



**REPORT ON THE EVALUATION OF HIGH
PERFORMING RURAL SCHOOLS IN
LIMPOPO**

**DEPARTMENT OF EDUCATION:
LIMPOPO PROVINCE**

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ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
ASIDI	Accelerated Schools Infrastructure Plan Initiative
COSAS	Congress of South African Students
GET	General Education and Training
HIV	Human Immunodeficiency Virus
HoD	Head of Department
ISHP	Integrated School Health Programme
LDoE	Limpopo Department of Education
LTSM	Learner Teacher Support Material
MEC	Member of the Executive Council
PSC	Public Service Commission
SA	South Africa
SGB	School Governing Body

CHAPTER 1: INTRODUCTION

1.1 BACKGROUND

Improving the quality of basic education is one of the key priorities and the first of government outcomes for the current administration. It is such quality education that will play a huge role in unlocking the country's challenges of inequality, poverty and unemployment. Since 1994, government has put more emphasis on redressing the inequalities of the past and has formulated strategies aimed at restructuring the education system on principles of equity, human rights, democracy and sustainable development. However, the South African urban rural divide has created challenges, especially for rural communities to access services such as quality basic education. This is amongst others, exacerbated by poverty facing the communities, long distances rural children have to travel to school, poor infrastructure and lack of resources which makes it difficult for the children to access the much needed education. Limpopo province is one of the largely rural provinces and therefore experiences similar challenges in the delivery of basic education. In particular, this province was in the past years affected by the non-delivery of text books, which made learning difficult for both learners and educators.

Since 2011, the results of the country's National Senior Certificate (NSC) have placed Limpopo province at no 8 (second last) in the overall performance of all provinces, with a slight improvement at no 7 during the 2014 result¹. Examples of Serelotshedi and Makidi Secondary Schools in the Sekhukhune District had 0% pass rate in 2011, Alapha Secondary School in the Capricorn District had 0% pass rate in 2012 and Seemole Maraba Secondary in the Capricorn District also had 0% pass rate in 2013. However, there are rural schools that have produced outstanding performance with best performing learners in the country. Some of these schools include Mbilwi High in the Vhembe District which has consistently managed to remain one of the best performing schools in the country. Dendron High School in the Capricorn District and Moreko High School in the Sekhukhune District are also among the high performing rural schools in the province.

The Public Service Commission (PSC) has noted with interest this emerging trend of rural based schools that have managed to produce outstanding results, despite their difficult circumstances. It is against this background that the PSC identified a need to conduct a study on high performing rural schools in the Limpopo province. The study sought to identify best practices in order to share with others schools to improve their performance. It is also hoped that such practices will be shared with other provinces that are experiencing poor performance in this area and be used to improve the quality of education.

¹ Republic of South Africa. Department of Basic Education. Centre Result Statistics, file 1163.

1.2 MANDATE OF THE PUBLIC SERVICE COMMISSION

The Public Service Commission (PSC) is an independent and impartial body created by the Constitution, 1996, to enhance excellence in the Public Service. The PSC derives its mandate from sections 195 and 196 of the Constitution (1996), which sets out the values and principles governing public administration which should be promoted by the PSC, as well as its powers and functions. In particular, section 196 (4) (c) of the Constitution mandates the Commission to propose measures to ensure effective and efficient performance within the Public Service.

1.3 OBJECTIVES OF THE STUDY

The objectives of the study were to:

- Establish best practices and underlying factors leading to best grade 12 performance
- Identify role players that are contributing towards the best grade 12 performances in these schools and the role they play; and
- The challenges associated with being in rural settings.

1.4 STRUCTURE OF THE REPORT

The following outlines the structure of the report:

Chapter two: presents the methodology applied during the study.

Chapter three: presents the findings of the study.

Chapter four: presents the conclusion and recommendations of the study.

CHAPTER 2: METHODOLOGY

2.1 INTRODUCTION

This chapter presents the research methodology applied during the study. It outlines the sample of the study, the data collection process and analysis. The chapter then concludes with a description of how the validity and reliability of the data collection instruments was ensured, and the limitations experienced during the study.

