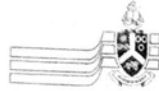




# ANNEXURE 1

ANNEXURE 1



UNIVERSITY OF PRETORIA  
FACULTY OF EDUCATION  
RESEARCH ETHICS COMMITTEE

**CLEARANCE CERTIFICATE**  
**DEGREE AND PROJECT**

**INVESTIGATOR(S)**

**DEPARTMENT**

**DATE CONSIDERED**

**DECISION OF THE COMMITTEE**

**CLEARANCE NUMBER :**

EM 10/07/02

PhD

The relationship between funding in education and quality education

Jean Wilhelm van Rooyen

Educational Management and Policy Studies

3 November 2011

APPROVED

Please note:

*For Masters applications, ethical clearance is valid for 2 years*

*For PhD applications, ethical clearance is valid for 3 years.*

**CHAIRPERSON OF ETHICS**  
**COMMITTEE**

Prof L Ebersohn

**DATE**

3 November 2011

**CC**

Jeannie Beukes  
Prof J.L. Beckmann

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.



## ANNEXURE 2

ANNEXURE 2



UMnyango WezeMfundo  
Department of Education

Lefapha la Thuto  
Departement van Onderwys

Enquiries: Nomvula Ubisi (011)3550488

Date:	12 May 2010
Name of Researcher:	Van Rooyen Jean Wilhelm
Address of Researcher:	8A Pygmy Street Amberfield Glen Estate Rooihuiskraal North
Telephone Number:	0124203484/0825513108
Fax Number:	0124203723
Research Topic:	"The Relationship Between Funding in Education and Quality Education"
Number and type of schools:	4 Secondary and 2 Independent Schools
District/s/HO	Gauteng North, Tshwane North, South and West

**Re: Approval in Respect of Request to Conduct Research**

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

Office of the Chief Director: Information and Knowledge Management  
Room 501, 111 Commissioner Street, Johannesburg, 2000 P.O.Box 7710, Johannesburg, 2000  
Tel: (011) 355-0809 Fax: (011) 355-0734



4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Martha Mashego  
ACTING DIRECTOR: KNOWLEDGE MANAGEMENT & RESEARCH

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	

## ANNEXURE 3

### RESEARCH INSTRUMENT

#### Semi structured interview i.r.o.:

**“The relationship between funding in education and quality education”**

**Name:**

**Institution:**

**Capacity:** Principal

#### Section A

- Demographic information about the school.

##### 1.1 Enrolment

	2007	2008	2009
Total number of boys in school			
Total number of girls in school			
Total number of learners in school			

##### 1.2 Enrolment in Gr. 12

	2007	2008	2009
Total number of boys in Gr. 12			
Total number of girls in Gr. 12			
Total number of learners in Gr. 12			

##### 1.3 Drop out rate

	2007	2008	2009
Drop out rate Gr. 8 to Gr. 12 as %			

##### 1.4 Pass rate National Senior Certificate Examination (NSCE)

	2007	2008	2009
Pass rate Gr. 12 as %			

### 1.5 University Entrance Admission

	2007	2008	2009
University entrance admission as %			

### 1.6 Number of distinctions in National Senior Certificate Examination (NSCE)

	2007	2008	2009
Total number of subject distinctions in Gr. 12			
Number of distinctions in Afrikaans			
Number of distinctions in English			
Number of distinctions in 3 <sup>rd</sup> Language			
Number of distinctions in Mathematics			
Number of distinctions in Phys. Science			
Number of distinctions in Biology			
Number of distinctions in Accounting			
Number of distinctions in Economics			
Candidates with an A aggregate			
Candidates with 8 or more distinctions			
Candidates with 7 distinctions			
Candidates with 6 distinctions			
Candidates with 5 distinctions			
Candidates with 4 distinctions			
Candidates with 3 distinctions			
Candidates with 2 distinctions			
Candidates with 1 distinction			

### 1.7 Subject averages in National Senior Certificate Examination (NSCE)

	2007	2008	2009
Overall average for all subjects in NSCE			

Subject average in Afrikaans			
Subject average in English			
Subject average in 3 <sup>rd</sup> Language			
Subject average in Mathematics			
Subject average in Phys. Science			
Number of distinctions in Biology			
Subject average in Accounting			
Subject average in Economics			

## 2. Demographic information about educational staff.

### 2.1 Demographic information about the SMT.

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced training	Awards / Achievements
Principal							
Deputy Principal 1							
Deputy Principal 2							
Deputy Principal 3							
HOD 1							
HOD 2							
HOD 3							
HOD 4							
HOD 5							

### 2.2 Demographic information about staff teaching Gr. 12

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced training	Awards / Achievements
Afrikaans							
English							



3 <sup>rd</sup> Language							
Mathematics							
Phys.Science							
Biology/LO							
Accounting							
Economics							

3. Demographic information about the members of the School Governing Body (SGB).

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair							
Deputy chair							
Secretary							
Treasurer							
Member 1							
Member 2							
Member 3							
Member 4							
Member 5							
Member 6							
Member 7							
Member 8							

4. Demographic information about the members of the Finance Committee (FC).

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair							
Deputy chair							
Secretary							
Treasurer/FO							
Member 1							

Member 2							
Member 3							
Member 4							
Member 5							

5. Information regarding the financial management of the school for the window period.

5.1 Regarding the budget

	2007	2008	2009
Date when budget was approved			
Total annual budget			
Funds from public funding			
Funds from private funding			
Funds from school fees			
Funds from entrepreneurial ventures			
Funds from donors			
Funds from sponsorships			
Funds from bequests			
Interest on investments			
Other sources of income 1			
Other sources of income 2			
Other sources of income 3			
Other sources of income 4			
Other sources of income 5			
Amount received from Govt grant			
Amount budgeted for staff development			
Amount budgeted for technology (computers, data projectors, smart boards etc.)			



## 5.2 Regarding the academic budget

	2007	2008	2009
Academic budget as % of total budget			
Afrikaans as % of academic budget			
English as % of academic budget			
3 <sup>rd</sup> Language as % of academic budget			
Mathematics as % of academic budget			
Phys. Science as % of academic budget			
Biology/LO as % of academic budget			
Accounting as % of academic budget			
Economics as % of academic budget			

## 5.3 Additional funding per subject in preparation for NSCE

	2007	2008	2009
Total budget for additional funding/subject			
Afrikaans			
English			
3 <sup>rd</sup> Language			
Mathematics			
Phys. Science			
Biology/LO			
Accounting			
Economics			

## 5.4 Activities funded from additional funding as preparation for NSCE

	2007	2008	2009
In general			
Afrikaans			
English			

3 <sup>rd</sup> Language			
Mathematics			
Phys. Science			
Biology/LO			
Accounting			
Economics			

## **Section B**

Information regarding special programmes / efforts to prepare the grade 12 learners for the National Senior Certificate Examination (NSCE).

6. How do you manage the academic programme at your school?
7. How do you manage academic performance at your school?
8. In your opinion, what is the correlation between the level of funding and the academic performance of ...
  - 8.1 your school as a whole? Please explain your view.
  - 8.2 the individual performances in the different subjects offered at your school for the NSCE? Please explain your view.
9. What do you attribute your school's success rate in the National Senior Certificate Examinations to?
 

*This will be followed up with probing questions to address the following dimensions:*

  - Additional funding
  - Additional staff
  - Class size
  - Extra classes
  - Extra teaching learning support material
  - Motivation of staff
  - Academic background of staff

- Teaching experience of staff
- Additional training for staff
- Mentor system
- Use of external specialists
- Peer group pressure
- Parental involvement
- Community involvement
- Role of traditional leaders
- An opinion on the effectiveness of the programmes / efforts to prepare the grade 12 learners for the senior certificate examination,
- An opinion on the functioning of the school's Finance Committee
- Evidence to substantiate the information provided in the preceding bullets.

### **Section C**

Questions in this section relate to the *sixteen indicators of the Quality of School Education developed by the European Commission* in 2000 and will be used to probe the quality of education in the sample schools.

Responses will be rated on a four point scale (Not applicable / unacceptable performance = 0; Apply to limited extent / unsatisfactory / substandard / need to improve= 1; Implemented successfully / satisfactory / acceptable standard = 2; and Implemented very successfully / exceptional / exceeds the standard = 3).

*Ratings will be complemented by asking the respondents to substantiate their views.*

#### **C1 Attainment**

<b>Dimension</b>	<b>Rating 0/1/2/3</b>	<b>Comments</b>
10. Mathematics		
11. Reading/Language competence		
12. Science		
13. ICT		



14. Foreign Language		
15. Learning to learn		
16. Civics		

### C2 Success & Transition

Dimension	Rating 0/1/2/3	Comments
17. Drop-out rates		
18. Completing upper Secondary Education		
19. Participation in Tertiary Education		

### C3 Monitoring Education

Dimension	Rating 0/1/2/3	Comments
20. Evaluating & Steering School Education		
21. Parent participation		

### C4 Resources & Structures

Dimension	Rating 0/1/2/3	Comments
22. Education & Training of Teachers		
23. Participation in Primary Education		

24. Number of students per computer		
25. Education expenditure per student		

26. Any other comments / remarks that you deem relevant to the research question?

## ANNEXURE 4: RESEARCH DATA PER SAMPLE SCHOOL

### Case study 1: Sample school I

#### Section A

#### 1. Demographic information about the school.

##### 1.1 Enrolment

	2007	2008	2009
Total number of boys in school	96	121	164
Total number of girls in school	97	115	141
Total number of learners in school	193	236	305

##### 1.2 Enrolment in Grade. 12

	2007	2008	2009
Total number of boys in Gr. 12	21	30	44
Total number of girls in Gr. 12	27	37	47
Total number of learners in Gr. 12	48	67	91

##### 1.3 Dropout rate

	2007	2008	2009
Drop out rate Gr. 8 to Gr. 12 as %	9.3%	7.2%	10.1%

##### 1.4 Pass rate National Senior Certificate Examination (NSCE)

	2007	2008	2009
Pass rate Gr. 12 as %	100%	100%	100%

##### 1.5 University Entrance Admission

	2007	2008	2009
University entrance admission as %	93%	88.9%	69.9%

##### 1.6 Number of distinctions in National Senior Certificate Examination (NSCE)

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total number of subject distinctions in Gr. 12	74	73	95
Number of distinctions in Afrikaans	24	12	14
Number of distinctions in English	8	4	4
Number of distinctions in 3 <sup>rd</sup> Language	-	-	-
Number of distinctions in Mathematics	5	3	8
Number of distinctions in Phys. Science	4	3	2
Number of distinctions in Biology	5	3	4
Number of distinctions in Accounting	3	2	2
Number of distinctions in Economics	1	1	0
Candidates with an A aggregate	5	5	6
Candidates with 8 or more distinctions	-	-	-
Candidates with 7 distinctions	-	2	1
Candidates with 6 distinctions	4	2	2
Candidates with 5 distinctions	1	0	3
Candidates with 4 distinctions	0	1	2
Candidates with 3 distinctions	1	7	5
Candidates with 2 distinctions	12	8	11
Candidates with 1 distinction	18	16	16

### 1.7 Subject averages in National Senior Certificate Examination (NSCE)

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Overall average for all subjects in NSCE			
Subject average in Afrikaans	76.3%	67.2%	66.7%
Subject average in English	66.9%	64.2%	61.0%
Subject average in 3 <sup>rd</sup> Language			
Subject average in Mathematics	59.9%	60.5%	60.7%
Subject average in Phys. Science	69.4%	55.5%	51.4%
Number of distinctions in Biology	67.8%	63.8%	61.5%

Subject average in Accounting	67.2%	69.6%	68.0%
Subject average in Economics	63.5%	58.3%	50.5%

## 2. Demographic information about educational staff.

### 2.3 Demographic information about the SMT.

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced Training	Awards / Achievements
Principal	20	5	5	BA HOD BEd Hons	Geography & Afrikaans	Currently MEd Leadership	
Deputy Principal 1	14	3	2	BA HOD	English & French	Currently BEd Hons	
Deputy Principal 2	None						
Deputy Principal 3	None						
HOD 1	None						
HOD 2	None						
HOD 3	None						
HOD 4	None						
HOD 5	None						

### 2.4 Demographic information about staff teaching Grade. 12

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced training	Awards / Achievements
Afrikaans	5.5 yrs	2	2	BA (Lang) BA Hons	Afrikaans FAL Eng HL&FAL	Editing & Translation PGCE	
English	5	5	5	MA (English)	English HL	PGCE	
3 <sup>rd</sup> Language							
Mathematics	23	23	3	BSc Bed Hons	Mathematics	HED	
Phys. Science	20	13	2	MSc	Physics	HED	
Biology/LO	5	5	5	BSc AniSA	Life Science	PGCE	
Accounting	10	8	5	BCom	Acco & Econ	HED	
Economics	10	8	5	BCom	Accounting & Economics	HED	



3. Demographic information about the members of the School Governing Body (SGB). **Independent School owned by listed company. No SGB.**

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair	N/A						
Deputy chair	N/A						
Secretary	N/A						
Treasurer	N/A						
Member 1	N/A						
Member 2	N/A						
Member 3	N/A						
Member 4	N/A						
Member 5	N/A						
Member 6	N/A						
Member 7	N/A						
Member 8	N/A						

4. Demographic information about the members of the Finance Committee (FC).

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair	N/A						
Deputy chair	N/A						
Secretary	N/A						
Treasurer/FO	N/A						
Member 1	N/A						
Member 2	N/A						
Member 3	N/A						
Member 4	N/A						
Member 5	N/A						

5. Information regarding the financial management of the school for the window period.

5.2 Regarding the budget

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Date when budget was approved	Nov 2006	Nov 2007	Nov 2008
Total annual budget	5,773,805	8,845,474	9,628,000
Funds from public funding	-	-	-
Funds from private funding	100%	100%	100%
Funds from school fees	100%	100%	100%
Funds from entrepreneurial ventures	-	-	-
Funds from donors	-	-	-
Funds from sponsorships	-	108,933	140,077
Funds from bequests	-	-	-
Interest on investments	-	-	-
Other sources of income 1	-	-	-
Other sources of income 2	-	-	-
Other sources of income 3	-	-	-
Other sources of income 4	-	-	-
Other sources of income 5	-	-	-

5.5 Regarding the academic budget

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Academic budget as % of total budget	2,46%	2,3%	2,94%
Afrikaans as % of academic budget			
English as % of academic budget			
3 <sup>rd</sup> Language as % of academic budget			
Mathematics as % of academic budget			
Phys. Science as % of academic budget			
Biology/LO as % of academic budget			

Accounting as % of academic budget			
Economics as % of academic budget			

### 5.6 Additional funding per subject in preparation for NSCE

No individual budgets for the different subject fields; just one collective budget. Provision is however made for the payment of an annual once-off subject levy in certain fields; for instance for Art and Design, Drama, Computer application, IT, Tourism, Hospitality studies and Life orientation. These subjects are more expensive to offer because many have a practical component and the classes are normally also smaller. Other fields of study with a practical component cover the cost from the normal education materials budget. This budget is also used to buy text books. There are no fundraising efforts in the course of the year. An all-inclusive fee is charged and students/parents get a one stop service. Students do however buy their own stationery.

	2007	2008	2009
Total budget for additional funding/subject			
Afrikaans			
English			
3 <sup>rd</sup> Language			
Mathematics			
Phys. Science			
Biology/LO			
Accounting			
Economics			

### 5.7 Activities funded from additional funding as preparation for NSCE

2007 was still the old Senior Certificate Exam. It is only since 2008 that we have the National Senior Certificate Exams. Up until 2007, the policy was that

there were no September school holidays for matrics and the teacher's contracts stipulated that as such. Clinics were held where specific preparation for the matric exams took place according to a detailed programme.

This practice was stopped since 2008 because the exams are now a month later providing enough time for the final preparations for the exam. The syllabi are covered by the time prelims are written in August/September. The clinics are now offered in October as integral part of the normal school programme. No new work is done; the time is used for revision and teachers are therefore also not additionally remunerated for this task.

The final preparations for the NSCE exams do not carry any additional costs. The school's focus is that Grade 10, 11 and 12 are seen as a unit and everything that is done from the beginning of Grade 10 is geared at affording the student the opportunity to obtain the best possible matric certificate. The general approach is not to burden teachers with administrative frills or other time wasters such as extramural activities. Although provision is made for sporting and cultural events, the primary focus is on academic achievement. Universities look at academic results when considering admission or bursaries. The matric certificate is the ticket into professional life. They try to open as many doors as possible to students. His teachers are all academic mentors to the students. Every student has a teacher that he/she is allocated to the meet with them on a regular basis (every three to four weeks). They council them on what they want to study, which courses, admission requirements, how are they performing now, are they on track. The mentors are empowered to fulfil this role; they must know the admission requirements, both in terms of subject choice and performance levels, required APS scores and how that works. It is emphasised that if you meet the selection criteria, it only means that your application will be considered. If you want to be sure of being accepted your performance need to be that much better than the average applicant. They try to emphasise 'what do you want to do with your matric certificate?' Right from grade ten onwards students must know where they want to go and what the alternatives are if I do not get accepted for their first choice. We have a money back guarantee that says 'we guarantee access to tertiary studies'.

There are of course terms and conditions and it is a given that the student have work hard. Students are treated like adults and they work in a focussed manner. The school has a methodology to ensure that they work in a structured manner. A lot of energy is spent on motivation to bring the message home that the student is working in his/her own interest to benefit his/her own future.

The perception that we have a 100% pass rate because we ask large amounts for school fees is flawed. We get large numbers of students that arrive with very low averages. The emphasis is on how much value does the school add to ensure a pass with the best possible averages. It would have been nice to have had a national examination at the end of grade 9 (like they have in the UK) and to see how that compares with the NSCE at the end of grade 12.

### **6.2.2 Section B**

Information regarding special programmes / efforts to prepare the grade 12 learners for the National Senior Certificate Examination (NSCE).

#### 6. How do you manage the academic programme at your school?

The most important element in the functioning of the school is the teachers. I look for a teacher with a specific profile; the most important requirement is passion for what they do and then secondly I look at qualifications and experience. Part of the passion is; do you like what you do, do you love children, do you have enough patience to repeat something that is not thoroughly understood the first time. I am absolutely convinced that our teachers are the primary reason for our success and passion is contagious.

Secondly we make sure that our teachers are not overburdened, especially not with administrative red tape. This is the one privilege of being a private school and having access to money to take that responsibility away from teachers. An individual became a teacher because they loved their subject and wanted to be the best teacher in his/her field; not to become a jack of all trades ending up doing different other things (sport, cultural activities etc.) and not having time

to his /her job as teacher properly. Admin makes them unhappy and frustrated and that is projected onto the students. I want a happy teacher.

A third factor is that we pay a competitive salary, although contrary to perceptions, it is not all that much higher than what government pays. It is not a matter of just throwing large amounts of money at teachers. We have had applications from teachers who came to our school to work for less than what they got in government schools. It was about the conditions of service.

The fourth factor is conditions of work. We treat our teacher as professionals. What does it mean to be professional? You are a highly qualified person from a small layer of society, you do not have to be treated like a child, you are going to be well prepared, and you are going to be in class on time. It is someone who is so well versed in his /her subject that they can explain to a client at an academic level, why he/she has a problem, what caused the problem and how to solve the problem. It is not about the fact that you can invoice a client. It is how you deal with people. We are committed to deliver what we promise the parent; we will give your child the best quality education possible and we have top notch staff to do so! Staff all knows the answers to the following questions: “What is our goal?” Where are we going? What am I here for?” We don’t waste time on trivialities. They are focused and know exactly what is expected of them.

