Secondary School Improvement Programme (SSIP): A case of Gauteng Department of Education

Presenter: Boy Ngobeni
Superintendent-General: Gauteng Department of Education
Republic of South Africa Public Service
## Scope of Presentation

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The province of Gauteng has...

- 1.4% of South Africa’s land mass
- About 13 million people (24% of South Africa’s population)
- Over 33% of South Africa’s economy. (10% of Africa’s GDP)

About 2.2 million children in 2,300 schools
Gauteng in Brief

- Most populous province in the country (24% share)
- Highest population growth rate (31% between 2001 & 2011 - national average of 16%)
- Highest increase in learner enrolment (44.8% between 1995 & 2013)
- Highest labour participation rate
- Highest proportion of adults with degrees (17.7%)
- 2nd lowest proportion of adults with no education (3.7%)
Historical Background of Education System in South Africa

• Apartheid’s racial education system perpetuated inequality, oppression and discrimination.

• The democratic government inherited a dismal situation regarding education in 1994. The following figures indicate the problem:
  
  – In 1993, there was a poor culture of learning and teaching.
  – In 1994, 40% of the adult population could not read or write.
  – In 1994, only about 40% of Black students passed matric.
  – In 1996, only 20% of adult Africans had a matric.

• Delivery priorities of new government has been dominated by very clear policy goals that includes the following:
  
  – Increasing access to education.
  – Establishing an equitable education system.
  – Redressing the imbalances of the past.
  – Establishing a new basis for quality.
  – Promoting system efficiencies.
Resourcing public ordinary schools

- Norms & Standards
- LTSM
- Infrastructure
- Scholar transport
- No-fee schools
- NSNP
Problem Statement

Provincial and National Grade 12 pass rates

The graph depicts the trends on Grade 12 pass rate since 1994.

- Declining performance in Matric Results from 2003.
- Learners in poorest community were failing to meet the standard of the Senior Certificate.
- Increase number of underperforming schools.
Programme Design

**Design**
- Historically, learners in underperforming schools were supported.
- The support was district driven resulting in varying intensities, standards and impacts.
- It was re-designed to be centrally driven by a dedicated team with the support of District Support Teams.

**Redesign**
- Provide supplementary tuition programme in key subjects and enhance learner and teacher support materials.
- Target teacher development on areas learners were performing poorly on school leaving certificate.
- Improve performance of schools that were failing to meet provincial target annually.

**Redesign**
- The following are Supplementary Programmes to ensure successful rollout

**Redesign**
- Learners are transported to selected schools which serve as central programme sites.
- Learners are provided with meals.

**Redesign**
- Motivational talks by qualified speakers and past learners who are now tertiary level students.
- Study skills training, study groups and self-study resources.
- ICT literacy training.

SSIP Model: A case of Gauteng Department of Education, South Africa
SSIP is a highly successful extra-mural supplementary tuition programme for learners in under-performing high schools in the province of Gauteng in the Republic of South Africa.

The programme runs on weekends and during school vacations in 155 locations.....

...mainly for 60 000 Grade 12 learners from 431 high schools serving economically disadvantaged communities.
The programme started in 2010. It is in its 5th year. It has improved achievement levels by 25% so far.
The SSIP Model

**SCHOOLS:**
Curriculum delivery according to pace setters & work schedules

**SSIP**
Consolidation of key concepts & focus on exams

Training & support for teachers

Tuition & support for learners

SSIP Model: A case of Gauteng Department of Education, South Africa
S.S.I.P. Targets

- An improvement in the overall provincial Grade 12 pass rate to 90% or above;

- A Gr. 12 pass rate in underperforming schools of 85% or higher;

- A provincial Gr.12 Maths & Science pass rate of above 70%;

- 60% of Maths & Science passes to be above 40%;

- An average level of learner attendance rate at SSIP of 80% or more; and

- An effective & well attended teacher training programme.
S.S.I.P. Pillars

**Pillar 1:** Grade 12 intervention programme.

**Pillar 2:** Grade 10 and 11 Intervention Programme.

**Pillar 3:** Teacher training programme.

**Pillar 4:** Grade 8 and 9 Mathematics Broadcast Programme.
Pillar 1: Grade 12 Intervention Programme

- Saturday tuition sessions during term.
- Daily tuition during school vacations.
- Exam Preparation Camps before end-of-year exams.

Pillar 2: Grade 10 & 11 Intervention Programme

- Daily tuition during school vacations.

