



# Motshegofadiwa Primary School

## Whole School Development Case Study



# EXECUTIVE SUMMARY

Adopt-a-School Foundation is a registered non-profit organisation that aims to be a positive force in changing the future of education in South Africa. In 15 years, Adopt-a-School Foundation has grown both its reach and its scope and continuously strives to deepen its impact. Through the Whole School Development (WSD) model, it aims to address the academic, infrastructural and social environment in rural and disadvantaged schools. This model has the broader aim of building functional schools in Southern Africa and is aligned to the DBE policies and frameworks and is relevant to the context of the schools in which AAS works.

Motshegofadiwa Primary School, the subject of this case study, is one of the first schools adopted by the Foundation. Adopt-a-School Foundation has a long history with this school. The school has enjoyed different levels of support from Adopt-a-School Foundation through various corporate, private and volunteer investments. It is not the beneficiary of one specific long term adopter, but rather receives support on various Whole School Development elements through various partners. Adopt-a-School Foundation itself has invested in this school with funds raised at its Back to School Parties.





# WHOLE SCHOOL DEVELOPMENT

Whole School Development is a holistic model that seeks to improve the teaching and learning conditions through addressing school leadership, school infrastructure, educator development and learner well-being. It has the following objects:

**1. To facilitate excellent school management processes with visionary leadership, which is measured by:**

- Clearly defined working strategic plans that undergo regular review
- Teamwork amongst educators and parental involvement
- Clear display of instructional leadership and shared management

**2. To provide adequate, well maintained school infrastructure with appropriate resources utilised, which is measured by:**

- Increase and growth in infrastructure development according to the school's work plan and goals
- School facilities are functional, equipped with necessary teaching and learning resources and used for the intended purpose
- Active maintenance and security plans
- Use of facilities by the school community

**3. To improve the levels of teaching expertise and achieve consistent high academic performance amongst learners, which is measured by:**

- Trained educators, employing a range of new skills and techniques in the classroom
- Trained educators effectively utilising teaching and learning resources provided
- An increase in the uptake of gateway subjects
- An improvement in learner pass rate

**4. To facilitate a safe school environment that is attentive to the social well-being of learners enables an involved parent-school community, which is measured by:**

- An improvement in learner attendance
- A decline in disciplinary problems
- A greater sense of school pride in learners



The ultimate goal of WSD is to build functional schools for learners in Southern Africa. A functional school is measured by:

Well-developed, accountable and supportive leadership with an established and clear vision and for the future of the school

Safe, healthy and happy environment which promotes human dignity.

Clean and well-maintained surroundings and facilities with all necessary resources.



Dedicated and committed educators.

Good relationships and coordinated interventions with different stakeholders.

Demonstrates improved learner performance and has an excellent pass rate (80% - 100%).

Dedicated, committed and accountable school community which promotes the long-term sustainability of the school.

# MOTSHEGOFADIWA PRIMARY SCHOOL

Motshegofadiwa Primary School is located in Hammanskraal in Tshwane North in the community of Stinkwater. It caters for over 100 Grade R learners and a further 750 learners from Grade 1 to Grade 7.

***School vision: We strive to ensure that every learner is innovatively empowered.***





# COMMUNITY HISTORY

In the early 1600s the Southern amaNdebele, a breakaway clan from the Hlubi people of KwaZulu-Natal, moved north eventually settling at KwaMnyamana on the Tshwane (Apies) river near the Bonn Accord Dam. During the Mfecane, the expansion of the Zulu empire between 1820 and 1832, a former general of king Shaka, Mzilikazi, moved his army into this area occupying much of it at the expense of the original inhabitants. Mzilikazi made present-day Tshwane his home, building two military kraals on the Tshwane River. In 1836 the Voortrekkers arrived. Years of conflict and war followed, something that also changed the human landscape in the years preceding the establishment of the town that would eventually become South Africa's capital in 1853.