We have a compulsory daily homework period of plus minus one and a half hours four days a week. It is supervised, it is quiet, the students work and if a problem arises, the student gets a letter to go and see his/her teacher to assist in solving the problem (teachers are at school until at least 15:15 on a daily basis, often until 17:30 because they prefer to sit and work at school). If a student has a problem, they ask their teachers. If they come across a problem at home, they have the cell phone numbers of all their teachers in their school diary and they can phone teachers until nine at night if they have a problem. So there can be no excuse for not having done their homework.

We give regular feedback on performance. Students get eight comprehensive reports per annum; that is one every month. Not a fancy thing with all sorts of

comments that wastes the teacher's time; just the mark, the average and then something unique, we call an effort rating. It is a rating done by the teacher on a six point scale that is spelt out in detail in the school diary. The effort rating for the different subjects are added and then expressed as an average. If the effort rating is above a certain level, the student gets relief from attending the compulsory homework sessions for a month. This privilege is not automatic but has to be deserved with every report. If the effort rating is very low, the student has to stay on for late-homework; this is not detention, but the student stays until 16:00 until such time as the can manage their own time and effort. The purpose is to teach students to work hard in a focused manner on those things that matter.

School rules do not focus on petty things such as the length of hair or nails. Discipline does not depend on the external factors; what is important is your behaviour, the ability to work hard in a focused and structured way towards achieving set objectives. The most important achievement in this school is to be awarded the effort rating trophy. A 100 % pass rate is the result of the school's commitment to and emphasis on the individual's concerted effort to perform at the highest possible level and not an objective per se.

New applicants are interviewed and not just everyone is accepted. The newcomer has to subscribe to the school's philosophy, both parent and the student have to understand the philosophy, secondly the students must have a vision of what he/she wants from life and finally they must show signs of commitment and tenacity in working towards their goals.

#### 7. How do you manage academic performance at your school?

It starts with the selection process for students. Key factors are; what is his/her attitude, does he/she have a vision for him-/herself, how motivated is the student, is the student focused. A lot of motivation goes into the selection interview and the student signs a commitment.

A second mechanism is the regular feedback to parents and students in the form of the eight reports that go home once a month. Any deviation in performance is picked up and addressed immediately.

A third strategy is the '*Effort rating scores*'. These scores are not used in an intimidating or degrading manner. It is motivational in itself and late homework sessions are treated as a form of remedial work. The involvement of the teacher is to assist the student with whatever is causing him/her to underperform.

Before any of the reports go out, a staff meeting is held and every individual is discussed in detail. Every teacher is responsible for the mentoring of plus minus 16 students (a workable load) on an absolutely random basis. If a student needs assistance, a strategy is devised there and then and attended to. Parents are also not burdened with the student's performance; it the teacher's job and they are available to assist the students until nine in the evening.

A huge emphasis is placed on '*Class time*'. Forty five minute periods; nothing and nobody interrupts any lesson. Interruptions by the principal / intercom are limited to an absolute minimum/necessity. Not even departmental officials; if the subject advisor wants to speak to a teacher, they do so in free periods or they have to make appointments to see teachers after school. Students get the attention of the teacher for the full 45 minutes.

The whole thing about managing performance is very much based on a philosophy rather than specific tricks or measures.

In terms of the organization structure they have one principal, one deputy principal and three grade heads and the rest are regular teachers. They follow a matrix approach in their functioning. Each teacher fulfills a specific niche role. Persons applying for promotion must want to change to a management/administrative role and not for salary purposes. In this way top teachers are kept in the classroom and they are treated, professional people and they respond accordingly. The three grade heads have an administrative



function to coordinate student absenteeism, coordinate meetings etc. Their responsibility in the management of the academic performance of students entails chairing the discussion on the marks, phoning the parents to inform them that there is a problem and disseminating the information to the student's academic mentor for follow up. Meetings are held on a weekly basis.

They have started a specialist school in maths and science; it is called the CT (Career Targeting) School. It targets learners who intend following a career in architecture, engineering or medicine etc. It is an enriched curriculum that prepares the student for the specific career needs of the different fields of specialization. Students are addressed by specialists from the field to give them first-hand information. Students pay a little more for this and receive a certificate afterwards that can be attached to their documents when applying for entry into university. It is envisaged that this initiative will be extended to include other fields such as, Art & Design, Hospitality & Tourism, Business school (Economics, Business Economics and Accounting) as well as Philosophy and Political Science. This provides a second stream of income to both the school and the teacher (because it is offered after hours) as well as focused enrichment for the students.

The preceding discussions have also covered the questions in paragraph 8.

8. In your opinion, what is the correlation between the level of funding and the academic performance of ...

8.3 your school as a whole? Please explain your view.

It cost more to attend a private school, but the results are attributable to the approach and methodology and not to the higher fees. If this was a government school we would have followed the same approach.

8.4 the individual performances in the different subjects offered at your school for the NSCE? Please explain your view.

Results in individual subjects are also because of the philosophy and approach of the school; much more so than because the child pays a higher fee, or that they have access to more technology or because the teachers get a higher

salary. The philosophy is carried through to and applied in the classroom by the teacher. The principal says that he is also not convinced that his teachers are that much better than good teachers in government schools; they are good because they are handpicked, but they are picked more for their passion rather than being such a subject specialist. When they join the school, they are treated as professionals, they are given that much time, they are clear on what is expected of them, they progressively become better teachers and there years down the line they are invited by the department to join the panel that sets the exam papers because they are perceived to be subject specialists. How is it possible that a teacher can develop into a subject specialist in three years' time? They have to have the will to do so. They must be happy in their working environment. They must be focused on those matters that make a difference in the student's performance and they must have the time to develop themselves.

Focus on the positive and the Pygmalion effect of *'you get what you expect'* will become true.

9. What do you attribute your school's success rate in the National Senior Certificate Examinations to?

*This will be followed up with probing questions to address the following dimensions:*

- Additional funding – No
- Additional staff – To a certain degree yes. Compared to a government school, I would have more teachers. It goes with the issue of class size.
- Class size - My average class size is not more than 1:24. The teacher must know the individual student. He/She must be able to manage without being overloaded.

- Extra classes – Yes see the discussion on the homework period that is conducted in the afternoons, but we also offer an extra period of class on a weekly basis, to all students taking maths and science. Any student taking any other subject gets additional attention based on their individual needs because the teachers are there and are available.
- Extra teaching learning support material – Very little. We have access to smart board technology and the internet; it is nice to have, it makes life easier, it gives the teacher a sense of being in touch with technology and the world of the student, but I am convinced that if you take it away, we will still achieve a 100% pass rate.
- Motivation of staff – yes this crucial and we have addressed the next two bullets as well in our previous discussion
- Academic background of staff
- Teaching experience of staff
- Additional training for staff - I do not view this as being limited to the attendance of workshops, that too, but they are intelligent literate people that can read, information is readily available and they are able to do their own research. We focus on the development of the professional person that can function optimally in his/her environment. We focus on other topics. As institution, we are an accredited with “*Investors in People*”. We take it seriously and therefore have more than one discussion annually with every staff member on what is it that they think they have to develop; are there any courses that they think that they have to enroll for. Is there anything that the school can do to assist you? We go to a lot of trouble to assist them in achieving whatever they express as a need. Every member has thus far this year, completed

four modules of the ICDL course (Excel, PPT etc). Formal training that members are enrolled for; principal – M, Deputy principal – Hons., another teacher is also busy with an M, one of the cleaners enrolled for a course in HR at UNISA, both secretaries are doing a course in office administration with Varsity College. We recently got in a de-cluttering specialist to assist staff on how to organize ourselves our lives and our shelves. It is not limited to your environment, it extends to your computer and your whole life. It started with one teacher expressing the need, and now it extended to the rest of the staff.

- Mentor system – Newly appointed staff members are assigned to a mentor to familiarize them with the school, its policies and procedures, but this relationship lasts for a limited period. They work as one team; the principal and deputy being the main mentors of the team. We also have a full-time psychologist on the staff to assist with whatever trauma whenever necessary. The team includes both teaching and non-teaching staff. Also when they go to the Matric dance everyone gets invited; the cleaners too.
- Use of external specialists – no, because all my teachers are specialists.
- Peer group pressure – more or less no bullying whatsoever in this school, the least he has experienced in any school that he taught at. *'It is cool to do well'* in this school.
- Parental involvement
- Community involvement

Feedback from parents is just positive. They pay the fees, are entitled to a quality service, but not bothered otherwise. The relationship is a one on one relationship

- Role of traditional leaders

### 6.2.3 Section C

Questions in this section relate to the *sixteen indicators of the Quality of School Education developed by the European Commission* in 2000 and will be used to probe the quality of education in the sample schools.

Responses will be rated on a four point scale (Not applicable / unacceptable performance = 0; Apply to limited extent / unsatisfactory / substandard / need to improve= 1; Implemented successfully / satisfactory / acceptable standard = 2; and Implemented very successfully / exceptional / exceeds the standard = 3).

*Ratings will be complemented by asking the respondents to substantiate their views.*

### C1 Attainment

Dimension	Rating 0/1/2/3	Comments
10 Mathematics	3	Started a Mathematics Career Targeting School
11 Reading / Language competence	2	Many foreign students still struggle with English, so we started an “English-for-foreigners” course
12 Science	2	Many students struggle with Science, but parents force them to take the subject
13 ICT	3	Superb IT & CAT results
14 Foreign Language	2	Outside teachers offer foreign languages privately on demand

15 Learning to learn	2	Our Counselling Psychologist offer Study Skills Training Courses
16 Civics	2	Covered in all subjects. Constitution taught in Life Orientation.

## C2 Success & Transition

Dimension	Rating 0/1/2/3	Comments
17 Drop-out rates	1	Too many students drop-out. Often (mainly) fee related.
18 Completing upper Secondary Education	3	All who write the exams, pass.
19 Participation in Tertiary Education	3	A large % goes to University – difficult to get exact no's though. More than 20%. A large number go to other tertiary institutions. We provide Career Information Days.

## C3 Monitoring Education

Dimension	Rating 0/1/2/3	Comments
20 Evaluating & Steering School Education	3	8 school reports per year. Constant feedback given to parents.
21 Parent participation	2	Parents sign a contract with the school. They “buy” a service from us. They participate where asked, but they are mainly asked to support the academic process by providing resources at home and an environment in which students can learn.

## C4 Resources & Structures

Dimension	Rating 0/1/2/3	Comments
22 Education & Training of Teachers	3	Extensive staff development program. Investors in People accredited.

23 Participation in Primary Education	n/a	
24 Number of students per computer	2	38 computers currently, mainly for CAT & IT i.e. $275 \div 38 = 7,2$ students per computer.
25 Education expenditure per student	3	Total expense $\div$ total students: 2007 = R36,086 / student 2008 = R42,939 / student 2009 = R37,317 / student

26. Any other comments / remarks that you deem relevant to the research question?

I am of the opinion that finances plays a role, but not the main role to achieve good results. The attitude of the teachers is the key. The way they are treated and accepted as being professionals makes all the difference. That spills over to the students.

## Case study 2: Sample school II

### Section A

#### 1 Demographic information about the school.

##### 1.1 Enrolment

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total number of boys in school	269	275	267
Total number of girls in school	290	274	273
Total number of learners in school	<b>559</b>	<b>549</b>	<b>540</b>

##### 1.2 Enrolment in Gr. 12

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total number of boys in Gr. 12	57	50	56
Total number of girls in Gr. 12	69	53	53
Total number of learners in Gr. 12	<b>126</b>	<b>103</b>	<b>109</b>

##### 1.3 Drop out rate

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Drop out rate Gr. 8 to Gr. 12 as %	-	-	-

##### 1.4 Pass rate National Senior Certificate Examination (NSCE)

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Pass rate Gr. 12 as %	100%	100%	100%

##### 1.5 University Entrance Admission

	<b>2007</b>	<b>2008</b>	<b>2009</b>
University entrance admission as %	99%	97%	98%

##### 1.6 Number of distinctions in National Senior Certificate Examination (NSCE)

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total number of subject distinctions in Gr. 12	339	376	386





Number of distinctions in Afrikaans	59	28	24
Number of distinctions in English	42	45	38
Number of distinctions in 3 <sup>rd</sup> Language	14	11	15
Number of distinctions in Mathematics	31	47	19
Number of distinctions in Phys. Science	16	13	20
Number of distinctions in Biology	16	10	19
Number of distinctions in Accounting	42	19	12
Number of distinctions in Economics	n/a	1	n/a
Candidates with an A aggregate	65	49	65
Candidates with 8 or more distinctions	-	4	11
Candidates with 7 distinctions	8	9	12
Candidates with 6 distinctions	8	16	7
Candidates with 5 distinctions	13	11	8
Candidates with 4 distinctions	13	10	9
Candidates with 3 distinctions	20	17	11
Candidates with 2 distinctions	18	10	20
Candidates with 1 distinction	22	18	21

1.7 Subject averages in National Senior Certificate Examination  
(NSCE)

	2007	2008	2009
Overall average for all subjects in NSCE	n/a	n/a	n/a
Subject average in Afrikaans	78.7%	71.8%	66.3%
Subject average in English	73.7%	76.1%	74.7%
Subject average in 3 <sup>rd</sup> Language	76.4%	75.8%	76.6%
Subject average in Mathematics	71.0%	79.5%	63.5%
Subject average in Phys. Science	68.5%	70.6%	59.6%
Number of distinctions in Biology	71.4%	73.9%	71.6%
Subject average in Accounting	80.0%	77.4%	66.0%
Subject average in Economics	n/a	77.4%	n/a

## 2. Demographic information about educational staff.

### 2.1 Demographic information about the SMT.

Position	Total Experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced training	Awards / Achievements
Principal	29		8	BA PhysED, FDE,HDE	Geography	Professional Degree	
Deputy Principal 1	29		5	BA HDE	Geography	Professional Degree	
Deputy Principal 2	19		5	BSc HDE	Mathematics	Professional Degree	

This school does not have any HODs. They work as teams in the respective fields of study/subject areas; where different individuals take on a leadership role depending on the specific problem/topic. Graeme Crawford appointed former HODs from other schools; because he wanted the best teachers and when they came here he paid them an equivalent salary or higher. For example we have five former HODs in our English department but here we have a flat hierarchy they are all just teachers. They take responsibility for different aspects of teaching the different grades amongst themselves based on an internal arrangement. They do team teaching.

### 2.2 Demographic information about staff teaching Gr. 12

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced training	Awards / Achievements
Afrikaans	14		2	BA ED FDE			
Afrikaans	30		15	BA HONS HDE			
Afrikaans	15		8	BA HED			
Afrikaans	18		2	HOD Snr			
English	21		3	BA HONS HED			
English	41		14	DLIT ET PHIL (App Ling)			
English	21		3	BA HONS			



3 <sup>rd</sup> Language	26		15	BA HOD			
3 <sup>rd</sup> Language	37		14	BA HONS BEd Management			
Mathematics	19		4	BSC HDE BED HONS			
Phys.Science	16		2	BSC ED			
Phys.Science	6		1	BSC PGCE			
Biology/LO	13		6	BSC HONS HED			
Accounting	39		15	NHED (Commerce FDE)			

3. Demographic information about the members of the School Governing Body (SGB). We do not have a Governing Body. We belong to a listed company.

4. Demographic information about the members of the Finance Committee (FC).

We do not have a FC. We belong to a listed company. Our Finances are managed by a Bursar who reports to Company Head Office.

5. Information regarding the financial management of the school for the window period.

5.1 Regarding the budget

	2007	2008	2009
Date when budget was approved	Not available		
Total annual budget			36,798,182
Funds from public funding			
Funds from private funding			100%
Funds from school fees			99.9%

Funds from entrepreneurial ventures		0.1%
Funds from donors		
Funds from sponsorships		
Funds from bequests		
Interest on investments		
Other sources of income 1		
Other sources of income 2		
Other sources of income 3		
Other sources of income 4		
Other sources of income 5		

## 5.2 Regarding the academic budget

They do not budget per subject or field of study. The IT budget for instance is amongst other things for Smart boards as a collective item. The English Department is the last to receive theirs as it was felt that the Maths and Science departments needed theirs first. This however is from the collective IT budget and not from a departmental budget. The average amount spent per subject field, would probably be between R3 000 and a maximum of R5 000 per subject. The Science department would have more because they have to buy chemicals and science equipment. For instance our printing budget is R244 152 for contractual costs and R121 000 for consumable costs. Computer related consumables for instance amounts to R241 000 whereas consumable educational materials only amounts to R89 000. That would be posters for the history class, textbooks, DVDs, videos etc. It does not include any for the hardware in the classroom video recorders, the laptops, smart boards or any other infrastructure. It would not be for textbooks as students buy their own textbooks. And then there is training and conferences and small assets. The company has a budget of more or less 4 million rand for staff development. Staff members, wanting to go to conferences, simply approach the principal, who considers every application on its own merits and passes it on to the company HQ for approval. They have joined a programme called 'Investors

in people' It is a company initiative that is very well known in the UK. Persons from the company, randomly assesses more or less ten staff members randomly; it includes teaching staff, admin staff and support staff but also includes the principal. They ask questions on the vision & mission of the school etc. The basic focus is that everyone at the school must realise what the importance of their specific role is in making it a successful school right from the gardener to the principal.

If you are a successful school, pupils want to enrol. We are very customer orientated. In addition to this as a check and balance, we also annually do the Markinor survey where the students, the teachers and parents all complete the same questionnaire to assess the quality of their performance. There are a whole lot of things there that are used as part of their strategic planning; strengths and weaknesses are identified in the teaching staff, the admin staff, the infrastructure and associations between parents and students , the students and teachers to keep us in touch using first-hand information from your clientele. For instance we identified that our canteen needed attention and that has now been addressed. Feedback on teacher performance is used similarly to identify differences in the feedback on staff themselves and that of learners and parents. This is then used for interventions and strategic planning.

The combined feedback from all the surveys is also important in terms of the company profile and a marketing perspective since it allows the company to get money back from the SETA based on school development that is reinvested in further training.

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Academic budget as % of total budget	No specific breakdown of amounts spent per subject field is available. The collective amounts have been discussed above.		
Afrikaans as % of academic budget			
English as % of academic budget			
3 <sup>rd</sup> Language as % of academic budget			
Mathematics as % of academic budget			
Phys. Science as % of academic budget			

Biology/LO as % of academic budget	
Accounting as % of academic budget	
Economics as % of academic budget	

### 5.3 Additional funding per subject in preparation for NSCE

	2007	2008	2009
Total budget for additional funding/subject	No additional money is made available for the specific purpose of preparing students for the NSCE. None of the teachers or subject fields has a specific budget for preparing students for the matric exams.		
Afrikaans			
English			
3 <sup>rd</sup> Language			
Mathematics			
Phys. Science			
Biology/LO			
Accounting			
Economics			

### 5.4 Activities funded from additional funding as preparation for NSCE

	2007	2008	2009
In general	Not applicable		
Afrikaans			
English			
3 <sup>rd</sup> Language			
Mathematics			
Phys. Science			
Biology/LO			
Accounting			
Economics			

Our matric result is our chief marketing tool, but no subject gets any special treatment. What I do is that in the time table that works in blocks and thirds, maths and science get a bit of extra contact time.

When a teacher is appointed, it is made clear to them that they must be available in the morning and the afternoon, teachers are expected to offer extra support lessons of plus minus an hour at least three times a week. Any costs, like for extra notes, are considered to be part of the normal running costs of the school. Teachers are not remunerated for these extra classes; it is considered to be part of their normal responsibilities. If however, new learners join the school and they are behind or have not done certain section of the syllabus, a private arrangement can be made with the parents to assist the newcomer to catch up and teachers are allowed to charge a fee for that service.

### **6.3.2 Section B**

Information regarding special programmes / efforts to prepare the grade 12 learners for the National Senior Certificate Examination (NSCE).

