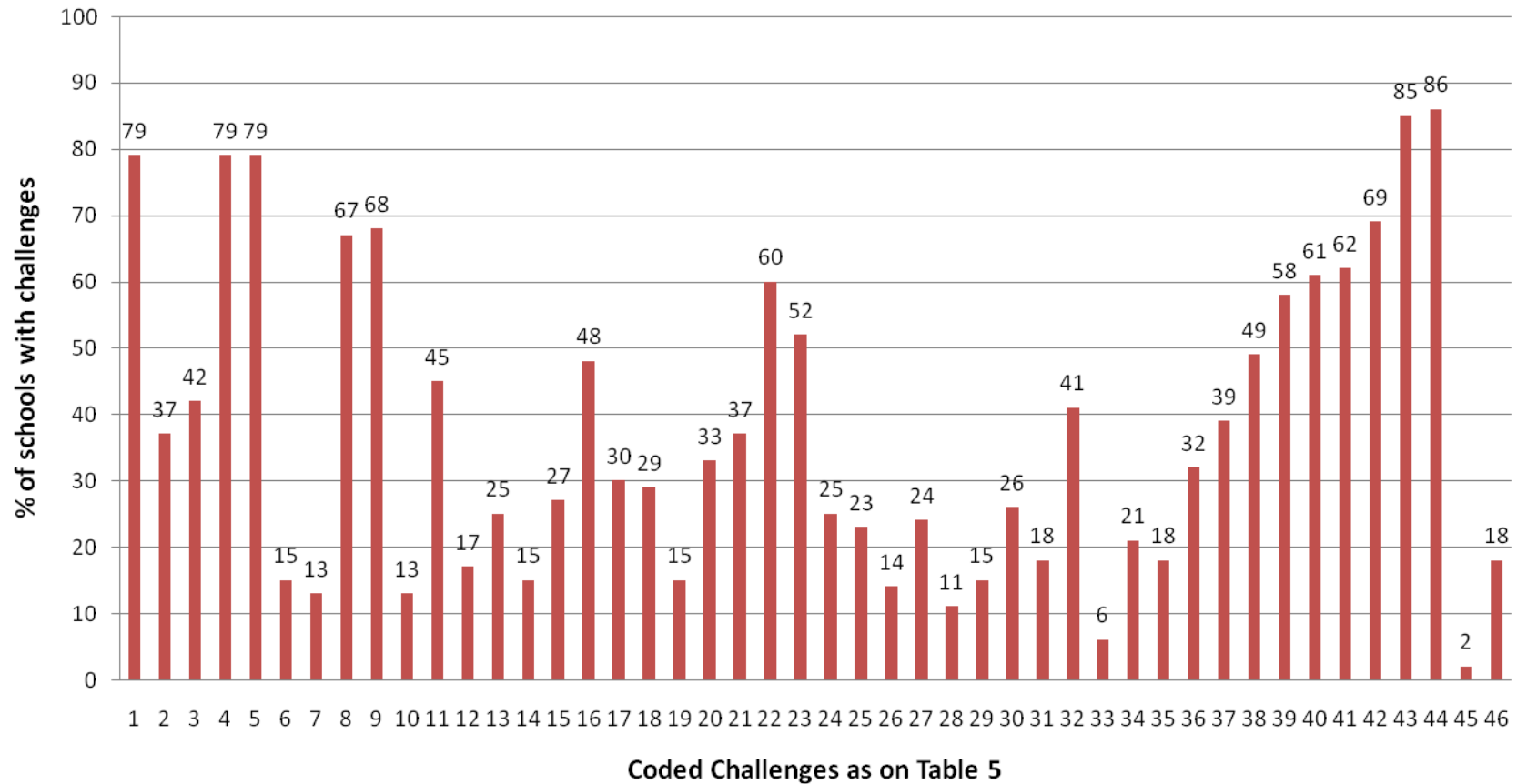
Criteria/ Research questions	Codes	Findings	No. of affected schools per district		District %	No. of affected schools in the province	Provincial %
CURRICULUM DOCUMENTS CONTINUED	16	<b>Assessment Plan</b> for Term 1, 2011 not available	Capricorn	10	42	40	48
			G/Sekhukhune	10	50		
			Mopani	6	50		
			Vhembe	10	50		
			Waterberg	4	50		
	17	<b>NPRR</b> is not available	Capricorn	5	21	25	30
			G/Sekhukhune	5	25		
			Mopani	4	33		
			Vhembe	8	40		
			Waterberg	3	38		
7. REGISTERS	18	<b>Admission Register</b> is not up to date.	Capricorn	11	46	24	29
			G/Sekhukhune	7	35		
			Mopani	1	8		
			Vhembe	3	15		
			Waterberg	2	25		
	19	<b>Time Register</b> for educators is not up to date and not controlled.	Capricorn	5	21	13	15
			G/Sekhukhune	1	5		
			Mopani	1	8		
			Vhembe	3	15		
8. PLANS	20	No <b>Year Plan</b> for 2011.	Capricorn	7	29	28	33
			G/Sekhukhune	6	30		
			Mopani	5	42		
			Vhembe	8	40		
			Waterberg	2	25		
	21	No School <b>Development Plan</b> for 2010- 2012	Capricorn	12	50	31	37
			G/Sekhukhune	6	30		
			Mopani	3	25		
			Vhembe	7	35		
			Waterberg	3	38		
	22	No <b>IQMS</b> Management Plan for 2011	Capricorn	17	71	50	60
			G/Sekhukhune	13	65		
			Mopani	8	67		
			Vhembe	9	45		
			Waterberg	3	38		
	23	No <b>SIP</b> for 2011	Capricorn	17	71	44	52
			G/Sekhukhune	10	50		
			Mopani	4	33		
			Vhembe	9	45		
			Waterberg	4	50		