2.2 SAMPLING

The study was conducted in the Limpopo province. A total of sixteen (16) schools in both urban and rural areas within the five (5) districts of Limpopo province, namely, Capricorn, Mopani, Sekhukhune, Vhembe and Waterberg were sampled. The PSC consulted the Limpopo Department of Education and agreed on the criteria of identifying high performing schools and underperforming schools in terms of the current standards. It was agreed that 60% pass rate is considered high performance and a requirement for a bachelor's qualification. The sample of underperforming schools was based on the consistent percentage of underperformance of 50% and below, over a period of three (3) years. It should be noted that the sampling was biased toward the high performing rural schools due to the focus of the study which is to establish best practices in those schools. The following table provides the list of schools visited.

Table 1: Names of schools sampled for the study

District	Name of school	Performance trend	Date visited
Waterberg	Maope Secondary School	High	05 November 2014
	Ebenezer High School	High but declining	13 October 2014
	Masodi High School	Under	13 October 2014
Sekhukhune	Ramatshagalala Secondary School	High	14 October 2014
	Moreko High School	High	14 October 2014
	Tjetje Technical High School	Under	14 November 2014
Capricorn	Makgoka High School	High but declining	15 October 2014
	Dendron Secondary School	High	15 October 2014
	Marumofase High School	Under	10 November 2014
Mopani	Merensky High School	High	16 October 2014
	Modubatsi High School	High	16 October 2014
Vhembe	Duvula Mahuntsi High School	Under	24 October 2014
	Hanyani Thomo High School	High	23 October 2014
	EPP Mhinga Secondary School	High	17 October 2014

	Ntsako-Matsakali Secondary School	Under	17 October 2014
	Mbilwi Secondary School	High	17 October 2014 24 October 2014

2.3 DATA COLLECTION PROCESS

Different data collection techniques were used during the study. This included a review of relevant documents, interviews with officials at schools and observations at the schools.

2.3.1 Documents review

List of schools and reports of grade twelve for the period under review were obtained from the Limpopo Provincial Department. Further documents obtained from the sampled schools were reviewed to understand the approaches used to obtain good performance.

2.3.2 Data collection Instruments

Data was collected through observations and interviews using a semi structured questionnaire as the main data collection tool in the study. The questionnaire was structured around the objectives of the study. The data collected was transcribed and interpreted by categorising and identifying patterns or trends to help determine key thematic areas outlined in the report.

2.3.3 Interviews

Face to face interviews were conducted with school principals, educators, School Governing Bodies (SGBs) and grade 12 learners at the sampled schools. The main aim of these interviews was to obtain their views and contribution towards the schools' grade 12 achievements, perspectives on the consistent performances and related challenges.

2.3.4 Data Analysis

Both qualitative and quantitative data analyses methods were used to analyse data. Qualitative analysis was conducted according to the themes developed in line with the objectives of the study. Quantitative analysis was undertaken by using the Microsoft excel software programme.

2.3.5 Limitations of the study

The following were the limitations of the study:

- The data collection process coincided with the final year exams for Grade 12 learners which resulted in unavailability of some educators and, including circuit co-coordinators for interviews; and
- an education expert could not be provided from the Department (due to exam process) to accompany the research team who are not experts in the education sector and therefore relied on the information provided by the interviewees.

CHAPTER 3: KEY FINDINGS

3.1 INTRODUCTION

Chapter three presents the findings of the study. Key thematic areas in line with the objectives of the study were developed and used for presenting the findings. These include best practices and the underlying factors leading to good performance of grade twelve as well as the role played by the different stakeholders in this regard.

3.2 KEY FINDINGS

3.2.1 *Best practices and underlying factors leading to best grade 12 performance*

The Department of Education in Limpopo province is implementing the curriculum prescribed by the National Department of Education. Like the latter, its core mandate of teaching and learning is measured in terms of the number and quality of learner pass rate it produces annually. This becomes even more critical at grade 12 level where learners are expected to obtain a senior certificate and pursue post school education. Therefore, the quality of education provided in the preceding years is often tested at this level. One of the challenges facing the Department of Education is accessibility to learning. For instance, it was established during the study that in line with the policy of accessible education, enrollment for learners was unlimited despite the challenge of lack of infrastructure which had a negative bearing on learning. Enrollment plays key role in the delivery of education since it determines the planning and budgetary needs for the schools.