After the Second World War Pedi and Tsonga soldiers returning from Europe were given land in Boekenhoutskloof in reward for their military service. These families settled there and built a new life. They welcomed others over the years, eventually becoming a diverse community who lived and organised themselves, mostly, according to the customs of their cultures. Being close to good water sources and grazing meant that the community prospered as farmers.

The story goes that the area was earmarked for a military base by the apartheid government in the late 1960s. One evening in 1965 dozens of army trucks arrived without warning and in a matter of hours the community of Boekenhoutskloof was uprooted by forced removal and dumped in the veld in an area of Hammanskraal known as Stinkwater.

And so the community of Stinkwater was born by an act of force. It was both turbulent and traumatic. In the morning they awoke as strangers in their new home. When the local inhabitants of the villages of Mogogelo and Suurman started their day they found the newcomers occupying their grazing area. The uninvited quickly felt unwelcome and in time conflict was the inevitable outcome.

More devastating was the fact the community's economy was also destroyed the night they were moved. Their large herds were left behind and so families set about moving them to Stinkwater. But the water supply was inadequate. People were forced to dig next to the dry rivers for water which they then used themselves or sold in the village. It soon became obvious that there was not enough for both human and animal needs and so people were compelled to sell the animals that were their livelihood.

With their livelihoods all but gone people became desperate. With this came the rise in social ills such as crime. Added to this was the fact that the community did not have the proper documentation to be able to work in the city. The lack of proper infrastructure like water, roads, and schools also began to take its toll. Children had to travel as far as Mabopane to attend school, waking before 5am each day to reach there on time.

On December 6 1977 Stinkwater and the surrounding areas officially become part of independent homeland of Bophuthatswana. Again the community became a minority and outsider. Despite the majority being xiTsonga speakers, something that continues to this day, they now found themselves living in a baTswana dominated country.

In 35 years much remains the same in Stinkwater. The nearly 100 000 residents have been largely neglected with services and infrastructure like housing, electricity, water, and roads lacking. Unemployment, crime, drug abuse, teenage pregnancy, and other social ills remain a challenge.

# SCHOOL HISTORY

In 1975, the community of Stinkwater, put their resources together to build a primary school for their children. Some contributed financial and others contributed their time and hands to build two structures that would become the foundation of Motshegofadiwa Primary School. These two structures are still standing and now house the Grade 2 and 3 learners and the school administration. The community slowly added to the school, building another classroom structure from mud and two shacks made from asbestos and corrugated iron. Over the next 21 years, Motshegofadiwa Primary School educated the children of Stinkwater from these facilities. By the early 2000's there was still no running water and the school made use of the pit toilet system which posed many health risks to both teachers and learners.

The Deputy Principal of the school was Banyana Mohajane, a young passionate educator driven to improve the teaching and learning conditions of her new school. She made contact with Donne Nicol, the then PA of Cyril Ramaphosa, who was, at the time, a successful South African Businessman. Through Banyana's insistence, Mr Ramaphosa eventually visited the school and it soon became one of the first schools to be adopted under his newly established Adopt-a-School Foundation.

The first official adopter of the school was Bank of America, Merrill Lynch who immediately addressed the dire sanitation conditions at the school and built new ablution facilities. This relatively simple intervention would change the face of teaching and learning at the school, as overnight the dignity of its occupants was restored.

Since 2002, Adopt-a-School Foundation has enjoyed a long partnership with Motshegofadiwa with over ten companies investing in various elements of Whole School Development over the years.