#### 6. How do you manage the academic programme at your school?

The organizational structure does not provide for the management of the academic programme per se. It is an integrated matrix approach where teachers work in subject teams. The core business of the school is to provide a high quality academic programme and that is what the school wants to be known for. The school does have outstanding music, drama and dance departments that give the school a special ethos, but the focus is on academic performance in all the core subjects. The emphasis is to train students for university. A recent phenomenon is that parents bring their children from government schools at the beginning of grade 11 to complete at this school; we are beginning to see ourselves as finishing school of sorts. Because of the high fees, they cannot afford to enroll their child from grade 8 but somehow find the money for the two final years. We have a huge success rate as far as sending students to university is concerned. Students are often accepted at three universities and can then make a choice as to which university they want to go to. Last year we had 12 students accepted at the local medical school. A lot of that has to do with the academic ability of the teachers. We offer what

others schools don't, we give students the opportunity to do community service and we also support them in doing a semester course in Grade 11 at the university called MTL, which is a course in medical terminology.

7. How do you manage academic performance at your school?

In our school there is a slogan "It is cool to do well". An average of 60 % is not cool; here the norm is to have an average of 80 to 90%. We have brag boards where the top ten performers per grade are depicted. A grade 10 learner with a 90% average in the June exams, would for instance not even appear on the brag board, you need an average of at least 91% plus. A child is recognized for his/her ability. There is a huge drive for academics.

For us it is all about benchmarking; we use various methods to benchmark. Like for instance today all the grade 8s and the grade 10s wrote the SIAT exams in English (Schools International Assessment Test administered by the Educational Assessment Australia Unit of the University of New South Wales in Australia. In South Africa tests are available for Maths, Science and English for grades 3 to 12. More than two million students worldwide write these tests. Schools receive a detailed diagnostic report on the performance of every student; highlighting strengths and weaknesses. Costs vary and depend on the number of participants. It ranges from R120/paper and decreases depending on the number of papers ordered). These are skills-based tests that are sent to Australia where they are marked and then we look at our results compared to the SIAT results to see how we are doing. More than a million students worldwide write the SIAT exams.

In grade 12 our matrices write the GAT (General Achievement Tasks) exams. Students from the Philippine countries, Australia, China, Korea; all write this exam. It also is skills based tests. The results are used to back up the VCAA exams from Queensland in Australia. We use the VCAA (Victoria Curriculum and Assessment Authority) exams as our external prelim. The students use their performance in the GAT and VCAA to obtain entrance into overseas



universities. It is my experience that the VCAA exams are more difficult than our government exams; the trend is that in June the marks are quite low, there is a slight rise with the VCAA and then there is a 10% rise with the Umalusi exams at the end of matric.

Both parents and learners are highly motivated and highly driven. You will often find that a parent approaches me to find out how his child's performance can be improved if he gets 85% because the child normally gets 90 to 95%. Part of our success is that before the students sit for the VCAA exams they have all done 5 past matric papers. The kids do well, but it does not come easy, it requires mega hours of hard work from their side.

8. In your opinion, what is the correlation between the level of funding and the academic performance of ...

#### 8.1 Your school as a whole? Please explain your view.

Yes and no. It is not the only driver. When the school started the facilities were pretty shocking. That year the English and drama departments were literally teaching under a tree and produced brilliant results. So it is about the dedication of the teacher; that is where the money comes in; to find a dedicated teacher you need to pay a little more and you have to go and look for them. I head-hunt teachers to find the best teacher available at the time. You can teach under a tree but having a decent classroom and access to smart board technology makes it easier. At the same time however, you must have the right person; he/she must be motivated, must be dedicated, and must be here for the child. My aim is to put the best person in the class for the student. I do pay teachers more than what they get at government schools.

There is a whole ethos around being the best teacher. They have to be innovative, thoroughly prepared (not the chalk and talk kind of business or reading from a textbook). I do regular appraisals of the staff. I very seldom do class visits. I do get invited to attend classes. There is a lot of soft motivation amongst staff, they work hard and take pride in their results. I sit down with

them and discuss their situation with them identifying areas that needs attention or learners that might need more work to achieve the results. For example the grade 11 science were of an unacceptable level. The intervention was to re-teach concepts that were taught in grade 10. So from now until the end of the year there is a compulsory lesson of an hour and a half on Tuesdays and Fridays. In that way we rectify the problem.

8.2 The individual performances in the different subjects offered at your school for the NSCE? Please explain your view.

Student performance is monitored on a continuous basis at various levels. Teachers inform principal and parents of individual poor performance and make arrangements for the child to come for extra lessons. Test and exam results are sent to parents via SMS within two days so that by the time you get to a parents evening there are no surprises and the problems have been addressed already.

Exam results are submitted to the principal in the form of a spreadsheet and problems (like levels that are dropping) are brought to his attention. No results are read into the computer before he has signed it off. If there are deviations that require attention, it is dealt with immediately if it of a serious nature or at a later stage after the reports were issued, if not so serious. The Senior Deputy in charge of academics manages the process; the problem is identified, analysed and a strategy devised to solve it. For example four years ago the Maths results were poor with a 56% average (our benchmark is 63% to 65%). Parents were informed of the problem and how they were going to fix it. The entire program was re-taught and re-examined to rectify the matter. Reports were held back and were only released after the school holidays.

None of the above has any direct financial implications as far as the budget goes and are handled as part of the normal operations of the school.

9. What do you attribute your school's success rate in the National Senior Certificate Examinations to?

*This will be followed up with probing questions to address the following dimensions:*

- Additional funding
- Additional staff
- Class size
- Extra classes
- Extra teaching learning support material
- Motivation of staff
- Academic background of staff
- Teaching experience of staff
- Additional training for staff
- Mentor system
- Use of external specialists
- Peer group pressure
- Parental involvement
- Community involvement
- Role of traditional leaders
- An opinion on the effectiveness of the programmes / efforts to prepare the grade 12 learners for the senior certificate examination,
- An opinion on the functioning of the school's Finance Committee
- Evidence to substantiate the information provided in the preceding bullets.

The first thing is that the teachers have to be at the school to teach. You need dedicated staff. We have a very relaxed atmosphere at school. We treat teachers as professionals; if their classes start at nine, they arrive at nine or if it finishes at one they don't sit around at school; and they respond accordingly. If they are not feeling well, they speak to the principal, come and teach the matric class and they go home. You need to have people that are subject experts. We find that when my teachers go to cluster meetings, subject advisors often don't know the content and cannot field the questions and my staff is then drawn in to assist as the expert.

You need subject experts, you need dedication and then you need fair infrastructure; it is not the most important thing, but it makes it comfortable and easier to achieve your objectives. Part of the professionalism of the staff is that they are here and that they are here to help the children to perform to the

best of their ability; so their whole take on it is; how can I get you to go from 50 to 60, 60 to 70, 70 to 80 or 80 to 90. They are doing things differently for the benefit of the students. It is very much part of the school's ethos.

Average class size is 25.

We have a mentoring system where a new teacher piggybacks with an experienced one and they literally take them by the hand and show them the ropes. We have an induction arranged by the group head office.

### 6.3.3 Section C

Questions in this section relate to the *sixteen indicators of the Quality of School Education developed by the European Commission* in 2000 and will be used to probe the quality of education in the sample schools.

Responses will be rated on a four point scale (Not applicable / unacceptable performance = 0; Apply to limited extent / unsatisfactory / substandard / need to improve = 1; Implemented successfully / satisfactory / acceptable standard = 2; and Implemented very successfully / exceptional / exceeds the standard = 3).

*Ratings will be complemented by asking the respondents to substantiate their views.*

## C1 Attainment

Dimension	Rating 0/1/2/3	Comments
10. Mathematics	3	We have a 100% pass rate and our average of 73% is way above the national standard
11. Reading/Language competence	3	Ditto – we are 25 to 30% above the national standard



12. Science	3	Ditto
13. ICT	2	IT is select group. We start with a group of 15 in Gr 10 and eventually about 9 complete Gr 12. It is very difficult and the focus is almost completely on programming. Unfortunately CAT has fallen by the way which is a pity.
14. Foreign Language	3	We offer Hebrew, French and German. We also have Spanish and Portuguese, but they are offered by teachers from the relevant embassies. They are all doing very well. In fact in French students are writing the Delph exams taught are at a university level and the student perform very well.
15. Learning to learn	3	Linked to the Life Orientation programme.
16. Civics / Citizenship training	2	It is difficult because we are quite cosmopolitan; we have 14/15 different nationalities coming to school. We have a lot of the embassy children over here. No formal programme. It is incorporated throughout the curriculum.

## C2 Success & Transition

Dimension	Rating 0/1/2/3	Comments
17. Drop-out rates Gr 11/12 Gr 9 to 12	3	0% None
18. Completing upper Secondary Education	3	100%
19. Participation in Tertiary Education	3	65 to 70% go to varsity and complete their studies. We started following alumni's careers and the feedback is fantastic. For example one student received an Art award of R120 000 to study in Paris.

### C3 Monitoring Education

Dimension	Rating 0/1/2/3	Comments
20. Evaluating & Steering School Education	3	Continuous monitoring. Address deviations immediately.
21. Parent participation	3	No PTA. Parents are dealt with on an individual basis. They do have a voice and make a contribution through their participation in the Markinor survey. We have a very open door policy and a client driven customer based approach in dealing with parents.

### C4 Resources & Structures

Dimension	Rating 0/1/2/3	Comments
22. Education & Training of Teachers	3	See par 2.1, 2.2 and 5.2
23. Participation in Primary Education		Not applicable
24. Number of students per computer		28 computers in the lab. All are linked to the internet. Are used for tuition and for research by learners.
25. Education expenditure per student		See spreadsheet. Capital expenditure budget is where big money is. Busses, computer labs, smart boards, lap tops etc.

26. Any other comments / remarks that you deem relevant to the research question?

Our parents want a return on their investment and if we don't perform, my head is on the line.

## Case study 3: Sample school III

### Section A

#### 1. Demographic information about the school.

##### 1.1 Enrolment

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total number of boys in school	956	956	864
Total number of girls in school	1016	942	861
Total number of learners in school	1972	1898	1725

##### 1.2 Enrolment in Gr. 12

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total number of boys in Gr. 12	201	212	186
Total number of girls in Gr. 12	236	190	186
Total number of learners in Gr. 12	437	402	366

##### 1.3 Drop out rate

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Drop out rate Gr. 8 to Gr. 12 as %	0.0005%	0.0005%	0.00057%
	(1/1972)	(1/1898)	(1/1725)

##### 1.4 Pass rate National Senior Certificate Examination (NSCE)

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Pass rate Gr. 12 as %	100%	100%	100%

##### 1.5 University Entrance Admission

	<b>2007</b>	<b>2008</b>	<b>2009</b>
University entrance admission as %	75%	90.36%	85.9%

##### 1.6 Number of distinctions in National Senior Certificate Examination (NSCE)

	<b>2007</b>	<b>2008</b>	<b>2009</b>

Total number of subject distinctions in Gr. 12	616	807	800
Number of distinctions in Afrikaans	62	94	56
Number of distinctions in English	9	9	10
1st	96	84	70
2nd			
Number of distinctions in 3 <sup>rd</sup> Language			
German	8	-	7
	6	2	3
French			
Number of distinctions in Mathematics	62	127	88
Number of distinctions in Phys. Science	51	39	16
Number of distinctions in Biology	19	9	19
Number of distinctions in Accounting	34	40	31
Number of distinctions in Economics	15	10	5
Candidates with an A aggregate			
Candidates with 8 or more distinctions	6	15	5
Candidates with 7 distinctions	11	19	12
Candidates with 6 distinctions	15		
Candidates with 5 distinctions			
Candidates with 4 distinctions			
Candidates with 3 distinctions			
Candidates with 2 distinctions			
Candidates with 1 distinction			

### 1.7 Subject averages in National Senior Certificate Examination (NSCE)

	2007	2008	2009
Overall average for all subjects in NSCE			





Subject average in Afrikaans	66.62	71.5	70
Subject average in English	70.54	73	72
Number of distinctions in 3 <sup>rd</sup>			
Language	78	66.7	77
German	68	71.9	75
French			
Subject average in Mathematics	61.3	72	70
Subject average in Phys. Science	62.42	67	64
Subject average in Biology	61.62	62.8	66
Subject average in Accounting	68.3	72	72
Subject average in Economics	58.99	63.8	58

## 2. Demographic information about educational staff.

### 2.1 Demographic information about the SMT.

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced training	Awards / Achievements
Principal	29	2 Acting as P	DP	BA HDE	History	FDE (YP) B Ed (Ed Man)	-
Deputy Principal 1	28	2 Acted as P	11	BA HDE	Maths	FDE (Gifted Child)	3 Merits
Deputy Principal 2	20	11	11	HDE	Metal Work Technology	FDE (YP)	1 Merit
Deputy Principal 3	19	10	3	MA	Afrikaans	EBL	-
HOD 1	24	8	8	B Com HDE	Accounting Buss. Studies	-	-
HOD 2	30	7	7	BA Hons FDE (Biology)	Biology	B Ed Hons (Ed Man)	3 Merits
HOD 3	26	11	11	BA HDE	Maths	NSC	-
HOD 4	36	22	22	BA Hons THDE	Afrikaans German	FDE (Gifted Child)	2 Merits
HOD 5	29	9	9	BA Ed	English	FDE (YP)	2 Merits

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## 2.2 Demographic information about staff teaching Gr. 12

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced training	Awards / Achievements
Afrikaans	36	22	22	BA Hons THDE	Afr; German; History	FDE Gifted Child	2 Merits
English	20	17	12	BA HDE	Eng	B Ed H M Ed Subj Did	1 Merit Internal top 10
3 <sup>rd</sup> Language	14	14	10	BA HDE	French	BA Hons (French)	
Mathematics	20	20	8	B Sc HDE	Maths; Physics	B Ed H	HOD at previous school
Phys.Science	21	21	18	B Sc HDE	Biology Nat Sc	B Ed H	
Biology/LO	42	42	20	HPDE	Biology; Maths		Int. IEEF award
Accounting	24	8	8	B Com HDE	Accounting		
Economics	30	30	7	B Com HDE	Economics	Dipl in Spec Educ	Internal HOD at previous school

## 3. Demographic information about the members of the School Governing Body (SGB).

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair	9	9	2	PhD	Maths Engineering		
Deputy chair	5	5	1	B Com	Business		
Secretary	2	2	2	Professor			
Treasurer	5	2	2	Advocate	Law		
Member 1	2	2	2	HDE	Business	Marketing	
Member 2	2	2	2	CA	Auditor	Internal audit	
Member 3	5	5	5		Tennis Coach	Sport	

Member 4	5	5	5	BA BD	Minister	Life Skills	
Member 5	5	5	5	Ph D	Social work	Culture	
Member 6	2	2	2	B degree	IT Business	Academics	
Member 7							
Member 8							

4. Demographic information about the members of the Finance Committee (FC).

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair	5	2	2	Advocate	Law		Good
Deputy chair	10	10	4	Educator	Education	Man of School	Very good
Secretary	0	0	0	Admin	Finances	Fin Clerk	
Treasurer/FO	0	0	2	B Com	Accounting Management	Registrar of finances	Good
Member 1	0	0	4	CA	Auditor		Very good
Member 2	9	9	2	PhD	Maths Engineering		Very good
Member 3	2	2	2	CA	Auditor	Internal audit	Good
Member 4	0	0	11	B Com HDE	Accounting	HOD (EMS)	Good
Member 5	15	15	2	B Ed	History	Principal	Very good

5. Information regarding the financial management of the school for the window period.

5.1 Regarding the budget

	2007	2008	2009
Date when budget was approved	Oct 2006	Oct 2007	Oct 2008
Total annual budget	19,668,045	20,902,932	22,263,213
Funds from public funding	193,384	251,658	294,191
Funds from private funding			
Funds from school fees	18,393,761	19,361,854	20,842,523
Funds from entrepreneurial ventures	350,000	350,000	350,000

Funds from donors			
Funds from sponsorships			
Funds from bequests			
Interest on investments	50,000	60,000	65,000
Other sources of income 1 – Culture	70,500	108,000	65,000
Other sources of income 2 – Practical Subjs	600,400	651,420	626,500
Other sources of income 3 - Transport	100,000	120,000	20,000
Other sources of income 4			
Other sources of income 5			

### 5.2 Regarding the academic budget

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Academic budget as % of total budget	0.6%	0.6%	0.6%
Afrikaans as % of academic budget	7	6.9	7
English as % of academic budget	6.5	6.4	6.3
3 <sup>rd</sup> Language as % of academic budget	2.6	2.6	2.7
Mathematics as % of academic budget	14.1	14.5	14.8
Phys. Science as % of academic budget	33.5	33.6	33.7
Biology/LO as % of academic budget	21.3	21.6	20.7
Accounting as % of academic budget	7.5	7.2	7.4
Economics as % of academic budget	7.5	7.3	7.4

### 5.3 Additional funding per subject in preparation for NSCE

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total budget for additional funding/subject			
Afrikaans	2,000	2,000	2,000
English	2,000	2,000	2,000
3 <sup>rd</sup> Language			

Mathematics			
Phys. Science			
Biology/LO			
Accounting			
Economics			

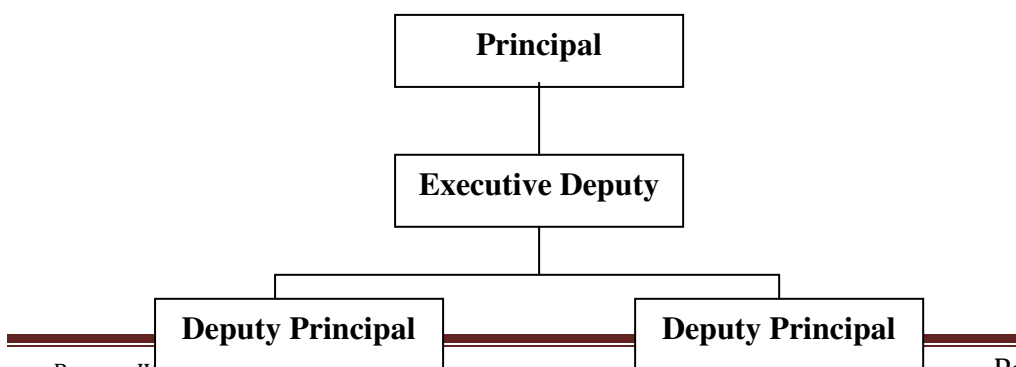
5.4 Activities funded from additional funding as preparation for NSCE – special grant from State for LTSM (textbooks)

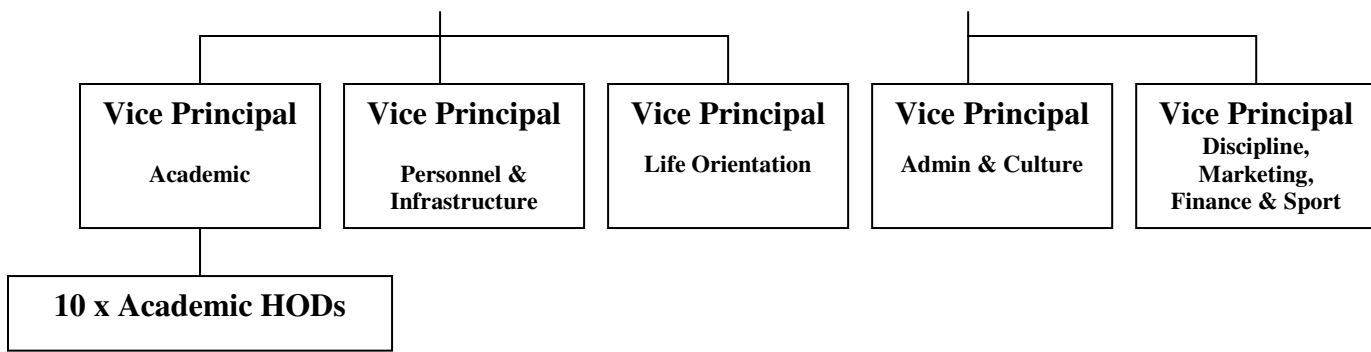
	2007	2008	2009
In general			
Afrikaans		44,983	44,960
English			
3 <sup>rd</sup> Language			
Mathematics			
Phys. Science		165,209	88,350
Biology/LO			
Accounting		All other subjects combined 210,968	All other subjects combined 44,960
Economics			

**6.4.2 Section B**

Information regarding special programmes / efforts to prepare the grade 12 learners for the National Senior Certificate Examination (NSCE).