It was established that some of the high performing rural schools were found to be experiencing an annual increase of learners under the same conditions. During the interviews it was found that the enrollment of learners for the grade 12 was also unlimited, regardless of insufficient infrastructure and resources. The situation was even more untenable in the rural schools which were already disadvantaged. However, some of these schools were found to produce a good pass rate with the highest number of bachelors despite their circumstances.

Table 2 below shows the total number of grade 12 learners enrolled at the identified schools for the period under review.

Table 2: total number of grade 12 learners enrolled over the 3 year period

Name of school	Category of school	Total enrolment of grade 12 learners			
		2011	2012	2013	2014
Ebenezer	High, but declining	94	143	176	200
Tjetje	Under	71	78	119	69
Marumofase	Under	172	155	180	119
Maope	High	125	98	125	114
Makgoka	High, but declining	287	387	335	371

Ramatshagalala	High	68	148	134	122
Moreko	High	62	78	100	108
Mbilwi	High	380	421	478	403
Dendron	High	153	168	211	146
Modubatse	High	284	245	419	237
Ntsako-Matsakali			80	67	37
EPP Mhinga		132	202	266	207
Hanyani Thomo		132	185	178	159
Duvula-Mahuntsi		111	114	115	34
Merensky High	High	180	182	200	169
Masodi	Under	105	105	130	87

**Information is based on the reports for enrolled learners as provided by the schools*

Table 2 above indicates that Mbilwi Secondary School has the highest number of grade 12 learners registered over the past three years followed by Makgoka High School. Duvula Mahuntsi High School was found to have the lowest number of learners enrolled in 2014 followed by Ntsako-Matsakali High School. The table also shows that the total number of learners enrolled at the underperforming schools continues to decline rapidly. This may suggest that parents prefer to enrol their children (learners) at the high performing schools, despite the learning conditions and the rural set-up of those schools.

The **Table 3** below indicates the average performance of the schools over the three year period under review. It indicates that the rural schools that have performed well despite their enrolment challenges. These includes Mbilwe (99%), Dendron (99.5%) Moreko (100%). Other schools such as Marumofase's performance has never been above 44% over the same period under review, followed by Masodi High School which has always been below 49%.

Table 3: Average performance of sampled schools

School name	Performance of schools over the 3 year period		
	2011	2012	2013
Ebenezer	77%	85.3%	84.7%
Tjetje	50%	43.6%	30.3%
Marumofase	43.45%	32.3%	34.4%
Maope	73.6%	61.2%	71.2%
Makgoka	68.5%	63.8%	88.5%
Ramatshagalala	95.59%	98.6%	92.5%
Moreko	100%	97.4%	100%
Mbilwi	98.94%	99.3%	99.8%
Dendron	100%	99.4%	99.5%
Modubatse	72.2%	89.4%	82.3%
Ntsako-Matsakali	49%	55%	35.8%
EPP Mhinga	96.1%	91.1%	94.4%
Hanyani Thomo	87.12%	82.7%	83.1%
Duvula-Mahuntsi	59%	45.6%	46.1%
Merensky High	100%	98.9%	99.5%
Masodi	38.09%	48.6%	44.6%

**Based on the figures provided by the schools*

The trend of performance as depicted above highlight the need to ensure that high performance is maintained while there is also a need for attention and support by the department to be provided to those schools whose performance is poor.

3.2.2 Factors contributing towards best grade 12 performance and the underlying factors thereof

It was established that all high performing schools, despite being in rural areas, and managed differently, had a system which was initiated and implemented without the assistance of the district office. The systems varied from one school to the other, but as part of identifying best practices, common factors were identified. All ten (10) high performing rural schools indicated the following factors that contributed to high performance in grade 12, which are both academic and non-academic:

- **Commitment from both management and educators:** commitment, hard work, willingness to go an extra mile (weekend, afternoon and holiday extra lessons) on the part of both learners and educators contributed to the success of the schools. A value system of motivation and affirmation for learners was also established at these schools.
- **Disciplinary measures implemented:** discipline amongst both learners and the teaching personnel was established. These included punctuality throughout the day and maximising time to teaching and learning. It was also established that all the poor performing schools except for Duvula-Mahuntsi did not have security systems in place which contributed towards poor disciplinary systems at schools. In this regard, learners were leaving the school premises without permission and community members were also accessing the premises without permission or control at the gates.
- **Good organisational structure:** It appeared during discussions that role clarification was in place and that all role players knew their tasks and they were performing their duties accordingly.
- **Completion of syllabus by mid-year (May/June):** all the high performing schools completed their syllabus by mid-year, with the rest of the time allocated for revision and paying attention to the areas where students were struggling before final exams commenced. This was made possible through the extra time allocated for teaching and learning.
- **Focus on lower grades as a build-up:** attention and focus was given to teaching and building a strong foundation from the lower grades, (grade 8 and 9) in preparation of the demands for grade 12. This included the allocation of educators who are well conversant with the subject matter in these lower grades.
- **Availability of learner teacher support material (LTSM):** the schools leadership ensured that learner teacher support material was available on time. This included