# WHOLE SCHOOL DEVELOPMENT TIMELINE

**2003 - 2004**

Ablution facilities

**2014- 2016**

Grade R Facility, resourcing and Practitioner training | Maths and science resources

**2008- 2009**

Combination court | Public Phone Shop

**2017- 2018**

Feeding scheme kitchen

**2005- 2006**

8 Classrooms | Library | Computer laboratory | Vegetable garden | Solar panels

**2010- 2012**

Library resources and training | Visual support programme | OVC support

**2016- 2017**

Strategic planning, leadership and teambuilding, science resources, library books

*When Adopt-a-School Foundation first formed, we focused on developing and building facilities such as classrooms, administration buildings, laboratories, computer centres and sports fields. However, infrastructure alone does not solve the challenges faced in providing quality education. In 2009, Adopt-a-School Foundation introduced the concept of Whole School Development. Today, while infrastructure remains a curcial component of the WSD model, we are equally as involved in developing teacher's skills, effective leadership and management systems, curriculum structures, improving learner wellbeing and the safety of school and its learners.*

*The timeline of Adopt-a-School Foundation's investment in Motshegofadiwa Primary School follows the progression of the Foundation's development model.*

## 2003 - 2004

The very first intervention that Adopt-a-School Foundation made was the provision of **a new flushing ablution facility**, the provision of a new borehole, water pump and storage tanks. With the new toilets, the dignity of both learners and educators was restored and sanitation conditions drastically improved. Through the support of the Department of Water Affairs, the school went through a process of sanitation and hygiene awareness on water conservation, toilet etiquette, care and maintenance of the toilets in order to sustain the longevity of the toilets. The toilets built by Adopt-a-School Foundation were complemented by another block from the Department of Social Affairs. Thirteen years later, these toilets are still functional – a rare finding for school ablutions. The greatest challenge that continues to face the school is the quality of available water. The school uses borehole water, which is full of saline and leads to ongoing toilet blockages. Very often the learners are forced to use mobile toilets donated by the Department of Basic Education.

*"I joined the school in 1989. I can still recall that the school used shacks and mud classrooms. We had pit toilets and with time these toilets became full to the brim and the stench was just unbearable. It was horrible and eventually learners started using the floor. We had no water. We relied on the JoJo tanks that the municipality would come and refill. We also had to rely on the community neighbours for water. Many a times, the school had to close early because of lack of water and sanitation."*



*"I joined the school in 2001. ... the toilets were so bad and always full. At times, we had to leave the school early because of the state of the toilets. Things changed when Adopt-a-School Foundation built us new toilets."*





## 2005 - 2006

In 2005, with each classroom housing no less than 60 learners, Adopt-a-School Foundation made a significant investment into the physical development of the school. The harsh conditions created by overcrowding and discomfort from the mud and shack classrooms necessitated the building of **eight new classrooms**. In addition, a **computer laboratory** and **library** was built. **Solar panels** were installed and a **vegetable garden** was established.

One block of mud classrooms and the original shacks were demolished in order to pave way for the construction of the brick and mortar classrooms. This move improved the learning and teaching conditions at the school and eased overcrowding. The number of learners per classroom now averages 46. While this is still considered to be high and classifies as overcrowding, it is significantly better

Adopt-a-School Foundation then aided in the transition from type writers to more modern technology. Educators were trained and a computer laboratory was set up, with the school adding their commitment to maintain the computers. The introduction of IT became a significant part of the schooling day for a number of years. Today, while the computers are outdated and the lab is in need of an upgrade, one of the educators still uses the computers to teach basic computer literacy to other educators.

The solar panels were useful as the school experienced intermittent power cuts during the rainy seasons. Unfortunately, the panels were eventually vandalised.

Reflections from the educators:

*"The new classrooms brought pride to the school. Learner behaviour even improved and so did the results. The new classrooms made the learners feel comfortable as the environment became conducive."*

*"The mornings and winters were very cold. We used to make fire with corn in the classrooms. In summer, it would be hot in the classrooms so much that I would mark the learners' books outside and call them one by one for feedback. These extreme weather conditions and the high rate of overcrowding made both educators and learners to be always sick."*

*"Life became easier after Adopt-a-School Foundation built us classrooms because the challenge with the mud classrooms was the heat as the windows did not open properly. The new classrooms are more spacious and it's easy to group learners and teach them effectively compared to the old days."*





## 2008 - 2009

The donation of a **public phone shop** provided temporary fundraising opportunities for the school. Manned by an SGB member, this was an empowering donation, unfortunately, it was not sustainable.