Criteria/ Research questions	Codes	Findings	No. of affected schools per district		District %	No. of affected schools in the province	Provincial %
PLANS CONTINUED	24	No <b>Budget</b> for 2011	Capricorn	7	29	21	25
			G/Sekhukhune	7	35		
			Mopani	2	17		
			Vhembe	4	20		
			Waterberg	1	13		
	25	<b>Allocated Funds</b> not deposited for 2011	Capricorn	9	38	19	23
			G/Sekhukhune	4	20		
			Mopani	2	17		
			Vhembe	2	10		
			Waterberg	2	25		
9. POLICIES	26	No <b>Learners'</b> Code of Conduct	Capricorn	7	29	12	14
			G/Sekhukhune	2	10		
			Mopani	2	17		
			Vhembe	1	5		
			Waterberg	00	00		
	27	No <b>Educators'</b> Code of Conduct.	Capricorn	10	42	20	24
			G/Sekhukhune	4	20		
			Mopani	4	33		
			Vhembe	2	10		
			Waterberg	00	00		
	28	No <b>SGB</b> Constitution	Capricorn	6	25	09	11
			G/Sekhukhune	1	5		
			Mopani	1	8		
			Vhembe	2	10		
			Waterberg	1	13		
	29	No <b>Finance</b> Policy.	Capricorn	6	25	13	15
			G/Sekhukhune	1	5		
			Mopani	2	17		
			Vhembe	2	10		
			Waterberg	2	25		
	30	No <b>Safety and Security</b> Policy.	Capricorn	8	33	22	26
			G/Sekhukhune	1	5		
			Mopani	4	33		
			Vhembe	7	35		
			Waterberg	2	25		
	31	No <b>HIV and AIDS</b> Policy.	Capricorn	7	29	15	18
			G/Sekhukhune	2	10		
			Mopani	2	17		
			Vhembe	4	20		
			Waterberg	00	00		

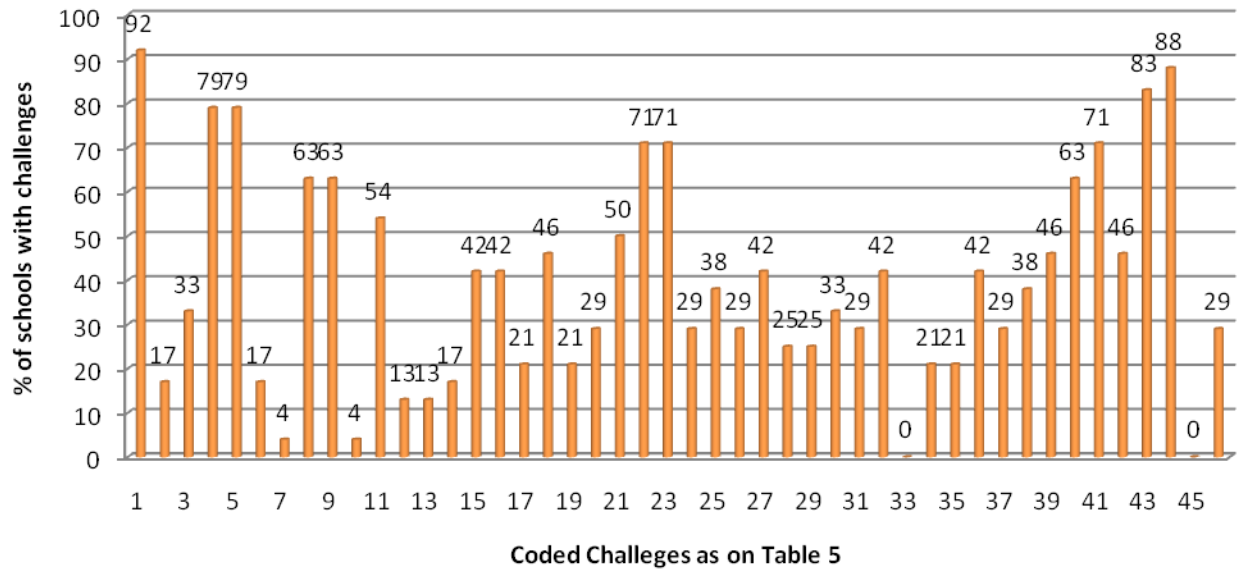
Criteria/ Research questions	Codes	Findings	No. of affected schools per district		District %	No. of affected schools in the province	Provincial %
<b>POLICIES CONTINUED</b>	32	<b>No LTSM distribution and retrieval Policy.</b>	Capricorn	10	42	35	42
			G/Sekhukhune	6	30		
			Mopani	6	50		
			Vhembe	11	55		
			Waterberg	2	25		
	33	<b>No Form for exemption from school fees</b>	Capricorn	00	00	05	06
			G/Sekhukhune	2	10		
			Mopani	00	00		
			Vhembe	2	10		
			Waterberg	1	13		
	34	<b>No Admission policy document</b>	Capricorn	5	21	18	21
			G/Sekhukhune	4	20		
			Mopani	2	17		
			Vhembe	7	35		
			Waterberg	00	00		
<b>10. MINUTES</b>	35	No minutes of formal <b>staff</b> meeting in preparation for Term 1 as per guided agenda.	Capricorn	5	21	15	18
			G/Sekhukhune	4	20		
			Mopani	3	25		
			Vhembe	3	15		
			Waterberg	00	00		
	36	No minutes of formal <b>SMT</b> meeting in preparation for staff meeting as per guided agenda.	Capricorn	10	42	27	32
			G/Sekhukhune	8	40		
			Mopani	3	25		
			Vhembe	6	30		
			Waterberg	00	00		
	37	No minutes of formal <b>SGB</b> meeting in preparation of parents' general meeting as per guided agenda.	Capricorn	7	29	33	39
			G/Sekhukhune	11	55		
			Mopani	4	33		
			Vhembe	10	50		
			Waterberg	1	13		
	38	No minutes of formal <b>parents'</b> general meeting of 2010/2011 as per guided agenda.	Capricorn	9	38	41	49
			G/Sekhukhune	13	65		
			Mopani	5	42		
			Vhembe	12	60		
			Waterberg	2	25		