improvement on the retrieval system of material from learners and ensuring that access to information like previous examination papers was made available to learners.

- **Team work:** utilising of team work to teach on areas which they are well conversant with as a way of imparting skills and ensuring that one educator doesn't teach the entire subject even on parts which they may not excel in (e.g. in languages, there would be 3 educators, each specialising on a particular section of the subject matter or exam paper);

Figure 1: Mbilwi Secondary School's trophy cabinet



- **Collaboration:** working collaboratively with other schools, including exchange programmes for both learners and teachers or inviting educators from other schools to come and assist.
- **Performance management for both learners and teachers:** continuous teaching and assessment including profiling each learner after each test and recognition of good performance for those who have done well in competitions, subjects, sports, debates or grades.
- **Functional and supportive School Governing Body (SGB):** involvement of SGB in the running of the schools focusing on discipline, performance, infrastructure development and financial management assists these schools in achieving things that cannot be catered for by funds allocated by the Department of Education.
- **Parents involvement:** support from the parents, including being available when called for a meeting or engagement on their children (learners). At Ebenezer, the respondents indicated that they have parents who are very cooperative actually help more in getting better results.
- **Adherence to target setting plan:** ensuring that the target set with regard to the performance percentages of subjects are discussed and monitored throughout the year in preparation for the anticipated final results. Reviewing of final result at the beginning of each academic year to identify areas of improvement, and where team teaching or collaboration is needed most.

- **Exchange programme overseas:** application for learners to participate in competitions relevant to their subjects like mathematics as a motivation tool for them to aim higher not only for the grade 12 but also in life generally.
- **Motivation by former students and other motivational speakers:** Invitation was extended to former student in order to deliver motivational talks to learners who are at grade 12 and leading by examples.
- **Adopt a learner programme by former students (graduates):** Dendron high school encourages former students to assist in identifying learners that are at grade 12 in order to budget for their tertiary qualification studies, as a way of motivating learners not to give up and not want to study hard due to their family backgrounds.

Figure 2: Moreko High School trophy cabinet



3.2.3 Role players that are contributing towards the best grade 12 performances

As indicated above, it was found that good performance in schools was as the result of the involvement of various stakeholders, primarily the learner and the teacher. However, it was also found that the school management had a huge role to play supported by the school governing body and the department. The following also highlight other role players and their contribution:

- It was established that all the high performing school except Thomo High School have the support of the parents which makes it easy to manage learners and run with programmes such as extra classes that benefit the learners. Parents are a key stakeholder in the learning of their children and instilling discipline. During the visits at the sampled schools, it was also established that principals of most high performing rural schools were also local community members with knowledge of challenges experienced by most learners. They were also found to have a good relationship with

parents in the community. This seems to create an easy way for the school management to work together with the community to address challenges experienced at the schools. However, all the poor performing school including only one high performing school cited low morale of educators and learners due to the non-support of parents and the community in general, especially in dealing with the ill-disciplined learners

- It was also established that in the urban schools, access to donation by private business as part of the partnership contributes a lot towards learners having a variety of activities which they can choose from as career paths besides the common field. There are constant fund raising events towards activities which learners should participate in, and this is only experience by two sampled rural school, Mbilwi and Dendron High Schools.