**The combination court** reinvigorated a love of sports, which were previously played in the dusty streets outside the school. The new multipurpose sports facility increased participation and the school now competes at district and provincial levels. In 2016, the school athletics team came fourth in the National Schools Cross Country Competition.



## 2010 - 2011

After having grown the social and skills development programmes within the Foundation, Adopt-a-School Foundation returned to Motshegofadiwa with librarian training and resources to stock the facility they built previously and establish a more resourced and functional library. The library brought a new dawn to the school – exposing the learners to a much richer world through a wide range of reading materials. Library corners have been set up in classrooms and the library system is functional.



## 2011 - 2012

In 2011, Adopt-a-School Foundation bought its **visual support programme** to the Hammanskraal community and tested the eyesight of 319 learners, providing spectacles to over 59 learners. The Bobs for Good Foundation visited the school to donate over 800 pairs of **school shoes**. Social welfare and health initiatives are a critical component of Whole School Development. While almost all the learners at the school are from impoverished backgrounds and live in poverty, there are currently over 150 learners who are orphans or categorised as particularly vulnerable. Social welfare and wellness issues are ongoing and Adopt-a-School Foundation finds itself consistently advocating to bring such initiatives to this school.



# 2014 - 2015

The Grade R learners were finally relieved of their overcrowded and unconducive learning space and a fully resourced Grade R facility was built. This included special ablutions for the young learners, a kitchen, sick bay, two classrooms and a secured play area. The Foundation's skills development team visited the school to conduct in depth educator development for the Grade R practitioners.

The Grade R facility brought reprieve to the learners and the Grade R practitioners as the learners used to use shacks before the Department of Basic Education (DBE) provided them with 2 mobile classrooms and some Grade R resources. The facility built by Adopt-a-School Foundation comprises of 3 classrooms, toilets, sick bay, kitchenette, storeroom, electricity, running water, jungle gym and play area.

*"The Grade R project brought quiet a lot of joy as it has promoted tangible learning by seeing, touching and feeling and has made learning effective and interesting."*

*"The Grade R learners did not have proper facilities as they were using shacks. They had no toilets of their own and used to mix with the older learners. Now they have their own space. Before, the majority of them would cry not wanting to come to school but now they look forward to it as its work and play because of the jungle gym."*

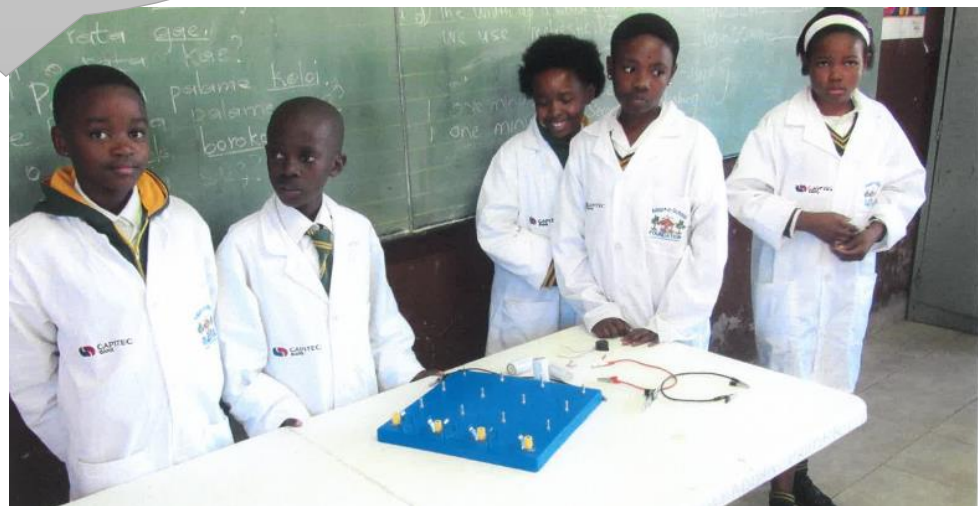
*.... It's a real world. Learners can even play with wheelbarrows and they enjoy it. Even the educator morale is up as each educator now has her own classroom unlike before when they had to share."*