Pillar 3: Teacher Training Programme

- Standardised lesson plans and teaching resources.
- Saturday training sessions during term.
- Training courses during school vacations.
Pillar 4: Grade 8 and 9 Mathematics Broadcast Programme

- Live & recorded broadcasts into classrooms during the week.
- Live afternoon training teacher training broadcasts.
- Weekly online assessment.
- Production & distribution of audio-visual mathematics resources from departmental recording studio.
- Programme has branched off from SSIP into a full independent project as part of the Department’s ITC in Education strategy.
Leadership and Management

Weekly report to **Provincial Minister & Head of Department.**

**Provincial Oversight Committee** of executive managers from Curriculum, Quality Assurance, Communications, HRD
*Monthly Management meetings.*

**District Implementation Team** in each district to manage district implementation in 6 to 20 sites per district.
*Weekly Management meetings.*

**Site Manager** in each of 157 sites.
*Weekly Management meetings.*

**Permanent SSIP Programme Office.**
TRANSPORT: Private bus companies paid standard rate/km.

FEEDING: Local service providers, managed by schools

MATERIALS: Developed by subject experts, approved by departmental subject managers

PRINTING: Beneficial discounted standard prices negotiated with a broad pool of approved service providers

Rigorous standards, monitoring and accounting of all services
GRADE 12 STRATEGY

- Exam focus: Mock exam questions
- Selected topics: High yield & high risk
- Study & exam skills: Optimal exam management

GRADES 10 & 11 STRATEGY

- Selected topics: Content backlogs & gaps
- Homework focus: Weekly tasks & problems
- Study & career education: preparation for Gr. 12
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<th>Implementation</th>
<th>Details</th>
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| • All under-performing schools participated.  
  • 385 High schools with 50 000 Grade 12 learners participated in 2013 in 140 sites throughout the province.  
  • Runs each weekend during the school term and during all school vacations. |
| • An intensive programme before the final end-of-year exams.  
  • All teaching and learning material is centrally developed by experts, quality assured and approved.  
  • All programme sites deliver the same lessons on the same dates. |
| • Uses approved lesson plans for each lesson.  
  • Provides worksheets and homework materials for each lesson for all learners.  
  • Synchronised with the Work Schedules in schools.  
  • Tuition is provided teachers with a track record of excellence and achievement. |

SSIP Model: A case of Gauteng Department of Education, South Africa
Stakeholders Involved

- SGBs and SGB Associations and Faith Based community structures
- Teacher Unions
- Learner Representative Councils
- Political Parties, Ward counsellors and Community representative organisations

SSIP Model: A case of Gauteng Department of Education, South Africa
SECONDARY SCHOOL IMPROVEMENT PROGRAMME
SSIP schools above 80%: 2009 vs 2013
Programme outputs

Systemic improvement in curriculum delivery throughout the schools system in disadvantaged communities.

The gap between the under-performing schools and the schools in affluent areas has narrowed.

The provincial Grade 12 pass rate has improved each year for the 4 years that the programme has run.

The pass rate in critical subjects increased significantly in under-performing schools.

The numbers of bachelor pass in SSIP schools have increased from 19% in 2010 to 25% in 2013.

Mathematics pass rate has improved from 40% in 2011 to 61% in 2013 whereas the Physical science pass rate has improved from 41% in 2011 to 65% in 2013.

There is a decline in number of underperforming schools from 188 in 2009 to 19 in 2013.

Thousands of learners from poverty afflicted communities are able to enter higher education and training and access to bursary funding and scholarships.

SSIP Model: A case of Gauteng Department of Education, South Africa
# SECONDARY SCHOOL IMPROVEMENT PROGRAMME:
## Mathematics and Physical Science Performance

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<tr>
<th></th>
<th>MATHEMATICS</th>
<th>PHYSICAL SCIENCE</th>
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<tbody>
<tr>
<td>Gr 12 Candidates</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13 137</td>
<td>14 700</td>
</tr>
<tr>
<td>Candidates passed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 210</td>
<td>7 222</td>
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<tr>
<td>% Pass Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>49</td>
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<tr>
<td>Distinctions</td>
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<tr>
<td></td>
<td>160</td>
<td>341</td>
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## Improvement from 2009 to 2013

<table>
<thead>
<tr>
<th>YEAR</th>
<th>UNDER PERFORMING SCHOOLS</th>
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<tr>
<td>2009</td>
<td>188</td>
</tr>
<tr>
<td>2010</td>
<td>117</td>
</tr>
<tr>
<td>2011</td>
<td>91</td>
</tr>
<tr>
<td>2012</td>
<td>47</td>
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<td>2013</td>
<td>19</td>
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What SSIP Needs from Educators

- Positive & appropriate engagement with SSIP
- Adherence to pace setters and work schedules
- Participation in training sessions
- Advocacy for learners to attend SSIP
- Communication of issues & suggestions
- Feedback on SSIP usefulness or weaknesses
Conclusion

• SSIP has successfully improved the quality of education in priority schools in relation to:
  o Throughputs rate;
  o Overall pass rate of Grade 12 learners;
  o Quality of passing grades; and
  o Transition to post school level or area of work.

• The programme has also become embedded as part of the school routine.
THANK YOU!

AMSAHAMNIDA!