The research team drew a comparison of rural sampled schools with the urban school identified to identify further differences which can also be considered as areas of consideration by rural or urban school towards sharing best practices. The following was observed:

Table 4: Comparison between rural and urban school focusing on infrastructure and the availability of resources

RURAL	URBAN (Merensky High School)
<ul style="list-style-type: none"> • Most of the underperforming schools do not have access control or any security systems in place except for Duvula Mahunsi High School. 	<ul style="list-style-type: none"> • The school was in a well maintained and security manned area with access control at the main entrance.
<ul style="list-style-type: none"> • Classrooms, floors, roof and doors are in a bad state and need upgrading, repairs or replacements. 	<ul style="list-style-type: none"> • Classrooms, floors, roof and doors are in a good condition. • Hall facilities, library, computer rooms and Administration block with necessary staff complement.
<ul style="list-style-type: none"> • Laboratory for biology, Chemistry and Physical Science not available and where it is available it is not fully functional because of lack of equipment. 	<ul style="list-style-type: none"> • Laboratory in place and functional.
<ul style="list-style-type: none"> • Overcrowding and shortage of classrooms. 	<ul style="list-style-type: none"> • Sufficient classrooms in place to cater the number of learners.
<ul style="list-style-type: none"> • Libraries are either not fully functional nor infrastructure is not in place. 	<ul style="list-style-type: none"> • Have functional library facility.
<ul style="list-style-type: none"> • Staff rooms congested with insufficient furniture. 	<ul style="list-style-type: none"> • Not allowed into the premises.
<ul style="list-style-type: none"> • Overcrowded classrooms averaging at 50 learners and above. 	<ul style="list-style-type: none"> • It was indicated that an average number of learners in a class is 25-30.
<ul style="list-style-type: none"> • Limited financial contribution by parents and or SGB towards the day to day running 	<ul style="list-style-type: none"> • Full participation and contribution by parent in the form of fund raisings or donation from

of the school where Department of Education grants are not sufficient.

businesses, towards the day to day running of the school

Some of the pictures of the infrastructure in a rural poor performing school

Figure 3: Toilet structures at Tjetje Technical high School



3.2.4 Challenges associated with being in rural settings

The study established that there are common challenges which negatively impact on effective learning and teaching in most rural schools. The following challenges were indicated:

- **High workload for educators:** It was found that Tjetje Technical High School has one English educator who teaches two grade 12 classes, two grade 10 classes and two grade 9 classes. The same situation was established at Maope, which is considered an overload of work considering the feedback that need to be provided to the learners on time.
- **Exposure to substance abuse:** It was established during the interviews that some of the schools like Ebenezer; Duvula Mahuntsi and Maope High Schools are situated near shebeens, bar lounges and spazas/kiosk where alcohol and drugs like “*nyaope*” are easily accessible for sale to the learners. It was also indicated that learners at Tjetje High School utilise the money given to them for lunch to purchase alcohol instead of food. At Marumofase High School, it was reported that the school experiences problems of drugs and alcohol abuse to such an extent that a learner was found under the influence of such during exam time.
- **Expensive electricity bill:** All schools raised concerns of high electricity costs with Ebenezer and Maope High Schools reporting that the high costs of electricity has become unaffordable and results in switch-off by Eskom due to non-payment. Merensky High School Principal confirmed that electricity is a major problem and that many schools will face serious challenges in future if no special rates are implemented for schools;

- **Poor and or unavailable security:** It was indicated during the interview that break-in and theft of school properties or equipment is another challenge due to poor security system around the school. Maope High school cited examples of teaching aids like charts and projectors that have been stolen due to crime.
- **Teenage pregnancy** is also one of the major challenges that schools have to deal with. These were mostly reported at Masodi, Tjetje, Maope, Ntsako-Matsakali and Marumofase High Schools.
- **Child-headed families:** It was also indicated that most of the learners from Tjetje, Ntsako-Matsakali, Marumofase and Masodi High Schools were coming from child-headed families with parents having migrated to urban areas for work, leaving the learners without any supervision. This situation made it difficult for educators as they do not have anybody or a parent figure who can help them with the education of the learner;
- **Early marriage:** It was also indicated that some of the learners become parents or are already parents themselves who are either in a marriage/cohabiting/staying with boyfriends, which lead to disrespect at school, or marital fighting during school hours, or high absenteeism;
- **Lack of support by parents on disciplinary matters:** It was reported that there are learners at Tjetje and Marumofase High Schools that are coming from dysfunctional families, with parents having failed to institute discipline. These learners are usually a problem at school and no support from parents is received even in incidents where the learners' behaviour disrupts the school's day-to-day running;
- **Lack of support from the Department:** During the interviews some of the schools felt that they were not getting the necessary support from the Department in relation to infrastructure. Most sampled schools also indicated overcrowding as one of the major challenges with Tjetje High School accommodating 98 learners in a classroom when they need more to at least accommodate 40 to 50 learners. This was considered a contributing factor in lack of learners' concentration and classroom management.