The Foundation also ran educator development programmes for the science and mathematics educators in the whole school. The resources provided had a great impact on the improvement of learner's theoretical and practical knowledge and competency in the subjects. Despite not having a Science laboratory for practical experiences, the new science kits provided a platform for experiential learning. The learners now compete in Mathematics and Science Olympiads and the DBE even organised for the school to run demonstrations on experiential learning for other educators from neighbouring schools.

***"Our feeder high schools, Modilati and Dikusheni Secondary Schools are fighting for our learners because they are doing well in Science. Modilati Secondary School is impressed with our learners when it comes to science."***



# 2016 - 2017

After raising funds at the Foundations 9<sup>th</sup> annual fundraiser, the Back to School Party, it was able to bring its most valued intervention to Motshegofadiwa Primary. The school leadership and management was taken on a weekend strategic planning session which included teambuilding, leadership training and strategy development. The result was the development of a year-long strategic plan that the school are using to guide their growth and sustainability.

This leadership programme went beyond governance, management and planning. It made a sustainable investment in the moral of the school. The team have regular staff braais, they share their birthdays and they make an effort to plan team activities during school holidays. The result is a warm and happy environment which creates a safe secure space and encourages high performance.



# 2017 - 2018

The Foundation continued to advocate for support for this school in the rural and little known town of Stinkwater. Mathematics and Science kits were recently donated and the library was stocked with more reading material.

Adopt-a-School Foundation built a mini school website for the school to use as their own marketing tool.

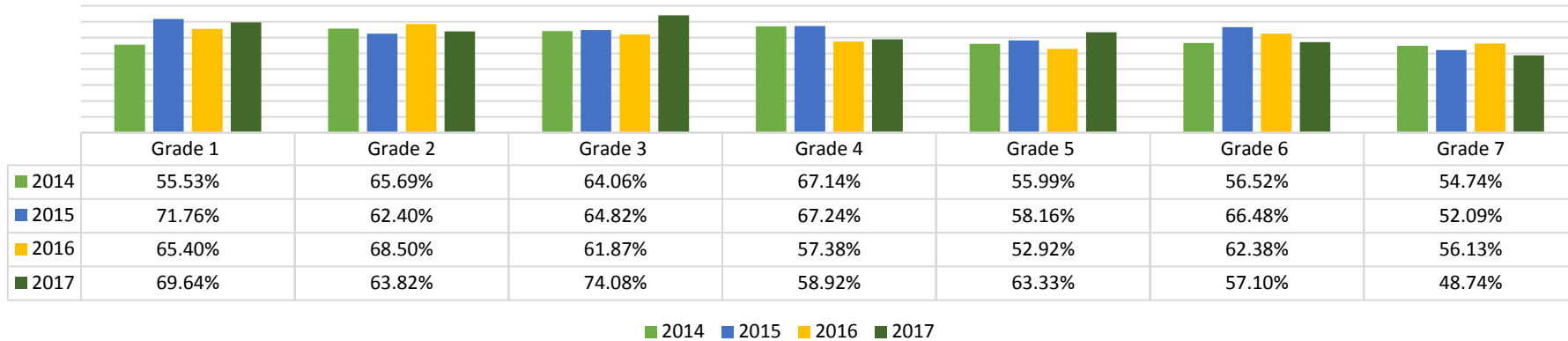
<http://www.adoptaschool.org.za/eduhub/schools/motshegofadiwa-primary-school/>

The Foundation is currently busy with the construction of a feeding scheme kitchen.