Criteria/ Research questions	Codes	Findings	No. of affected schools per district		District %	No. of affected schools in the province	Provincial %
11.INFRASTRUCTURE	39	Lack of adequate number of <b>classrooms.</b>	Capricorn	11	46	49	58
			G/Sekhukhune	13	65		
			Mopani	5	42		
			Vhembe	15	75		
			Waterberg	5	63		
	40	Lack of adequate number of <b>toilets</b>	Capricorn	15	63	52	61
			G/Sekhukhune	12	60		
			Mopani	9	75		
			Vhembe	11	55		
			Waterberg	5	63		
	41	Lack of adequate furniture for <b>learners.</b>	Capricorn	17	71	52	62
			G/Sekhukhune	11	55		
			Mopani	7	58		
			Vhembe	13	65		
			Waterberg	4	50		
	42	Lack of adequate <b>furniture</b> for <b>educators</b>	Capricorn	11	46	58	69
			G/Sekhukhune	15	75		
			Mopani	9	75		
			Vhembe	17	85		
			Waterberg	6	75		
	43	Lack of <b>science</b> <b>equipments/science</b> <b>kit.</b>	Capricorn	20	83	71	85
			G/Sekhukhune	18	90		
			Mopani	10	83		
			Vhembe	17	85		
			Waterberg	6	75		
	44	Lack of appropriate <b>library books.</b>	Capricorn	21	88	72	86
			G/Sekhukhune	18	90		
			Mopani	9	75		
			Vhembe	18	90		
			Waterberg	6	75		
	45	No <b>electricity</b> supply	Capricorn	00	00	02	02
			G/Sekhukhune	1	5		
			Mopani	00	00		
			Vhembe	1	5		
			Waterberg	00	00		
	46	No <b>running water</b>	Capricorn	7	29	15	18
			G/Sekhukhune	5	25		
			Mopani	1	8		
			Vhembe	2	10		
			Waterberg	00	00		

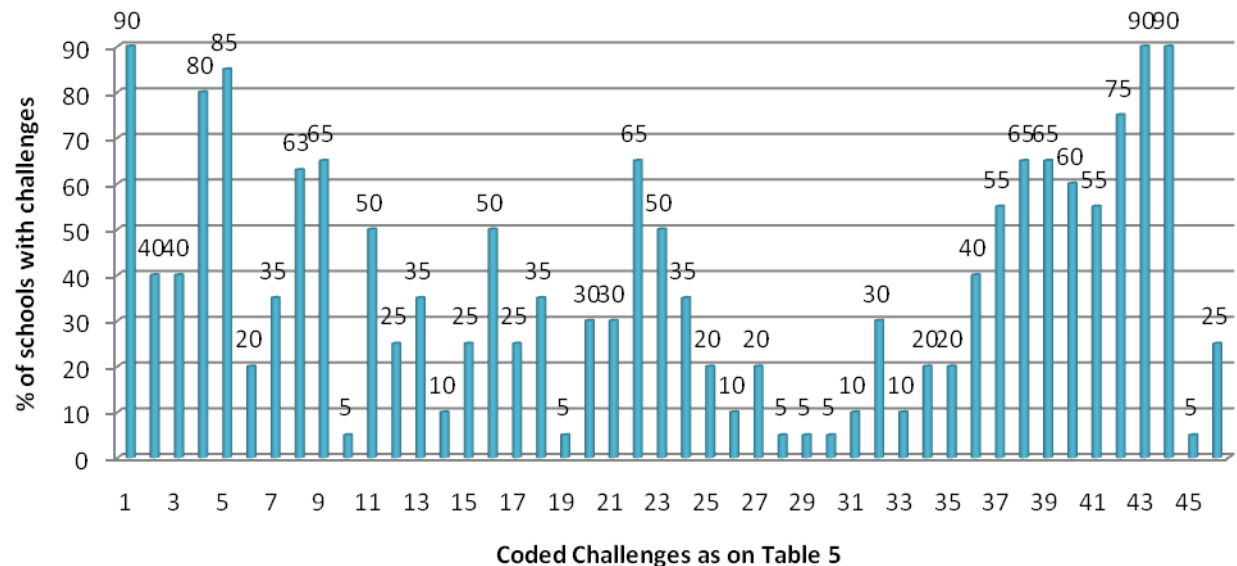
**Fig.2:Graphical Representation of the % of **Secondary Schools** with Challenges at **Provincial Level****



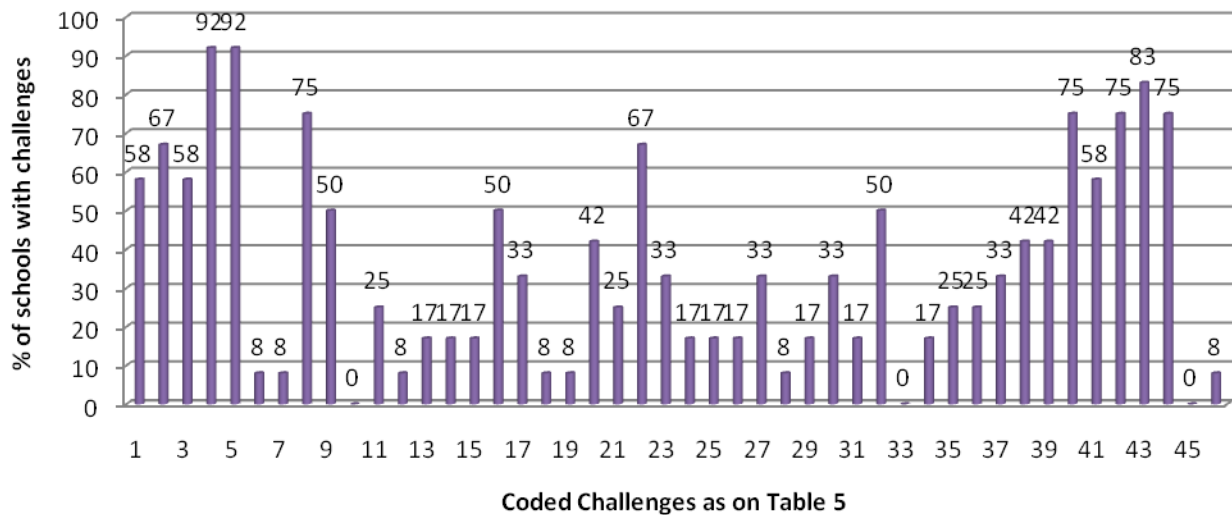
**Fig.8:Graphical Representation of % of **Secondary Schools** with Challenges: **Capricorn District****