6. How do you manage the academic programme at your school?





The school has ten academic HODs (eight of whom are paid by the State). Every HOD has a number of Subject heads PLUS the five Grade coordinators reporting to them.

7. How do you manage academic performance at your school?

The academic performance of the school and especially the grade twelve students is the responsibility of the one Deputy Principal. It is a process of continued involvement, encouragement and coercing to enable every student to achieve the best possible results.

Grade twelve students are addressed by motivational speakers on a regular basis. The school offers a wide variety of activities, but the general message is that academic performance is the top priority and that time is of the essence. Students are therefore encouraged to use their time optimally.

The academic performance of every student is monitored individually. The grade eleven results are used to identify potential cases that may fail. This is over and above the GDE 450 that is used by the state. School reports go out after the first term and a parents evening is held early in the second term. Parents are notified of this and invited to attend in different ways; notice is given in the remarks column on the report, letters as well as SMSs are sent out via the school's e-communicator (a systems driven facility). It is also put up on the school's digital notice board. Parents then see teachers by appointment or by just pitching at school. Following the parent's evening, feedback

meetings are held per grade. The meeting for the grade twelve students is handled by the Deputy Principal. Top performers, students that have missed distinctions and poor performances are highlighted and discussed with both the grade head and the respective subject teachers. Follow-ups are then made with individual candidates and their parents.

The Deputy Principal sends letters to the parents of underperforming students to inform them of their child's lack of performance and to get them on board in the management of their child's performance. This communication is kept up throughout the year. Parents are also phoned or sent SMSs to keep them informed of their child's performance. In critical cases parents are invited for personal interviews to discuss their child's academic problems. Candidates that fail subjects are allocated to Grade heads for personal attention. Meticulous records are kept of all interactions with individual students and their parents. Students that fail have to carry progress reports that are signed by the subject teachers, the parent and the register class teacher on a daily basis to certify that classes were attended and work was done on a satisfactory level. The purpose of this system is to enhance commitment and to ensure that students work regularly. Grade heads do spot checks of these progress reports to ensure that the system is working as intended. The school also has counselors and a psychologist to assist students.

The secret of our success lies with the teachers! Teachers walk the extra mile without any additional remuneration. The school offers free extra classes in all subjects on Wednesday afternoons. In addition to the extra classes, Maths and Science offer big-group classes on Mondays. Classes are also offered in the morning before school (Afrikaans on Mondays and Wednesdays; Business Economics on Fridays).

The school organises a two and a half week winter school to assist students in their preparation for the NSCE. This however, is for the account of the parents. Students buy their own workbooks and bound copies of previous examination papers. Classes are small (plus minus fifteen) and the training is very effective. Classes vary from four to eighteen hours in the different

subjects at a cost of fifteen rand per hour. Attendance is kept and feedback is given to parents on both progress and attendance. The school also offers classes in the September/October holidays. Although it is only for a week, classes are offered in Maths and Engineering subjects for grade twelve students and in Maths and Science for grade ten and eleven students. The latter is done to enable students to raise their performance with a view to being admitted to the University course of their choice.

Preliminary (mock) exam papers are set in collaboration with other top performing schools to enhance the quality of the papers as a final preparation for the NSCE.

8. In your opinion, what is the correlation between the level of funding and the academic performance of ...

8.1 ... your school as a whole? Please explain your view.

Not directly. The academic budget plays a supportive role across all grades and is not geared at the NSCE specifically. However there may be a cost factor in terms of the school organization. Firstly, the teaching load of the Deputy Principal responsible for academic performance may be lighter than that of colleagues at other schools. This is to enable the incumbent to manage the performance of grade twelve students on an individual basis.

The school has a staffing establishment of 66 employed by the State. The SGB employs twenty additional teachers. These appointees are mostly for either the big subject groups like Languages, Maths and Science, or for scarce subjects like German, French, Electrical technology, Music and Dancing. The SGB appointments also include the services of a full time psychologist and a choirmaster. They consider a class size of 30 to be ideal, but the classes are 35 on average at the moment. This is made possible by the appointment of the additional staff.



The above enables the school to market itself based on a versatile curriculum and programme selection as well as excellence/achievement/performance on all terrains.

8.2 ... the individual performances in the different subjects offered at your school for the NSCE? Please explain your view.

Very little! Performance in individual subjects is determined by quality educators, who are willing to walk the extra mile without remuneration by offering extra classes before and after school as explained in paragraph seven.

Technology plays a very small role in the academic performance of grade twelve learners. Except for IT and CAT, teachers do not have computers in their classrooms. With the exception of Biology and Maths, subject departments only have access to one data projector that is shared within the department. The school does not use Smart board technology at this stage. The school has one IT lab with 30 computers that is linked to the internet. The lab is used by individual teachers on occasion, to illustrate specific aspects of the curriculum. However, they have to book the lab well in advance. The lab is also accessible to students in the afternoons to do projects and research.

9 What do you attribute your school's success rate in the National Senior Certificate Examinations to?

*This will be followed up with probing questions to address the following dimensions:*

- Additional funding, Additional staff, Class size, Extra classes, Extra teaching learning support material have all been covered in paragraphs 7 and 8.

- Motivation of staff

The school does have a budget for staff development. Part of which is used for a motivation seminar once a year. Speakers for this are fairly expensive. Provision is also made for a slot on motivation during staff meetings where external guest speakers are also used. This money is also used to pay for training that staff attends. Examples include FET training for SGB appointed staff (the state funded this training for state employed educators), training for German and French teachers writing the IEB examinations and IT training. Most of these training sessions were more or less R200 per person. Educators apply to go for such training and are either fully or partially funded depending on the nature of the training; whether it includes travel and accommodations costs etc.

- Academic background of staff, Teaching experience of staff, Additional training for staff have all been covered in section A.

- Mentor system

A mentor is appointed to all newly appointed staff members on a one on one basis. The decision as to who mentors who, is made by the HOD involved.

- Use of external specialists

The school does have a system of small group classes that runs concurrent with the normal school timetable where external specialists offer classes. Parents pay more or less R2000 per annum for their children to be taught by these specialists. Students have to apply to be enrolled for these classes and the specialist then select only twenty students per class. Small group classes are only offered in Mathematics and Science.

- Peer group pressure

The school advocates academic excellence and a balanced school life. Students support and encourage each other but students are not pressurised to be a top performer with six or more distinctions. Failing, especially in grade twelve is not an option, “You just don’t fail!” Because of the individualized monitoring of grade twelve students by the Deputy Principal and other staff, peer pressure as a management induced strategy is not really necessary.

- Parental involvement and Community involvement.

Both parental and community involvement are at a high level and cooperation and buy-in from parents and the community poses no problem whatsoever.

- Role of traditional leaders

Play no role at all.

- An opinion on the effectiveness of the programmes / efforts to prepare the grade 12 learners for the senior certificate examination, in general.

The academic success of the school is primarily linked to the vision, drive and dedication of the teachers on the one hand and the fact that they know that they can count on the support from the school management. The SMT and HODs specifically support the grade twelve staff on an individual basis. The motto for grade twelve teachers is twofold:

- 0% failure rate, and

- A subject average 5% above that of the district in ‘my’ subject.

### 6.4.3 Section C

Questions in this section relate to the *sixteen indicators of the Quality of School Education developed by the European Commission* in 2000 and will be used to probe the quality of education in the sample schools.

Responses will be rated on a four point scale (Not applicable / unacceptable performance = 0; Apply to limited extent / unsatisfactory / substandard / need to improve = 1; Implemented successfully / satisfactory / acceptable standard = 2; and Implemented very successfully / exceptional / exceeds the standard = 3).

*Ratings will be complemented by asking the respondents to substantiate their views.*

### C1 Attainment

Dimension	Rating 0/1/2/3	Comments
10 Mathematics	3	Direct students to pass Maths instead of Mathematical literacy
11 Reading/Language competence	2	Gr 8 learners do reading programme in IT centre based on software programme
12 Science	3	Most students. Excellent results
13 ICT	2	Number of students decreased. Do not have computers in every classroom
14 Foreign Language	3	Very few students take a third language
15 Learning to learn	2	Can be improved
16 Civics	2	Existing efforts can be improved

## C2 Success & Transition

Dimension	Rating 0/1/2/3	Comments
17 Drop-out rates Gr 8 - 12	3	Very few, if any.
Gr 10 – 12	3	
18 Completing upper Secondary Education	3	-
19 Percentage obtaining admission to University	3	High percentage passes with University entry. Good feedback from Universities.

## C3 Monitoring Education

Dimension	Rating 0/1/2/3	Comments
20 Evaluating & Steering School Education	3	Doing well, but there always is room for improvement
21 Parent participation	3	Above average compared to other communities

## C4 Resources & Structures

Dimension	Rating 0/1/2/3	Comments
22 Education & Training of Teachers	3	Senior teachers are well trained. Subject knowledge of younger teachers not always on par.
23 Participation in Primary Education	NOT APPLICABLE	
24 Number of	2	Two computer centres; one for IT and RTT the

computers & number of students per computer		other for general use by the rest of the subject areas
25 Education expenditure per student	2	-

26 Any other comments / remarks that you deem relevant to the research question? – None.

## Case study 4: Sample school IV

### Section A

#### 1. Demographic information about the school.

##### 1.1 Enrolment

	2007	2008	2009
Total number of boys in school			
Total number of girls in school			
Total number of learners in school	1198	1336	1435

##### 1.2 Enrolment in Gr. 12

	2007	2008	2009
Total number of boys in Gr. 12			
Total number of girls in Gr. 12			
Total number of learners in Gr. 12	226	252	290

##### 1.3 Drop out rate

	2007	2008	2009
Drop out rate Gr. 8 to Gr. 12 as %		4%	

##### 1.4 Pass rate National Senior Certificate Examination (NSCE)

	2007	2008	2009
Pass rate Gr. 12 as %	100	100	100

##### 1.5 University Entrance Admission

	2007	2008	2009
University entrance admission as %	62	78	86

##### 1.6 Number of distinctions in National Senior Certificate Examination (NSCE)

	2007	2008	2009
Total number of subject distinctions in	229	336	435

Gr. 12			
Number of distinctions in Afrikaans		35	45
Number of distinctions in English		47	63
Number of distinctions in 3 <sup>rd</sup> Language			
Number of distinctions in Mathematics		48	38
Number of distinctions in Phys. Science		15	5
Number of distinctions in Biology		17	18
Number of distinctions in Accounting		7	6
Number of distinctions in Economics		2	2
Candidates with an A aggregate			
Candidates with 8 or more distinctions		3	1
Candidates with 7 distinctions		4	4
Candidates with 6 distinctions		10	13
Candidates with 5 distinctions		7	14
Candidates with 4 distinctions	26	10	13
Candidates with 3 distinctions			
Candidates with 2 distinctions			
Candidates with 1 distinction			

### 1.7 Subject averages in National Senior Certificate Examination (NSCE)

	2007	2008	2009
Overall average for all subjects in NSCE			
Subject average in Afrikaans	69,6	69	69,8
Subject average in English	70	81,3	71,2
Subject average in 3 <sup>rd</sup> Language	78	69,7	-
Subject average in Mathematics	60	77,2	67,5
Subject average in Phys. Science	63	66,3	56,6
Number of distinctions in Biology	59	65,5	66
Subject average in Accounting	64	62,8	60



Subject average in Economics	71	59,3	64,4
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## 2 Demographic information about educational staff.

### 2.1 Demographic information about the SMT.

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced Training	Awards / Achievements
Principal	33	22	22	BSc B Ed HDE	Maths/Econ		
Deputy Principal 1	32 (17)	15	15	BA Hons MEd HDE	History		
Deputy Principal 2	33 (19)	8	8	BA Hons HDE FDE(EM)	Geography		
Deputy Principal 3	31 (19)	8	8	BA HDE	Latin		
Deputy Principal 4	29 (29)	8	8	BSc HDE FDE (EM)	Maths		
HOD 1	19			BA HDE	Eng		
HOD 2	17			BA HDE	Geo/PhysEd		
HOD 3	17			BA HDE	Buss Econ		
HOD 4	28	15	15	BSc Ed	Phys Sc		
HOD 5	20			BSc Hons HDE	Bio/Phys Sc		

### 2.2 Demographic information about staff teaching Gr. 12

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced training	Awards / Achievements
Afrikaans	30	20	8	Bib Ed	Afr		
English	34	23	10	BA HDE	Eng		
3 <sup>rd</sup> Language							
Mathematics	29	13	8	B Sc BEd	Maths		

				HDE			
Phys.Science	28	15	15	BSc Ed	Phys Sc		
Biology/LO	21	8	8	BSc Hons HDE	Bio/Phys Sc		
Accounting	34	15	15	BCom HDE	Accounting		
Economics	6	3	1	BCom NGSO	Econ		

3 Demographic information about the members of the School Governing Body (SGB).

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair							
Deputy chair							
Secretary							
Treasurer							
Member 1							
Member 2							
Member 3							
Member 4							
Member 5							
Member 6							
Member 7							
Member 8							

4 Demographic information about the members of the Finance Committee (FC).

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair				CA			
Deputy chair							
Secretary							



Treasurer/FO				SAIPA			
Member 1							
Member 2							
Member 3							
Member 4							
Member 5							

5 Information regarding the financial management of the school for the window period.

5.1 Regarding the budget

	2007	2008	2009
Date when budget was approved			
Total annual budget		11 817 450	
Funds from public funding		160 000 (1.4%)	
Funds from private funding			
Funds from school fees		+8000*1336= 10 688 000- exemptions= 10 400 000	
Funds from entrepreneurial ventures		30 000	
Funds from donors			
Funds from sponsorships			
Funds from bequests			
Interest on investments		2000	
Other sources of income 1 – Add subs		220 450	
Other sources of income 2 - Lockers		30 000	
Other sources of income 3 - Debt		850 000	

Other sources of income 4 – Rent of facile.		125 00	
Other sources of income 5			

### 5.2 Regarding the academic budget

	2007	2008	2009
Academic budget as % of total budget		40.6 (4 792 495)	
Additional staff as % of total budget		31.6	
Additional staff as % of academic budget		Sal = 78% (3 738 797)	
Afrikaans as % of academic budget		0.73	
English as % of academic budget		2.66	
3 <sup>rd</sup> Language as % of academic budget		0.05	
Mathematics as % of academic budget		0.19	
Phys. Science as % of academic budget		2.7	
Biology/LO as % of academic budget		0.31	
Accounting as % of academic budget		0.08	
Economics as % of academic budget		0.09	

### 5.3 Additional funding per subject in preparation for NSCE

	2007	2008	2009
Total budget for additional funding/subject		Nil	
Afrikaans		Nil	
English		Nil	
3 <sup>rd</sup> Language		Nil	
Mathematics		Nil	

Phys. Science		Nil	
Biology/LO		Nil	
Accounting		Nil	
Economics		Nil	

Individual subjects do have their own budgets, BUT no specific provision is made for preparation for matric exams.

#### 5.4 Activities funded from additional funding as preparation for NSCE

	2007	2008	2009
In general	<p>Not applicable</p> <p>GDE provided special grants for acquisition of additional textbooks in certain subjects for the past two years. This resulted in the buying of a second textbook in certain subjects because the money was ring-fenced for this purpose. In many instances though, the catalogue price was as much as R30 more than the regular retail price.</p> <p>Teachers use old exam papers sold by different people in preparation for matric exams, but students buy these themselves.</p> <p>Maths and Science offer extra lessons outside normal time table. This however is free of charge. Science every Wednesday from 06:30. This is primarily done to be able to complete the syllabus on time. Maths offer extra lessons 3 x a week in the afternoon for 1 hour. Attendance is voluntary but 98% students attend. No additional remuneration for teachers for this service.</p>		
Afrikaans			
English			
3 <sup>rd</sup> Language			
Mathematics			
Phys. Science			
Biology/LO			
Accounting			
Economics			

	<p>They do offer finishing school during the October holidays in Maths, Science, Accounting, Biology and Technology. Parents pay for these classes. Students are divided into two groups; one for underperforming students where classes are offered by our own staff and a second group where outside individuals are contracted to teach these students. The school manages the process</p>
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### 6.5.2 Section B

Information regarding special programmes / efforts to prepare the grade 12 learners for the National Senior Certificate Examination (NSCE).

6 How do you manage the academic programme at your school?

Academic responsibility rests with the two Deputy Principals; one is responsible for the junior phase and the other for the senior phase's academic performance. Success in grade 12 exam starts in grade 10; if you leave it until grade 12 you cannot succeed. They plan their academic programme in such a way that the syllabus is covered well before the prelim/mock exams start. Preparation for the NSCE should be a three year programme that is dealt with as a package. It starts in grade 10! Grade 12 results are managed in this way. Teachers start with a group in grade 11 and take them through to grade 12. Every subject has an HOD who manages the curriculum, the content and the teaching thereof. The management of the grade 12 academic performance is the responsibility of the Deputy Principal responsible for the senior academic programme.

7 How do your manage academic performance at your school?

There are grade heads for each grade; one for boys and one for girls, managed by a male and female teacher respectively. They are assisted by a deputy grade

head. They are responsible for the educational side and the mentoring of the students' well-being.

We have a number of occasions where the students' performance is discussed with them. Early in the grade 12 year a meeting is held with all the top performers (based on their grade 11 achievements). Their goals for grade 12, is then discussed with them; irrespective of whether they are working for two, four, six or eight distinctions. Their current position as well as what needs to happen to achieve their objectives, forms part of this discussion. The school's objective is not primarily to achieve a 100% pass rate, but the focus is on supporting as many students as possible to gain university entry. This is currently at 86%.

Simultaneously all underperforming students are counseled; recommendations are made for subject changes where applicable. This is done in such a manner that it does not limit career choices and or admission to tertiary study. Their progress is monitored very closely and there are individualized programmes to support them to perform to the best of their ability. Their parents are also involved in the process to monitor and improve their performance, as and where necessary.

Students are monitored closely; firstly by their subject teachers and any problematic performance is addressed directly. Secondly, a meeting of all matric teachers with the SMT is held immediately after the first parents evening (in March) where every student's performance is discussed in terms of his/her performance in his subject package. Anomalies, such as a student with five distinctions and the sixth subject with a 60% average, are discussed on a case by case basis. Other than the academic performance, social factors are also shared and taken into account. This could include: ill health, depression, tension in the family, loss of a parent etc.

After the July examinations, a similar meeting is held under the guidance of the Deputy Principal responsible for the academic programmes. These

meetings are not limited to the Grade 12 learners. Similar meetings are held for all grades. Feedback is also given to parents.

Extra classes are offered in most Grade 12 subjects and attendance is more or less compulsory. This coupled with the close monitoring of performance addresses the needs of the majority of students. In instances where students clearly show that they are not coping and the supportive programmes do not have the necessary effect, it is suggested that such a learner consider level or subject changes. This is however not enforced. In the case where a student is misbehaving or shirking his/her responsibilities they have to attend a detention class of two hours on a Friday afternoon. These classes are supervised and they have to work constructively on their problem area.

8 In your opinion, what is the correlation between the level of funding and the academic performance of ...

8.1 your school as a whole? Please explain your view.