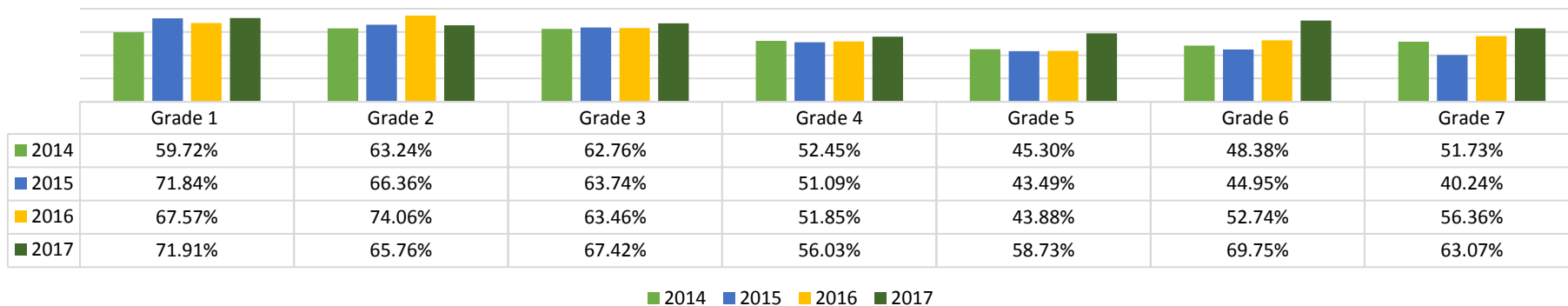
\*Kitchen Pictures to add

# ACADEMIC PERFORMANCE

## English First Additional Language (EFAL) Performance: 2014-2017

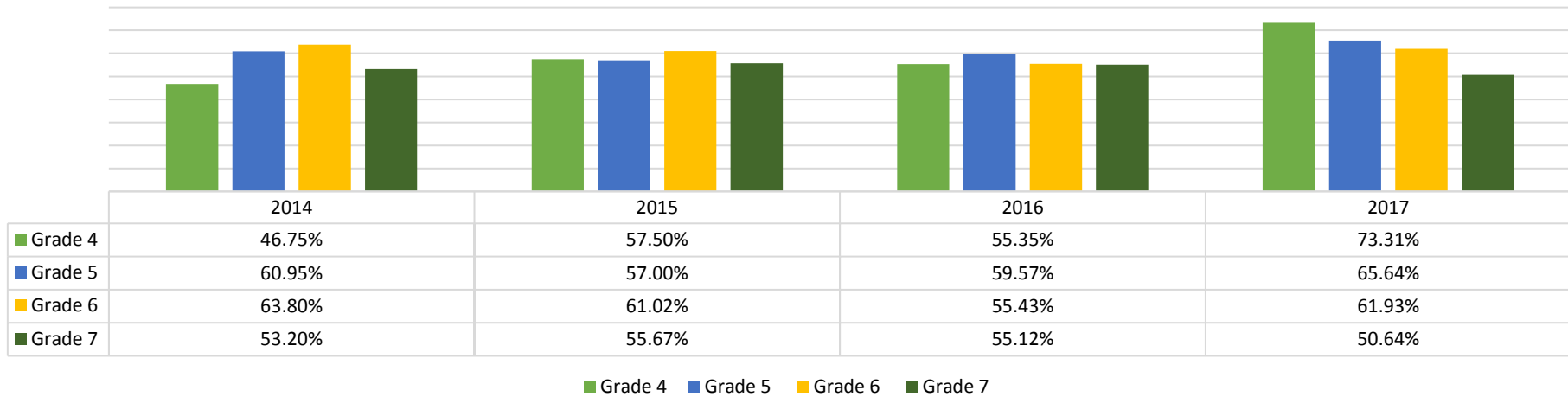


## Mathematics Performance: 2014-2017





## Natural Sciences and Technology Performance: 2014-2017



\*To include overall school performance graph

# WHAT CHANGED