Indication of delays by the Department in filling of vacant posts that were vacated or on sick leave at Marumofase and Maope High Schools result in overload of work for the available educators. In some instances the full establishment of the school is not achieved for a period of more than 5 months which impact on the level of education provided due to overload of work. Masodi High School was one of the schools experiencing such.

- **Availability and accessibility of curriculum advisors:** This was reported in most schools that the curriculum advisors hardly come to the school. At Maope High School, the respondents were concerned about the shortage of subject advisors.

- **Lack of full functioning SGB:** At Masodi, the respondents indicated that the chairperson of the SGB works very far away from the school, the deputy is in Pretoria and the other members are no longer comfortable because their children are not at the school anymore.

Figure 4: An unfurnished staff room at Maope high School



3.2.5 Monitoring and evaluation at school level

As part of the implementation of the whole school evaluation programme, most but not all the schools have some form of internal monitoring procedures like school improvement plans and progress reports. In addition, internal and external meetings, reviews of exam results and attainment of targets were also in place, although the schools needed support in these areas to ensure efficiency.

It was also found that that even though the schools were aware of the provincial and district improvement plans, there seem to be no clear alignment of the school systems approach to achieving high performance and addressing goals within the provincial and district improvement plans.

All schools indicated that the development system for educators within the Province was not adding value but was implemented for compliance purposes. There was a general concern that educator involvement in district level curricular development was not maximised to ensure that inputs incorporate the practical aspects of the classroom learning. There was a general concern of high administrative or clerical tasks expected from educators which impact on the teaching and learning.

CHAPTER 4: RECOMMENDATIONS AND CONCLUSION

Chapter four presents the recommendations and the conclusion of the report.

4.1 RECOMMENDATIONS

Based on the findings of the study, the PSC recommends that Limpopo Department of Education addresses the following key areas, which seem to be main contributors towards the implementation of the whole school management and also assisting educators to implement programmes towards improving learner performance:

- Developmental of a plan towards addressing the infrastructure challenges in all the schools except Mbilwi High School. This includes ensuring that there are sufficient classes to accommodate the number of learners enrolled in line with the trends in grade 11.
- A need to address the shortage of staff especially in the poor performing schools in order to ensure that there is improvement in performance. This will address the overloading of work on educators teaching in grade 12 and also other grades, which result in delays to provide feedback to learners on areas of improvement. This also include the shortage of curriculum advisors required at a district office level, and admin clerks to assist with the administration tasks that tend to be an overload for educators.
- A roll-out plan for a security system in the entire province as part of improving implementation of disciplinary management programmes.
- Provide assistance to the all the schools in the province to address the high electricity costs by requesting the Department of Environmental Affairs' assistance on availing solar panel heating for all the schools in the Province, as a mechanism to reduce costs and also participating in the green economy programme.
- Establish partnership with Department of Health to assist in the reproductive health as an attempt to manage teenage pregnancy in schools.
- Partnership with Department of Social Development to address the challenge of child headed families as a way of managing potential dropping out from school and abuse of substances due to lack of parental guidance. This includes the need for the Department to ensure that the school management has a functional SGB, which will also assist is providing support to these learners.
- A plan on addressing the shortage of resources like laboratories, functional libraries to assist educators in teaching the learners.

4.2 CONCLUSION

The concern raised by all sampled schools regarding the emphasis placed on improving grade 12 learners performance by government, with limited or no focus on the lower grade points to the need to ensure proper investment on the lower grades in preparation for the demands of grade 12 and subsequent post school education.

The study indicate that there are good lessons to be learnt from the school systems that are being implemented together with different approaches with common factors that are yielding good results. The findings of the study suggests that schools in urban areas have the necessary resources conducive for quality learning and teaching to ensure better or improved results. The report also indicates that there are other schools in rural areas like Moreko and Ramatshagalala High Schools in Sekhukhune, Mbilwi Secondary School in Vhembe and Dendron High School in Capricorn who continue to perform well despite the challenges of being in a rural setting and there are best practices to be adopted by all schools mostly in rural areas to assist in improving the performance and quality of results produced.