You previously indicated that money does not play a direct role in the academic performance of the school in the sense that no additional funds go to specific subjects. However money does play a role in terms of academic performance of the school in terms of staffing. The school has an academic staffing establishment of 59. Of these, 44 are paid by the state and 15 are employed by the SGB. This enables the school to employ specialist teachers; it further enables the school to limit class size to a maximum of 35; it provides for flexibility both in terms of subject choices and when making the time table. The 35 size limit is applied stringently. If for instance there are 72 learners enrolled for a specific subject, the 72 is divided by 35 and renders an answer of 2.1. This then translates into three classes and not two. The formula is consistently applied upwards to ensure that no class is bigger than 35.

The state provides for seven HOD positions and for two Deputy principal positions. Additional funding also enables the school to provide for additional members on the SMT. The school is able to employ five additional HODs and two additional Deputy principals. These appointments are all based on the



specialist contributions of the incumbents of the respective positions. To reiterate, the correlation between the level of funding and the academic achievement of the school is 100% limited to the provisioning of additional personnel.

The only other areas where funding impacts on the academic programme are:

- the school has a well-equipped library, with ten workstations that are all linked to the internet
- the school also has two fully equipped computer centres, each with 35 work stations that are not only integrated into the time table, but are also available to students in the afternoons. An amount of R350 000 was recently spent on the upgrading of the computer centres.
- the school spent R40 000 on equipment for the tuition of Technika electronics as field of study. This is however not limited to the grade 12 (matric) group.

The school does have a number of data projectors that are drawn and used by individual members of staff, but not all classes are equipped with these. The school does not use 'SMART-board' technology as yet. The principal is of the opinion that the impact and success of this kind of technology is still fully dependent on the ability of the individual teacher; thus the emphasis on appointing specialist teachers for each field of study as far as possible.

8.2 the individual performances in the different subjects offered at your school for the NSCE? Please explain your view.

It has been said before that, with the exception of a few individual so-called 'expensive' subjects, no additional funding impacts on the academic achievement of individual subjects for the NSCE. The so-called expensive subjects are expensive for one or both of two reasons; the classes are small and it requires expensive equipment, translating into a very high unit cost. These subjects include:

- Technika (electrical and mechanical) – expensive equipment and class size
- Music – expensive equipment and class size
- Visual Art – expensive equipment and class size
- Home Economics – expensive equipment

9 What do you attribute your school's success rate in the National Senior Certificate Examinations to?

*This will be followed up with probing questions to address the following dimensions:*

- Additional funding – does not apply in the sense that no specific funding is allocated for final preparation NSCE.
- Additional staff and Class size - Funds do play a major role in the employment of additional staff with specialist knowledge and to reduce class size to 35 or less.
- Extra classes – was dealt with in paragraph 5.4
- Extra teaching learning support material – in addition to what was said previously, it is important to note that teachers (and grade 12 learners after the GDE special grants for this purpose) have access to more than one textbook. In addition LTSM is also loaned from the GDE teacher's or the local Provincial library. Often in the form of block loans that are either kept in the school library or in that of the specific department. One such example is the English department who has their own mini library.
- Motivation of staff – the academic success of the school is attributed in its entirety to the dedication of the staff involved. Each teacher lives the moral obligation expressed by President Zuma; to

be well-prepared, in class on time and teaching. This happens every period from January to December and is considered as a given. It requires continuous consistent hard work and involvement of the teacher. Teachers have come a long road before they teach Grade 12.

The academic performance in every field of study is the primary responsibility of the HOD in conjunction with the Deputy Principal of the phase involved. Work is monitored on a weekly basis. Regular subject meetings are held. During subject meetings training is provided to junior members, model lessons are demonstrated etc. Except for the odd exception, Grade 12 subjects are normally taught by more than one experienced teacher. They then work as a team to optimise their collective skills and experience. The senior member of the team acts as leader for that subject for the specific grade. These teams consult at least on a weekly basis, if not from day to day, to monitor progress and performance. No additional remuneration is paid to individuals who act as subject leaders in the respective grades.

Each field of study is managed by a HOD. In the case of subjects with large numbers of students (i.e. Afrikaans, English, Mathematics and the Practical subjects) provision is made for a Deputy HOD who will then be responsible for grades 8 and 9, while the HOD take responsibility for grades 10 to 12. Since there are not HODs for every single subject, fields of study are sometimes grouped together to form, a department. The commercial sciences is a case in hand, where there is an HOD who is responsible for the field, but individual Subject heads are appointed for subjects like Accountancy and Business Economics. The Deputy HODs and Subject heads receive a small amount for these additional responsibilities.

Teachers can also apply for financial support for further studies that are subject related. Such support is handled as a bursary from the SGB. Provision is also made on an ad hoc basis for attending conferences and seminars that are deemed to be of value.

Underperformance of staff is managed by the HOD. It starts with counseling but can end up in disciplinary action if the individual does not cooperate.

- Academic background of staff / Teaching experience of staff / Additional training for staff

The school has never yet head hunted specific people for vacancies. Applicants apply through the normal process and are then appointed. The result is that the best available staff is appointed and then trained to conform to the work ethics and the standards of the school through the normal management of the academic programme as discussed earlier. Because people tend to stay with school, staff is highly experienced and the staff turnover is low. One problem though, is that staff is getting older and this may result in a problem in five years' time.

- Mentor system – the school does not have a formal mentor system. This role is by and large taken care of in the normal management of departments and the training provided during subject meetings as discussed earlier.
- Use of external specialists – External specialists from neighbouring schools and other institutions are used during the so-called winter school, to assist with the candidates working for a distinction or a higher symbol as external stimulus. The school's regular teachers

cater for students whose progress are not satisfactory to ensure that they do pass.

- Peer group pressure – the school’s motto is ‘Academic Excellence’. This is advocated widely and takes a prominent position in the entire school programme. Everyone is aware of the premium placed on academic time. Compromises to take part in sport or cultural events that infringes on academic time are limited to an absolute minimum.

Recognition of academic achievement gets prominence through a system where academic teams (15 top performers) for every grade that are announced twice a year.

The school a Gala evening in February every year where recognition is given to the grade 12 learners of the previous year as well as the top performers from feeder schools that joined the school as grade 8 students. Students receive a charter and a former student who excelled in his her career is invited as guest speaker. This is a very prestigious occasion and plays an important role in establishing and propagating the motto of academic excellence.

Research at one of the local universities on how students adapt to university life looked at first year pass rate, changing subjects or courses and adapting to the multicultural environment of the university as criteria. The results of this research project showed that students from this school were a top performing group.

All of the above plus the prominence of the school’s motto contribute to a degree of peer pressure on individual students.

The LRC has an academic portfolio, but other than propagating the school’s motto through activities such as announcing the academic teams, collective motivation through reminders that the exams are

due shortly etc., they do not play a direct role in the academic performance of the school in the NSCE.

Another very important contributing factor to academic excellence is the track record and example of the corps of leaders and the emphasis they place on academic excellence. This applies to the entire SMT.

- Parental involvement and Community involvement – A distinction is made between parental involvement and parental support. Parental support is at a very high level and the parent community is apparently fairly happy with what is happening at the school.irate parents confronting the SMT or SGB are few and far between.

However, parental involvement if compared to 15 or 20 years ago is at a much lower level. This is evident in the support for activities of the PTA as well as in the attendance of parents meetings. The school has an annual meeting in August for matric parents where final arrangements are communicated. Attendance has dropped from 90% in the past to 50% at present. Individual parents are involved as and where their own children are involved, whether it is academic, sports or cultural activities. Mass involvement of parents has however dissipated over the years.

- Role of traditional leaders – does not apply

### 6.5.3 Section C

Questions in this section relate to the *sixteen indicators of the Quality of School Education developed by the European Commission* in 2000 and will be used to probe the quality of education in the sample schools.

Responses will be rated on a four point scale (Not applicable / unacceptable performance = 0; Apply to limited extent / unsatisfactory / substandard / need to improve= 1; Implemented successfully / satisfactory / acceptable standard = 2; and Implemented very successfully / exceptional / exceeds the standard = 3).

*Ratings will be complemented by asking the respondents to substantiate their views.*

### C1 Attainment

Dimension	Rating 0/1/2/3	Comments
10 Mathematics	3	Very experienced staff
11 Reading/Language competence	2	
12 Science	2	
13 ICT	2	
14 Foreign Language	-	
15 Learning to learn	2	
16 Civics	2	

### C2 Success & Transition

Dimension	Rating 0/1/2/3	Comments
17 Drop-out rates Gr 8 – 12\ Gr 10 - 12	2 2	High in Gr 8.
18 Completing	2	



upper Secondary Education		
19 Participation in Tertiary Education	2	86%

### C3 Monitoring Education

Dimension	Rating 0/1/2/3	Comments
20 Evaluating & Steering School Education	2	
21 Parent participation	1	Involvement decreased over last 6 years

### C4 Resources & Structures

Dimension	Rating 0/1/2/3	Comments
22 Education & Training of Teachers	2	
23 Participation in Primary Education		N/A
24 Number of students per computer	2	
25 Education expenditure per student	2	

26 Any other comments / remarks that you deem relevant to the research question?

None.



## Case study 5: Sample school V

### Section A

#### 1. Demographic information about the school.

##### 1.1 Enrolment

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total number of boys in school	481	533	469
Total number of girls in school	584	545	604
Total number of learners in school	1065	1078	1073

##### 1.2 Enrolment in Gr. 12

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total number of boys in Gr. 12	91	88	92
Total number of girls in Gr. 12	94	129	106
Total number of learners in Gr. 12	179	217	198

##### 1.3 Drop out rate

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Drop out rate Gr. 8 to Gr. 12 as %	4,8%	4,6%	3,9%

##### 1.4 Pass rate National Senior Certificate Examination (NSCE)

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Pass rate Gr. 12 as %	100%	100%	100%

##### 1.5 University Entrance Admission

	<b>2007</b>	<b>2008</b>	<b>2009</b>
University entrance admission as %	70	81	73

##### 1.6 Number of distinctions in National Senior Certificate Examination (NSCE)

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total number of subject distinctions in	164	292	216

Gr. 12			
Number of distinctions in Afrikaans	49	30	33
Number of distinctions in English	17	34	14
Number of distinctions in 3 <sup>rd</sup> Language	2	1	1
Number of distinctions in Mathematics	17	44	22
Number of distinctions in Phys. Science	9	16	1
Number of distinctions in Biology	10	31	9
Number of distinctions in Accounting	7	7	2
Number of distinctions in Economics	-	3	-
Candidates with an A aggregate	25	29	23
Candidates with 8 or more distinctions	-	2	-
Candidates with 7 distinctions	4	4	7
Candidates with 6 distinctions	3	9	6
Candidates with 5 distinctions	-	10	-
Candidates with 4 distinctions	3	7	5
Candidates with 3 distinctions	11	31	12
Candidates with 2 distinctions	3	19	59
Candidates with 1 distinction	4	15	44

### 1.7 Subject averages in National Senior Certificate Examination (NSCE)

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Overall average for all subjects in NSCE	68	67	66
Subject average in Afrikaans	71	66	67
Subject average in English	68	69	63
Subject average in 3 <sup>rd</sup> Language	66	64	65
Subject average in Mathematics	60	63	51
Subject average in Phys. Science	60	63	51
Number of average in Biology	62	73	66

Subject average in Accounting	60	63	56
Subject average in Economics	-	54	58

## 2. Demographic information about educational staff.

### 2.1 Demographic information about the SMT.

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced training	Awards / Achievements
Principal	25	7	5½	BA Ed BAHons B.Ed	History Management	B.Ed	1 Merit award award
Deputy Principal 1	27	19	19	M.Ed	Management	M.Ed	Excellence in Secondary School Leadership
Deputy Principal 2	29	2	2	BA HOD	Afrikaans		Merit Awards
Deputy Principal 3	32	4	4	BA HDE B.Ed	Tourism Discipline	B.Ed	Merit Awards
HOD 1	14	1	1	BSC Hons	Physical Science	BSC Hons	
HOD 2	20	3	3	BSc Hons	Maths	BSc Hons	
HOD 3	15	1	1	BA B.Ed	History	B.Ed (Ed Mange)	
HOD 4	26	3	3	BA.Hons	English	BA.Hons	
HOD 5	22	5	2	BA.MA	Afrikaans	E-Teacher	NTA Provincial
HOD 6	25	10	10	BA	Maths	E-Teacher Full Bright Exchange	

## 2.2 Demographic information about staff teaching Gr. 12

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced training	Awards / Achievements
Afrikaans	36	34	15	BA.HED	Afrikaans	E-Teacher	
English	See Attached						
3 <sup>rd</sup> Language	16	14	14	STD(3years)	Sepedi	OBE NCT	
Mathematics	26	26	8	B.Com HED	Accounting Maths	E-Teacher	
Phys.Science	16	11	8	HDE IV	Physical Science		
Biology/LO	12	12	3	MSc	Botany Zoology	M.Sc BSc Hons	
Accounting	See Attached						
Economics	06	3	3	B.Com PGCE	Economics	E Citizen	

## 3. Demographic information about the members of the School Governing Body (SGB).

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair	8	3	3	B.Com	Strategy Finance	Finance	
Deputy chair	3	3	2	B.Tech	Catering Conferences	Fund Raising	



Secretary	2	2	2	B.Eng	Engineer	Infrastructure FT	
Treasurer	2	2	2	Diploma Finance	Finance Bookkeeper	Finance	
Member 1	3	2	2	SAP Training	Security	Safety Security	
Member 2	5	5	5	BA	Fundraising	PTSA Fundraising	
Member 3	3	3	3	B.Juris LLB	Advocate	Discipline	
Member 4	14	14	14	MEB	Deputy Principal	Planning Marketing	
Member 5	5	5	5	BA	Deputy Principal	Discipline	
Member 6	16	6	6	B.Ed BA. Hons	Principal	EL Officio	
Member 7	1	1	1	B.Com Hons	Teacher	Staff Rep	
Member 8	5	5	5	BA. Hons	Public Relations	Marketing	

4. Demographic information about the members of the Finance Committee (FC).

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair 1	8	3	3	B.Com	Stratergy Finance	Chairman	
Deputy chair 2	3	3	2	B.Tech	Catering Conferences	-	
Secretary							

Treasurer/FO 3	2	2	2	Diploma Accounting	Bursar	Bursar	
Member 1	16	6	6	B.Ed BA.Hons	Principal	Principal	
Member 2							
Member 3							
Member 4							
Member 5							

5. Information regarding the financial management of the school for the window period.

5.1 Regarding the budget

	2007	2008	2009
Date when budget was approved	18.10.06	17.10.07	16.10.08
Total annual budget	10516050	11399275	12691000
Funds from public funding	131979	167090	171099
Funds from private funding	448827	356481	345679
Funds from school fees	8940299	8953118	10402485
Funds from entrepreneurial ventures	-	765	15708
Funds from donors	-	-	441000
Funds from sponsorships	-	35000	-
Funds from bequests	-	-	-
Interest on investments	30069	30108	3582
Other sources of income 1	-	-	-
Other sources of income 2	-	-	-
Other sources of income 3	-	-	-
Other sources of income 4	-	-	-
Other sources of income 5	-	-	-

5.2 Regarding the academic budget

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Academic budget as % of total budget	6,34	6,4	6,32
Afrikaans as % of academic budget	4,55	4,39	4,34
English as % of academic budget	5,86	5,62	3,69
3 <sup>rd</sup> Language as % of academic budget	1,05	0,96	0,87
Mathematics as % of academic budget	3,45	3,45	4,36
Phys. Science as % of academic budget	3,45	3,43	2,55
Biology/LO as % of academic budget	4,57	4,38	4,86
Accounting as % of academic budget	3,95	3,43	3,49
Economics as % of academic budget	3,75	3,45	3,49

### 5.3 Additional funding per subject in preparation for NSCE

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total budget for additional funding/subject	–	–	–
Afrikaans	–	–	–
English	–	–	–
3 <sup>rd</sup> Language	–	–	–
Mathematics	–	16429	25200
Phys. Science	–	14000	9000
Biology/LO	–	–	–
Accounting	–	4000	–
Economics	–	4000	–

### 5.4 Activities funded from additional funding as preparation for NSCE

	<b>2007</b>	<b>2008</b>	<b>2009</b>

In general	–	–	–
Afrikaans	–	–	–
English	–	–	–
3 <sup>rd</sup> Language	–	–	–
Mathematics	–	Costs incurred for extra classes in June and September holidays	
Phys. Science	–	Costs incurred for extra classes in June and September holidays	
Biology/LO	–	–	–
Accounting	–	Costs incurred for extra classes in June and September holidays	–
Economics	–	Costs incurred for extra classes in June and September holidays	–

The school has gone to great lengths in the past three to four years to upgrade technology for the entire school in the form of interactive ‘smart boards’ and training of staff on the use of this technology. This is however, not limited to or specifically for the NSCE; it was for the benefit of the entire school and are reflected in the budget as upgrading of technology.

### **6.6.2 Section B**

Information regarding special programmes / efforts to prepare the grade 12 learners for the National Senior Certificate Examination (NSCE).

#### 6. How do you manage the academic programme at your school?

I assume the structure for the management of the academic programmes are similar in most schools; we do however have a few things that I think are specific to this school.



We have a HOD for every subject group. Because the PED do not provide for enough HODs, a number of them are employed by the SGB. The HOD for Arts (Visual, Design & Arts and Culture) is an example. The academic portfolio is coordinated by a Deputy Principal in conjunction with the HODs. This involves the planning of the academic programme, the entire assessment programme, the collection and analysis of statistical data on tests and examination results.

The HODs have a large degree of autonomy on how they manage their portfolios and basically report to the principal once a week. The key word here is accountability; they are accountable for the academic performance in their respective departments. The principal only becomes involved as and when necessary when they cannot handle a problem themselves.

Because of the diverse nature of the student population (the school is multicultural, there are more than 70 foreign students and for many students English is their third or fourth language) they have a very strong support system in the school. There is one academic tutor for each grades 8 and 9. Senior phase students have two tutors per grade. It is their responsibility to identify students who are underperforming, irrespective whether it originates in learning or emotional problems. Such students are then referred to the “Support team”. This team is made up of a coordinator, who is a qualified counsellor, plus a clinical psychologist and an educational psychologist.

One of the HODs acts as Head Tutor, this individual is overall responsible for the actions of all the tutors and for the referral of students to the support team. Such students (between 60 and 80) undergo an intervention programme conducted during two sessions every afternoon in the school’s two computer labs. The primary focus is on the Maths and Reading skills of grade 8 and 9 students. Independent tests have shown that more than 40% of the grade 8 learners have the reading skills of grade 6 or less. The intervention programmes address this and also include courses on study methods.

This model of academic support was introduced five years ago and has been showing results since 2009. For example, the 2010 grade nine group obtaining an average 70 % or more in the July exams have double from the previous year. Achieving a 100% pass rate would not have been possible without the support programme and its interventions. It is difficult to compete and compare your performance with that of a mono-cultural school. We do have students that obtain seven and eight distinctions, but the spread is different. During the June exams, 82% of the 2010 group of matrics obtained an average of more than 50% and only three students had an average of less that 40%. It is mainly Maths and Science that are causing the students problems. These problem cases are then addressed by means of the support programme.

Another very important factor that impacts on the performance of students is subject choice. If they study what they are interested in, motivation levels are high and they perform accordingly. With the exception of agricultural sciences, all other subjects are offered at this school. The support team and the Deputy Principal responsible for the academic programme play a very important role in this regard. They are heavily involved in assisting students from grade nine onwards with aptitude tests and subject choices.