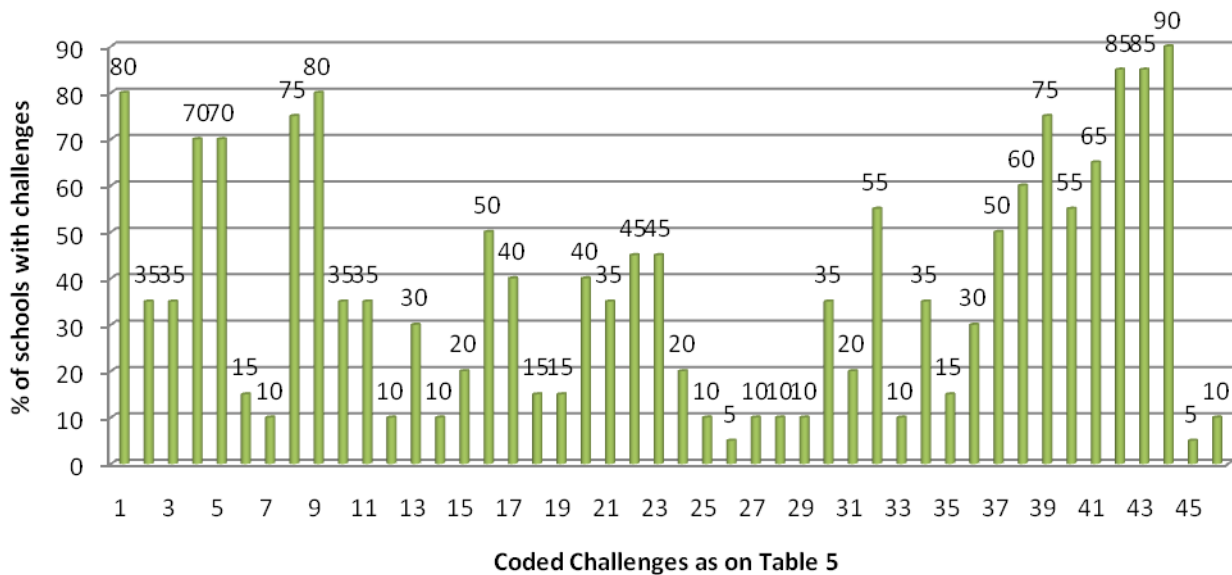
**Fig.9:Graphical Representation of % of **Secondary Schools** with Challenges: **G/Sekhukhune District****



**Fig.10:Graphical Representation of **Secondary Schools** with Challenges: **Mopani District****

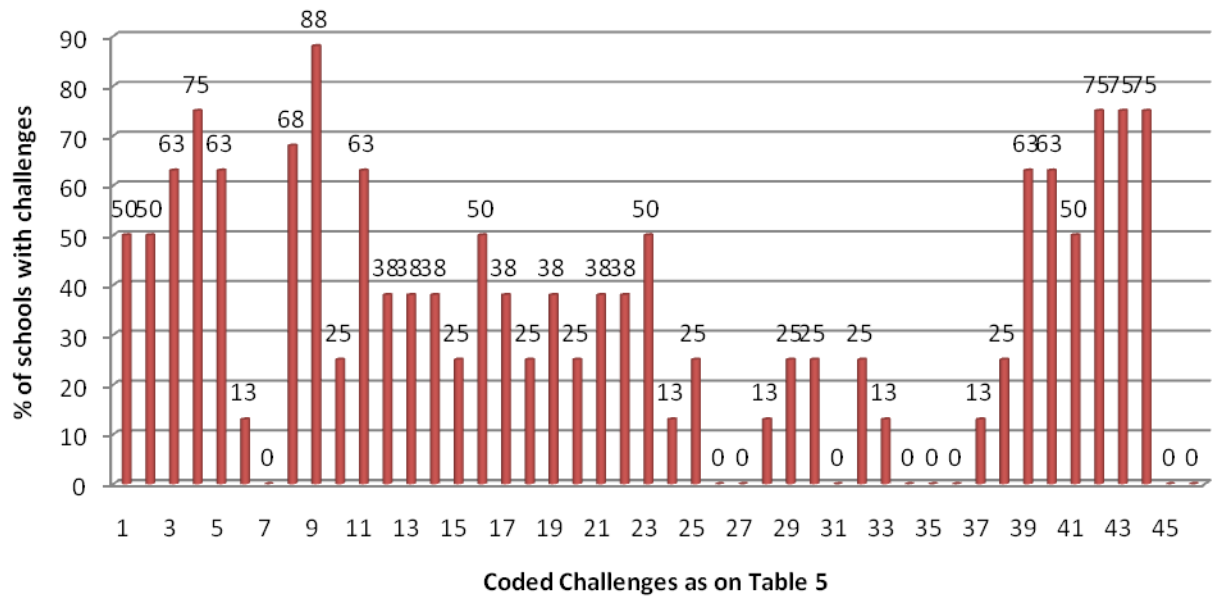


**Fig.11:Graphical Representation of % of **Secondary Schools** with Challenges: **Vhembe District****





**Fig.12:Graphical Representation of % of Secondary Schools with Challenges: Waterberg District**



## CHAPTER 4: SUMMARY OF FINDINGS

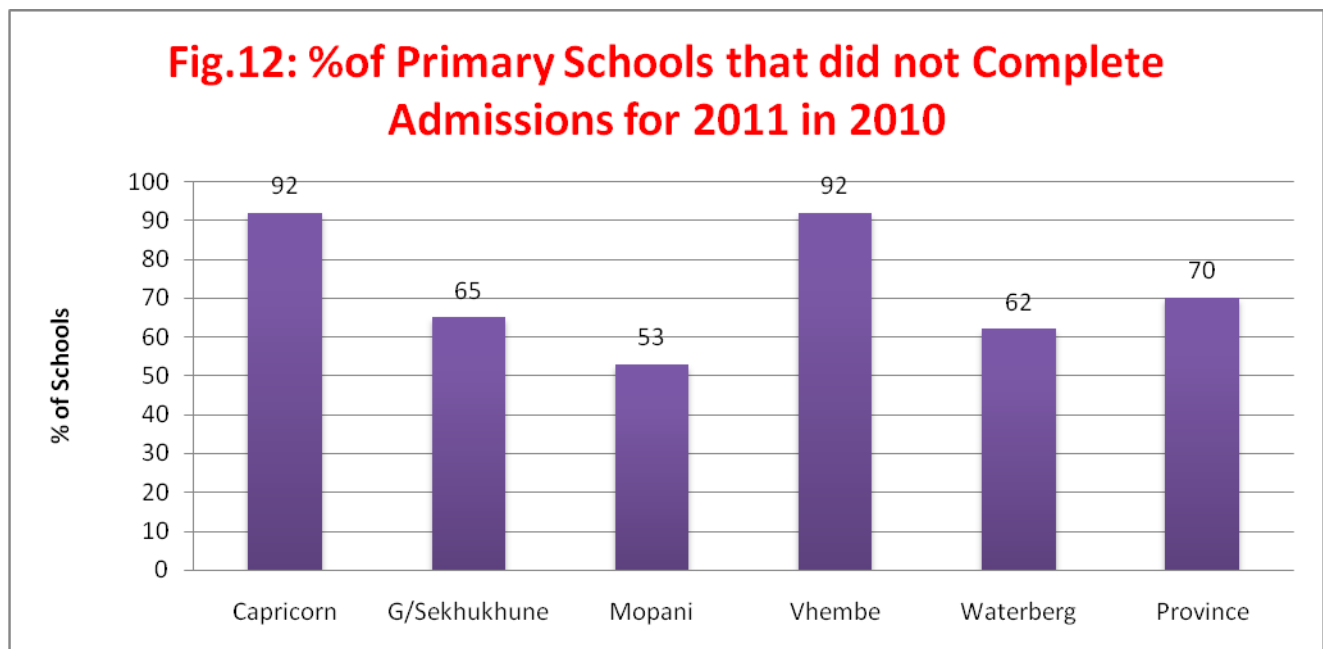
### 4.1 Introduction

In this chapter, data presented and analyzed in the previous chapter is summarized in terms of the eleven research questions. Graphical illustrations are made where it is realized that schools have enormous challenges that require urgent attention.

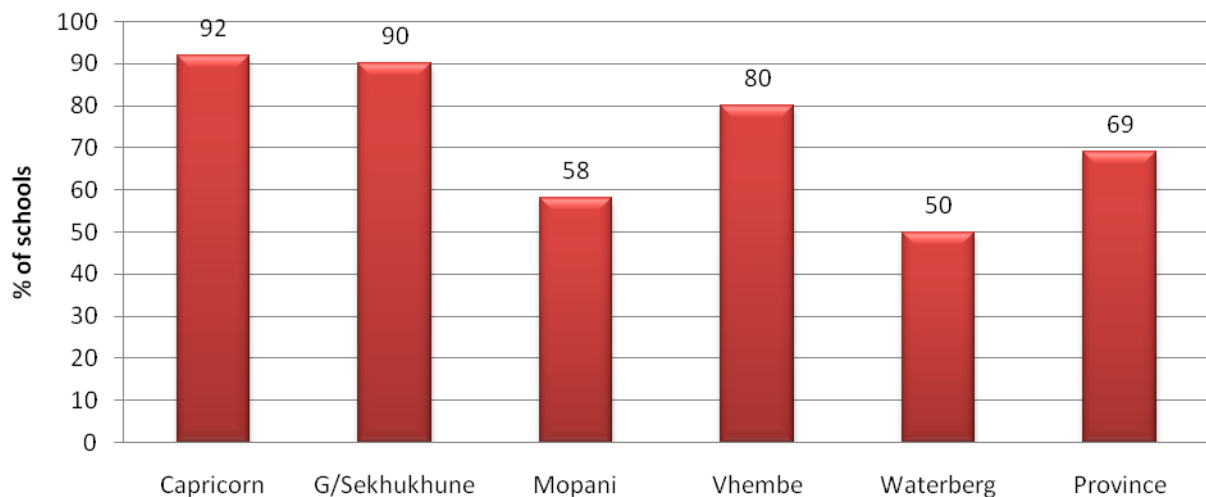
### 4.2 Findings

#### 4.2.1 Admissions (refer to 1.5.1)

The National Admissions Policy requires schools to complete admissions a year prior to reopening for the new academic year. However, schools still have a challenge of complying with this policy as illustrated in Fig.12 and Fig.13 below.



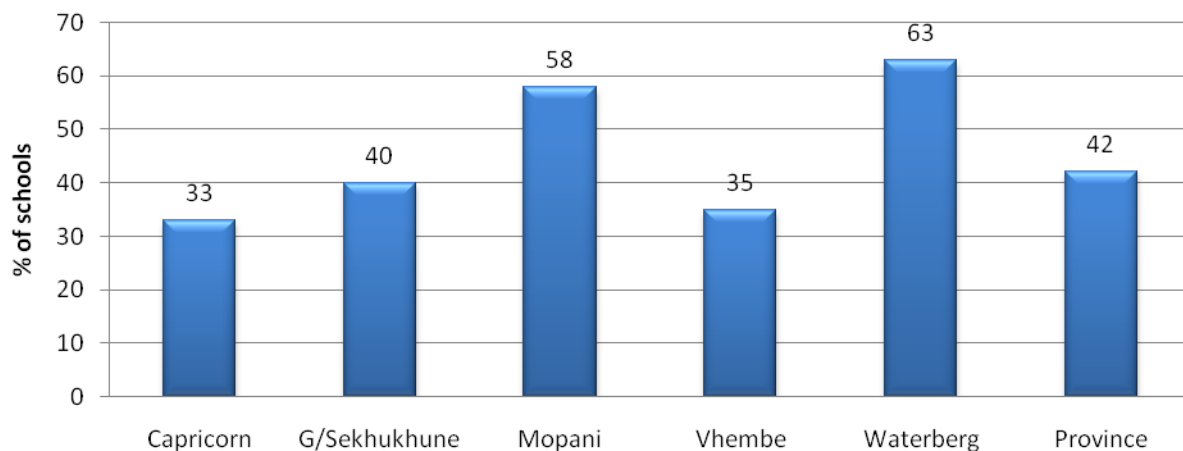
**Fig.13:% of Secondary Schools that did not Complete Admission for 2011 in 2010**