#### 7. How do your manage academic performance at your school?

In addition to the organisation structure we have discussed in the previous paragraph, the school's academic programme is set in the previous year and communicated to the entire school community. We have a fixed test programme and teachers have to submit their test statistics every Thursday. This enables us to identify and address problems immediately; we don't have to wait for the exams to discover problems. The tutors play a major role in this regard. They are ordinary, but experienced teachers that have applied for the position of tutor. They do not have a register class and receive a very small remuneration for this additional responsibility.

A further measure that enhances the management of performance at the school is a practice where subject meetings are held fortnightly on a Wednesday

afternoon for administrative and training purposes. On the alternate Wednesday afternoons, the different grades meet with the tutors to identify students with performance problems. These problem cases are then investigated to determine the reason(s) for the underperformance, whether it is a dyslexic, dyscalculia, emotional, social problem or whether there are problems at home.

The school changed its didactic approach about four years ago to be much more technologically focussed. This includes the use of data projectors, interactive smart boards and mimeo technology. The cost of one fully installed interactive Smart board is more or less R27, 000. A Mimeo unit's cost is about R15,000 and that of an installed data projector is about R7,000. These are installed at a rate of three or four per year and are funded from a budget post for technology. The maths department has access to seven interactive Smart boards and there is one in the senior science lab.

Linked to this a system was introduced whereby ten teachers are subsidised for an amount of R2,500 per annum to buy a laptop computer. By 2011 there will be 50 teachers that have purchased laptop computers in this way. The school has 22 data projectors that are installed in classrooms and one that serves as a mobile unit that can be booked beforehand. A WiFi system has been installed in the school to enable teachers to access the school's administrative system from their classrooms. The school has received donations for Maths from a trust fund varying from R280,000 to R400,000 that enabled the school to send twenty members of staff on an e-teacher course at a unit cost of plus minus R3,500 per person. Teachers can download a lesson onto a server and students can then access the lesson from home.

The school has two computer labs with thirty computers each and there are sixteen computers in the library. All of these are linked to the internet. The computer labs use software for student support. In mathematics for instance they are using software that was developed by a former grade 12 learner that is very useful up to grade nine level. They are receiving assistance from Kids Development Academy (KDA) with software for Mathematics.

The school is piloting a product where the entire Gr 12 syllabus can be revised through the use of cell phone technology. Both the student and his/her teacher get immediate feedback by SMS. Students relate to this very well and their focus is on their work and the technology they are familiar with. It is envisaged that all students will be provided with a school cell phone to access the downloaded lessons mentioned earlier.

8. In your opinion, what is the correlation between the level of funding and the academic performance of ...
  - 8.1 ... your school as a whole?

The discussion in the previous paragraph has covered the impact of funding levels on the use of technology in the school's didactical approach. It also indicated that these are funded from a separate budget vote and that it cannot necessarily be linked to the NSCE specifically.

Another dimension that relates to funding is that of staffing. The school has 54 members of staff; 37 of whom are funded by the state. The rest of them are SGB appointees. The teaching staff is supplemented by the School-based Support Team (the counselor and two psychologists mentioned previously) and the Sports Buro (5 people) to enable them to focus on their primary responsibility of teaching. The support team, the managers of the different sporting codes and the Tutors work together very closely in providing the information to manage the performance of the individual student. Various individuals that have quantifiable additional responsibilities receive a proportional top-up from the SGB. Staff is also refunded for traveling costs and other personal expenses related to attending meetings on behalf of the school.

The school has a substantial budget for staff development that enables the SGB to send them for training and to attend conferences. As an example, this enabled the school to send 14 staff members to a conference in Stellenbosch last year, at a cost of R45,000. Another example is the training that twenty teachers underwent on becoming a qualified e-teacher. The school also holds a

monthly Teacher's Forum for two hours on a Thursday evening where the principal and a guest speaker deal with matters such as management training, thinking patterns, safety in the class, bullying, suicide and other relevant topics.

8.2 ... the individual performances in the different subjects offered at your school for the NSCE? Please explain your view.

More or less none since individuals do not receive additional remuneration nor are significant amounts allocated to specific subjects for this purpose. In general, there is an indirect benefit in the sense that the appointment of additional staff by the SGB, allows for smaller classes and more individualised attention and thus impacting on performance.

In general however, the school has a staff that is absolutely dedicated, purpose-driven and enthusiastic. Technology plays a very small role in the academic performance of grade twelve learners. Except for IT and CAT, teachers do not have computers in their classrooms.

9. What do you attribute your school's success rate in the National Senior Certificate Examinations to? Discipline, dedication, determination, desire of Teachers and Learners

*This will be followed up with probing questions to address the following dimensions:*

The following matters have been covered elsewhere in this document.

- Additional funding
- Additional staff
- Class size
- Extra classes
- Extra teaching learning support material
- Motivation of staff
- Academic background of staff
- Teaching experience of staff
- Additional training for staff

- Mentor system

The school does not have a formal mentor system. This function is, by and large, performed by the HODs and the Tutors. New arrivals at the school are however, allocated to an experienced staff member for the first year just to settle into the school culture and operational procedures.

- Use of external specialists

Not applicable. None are used.

- Peer group pressure

The school does have a formal structured 'Peer Support Group' of thirty learners, elected and trained to provide peer support to fellow students. They are trained in study methods and to assist students who are experiencing problems with their performance.

It is part of the school's ethos to perform well. There is pressure on every new group of matrics not to break the tradition of having a 100% pass rate. During the Academic Honnours evening for grade 12 (matric) learners in February, either the head boy or head girl from ten years ago is invited as guest speaker to motivate and challenge the current students. These persons normally have established themselves in a profession and often have a Masters or a PhD. The principal, guest speaker and staff all wear full academic gowns on this occasion to give stature to the event.

- Parental and Community involvement

???

- Role of traditional leaders

None

### 6.6.3 Section C

Questions in this section relate to the *sixteen indicators of the Quality of School Education developed by the European Commission* in 2000 and will be used to probe the quality of education in the sample schools.

Responses will be rated on a four point scale (Not applicable / unacceptable performance = 0; Apply to limited extent / unsatisfactory / substandard / need to improve= 1; Implemented successfully / satisfactory / acceptable standard = 2; and Implemented very successfully / exceptional / exceeds the standard = 3).

*Ratings will be complemented by asking the respondents to substantiate their views.*

#### C1 Attainment

Dimension	Rating 0/1/2/3	Comments
10 Mathematics	2	
11 Reading /Language competence	2	
12 Science	2	
13 ICT	2	
14 Foreign Language	0	
15 Learning to learn	2	
16 Civics	3	



### C2 Success & Transition

Dimension	Rating 0/1/2/3	Comments
17 Drop-out rates	2	
18 Completing upper Secondary Education	3	
19 Participation in Tertiary Education	3	70% to 80%

### C3 Monitoring Education

Dimension	Rating 0/1/2/3	Comments
20 Evaluating & Steering School Education	3	
21 Parent participation	1	

### C4 Resources & Structures

Dimension	Rating 0/1/2/3	Comments
22 Education & Training of Teachers	2	
23 Participation in Primary Education	1	
24 Number of students per computer	2	
25 Education expenditure per student	2	

26 Any other comments / remarks that you - **None.**



## Case study 6: Sample school VI

### Section A

#### 1. Demographic information about the school.

##### 1.1 Enrolment

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total number of boys in school	370	371	378
Total number of girls in school	443	447	493
Total number of learners in school	813	818	871

##### 1.2 Enrolment in Gr. 12

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Total number of boys in Gr. 12	38	48	26
Total number of girls in Gr. 12	59	73	77
Total number of learners in Gr. 12	97	121	103

##### 1.3 Drop out rate

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Drop out rate Gr. 8 to Gr. 12 as %	79.5	82	92

##### 1.4 Pass rate National Senior Certificate Examination (NSCE)

	<b>2007</b>	<b>2008</b>	<b>2009</b>
Pass rate Gr. 12 as %	98	100	100

##### 1.5 University Entrance Admission

	<b>2007</b>	<b>2008</b>	<b>2009</b>
University entrance admission as %	18		43

1.6 Number of distinctions in National Senior Certificate  
Examination (NSCE)

	2007	2008	2009
Total number of subject distinctions in Gr. 12	9	45	30
Number of distinctions in Afrikaans	4	1	3
Number of distinctions in English		1	1
Number of distinctions in 3 <sup>rd</sup> Language			
Number of distinctions in Mathematics	1	2	6
Number of distinctions in Phys. Science			1
Number of distinctions in Biology		2	3
Number of distinctions in Accounting	3	1	2
Number of distinctions in Economics			
Candidates with an A aggregate			
Candidates with 8 or more distinctions			
Candidates with 7 distinctions			
Candidates with 6 distinctions			
Candidates with 5 distinctions		1	
Candidates with 4 distinctions		1	1
Candidates with 3 distinctions		1	1
Candidates with 2 distinctions	1	5	1
Candidates with 1 distinction	7	23	8

1.7 Subject averages in National Senior Certificate Examination  
(NSCE)

	2007	2008	2009
Overall average for all subjects in NSCE			
Subject average in Afrikaans	62	448	65
Subject average in English		47	56
Subject average in 3 <sup>rd</sup> Language			

Subject average in Mathematics		58	57
Subject average in Phys. Science		42	41
Number of distinctions in Biology		51	3
Subject average in Accounting		51	48
Subject average in Economics			

## 2 Demographic information about educational staff.

### 2.1 Demographic information about the SMT.

Position	Total Experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced Training	Awards / Achievements
Principal	30	5	5	BA, HOD VDO			
Deputy Principal 1	15	3	3	HED Dipl M+4			
Deputy Principal 2	23	2	2	BA STD DSE			
Deputy Principal 3							
HOD 1	40	33	33	BSc Hons B Ed THOD			
HOD 2	13	1	1	BA, Ed			
HOD 3	14	2	2	Nat. Dipl. B Tech ACE			
HOD 4	18	1	1	BA, B Ed Hons PDMS STD ACE			
HOD 5							

## 2.2 Demographic information about staff teaching Gr. 12

Position	Total experience	Total experience in current post level	Experience in current post at this school	Qualifications	Field of specialisation	Advanced training	Awards / Achievements
Afrikaans	11		3	HOD			
English	13		1	BA Ed			
3 <sup>rd</sup> Language							
Mathematics	40		30	B Sc Hons B Ed THOD			
Phys.Science	18			BA B Ed Hons PMDS STD ACE			
Biology/LO	27		7	BA HOD VDO			
Accounting	8		5	B Com HOD			
Economics							

## 3 Demographic information about the members of the School Governing Body (SGB).

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair	9	2	1	SAP K13 Human Resources	Treasurer 6yr Chair 2 yrs.		Acquiring donations
Deputy							

chair							
Secretary	15	15	2	NCS Typing Dipl 1	Admin	Secretary	Governance of school in general
Treasurer							
Member 1	7	2	2	Dipl Retail Management	Admin	Stock Control Manager	Governance of school in general
Member 2							
Member 3							
Member 4							
Member 5							
Member 6							
Member 7							
Member 8							

4 Demographic information about the members of the Finance Committee (FC).

Position	Total experience as SGB member	Experience in SGB at this school	Total experience in current position	Qualifications	Field of specialisation	Portfolio	Contribution / Achievements
Chair	1	1	1	Tech Dipl	Sport		
Deputy chair	7	2	2	Dipl Retail Management	Admin	Stock Control Manager	Governance of school in general
Secretary	15	3	2	HED Dipl M+4			
Treasurer/FO	15	15	15	NCS			
Member 1	9	2	1	SAP K13 Human Resources	Treasurer 6yr Chair 2 yrs.		Acquiring donations

Member 2							
Member 3							
Member 4							
Member 5							

5 Information regarding the financial management of the school for the window period.

5.1 Regarding the budget

	2007	2008	2009
Date when budget was approved			
Total annual budget	R2 251 550	R2 806 750	R3 195 576
Funds from public funding			
Funds from private funding			
Funds from school fees	R2 871 206	R3 298 410	R3 841 313
Funds from entrepreneurial ventures	R99 408	R108 345	R103 843
Funds from donors			
Funds from sponsorships			
Funds from bequests			
Interest on investments	R44 931	R54 362	R48 050
Other sources of income 1 (Tuck shop)	R510 825	R540 819	R535 318
Other sources of income 2			
Other sources of income 3			
Other sources of income 4			
Other sources of income 5			

5.2 Regarding the academic budget

	2007	2008	2009
	<b>R292 500</b>	<b>R248 500</b>	<b>R261 500</b>

Academic budget as % of total budget	11	8	8
Afrikaans as % of academic budget	2	3	3
English as % of academic budget	0	2	1
3 <sup>rd</sup> Language as % of academic budget			
Mathematics as % of academic budget		3	7
Phys. Science as % of academic budget	1	2	4
Biology/LO as % of academic budget	1	5	5
Accounting as % of academic budget		2	1
Economics as % of academic budget			
CAT as % of academic budget	2	4	4,8
Consumer as % of academic budget	3	14	5

### 5.3 Additional funding per subject in preparation for NSCE

	2007	2008	2009
Total budget for additional funding/subject	None whatsoever.		
Afrikaans			
English			
3 <sup>rd</sup> Language			
Mathematics			
Phys. Science			
Biology/LO			
Accounting			
Economics			

### 5.4 Activities funded from additional funding as preparation for NSCE

	2007	2008	2009

In general	No additional provision for matric preparation. If however a teacher approaches me and requests that a specific textbook or workbook will be of significant value in their preparation for the NSCE exams, we go to extraordinary lengths to assist them if at all possible. An example is a workbook that we bought for Accounting. In such instances, we reallocate money from other budget items to accommodate the need.
Afrikaans	
English	
3 <sup>rd</sup> Language	
Mathematics	
Phys. Science	
Biology/LO	
Accounting	
Economics	

### 6.7.2 Section B

Information regarding special programmes / efforts to prepare the grade 12 learners for the National Senior Certificate Examination (NSCE).

6 How do you manage the academic programme at your school?

The matrics and their performance directly fall under the principal. She takes full responsibility for them. She monitors attendance and absenteeism. Every morning, the secretary prints a list of all matrics that are absent and the principal personally follows this up by calling the parents to find out why their child is not at school.

The principal and all the matric teachers form a team. As a first strategy, we try to keep the same teacher for both grades 11 and 12. The reason being that they can already start on the grade twelve curriculum in grade eleven.

7 How do your manage academic performance at your school?

The preparation process starts with teaching the students skills related to writing exams; how to read the paper, how to plan your answers etc. This process needs to start in grade eleven, because there is no time for that in grade twelve. The focus is then on the academic work.



No new students are taken in, after the first term in grade 11 and none in the grade 12 year.

At the beginning of the grade 12 year, we have a meeting with all the grade 12 parents and the grade 12 teachers. At this meeting parents are briefed in full as to what the programme for the rest of the entails, all relevant dates for tests and examinations etc.

In 2010 we decided that grade 12 learners come to school from 07:45 to 15:00 this means that they have had one extra hour of lessons per day from the beginning of January. This was worked into their time table. We also taught for the whole April school holiday. They only had a break to rest over the Easter weekend. The full team is at school during this time. Attendance is compulsory and absenteeism is followed up just like on an ordinary school day.

We are physically putting in many extra hours. Staff is not remunerated for these extra hours of work.

The test time table is printed in the school diary that is given to every student in January already. One-hour tests are written every Monday and Friday. Provision for this purpose is made in the regular time table.

Test results are submitted to the principal who personally follow any deviations up with a personal interview where the candidate has to explain what went wrong. The guiding principle is what do you want to do after school? No punches are pulled; expectations and aspirations are aligned with performance and ability because these are often not realistic. If there is an attitude or commitment problem, the parents are also interviewed. The fact that all parties know that they are being monitored has great motivational power. This is true of both homework and their test scores.

The recipe for success is based on hard work, extra hours of work and the personal involvement with every individual student. We know them individually and show interest in them as an individual.

8 In your opinion, what is the correlation between the level of funding and the academic performance of ...

8.1 ... your school as a whole? Please explain your view.

Because funds are limited, we do not have a vast budget for this purpose. However, if a teacher requests to attend training that are deemed to be worthwhile, the course fees and travelling costs are covered from the budget for staff development. This does not include training by District offices because the subject advisors are not able to give guidance.

8.2 ... the individual performances in the different subjects offered at your school for the NSCE? Please explain your view.

There is no correlation between academic performance in individual subjects and funding. We do not spend any additional funds on subjects for the NSCE exams. Our success can be attributed to the individual teacher; their subject knowledge, skills, attitude and experience.

9 What do you attribute your school's success rate in the National Senior Certificate Examinations to?

*This will be followed up with probing questions to address the following dimensions:*

- Additional funding - none

- Additional staff - we have 8 SGB appointments plus 30 posts funded by the state. The majority of the SGB staff are utilised in grades 8 to 10 to keep numbers down with a view to addressing disciplinary problems.
- Class size – class size is 35 on average
- Extra classes - see discussion above regarding time table and extra classes since January. There will also be extra classes in the Sep/Oct holidays. This will be after the mock/prelim exams and teachers will recap based on the performance in the prelim exams.
- Extra teaching learning support material - except for the two members of staff that teach CAT no other teachers have access to computers and or smart boards. They use standard OHPs to teach.
- Motivation of staff - Nothing specific, except for maybe taking some of the nasty parts of their jobs off their hands. I handle all instances of homework that was not done and related disciplinary problems. Their names are called over the intercom to come and do their homework under supervision in the principal's office during break. Matric students only subject themselves to this experience once or twice and then do their homework rather than being subjected to the embarrassment.
- Academic background of staff }
- Teaching experience of staff } See section A
- Additional training for staff }
- Mentor system AND Use of external specialists - the team approach of the grade 12 teachers under the leadership of the principal can be equated to a mentoring process. New members of

the team are mentored by the rest in their approach to delivering good results. All the grade 12 teachers network with teachers from other schools in their preparation for the NSCE exams and in setting papers to enhance their performance. This is over and above the cluster meetings organized from the district offices.

- Peer group pressure - system of top 10 achievers given recognition by giving them a badge to wear. Top achievers are announced every term. There is a sense of competition among top achievers. They support one another, sit together, help each other etc. The school has a name and reputation of excellence and parents queue to get their children enrolled in this school
- Parental involvement AND Community involvement - Very strong sense of involvement. Very strong support from parents. The slightest problem is dealt with immediately. Parents are focused on the fact that their child must perform. There is a prestige factor involved in children attending this school.
- Role of traditional leaders
- An opinion on the effectiveness of the programmes / efforts to prepare the grade 12 learners for the senior certificate examination,
- An opinion on the functioning of the school's Finance Committee
- Evidence to substantiate the information provided in the preceding bullets.

In general, our success can be attributed to the staff; their level of training, their commitment as well as a lot of time and energy from the principal.

Transformation process. Started in 1995. Closing of industry. Lost majority of white learners. Took a decision to open school. The more black learners enrolled, the more white parents took their children away. There were lots of growing pains initially; with conflict between learners. However the moment

the black learners were a majority, things settled down. Students mix and interact freely. No relationships across cultural lines. Only 20 out of 914 students are still white.

### 6.7.3 Section C

Questions in this section relate to the *sixteen indicators of the Quality of School Education developed by the European Commission* in 2000 and will be used to probe the quality of education in the sample schools.

Responses will be rated on a four point scale (Not applicable / unacceptable performance = 0; Apply to limited extent / unsatisfactory / substandard / need to improve= 1; Implemented successfully / satisfactory / acceptable standard = 2; and Implemented very successfully / exceptional / exceeds the standard = 3).