#### 4.2.2 Attendance (refer to 1.5.2)

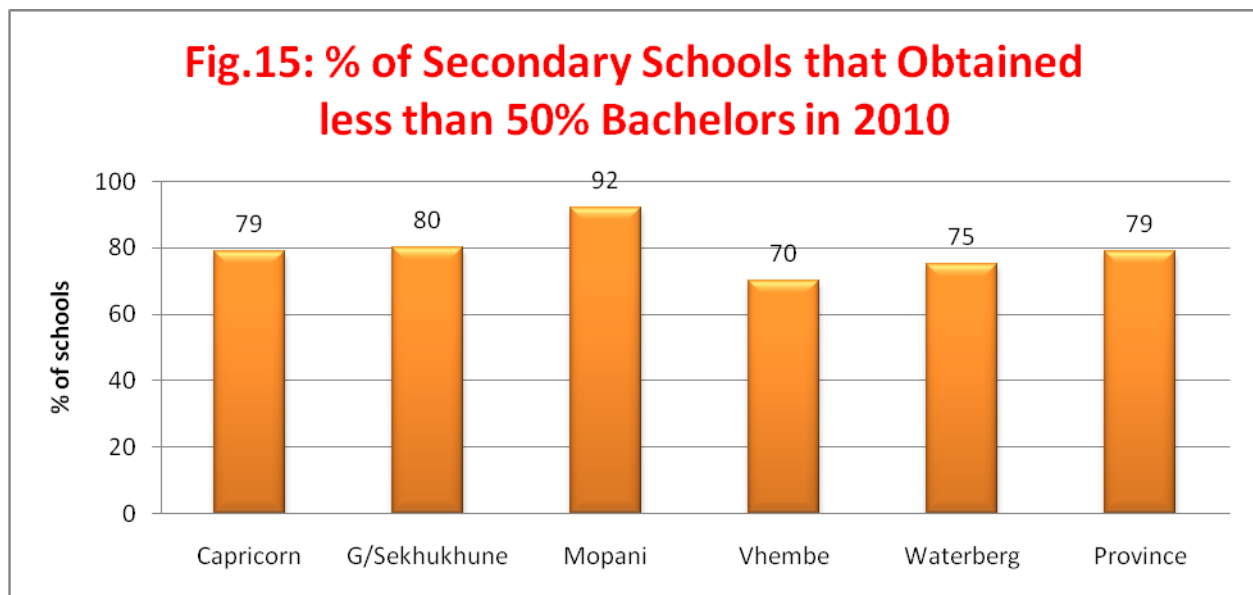
Attendance on the first day was at satisfactory level except for secondary school educators as illustrated in Fig.14 below (see also Table 5 code 3).

**Fig.14: % of Secondary School Educators that were Absent on the 1st Day of School Reopening**



#### 4.2.3 Learner Performance (refer to 1.5.3)

Primary schools perform at an acceptable quality as only a lesser percentile of these schools obtained less than 40% in FAL and Mathematics in 2010 (see Table 4 code 4 and 5). However, the greatest challenge is in the secondary schools where 79% percent of them obtained less than 50% of Bachelors as reflected in Fig.15 below (see also Table 5 code 4).



#### 4.2.4 Time Table (refer to 1.5.4)

Approximately 87% percent of secondary schools have general time tables that are also NCS compliant (see Table 5 codes 6 and 7). The major challenge is that 67% of these schools do not have time tables for extra-curricular activities (see Table 5 code 8).

#### 4.2.5 LTSM (refer to 1.5.5)

A larger percentage of schools (58% primary and 68% secondary schools) have displayed a shortage of textbooks although these shortages could not be accurately accounted for as stock registers and records of LTSM retrieval and distribution are not up to date.

#### 4.2.6 Curriculum Documents (refer to 1.5.6)

An acceptable percentage of schools have curriculum documents, however a larger percentage of primary schools particularly in Capricorn (52%) and Vhembe (56%) districts do not have NPRR document (see Table 4 and 5 codes 14-17). Again approximately 50% of secondary schools in each district do not have Assessment Plans for Term 1 of 2011.

#### **4.2.7 Registers (refer to 1.5.7)**

Admission and Time Registers for a larger percentage of schools are up to date as reflected on Tables 4 and 5 and Figures 1 and 7 codes 18 and 19.

#### **4.2.8 Plans (refer to 1.5.8)**

A higher percentage of schools have plans to commence with the new academic year (see Table 4 and 5 codes 18/20-25/26). Nonetheless, more than 50% of secondary schools do not have IQMS management plans and SIP's for 2011 (see Table 5 codes 23 and 24).

#### **4.2.9 Policies (refer to 1.5.9).**

A larger percentage of schools have the required policies in place although more than 50% of secondary schools in Mopani and Vhembe Districts do not have LTSM retrieval and distribution policies (see Tables 4 and 5 codes 26/27-34/35). No wonder most schools could not account for their textbook shortages as alluded in section 4.2.5 above.