*Ratings will be complemented by asking the respondents to substantiate their views.*

### C1 Attainment

Dimension	Rating 0/1/2/3	Comments
10 Mathematics	1	
11 Reading/Language competence	1	
12 Science	1	
13 ICT		
14 Foreign Language		
15 Learning to learn	1	
16 Civics		

## C2 Success & Transition

Dimension	Rating 0/1/2/3	Comments
17 Drop-out rates Gr 8 - 12	3	
Gr 10 – 12	3	
18 Completing upper Secondary Education	2	
19 Percentage obtaining admission to University	1	

## C3 Monitoring Education

Dimension	Rating 0/1/2/3	Comments
20 Evaluating & Steering School Education	2	
21 Parent participation	1	

## C4 Resources & Structures

Dimension	Rating 0/1/2/3	Comments
22 Education & Training of Teachers	2	
23 Participation in Primary Education	NOT APPLICABLE	



24 Number of computers & number of students per computer	1	
25 Education expenditure per student	1	

26 Any other comments / remarks that you deem relevant to the research question?

## ANNEXURE 5

### DATA ANALYSIS Section A – JWvR

#### SECTION A

#### 1. Demographics of the school

##### 1.1 Enrolment

		AVG	I	II	III	IV	V	VI
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
2007	M	469.0	96	269	956	642	481	370
	F	516.0	97	290	1016	666	584	443
	Total	985.0	193	559	1972	1308	1065	813
2008	M	482.3	121	275	956	638	533	371
	F	494.0	115	274	942	641	545	447
	Total	976.3	236	549	1898	1279	1078	818
2009	M	462.5	164	267	864	633	469	378
	F	500.7	141	273	861	632	604	493
	Total	963.2	305	540	1725	1265	1073	871
Overall averages	M	471.3	48.3%		Highest			
	F	503.6	51.7%					
	Total	974.8			Lowest			



### 1.2 Enrolment in Gr 12

		AVG	I	II	III	IV	V	VI
			I	II	III	IV	V	VI
2007	M	84.8	21	57	201	101	91	38
	F	102.0	27	69	236	127	94	59
	Total	186.8	48	126	437	228	185	97
2008	M	92.2	30	50	212	125	88	48
	F	101.8	37	53	190	129	129	73
	Total	194.0	67	103	402	254	217	121
2009	M	92.0	44	56	186	148	92	26
	F	101.5	47	53	186	140	106	77
	Total	193.5	91	109	372	288	198	103
Overall averages	M	89.7						
	F	101.8						
	Total	191.4	68.7	112.7	403.7	256.7	200.0	107.0

### 1.3 Drop out rate Gr 8 -12 (%)

		AVG	I	II	III	IV	V	VI
			I	II	III	IV	V	VI
	2007	5.9	9.3	0	0.0	1.5	4.8	20
	2008	5.3	7.2	0	0.0	1.7	4.6	18
	2009	4.1	10.1	0	0.0	2.5	3.9	8
	Average	5.1	8.9	0.0	0.0	1.9	4.4	15.3

### 1.4 Pass rate NSCE as %

		AVG	I	II	III	IV	V	VI
			I	II	III	IV	V	VI
	2007	99.7	100	100	100	100	100	98
	2008	100	100	100	100	100	100	100

	2009	100	100	100	100	100	100	100	100
Average		99.9	100.0	100.0	100.0	100.0	100.0	100.0	99.3

### 1.5 Univ Entrance admission as %

		AVG	I	II	III	IV	V	VI
	2007	69.5	93	99	75	62	70	18
	2008	80.0	88.9	97	90.36	78	81	45
	2009	76.0	69.9	98	85.9	86	73	43
Average		75.2	83.9	98.0	83.8	75.3	74.7	35.3

### 1.6 NSCE Distinctions

		AVG	I	II	III	IV	V	VI
Total # of distinctions								
	2007	238.5	74	339	616	229	164	9
	2008	321.5	73	376	807	336	292	45
	2009	327.0	95	386	800	435	216	30
Average		295.7	81	367	741	333	224	28
n/Gr 12 Lrn		1.5	1.2	3.3	1.8	1.3	1.1	0.3

Afrikaans		AVG	I	II	III	IV	V	VI
	2007	39.6	24	59	62		49	4
	2008	33.3	12	28	94	35	30	1
	2009	29.2	14	24	56	45	33	3
Average		34.1	17	37	71	40	37	3

English		AVG	I	II	III	IV	V	VI
	2007	43.0	8	42	105		17	
	2008	39.0	4	45	103	47	34	1

		2009	33.3	4	38	80	63	14	1
	Average		36.7	5	42	96	55	22	1
3rd Language			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
		2007	10.0		14	14		2	
		2008	5.3		11	4		1	
		2009	8.7		15	10		1	
	Average		4.0	0	13	9	0	1	0
Mathematics			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
		2007	23.2	5	31	62		17	1
		2008	45.2	3	47	127	48	44	2
		2009	30.2	8	19	88	38	22	6
	Average		33.9	5	32	92	43	28	3
Physical Science			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
		2007	20.0	4	16	51		9	
		2008	17.2	3	13	39	15	16	
		2009	7.5	2	20	16	5	1	1
	Average		12.3	3	16	35	10	9	0
Biology			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
		2007	12.5	5	16	19		10	
		2008	12.0	3	10	9	17	31	2
		2009	12.0	4	19	19	18	9	3
	Average		11.8	4	15	16	18	17	2
Accounting			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
		2007	17.8	3	42	34		7	3

	2008	12.7	2	19	40	7	7	1
	2009	9.2	2	12	31	6	2	2
Average		12.6	2	24	35	7	5	2
Economics		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
	2007	8.0	1		15			
	2008	3.4	1	1	10	2	3	
	2009	3.5			5	2		
Average		2.3	1	0	10	2	1	0
Candidates with an A aggregate								
	2007	15.8	5	65	0	0	25	0
	2008	13.8	5	49	0	0	29	0
	2009	15.7	6	65	0	0	23	0
Average		15.1	5	60	0	0	26	0
Candidates with 8 or more distinctions								
	2007	1.0	0	0	6	0	0	0
	2008	4.0	0	4	15	3	2	0
	2009	2.8	0	11	5	1	0	0
Average		2.7	0	5	9	2	1	0
Candidates with 7 distinctions								
	2007	3.8	0	8	11	0	4	0
	2008	6.3	2	9	19	4	4	0
	2009	6.0	1	12	12	4	7	0
Average		5.6	1	10	14	4	5	0
Candidates with 6 distinctions								

	2007	5.0	4	8	15	0	3	0
	2008	6.2	2	16	0	10	9	0
	2009	4.7	2	7	0	13	6	0
Average		5.9	3	10	5	12	6	0
			0.038834951	0.091715976	0.01238646	0.04480519	0.03	0
Candidates with 5 distinctions								
	2007	2.3	1	13	0	0	0	0
	2008	4.8	0	11	0	7	10	1
	2009	4.2	3	8	0	14	0	0
Average		4.4	1	11	0	11	3	0
Candidates with 4 distinctions								
	2007	7.0	0	13	0	26	3	0
	2008	4.8	1	10	0	10	7	1
	2009	5.0	2	9	0	13	5	1
Average		5.6	1	11	0	16	5	1
Candidates with 3 distinctions								
	2007	5.3	1	20	0	0	11	0
	2008	9.3	7	17	0	0	31	1
	2009	4.8	5	11	0	0	12	1
Average		6.5	4	16	0	0	18	1
Candidates with 2 distinctions								
	2007	5.7	12	18	0	0	3	1
	2008	7.0	8	10	0	0	19	5
	2009	15.2	11	20	0	0	59	1
Average		9.3	10	16	0	0	27	2

Candidates with 1 distinction

	2007	8.5	18	22	0	0	4	7
	2008	12.0	16	18	0	0	15	23
	2009	14.8	16	21	0	0	44	8
Average		11.8	17	20	0	0	21	13

**1.7 Subject avgs in NSCE**

Overall average		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
	2007	60.0	58.9	65.0	65.3	66.8	55.9	48.0
	2008	63.6	54.9	75.3	68.9	68.9	64.4	49.0
	2009	57.0	52.5	59.8	68.5	56.9	59.6	44.5
Average		60.2	55	67	68	64	60	47
<b>Afrikaans</b>		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
	2007	70.7	76.3	78.7	66.62	69.6	71	62
	2008	65.1	67.2	71.8	71.5	69	66	44.8
	2009	67.5	66.7	66.3	70	69.8	67	65
Average		67.7	70	72	69	69	68	57
<b>English</b>		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
	2007	66.9	66.9	73.7	70.54	70	68	52
	2008	68.4	64.2	76.1	73	81.3	69	47
	2009	66.3	61	74.7	72	71.2	63	56
Average		67.2	64	75	72	74	67	52
<b>3rd Language</b>		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>



		2007	73.4		76.4	73	78	66	
		2008	69.7		75.8	69.3	69.7	64	
		2009	72.5		76.6	76		65	
	Average		48.0	0	76	73	74	65	0
Mathematics			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
		2007	61.7	59.9	71	61.3	60	60	58
		2008	68.4	60.5	79.5	72	77.2	63	58
		2009	61.6	60.7	63.5	70	67.5	51	57
	Average		63.9	60	71	68	68	58	58
Physical Science			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
		2007	61.4	69.4	68.5	62.42	63	60	45
		2008	60.7	55.5	70.6	67	66.3	63	42
		2009	53.9	51.4	59.6	64	56.6	51	41
	Average		58.7	59	66	64	62	58	43
Biology			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
		2007	64.4	67.8	71.4	61.62	59	62	
		2008	65.0	63.8	73.9	62.8	65.5	73	51
		2009	66.2	61.5	71.6	66	66	66	
	Average		63.6	64	72	63	64	67	51
Accounting			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
		2007	67.9	67.2	80	68.3	64	60	
		2008	66.0	69.6	77.4	72	62.8	63	51
		2009	61.7	68	66	72	60	56	48
	Average		64.2	68	74	71	62	60	50

Economics		AVG	I	II	III	IV	V	VI
	2007	64.5	63.5		58.99	71		
	2008	62.6	58.3	77.4	63.8	59.3	54	
	2009	57.7	50.5		58	64.4	58	
	Average	49.6	57	77	60	65	37	0

## 2. Demographics of Educational Staff

### 2.1 SMT

		AVG	I	II	III	IV	V	VI
Principal	Total exp.	27.7	20	29	29	33	25	30
B = 3	Exp curr level	6.0	5		2	11	7	5
B+D = 4	At this school	6.1	5	8	2	11	5.5	5
FDE = +2	Qualifications	4.0	4	4	4	4	4	4
Hons+ +2	Specialisation		Geogr/Afr/EdMan	Geogr/PhysEd	Hist	Maths	Hist/Ed Man	EdMan
M = + 2	Adv training	7.0	8	6	8	6	8	6
D = + 2	Awards	0.2	0	0	0	0	1	0
		AVG	I	II	III	IV	V	VI
DP 1	Total exp.	24.3	14	29	28	33	27	15
B = 3	Exp curr level	8.8	3		2	17	19	3
B+D = 4	At this school	9.5	2	5	11	17	19	3
FDE = +2	Qualifications	4.0	4	4	4	4	4	4
Hons+ +2	Specialisation		Eng/French	Geogr	Maths	History	Ed Man	
M = + 2	Adv training	7.0	6		6	8	8	
D = + 2	Awards	4			3 merits		Excell in Schl Idrshp	
		AVG	I	II	III	IV	V	VI
DP 2	Total exp.	24.8		19	20	33	29	23
B = 3	Exp curr level	8.5			11	19	2	2
B+D = 4	At this school	5.6		5	11	8	2	2



FDE = +2	Qualifications	4.0			4	4	4	4	4
Hons+ +2	Specialisation			Maths	MW Techn	Geography	Afr		
M = +2	Adv training	6.7			6		8		6
D = +2	Awards	2			1 merit			Merit awrds	
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
DP 3	Total exp.	27.3			19		31		32
B = 3	Exp curr level	11.0			10		19		4
B+D = 4	At this school	5.0			3		8		4
FDE = +2	Qualifications	4.0			4		4		4
Hons+ +2	Specialisation				Afr	Latin		Tourism/Discipl	
M = +2	Adv training	7.7			9		8		6
D = +2	Awards	1						Merit awrds	
		<b>AVG</b>							
<b>Avg DP</b>	Total exp.	25.5							
B = 3	Exp curr level	9.4							
B+D = 4	At this school	6.7							
FDE = +2	Qualifications	4.0							
Hons+ +2	Specialisation	0.0							
M = +2	Adv training	7.1							
D = +2	Awards	2.3							
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
HOD 1	Total exp.	24.3			24		19		14
B = 3	Exp curr level	14.0			8				1
B+D = 4	At this school	14.0			8				1
FDE = +2	Qualifications	4.0			4		4		4
Hons+ +2	Specialisation				Acc/BussSt	Eng		Phys Sc	
M = +2	Adv training	7.5			8		8		6
									8

D = + 2	Awards	0								
	<b>AVG</b>		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>		
HOD 2	Total exp.	20.0			30	17	20	13		
B = 3	Exp curr level	3.7			7		3	1		
B+D = 4	At this school	3.7			7		3	1		
FDE = +2	Qualifications	4.0			4	4	4	4		
Hons+ +2	Specialisation				Biol	Geo	Maths			
M = + 2	Adv training	8.3			11	8	6			
D = + 2	Awards	1			3 merits					
	<b>AVG</b>		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>		
HOD 3	Total exp.	18.0			26	17	15	14		
B = 3	Exp curr level	4.7			11		1	2		
B+D = 4	At this school	4.7			11		1	2		
FDE = +2	Qualifications	4.0			4	4	4	4		
Hons+ +2	Specialisation				Maths	Buss Econ	Hist	Techn		
M = + 2	Adv training	8.0			9	8	6	9		
D = + 2	Awards	0								
	<b>AVG</b>		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>		
HOD 4	Total exp.	27.0			36	28	26	18		
B = 3	Exp curr level	10.3			22	15	3	1		
B+D = 4	At this school	10.3			22	15	3	1		
FDE = +2	Qualifications	4.0			4	4	4	4		
Hons+ +2	Specialisation				Afr/Germ	Phys Sc	Eng			
M = + 2	Adv training	7.5			8	4	6	12		
D = + 2	Awards	1			2 merits					
	<b>AVG</b>		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>		
HOD 5	Total exp.	23.7			29	20	22			
B = 3	Exp curr level	7			9		5			
B+D = 4	At this school	5.5			9		2			

FDE = +2	Qualifications	4		4	4	4
Hons+ +2	Specialisation		Eng	Biol	Afr	
M = + 2	Adv training	6.7		6	6	8
D = + 2	Awards	2	2 merits			NTAProv/e-T
<b>Avg HOD</b>	Total exp.	22.6				
B = 3	Exp curr level	7.9				
B+D = 4	At this school	7.6				
FDE = +2	Qualifications	4.0				
Hons+ +2	Specialisation	0.0				
M = + 2	Adv training	7.6				
D = + 2	Awards	0.8				

## 2.2 GR 12 Teachers

		AVG	I	II	III	IV	V	VI	
Afrikaans	Total exp.	23.5	6	22	36	30	36	11	
B = 3	Exp curr level	17.0	2		22	16	34	11	
B+D = 4	At this school	10.3	2	7	22	13	15	3	
FDE = +2	Qualifications	4	4	4	4	4	4	4	
Hons+ +2	Specialisation		Afr		Afr/Germ	Afr	Afr	Afr	
M = + 2	Further trng	5	7	6	8	4	5	0	
D = + 2	Adv training	2	3	2	4	0	1	0	
	Awards	33%	0	0	1	0	1	0	
		AVG	I	II	III	IV	V	VI	
English	Total exp.	21.5	5	41	20	24	26	13	####
B = 3	Exp curr level	12.8	5	30	17	9	3	13	

B+D = 4	At this school	7.3	5	14	12	9	3	1
FDE = +2	Qualifications	4	4	4	4	4	4	4
Hons+ +2	Specialisation		Eng		Eng	Eng	Eng	Eng
M = + 2	Further trng	6	8	10	8	4	6	0
D = + 2	Adv training	3	4	6	4	0	2	0
	Awards	17%	0	0	1	0	0	0
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
3rd Language	Total exp.	20.3		31	14		16	
B = 3	Exp curr level	12.0			10		14	
B+D = 4	At this school	12.7		14	10		14	
FDE = +2	Qualifications	4		4	4		3	
Hons+ +2	Specialisation				French		Sepedi	
M = + 2	Further trng	6		8	6		4	
D = + 2	Adv training	2		4	2		1	
	Awards	0	0	0	0	0	0	0
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
Mathematics	Total exp.	26.2	23	19	20	29	26	40
B = 3	Exp curr level	22.4	23		8	15	26	40
B+D = 4	At this school	10.2	3	4	8	8	8	30
FDE = +2	Qualifications	4	4	4	4	4	4	4
Hons+ +2	Specialisation		Maths		Maths/Phys	Maths	Acc/Maths	Maths
M = + 2	Further trng	7	6	8	6	6	5	8
D = + 2	Adv training	3	2	4	2	2	1	4
	Awards	33%	0	0	1	0	1	0
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
Phys. Science	Total exp.	19.0	20	11	21	28	16	18

B = 3	Exp curr level	15.6	13		21	15	11	18
B+D = 4	At this school	9.0	2	2	18	15	8	
FDE = +2	Qualifications	4	4	4	4	4	4	4
Hons+ +2	Specialisation		Phys		Bio/Phys Sc	Phys Sc	Phys Sc	Phys Sc
M = + 2	Further trng	6	10	4	6	4	0	11
D = + 2	Adv training	3	6	0	2	0	0	7
	Awards	0	0	0	0	0	0	0
	<b>AVG</b>		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
Biology	Total exp.	20.0	5	13	42	21	12	27
B = 3	Exp curr level	20.4	5		42	16	12	27
B+D = 4	At this school	9.0	5	6	20	13	3	7
FDE = +2	Qualifications	4	4	4	4	4	4	4
Hons+ +2	Specialisation		Life Sc		Bio/Maths	Bio/Phys Ed	Bot/Zool	Biol
M = + 2	Further trng	5	6	6	0	6	8	6
D = + 2	Adv training	2	2	2	0	2	4	2
	Awards	17%	0	0	1	0	0	0
	<b>AVG</b>		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
Accounting	Total exp.	17.4	10	39	24	6		8
B = 3	Exp curr level	7.5	8		8	6		8
B+D = 4	At this school	7.0	5	15	8	2		5
FDE = +2	Qualifications	4	4	4	4	4		4
Hons+ +2	Specialisation		Acc/Econ		Acc/BussSt	Acc		Acc
M = + 2	Further trng	3	0	6	0	8		0
D = + 2	Adv training	1	0	2	0	4	0	0
	Awards	17%	0	1	0	0	0	0
	<b>AVG</b>		<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>

Economics	Total exp.	18.0	10		30	26	6	
B = 3	Exp curr level	14.0	8		30	15	3	
B+D = 4	At this school	7.5	5		7	15	3	
FDE = +2	Qualifications	4	4		4	4	4	
Hons+ +2	Specialisation			Acc/Econ	Econ	Econ		
M = + 2	Further trng	5	0		6	6	8	
D = + 2	Adv training	2	0		2	2	4	
	Awards	33%	0	0	1	0	1	0

**Avg Gr 12 Teacher**

**AVG**

	Total exp.	20.7	
B = 3	Exp curr level	15.2	
B+D = 4	At this school	9.1	
FDE = +2	Qualifications	4.0	
Hons+ +2	Specialisation	0.0	
M = + 2	Further trng	5.3	Maths 7
D = + 2	Adv training	2.1	
	Awards	18.8%	

**3. Demographics of SGB**

	AVG	Chr	D Chr	Secr	Tr/FO	M1	M2	M3	M4	M5
Total exp.	4.5	7.5	3.0	5.0	4.3	3.3	3.7	3.0	6.7	5.7
Exp curr level	3.7	3.8	3.0	5.0	1.8	1.8	3.7	3.0	6.7	5.7
At this school	3.2	1.8	1.3	1.8	1.5	1.8	3.7	3.0	6.7	5.7
Qualifications	5.1	5	5	5	4	4	5	5	6	6
Specialisation		Maths, Law	Busn, Fin	Varied	Law	Bus/Mark	CA	Adm	Relig	Fin
		Finance	Engineer	Admin	Fin	Adm	Law	Law	Ed	Soc
									Man	W

		AVG	I	II	III	IV	V	VI	
Chair	Total exp.	7.5				9	4	8	9
B = 3	Exp curr level	3.8				9	1	3	2
B+D = 4	At this school	1.8				2	1	3	1
FDE = +2	Qualifications	5				9	6	3	1
Hons+ +2	Specialisation				Maths	Theol	Strat Fin	SAPD	
M = + 2	Portfolio					Man	Finance	Treasurer	
D = + 2	Contribution							Donations	
		AVG	I	II	III	IV	V	VI	
Dep chair	Total exp.	3.0				5	1	3	
B = 3	Exp curr level	3.0				5	1	3	
B+D = 4	At this school	1.3				1	1	2	
FDE = +2	Qualifications	5				4	7	3	
Hons+ +2	Specialisation				Buss	Engineering	Catering/Conf		
M = + 2	Portfolio						Fundraising		
D = + 2	Contribution								
		AVG	I	II	III	IV	V	VI	
Secretary	Total exp.	5.0				2	1	2	15
B = 3	Exp curr level	5.0				2	1	2	15
B+D = 4	At this school	1.8				2	1	2	2
FDE = +2	Qualifications	5				9	3	4	2
Hons+ +2	Specialisation						Training	Engineer	Admin
M = + 2	Portfolio						Secr Trng	Infrastr/FT	Governance
D = + 2	Contribution								
		AVG	I	II	III	IV	V	VI	
Treasurer / FO	Total exp.	4.3				5	1	2	9
B = 3	Exp curr level	1.8				2	1	2	2
B+D = 4	At this school	1.5				2	1	2	1

FDE = +2	Qualifications	4			6	6	3	2	
Hons+ +2	Specialisation				Law	CA	Finance	SAPD	
M = + 2	Portfolio				Finance	Treasurer	Bookkeeper	Treasurer	
D = + 2	Contribution							Donations	
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
Member 1	Total exp.	3.3				2	1	3	7
B = 3	Exp curr level	1.8				2	1	2	2
B+D = 4	At this school	1.8				2	1	2	2
FDE = +2	Qualifications	4				4	4	3	3
Hons+ +2	Specialisation				Buss	Urban Planner	SAPD	Admin	
M = + 2	Portfolio				Marketing	Phys Facilities	Safety/Security	Stock cntrl	
D = + 2	Contribution								
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
Member 2	Total exp.	3.7				2	4	5	
B = 3	Exp curr level	3.7				2	4	5	
B+D = 4	At this school	3.7				2	4	5	
FDE = +2	Qualifications	5				5	8	3	
Hons+ +2	Specialisation				CA	Advocate	Fundraising		
M = + 2	Portfolio				Int Audit	Legal matters	PTSA/Fundraising		
D = + 2	Contribution								
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
Member 3	Total exp.	3.0				5	1	3	
B = 3	Exp curr level	3.0				5	1	3	
B+D = 4	At this school	3.0				5	1	3	
FDE = +2	Qualifications	5					4	6	
Hons+ +2	Specialisation				Tennis	Systems Engineer	Adv/Law		
M = + 2	Portfolio				Sport	Sport & Parents	Discipline		
D = + 2	Contribution								
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	



Member 4	Total exp.	6.7				5	1	14	
B = 3	Exp curr level	6.7				5	1	14	
B+D = 4	At this school	6.7				5	1	14	
FDE = +2	Qualifications	5.7				6	3	8	
Hons+ +2	Specialisation				Minister	Director			
M = + 2	Portfolio				LO	Sport		Ed Man/DP	
D = + 2	Contribution							Planning/Marketing	
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
Member 5	Total exp.	5.7				5	7	5	
B = 3	Exp curr level	5.7				5	7	5	
B+D = 4	At this school	5.7				5	7	5	
FDE = +2	Qualifications	6				9	4	4	
Hons+ +2	Specialisation				Soc Work	Fin Director		DP	
M = + 2	Portfolio				Culture	Fin Man		Discipline	
D = + 2	Contribution								
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
Member 6	Total exp.	9.0				2		16	
B = 3	Exp curr level	4.0				2		6	
B+D = 4	At this school	4.0				2		6	
FDE = +2	Qualifications	6				3		8	
Hons+ +2	Specialisation				IT Buss			Pr	
M = + 2	Portfolio				Academic			Ex officio	
D = + 2	Contribution								
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
Member 7	Total exp.	1.0						1	
B = 3	Exp curr level	1.0						1	
B+D = 4	At this school	1.0						1	
FDE = +2	Qualifications	6						6	
Hons+ +2	Specialisation							T	

		AVG	I	II	III	IV	V	VI
M = + 2	Portfolio						Staff rep	
D = + 2	Contribution							
Member 8	Total exp.	5.0					5	
B = 3	Exp curr level	5.0					5	
B+D = 4	At this school	5.0					5	
FDE = +2	Qualifications	6					6	
Hons+ +2	Specialisation						Publ Relations	
M = + 2	Portfolio						Marketing	
D = + 2	Contribution							

#### 4. Demographics of Finance Committee

		AVG	Chr	D Chr	Secr	Tr/FO	M1	M2	M3	M4	
Chair	Total exp.	7.0		6.5	6.8	5.3	5.7	7.3	10.5	7.0	11.5
B = 3	Exp curr level	5.0		2.0	5.5	1.7	5.7	4.8	10.5	7.0	11.5
B+D = 4	At this school	4.2		1.8	3.8	1.0	6.3	5.5	7.0	7.0	11.5
FDE = +2	Qualifications	5		5	3	4	2.3	5.7	9.0	6.0	4.0
Hons+ +2	Specialisation		Law	Varied	Admin	Finance	Office Man	Engineer		CA	Ed Man
M = + 2			Finance		Finance	Business	FO/Clerk	Math		Finance	
D = + 2											
		AVG	I	II	III	IV	V	VI			
Chair	Total exp.	6.5			5	4	8	9			
B = 3	Exp curr level	2.0			2	1	3	2			
B+D = 4	At this school	1.8			2	1	3	1			
FDE = +2	Qualifications	5			6	8	3	1			
Hons+ +2	Specialisation				Law	CA	Fin Strat	SAPD			



M = + 2	Portfolio					Finance		SGB Chair	Treasurer
D = + 2	Contribution								Donations
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
Dep chair	Total exp.	6.8			10		7	3	7
B = 3	Exp curr level	5.5			10		7	3	2
B+D = 4	At this school	3.8			4		7	2	2
FDE = +2	Qualifications	3						3	3
Hons+ +2	Specialisation					Ed Man		Catering/Conf	Admin
M = + 2	Portfolio								Stock cntrl
D = + 2	Contribution								
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
Secretary	Total exp.	5.3			0		1		15
B = 3	Exp curr level	1.7			1		1		3
B+D = 4	At this school	1.0			0		1		2
FDE = +2	Qualifications	4							4
Hons+ +2	Specialisation					Office Man			
M = + 2	Portfolio					FO/Clerk			
D = + 2	Contribution								
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
Treasurer/FO	Total exp.	5.7			0			2	15
B = 3	Exp curr level	5.7			0			2	15
B+D = 4	At this school	6.3			2			2	15
FDE = +2	Qualifications	2			4			3	0
Hons+ +2	Specialisation					Acc/BussMan		Accounting	
M = + 2	Portfolio					Registrar Fin		Bursar	
D = + 2	Contribution								
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
Member 1	Total exp.	7.3			0		12	16	1
B = 3	Exp curr level	4.8			0		12	6	1

B+D = 4	At this school	5.5			4	11	6	1
FDE = +2	Qualifications	6			6		8	3
Hons+ +2	Specialisation				CA		Pr	Sport
M = + 2	Portfolio				Ext Auditor		Ex officio	
D = + 2	Contribution							
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
Member 2	Total exp.	10.5			9	12		
B = 3	Exp curr level	10.5			9	12		
B+D = 4	At this school	7.0			2	12		
FDE = +2	Qualifications	9			9			
Hons+ +2	Specialisation				Ing/Math			
M = + 2	Portfolio							
D = + 2	Contribution							
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
Member 3	Total exp.	7.0			2	12		
B = 3	Exp curr level	7.0			2	12		
B+D = 4	At this school	7.0			2	12		
FDE = +2	Qualifications	6			6			
Hons+ +2	Specialisation				CA			
M = + 2	Portfolio				Int Audit			
D = + 2	Contribution							
		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
Member 4	Total exp.	11.5			11	12		
B = 3	Exp curr level	11.5			11	12		
B+D = 4	At this school	11.5			11	12		
FDE = +2	Qualifications	4			4			
Hons+ +2	Specialisation				HOD EBS			
M = + 2	Portfolio							
D = + 2	Contribution							

		AVG	I	II	III	IV	V	VI
Member 5	Total exp.	15.0			15			
B = 3	Exp curr level	15.0			15			
B+D = 4	At this school	2.0			2			
FDE = +2	Qualifications	8			8			
Hons+ +2	Specialisation				Principal			
M = + 2	Portfolio				x officio			
D = + 2	Contribution							

## 5. Financial Management

### 5.1 Annual budget

		AVG	I	II	III	IV	V	VI
Approved	2007		11		10	11	10	
	2008		11		10	11	10	
	2009		11		10	11	10	

### 5.1 Annual budget

		AVG	I	II	III	IV	V	VI
Total budget	2007	9.48	5.77		19.67	9.20	10.52	2.25
	2008	10.87	8.85		20.90	10.40	11.40	2.80
	2009	15.93	9.63	36.80	22.26	11.00	12.69	3.20
	Variance %	8.4%	8.1%		6.1%	5.5%	10.2%	12.2%

Total budget	2007	9,605,821	5,773,805		19,668,045	9,200,000	10,516,050	2,871,206
	2008	10,969,218	8,845,474		20,902,932	10,400,000	11,399,275	3,298,410
	2009	16,036,951	9,628,000	36,798,182	22,263,213	11,000,000	12,691,000	3,841,313
	Variance %	8.8%	8.1%		6.1%	5.5%	10.2%	14.1%

Expend./student		2007	12,066	29,916		9,974	7,034	9,874	3,532
		2008	14,246	37,481		11,013	8,131	10,574	4,032
		2009	22,925	31,567	68,145	12,906	8,696	11,828	4,410
	Avgamnt/learner		22,522	32,988	68,145	11,298	7,954	10,759	3,991
			50,567	32,988	68,145				
			8,501		11,298	7,954	10,759	3,991	
x Publ Funding		2007	266,255		193,384	120,000	131,979	619,656	
		2008	267,602		251,658	160,000	167,090	491,660	
		2009	332,757		294,191	220,000	171,099	645,737	
	1.39% % of Total budg		5.4%		1.2%	1.6%	1.4%	17.6%	
x Private Funding		2007	7,827,348	5,773,805	-	19,474,661	9,080,000	10,384,071	2,251,550
		2008	8,962,614	8,845,474	-	20,651,274	10,240,000	11,232,185	2,806,750
		2009	15,815,114	9,628,000	36,798,182	21,969,022	10,780,000	12,519,901	3,195,576
	% of Total budg		96.4%	100.0%	100.0%	98.8%	98.4%	98.6%	82.4%
Check control		2007	7,905,172	5,773,805	-	19,564,661	9,147,000	9,419,195	3,526,370

Priv Funding	2008	8,857,682	8,954,407	-	20,651,274	10,163,000	9,375,472	4,001,936	
	2009	15,839,877	9,768,077	36,798,181	21,969,023	10,767,000	11,208,454	4,528,524	
		96.4%	100.0%	100.0%	98.8%	98.4%	98.6%	82.4%	
School fees	2007	8,995,814	5,773,805		18,393,761	9,000,000	8,940,299	2,871,206	
	2008	10,111,771	8,845,474		19,361,854	10,100,000	8,953,118	3,298,410	
	2009	15,360,336	9,628,000	36,747,694	20,842,523	10,700,000	10,402,485	3,841,313	
	% of Total budg	95.4%	100.0%	99.9%	93.3%	97.4%	81.8%	100.0%	
Entrepreneurial ventures	2007	177,136			350,000	82,000		99,408	
	2008	128,528			350,000	55,000	765	108,345	
	2009	116,008		50,487	350,000	60,000	15,708	103,843	
	% of Total budg	3.8%	0.0%	0.1%	1.7%	2.6%	18.2%	0.0%	
x Donors	2007	65,000				65,000			
	2008	8,000				8,000			
	2009	224,000				7,000	441,000		
	% of Total budg	63.2%	100.0%	0.0%	0.0%	97.4%	81.8%	100.0%	?????
x Sponsorships	2007	#DIV/0!							
	2008		108,933				35,000		

			71,967						
	% of Total budg	2009	140,077 0.2%	140,077 1.0%	0.0%	0.0%	0.0%	0.1%	0.0%
x Bequests		2007	#DIV/0!						
		2008	#DIV/0!						
		2009	#DIV/0!						
	% of Total budg		#REF!	#REF!	#REF!	0.0%	#REF!	#REF!	#REF!
x Investments		2007	41,667			50,000		30,069	44,931
/Interest		2008	48,157			60,000		30,108	54,362
		2009	38,877			65,000		3,582	48,050
	% of Total budg		#REF!	#REF!	#REF!	0.3%	#REF!	#REF!	#REF!
						Culture			
Other 1		2007	343,384			70,500		448,827	510,825
		2008	335,100			108,000		356,481	540,819
		2009	315,332			65,000		345,679	535,318
	% of Total budg		#REF!	#REF!	#REF!	0.4%	#REF!	#REF!	#REF!
						Practical subjs			
Other 2		2007	600,400			600,400			
		2008	651,420			651,420			
		2009				626,500			



			626,500							
	% of Total budg		#REF!	#REF!	#REF!	3.0%	#REF!	#REF!	#REF!	
						Transport				
Other 3		2007	100,000			100,000				
		2008	120,000			120,000				
		2009	20,000			20,000				
	% of Total budg		#REF!	#REF!	#REF!	0.4%	#REF!	#REF!	#REF!	
Other 4		2007	#DIV/0!							
		2008	#DIV/0!							
		2009	#DIV/0!							
	% of Total budg		#REF!	#REF!	#REF!	0.0%	#REF!	#REF!	#REF!	
Other 5		2007	#DIV/0!							
		2008	#DIV/0!							
		2009	#DIV/0!							
	% of Total budg		#REF!	#REF!	#REF!	0.0%	#REF!	#REF!	#REF!	
<b>5.2 Academic budget</b>										
% of Annual budget										
			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
		2007	9.9	2.46		0.6	29	6.34		11
		2008	9.1	2.3		0.6	28.0	6.4		8
		2009	7.4	2.94	1.9	0.6	24.7	6.32		8
Average	Overall		7.9	2.6	1.9	0.6	27.2	6.4		9.0
	Indep.		2.3	2.6	1.9					
	Public		10.8			0.6	27.2	6.4		9.0

	<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
Additional staff as % of Annual budget								
	2007	#DIV/0!						
	2008	35.9			35.9			
	2009	#DIV/0!						
Average		#DIV/0!	0.0	#DIV/0!	0	12.0	0.0	0.0
Additional staff as % of Academic budget								
	2007	#DIV/0!						
	2008	78.0			78.0			
	2009	#DIV/0!						
Average		#DIV/0!	0.0	#DIV/0!	0	26.0	0.0	0.0
Budget for staff development								
	2007	#DIV/0!						
	2008	#DIV/0!						
	2009	#DIV/0!						
Average		#DIV/0!						
Budget for staff development as % of Annual budget								
	2007	#DIV/0!						
	2008	#DIV/0!						
	2009	#DIV/0!						
Average		#DIV/0!						
Afrikaans as % of academic								
	2007	4.9			7	6	4.55	2

	2008	3.8			6.9	1	4.39	3
	2009	3.9			7	1.4	4.34	3
Average		2.5	0.0	0.0	7.0	1.1	4.4	2.7
English as % of academic		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
	2007	6.5			6.5	7	5.86	
	2008	4.3			6.4	3	5.62	2
	2009	3.4			6.3	2.8	3.69	1
Average		2.8	0.0	0.0	6.4	4.3	5.1	1.0
3rd Language as % of academic		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
	2007	1.8			2.6		1.05	
	2008	1.8			2.6		0.96	
	2009	1.7			2.6		0.87	
Average		0.6	0.0	0.0	2.6	0.0	1.0	0.0
Mathematics as % of academic		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
	2007	6.5			14.1	2	3.45	
	2008	5.5			14.5	1	3.45	3
	2009	7.0			14.8	1	4.36	8
Average		3.9	0.0	0.0	14.5	1.3	3.8	3.7
Phys Science as % of academic		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
	2007	11.7			33.5	9	3.45	1
	2008	10.5			33.6	3	3.43	2
	2009	10.8			33.7	3	2.55	4
Average		7.3	0.0	0.0	33.6	5.0	3.1	2.3
Biology as % of academic		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>

	2007	7.2			21.3	2	4.57	1	
	2008	8.0			21.6	1	4.38	5	
	2009	7.9			20.7	1	4.86	5	
Average		5.1	0.0	0.0	21.2	1.3	4.6	3.7	
Accounting as % of academic		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
	2007	4.0			7.5	0.5	3.95		
	2008	3.7			7.2	0.5	3.43		
	2009	3.8			7.4	0.5	3.49		
Average		1.9	0.0	0.0	7.4	0.5	3.6	0.0	
Economics as % of academic		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
	2007	3.9			7.5	0.5	3.75		
	2008	3.8			7.3	0.5	3.45		
	2009	3.8			7.4	0.5	3.49		
Average		1.9	0.0	0.0	7.4	0.5	3.6	0.0	
<b>5.3 Additional funding/NSCE subject</b>									
Total additional funding		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	
	2007	667	-	-	Incl. Special grant 4,000	-	-	-	
	2008	42,103	-	-	214,191	-	38,429	-	
	2009	43,572	-	-	227,230	-	34,200	-	
Average		28,781	-	-	148,474	-	24,210	-	
Afrikaans	2007	<b>AVG</b> 2,000	<b>I</b>	<b>II</b>	<b>III</b> 2,000	<b>IV</b>	<b>V</b>	<b>VI</b>	

		2008	46,983			46,983					
		2009	46,960			46,960					
	Average		5,330	-	-	31,981	-	-	-	-	-
			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>		
English		2007	2,000			2,000					
		2008	2,000			2,000					
		2009	46,960			46,960					
	Average		2,831	-	-	16,987	-	-	-	-	-
			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>		
3rd Language		2007	#DIV/0!								
		2008	#DIV/0!								
		2009	44,960			44960					
	Average		2,498	-	-	14,987	-	-	-	-	-
			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>		
Mathematics		2007	#DIV/0!								
		2008	16,429					16429			
		2009	25,200					25200			
	Average		2,313	-	-	-	-	13,876		-	-
			<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>		
Phys Science		2007	#DIV/0!								
		2008	48,302			82604.37		14000			
		2009	26,588			44175.08		9000			
	Average		8,321	-	-	42,260	-	7,667		-	-

		<b>AVG</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
Biology	2007	#DIV/0!						
	2008	82,604			82604.37			
	2009	44,175			44175.08			
	Average	7,043	-	-	42,260	-	-	-
Accounting	2007	#DIV/0!	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
	2008	4,000					4000	
	2009	#DIV/0!						
	Average	222	-	-	-	-	1,333	-
Economics	2007	#DIV/0!	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>
	2008	4,000					4000	
	2009	#DIV/0!						
	Average	222	-	-	-	-	1,333	-

#### 5.4 Activities funded as preparation for NSCE

In general

2007	None
2008	
2009	