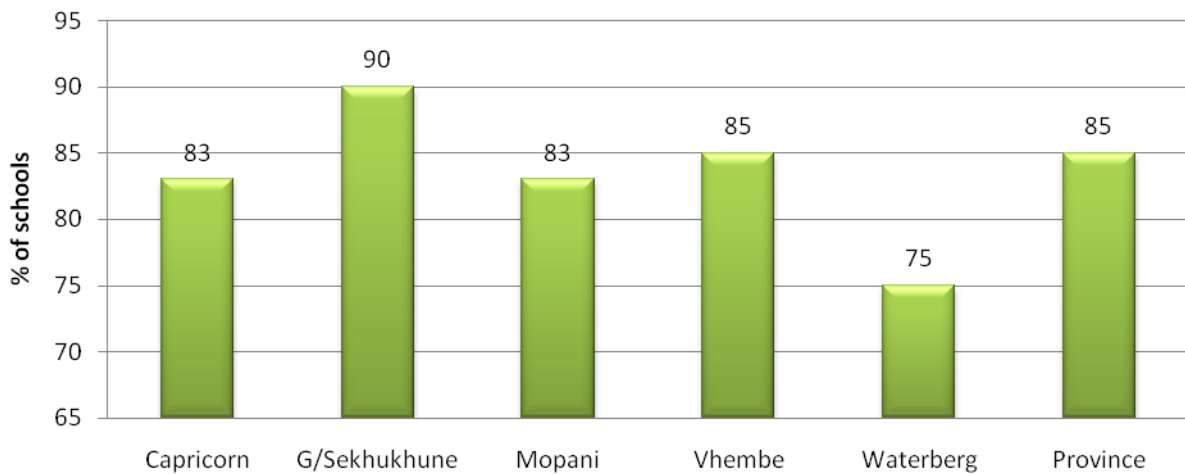
#### **4.2.10 Minutes (refer to 1.5.10)**

A higher percentage of schools have minutes that reflect preparations for the new academic year as shown on Tables 4 and 5 codes 35/36-38/39. The only worrying factor is that more than 60% of secondary schools in Greater Sekhukhune and Vhembe Districts do not have minutes of formal parents meetings that reflect preparations for 2011 (see Table 5 code 38).

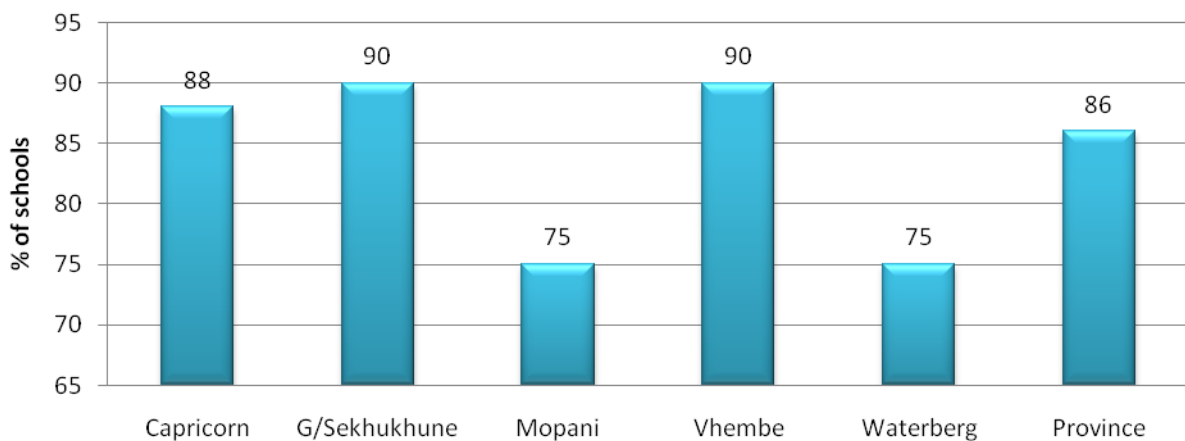
#### **4.2.11 Infrastructure (refer to 1.5.11)**

Although a larger percentage of schools have electricity and water supply, most primary schools experience shortages of school toilets as well as furniture for educators (see Table 4 and Fig.1 codes 40-45). Again, a higher percentage of secondary schools have insufficient classrooms as well as furniture for educators. Furthermore, a larger percentage of secondary schools are without science equipments and appropriate library books (see Table 5 and fig.7 codes 39-46). The two graphs that follow serve to illustrate this serious lack of science equipments and appropriate library books respectively.

**Fig.16:% of Secondary Schools without Science Equipments**



**Fig.17: Percentage of Secondary Schools without Appropriate Library Books**



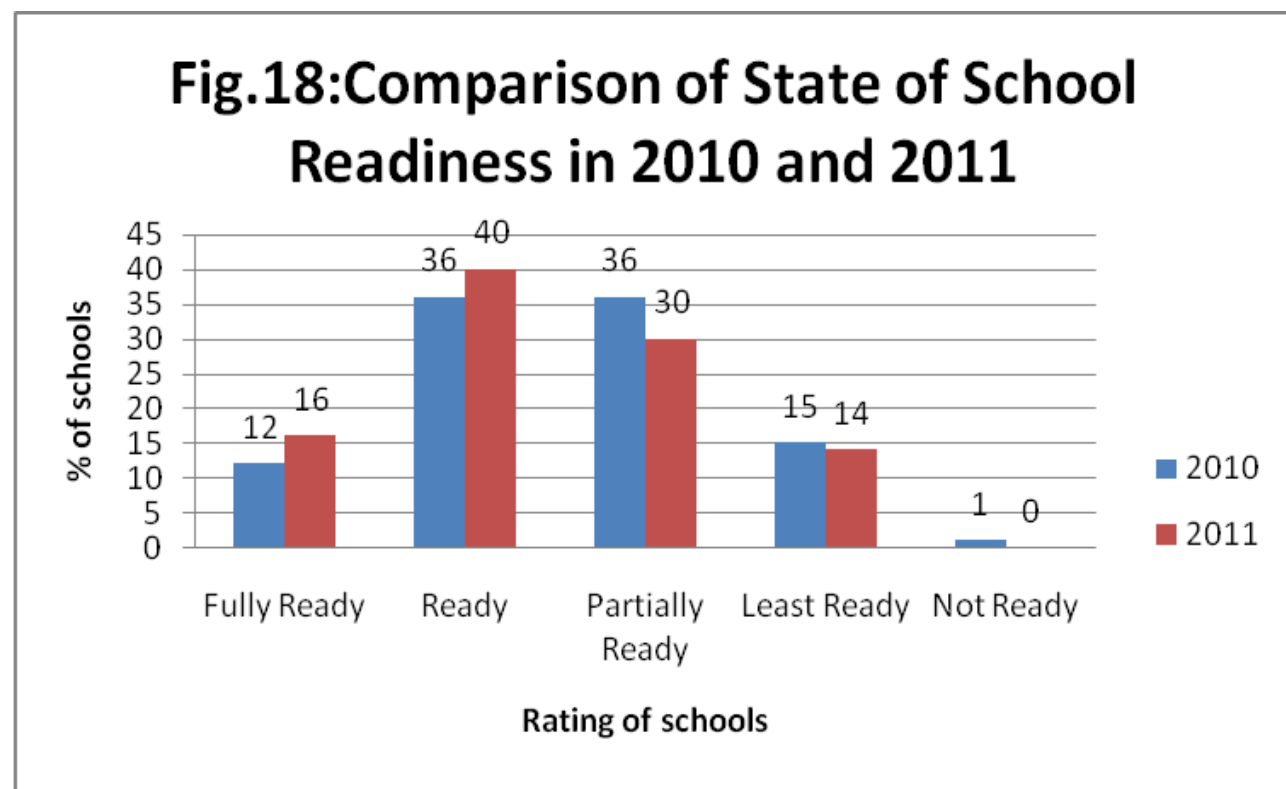
#### **4.3 Overall conclusions.**

The study managed to answer all the eleven research questions with the main aim of determining the degree of school readiness when schools reopen at the beginning of the academic year. Answers to the research questions ultimately made it possible for the study to rate schools' levels of readiness into five (5) categories as illustrated on Table 6 below. Table 6 further serves as a source of reference on how the study managed to achieve its main aim.

**Table.6: State of school readiness for 2010**

Category	No. of challenges	% of challenges	Rating	Number of schools			% of schools
				Primary	Secondary	Total	
5	0-6	0-13	Fully Ready	30	02	32	16%
4	7-14	14-29	Ready	59	21	80	40%
3	15-21	30-44	Partially Ready	20	42	62	30%
2	22-33	45-59	Least Ready	09	19	28	14%
1	34-45/46	70-100	Not Ready	00	00	00	0%

What could be deduced from Table 6 is that only 56% (16% for category 5 + 40% for category 4) of schools were ready for the new academic year as opposed to 44% (30 for category 3+14% for category 2) that had a plethora of challenges. Nonetheless, schools show a slight improvement when compared to the 2009 school readiness study as illustrated on Fig.18 below. This graph shows a declining trend on the lower categories (Not Ready, Least Ready and Partially Ready categories) and a rising trend on the higher categories (Fully Ready and Ready categories) in 2010, which gives hope that there could be a light at the end of the tunnel.



## CHAPTER 5: RECOMMENDATIONS

On the basis of the findings outlined in chapter 4, the study makes the following recommendations:

- 5.1 Teaching and learning cannot take place effectively from the first day of reopening if admissions are not finalised the previous year in advance. Indeed, late admissions have negative impact on the education planning systems and resource provisioning. It is therefore prudent for admission advocacy campaigns to be run throughout the year so that the culture of early registrations and consequently early admissions could be inculcated in all stakeholders.
- 5.2 Quality teaching and learning could only occur if both educators and learners are present at schools on every working day including the first day of the academic year. It is therefore of critical importance that educators be at school during the first day of reopening for timeous completion of their learning programmes.
- 5.3 Notwithstanding the fact that Limpopo Province has every reason to celebrate the 7% improvement in 2010 NSC results, it is equally important that the quality of these results be improved by increasing the number of Bachelors in 2011.
- 5.4 Extra-curricular activities form part and parcel of learning at schools, hence the principle of “a healthy mind in a healthy body”. Again, extra-curricular activities supplement learning and lead to the holistic development of learners. Schools are therefore called upon to have time-tables for extra-curricular activities so that learners could be given an opportunity to develop to their full potential.
- 5.5 Textbooks are important media of communicating a message between teachers and learners with the aim of promoting quality teaching and learning ( Classen, 1998).While the Limpopo Department of Education is legally bound to ensure that all its schools have these important resources, on the other hand schools should improve their LTSM control systems by updating stock registers, updating records of retrieved and distributed books as well as developing LTSM retrieval and distribution policies so that it could be easy and economic to address shortages.
- 5.6 NPRR document provides national regulatory framework for the management of school assessment records and basic requirements for learner profiles, report cards, record sheets and schedules. Schools without this very important curriculum document are likely to have disorganized assessment systems which consequently would impact negatively on the quality and standard of assessment reports and records, thereby putting the Limpopo



Department of Education into disrepute. Accordingly, all schools should be supplied with the NPRR documents. School assessment should also be in place.

- 5.7 IQMS management plans and School Improvement Plans (SIP`s) are the cornerstones for educators professional development, improvement of learner achievement and holistic improvement of schools. The non-availability of these plans is a cause for a serious concern and thus schools are urged to develop them as a matter of extreme urgency.
- 5.8 Parents are the most essential stakeholders in education; and consultations with them would indeed improve the quality of teaching and learning in schools. Again, according to Du Plessis and Conley (2007:p127), parents are co-partners in education and have a right to be consulted regarding the design of education of their children. Therefore, it is of critical importance that parents` meetings are held as frequently as the South African Schools Act dictates; and records of minutes for these meetings should be kept as evidence.
- 5.9 According to Woodhall (1987:p317), there is a positive correlation between learner performance in developing countries and the quality of school inputs. On this basis, schools in Limpopo which is one of the most rural provinces in the Republic of South Africa should be adequately resourced with toilets, classrooms, furniture, science equipments and appropriate library books if quality education is anything to go by.

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