Whole School Development Case Study

Makhosana Manzini Secondary School

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.

In 2012, Adopt-a-School Foundation (AAS) partnered with the Industrial Development Corporation to adopt 20 high schools and began implementing the Whole School Development (WSD) model in 2013.

Makhosana Manzini Secondary School in Mpumalanga, the subject of this case study, is one of the adopted high schools within this partnership. Lehlasedi High School, another rural school in the same area was also adopted in 2012 and in 2015, Adopt-a-School Foundation adopted Mapaleni Primary School, the feeder school to Makhosana Manzini.

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 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

Dedicated and committed educators.

Safe, healthy and happy environment which promotes human dignity.

Good relationships and coordinated interventions with different stakeholders.

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

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.

MAKHOSANA MANZINI SECONDARY SCHOOL

Makhosana Manzini is nestled in the farming community of Calcutta, situated on the edge of the Kruger National Park in the Mpumalanga province. The school caters for over 1 100 learners from Grade 8 – 12. 41 educators are currently employed at the school. Learners travel from Hazyview, the Shabalala Villiage, the Mkhulhu Township, Belfast and Cork Village to attend the school.

School vision: Through quality education, our school is teamed to inspire, uplift and empower self-disciplined learners to become creative and responsible citizens.

SCHOOL HISTORY

Makhosana Manzini was established in 1994 in order to relieve the overcrowding of a neighbouring high school, ML Nkuna. At inception, it had eight classrooms, catering for only Grade 8 and 9 learners, taught by educators from neighbouring primary schools. As it was an extension of ML Nkuna High School, it had none of its own resources.

One year later, Mr Nkuna Martin, was appointed as the principal, a position he holds 22 years later. The demand for teaching space grew and the community worked together to raise funds for more classrooms – which consisted of shacks and stock bricks. The principal used his car as an office space. Overcrowding was the school's biggest challenge with over 100 learners taught in one classroom and many classes being taught under trees.

In 1998, the school registered Grade 12. Despite difficult teaching conditions and fuelled by strong leadership and community involvement, Makhosana Manzini's reputation for providing quality education grew. It's reputation attracted more and more learners from nearby and further away villages and the pressure to accommodate these learners increased. In 2012 there were 1 148 learners enrolled in the school with a staff complement of 40 educators. In this year, the National Department of Education declared the school a 'Dinaledi School', introducing a mandate to promote the teaching of maths and science. With an average of 64 learners per classroom, and administrative facilities in the form of converted classrooms, teaching and learning became more and more compromised.

WHOLE SCHOOL DEVELOPMENT

TIMELINE

2012 - 2013

The school LRC was taken through a leadership training and personal empowerment programme

The school's leadership, management and educator body underwent a Strategic Planning Leadership and Governance Programme

2013 - 2014

Ablution facilities were renovated and upgraded

2014 - 2015

Career guidance and personal empowerment programme

Construction of a new administration facility

Mathematics educator development and learner support programme

Science educator development and learner support programme

2015 - 2016

Health, Sanitation and Sexual Awareness programme

Renovations to the Science laboratory and provision of resources

2016 - 2017

Renovations to the computer laboratory and implementation of an ICT development programme

Mathematics and physical science learner supplementary programmes

2017 - 2018

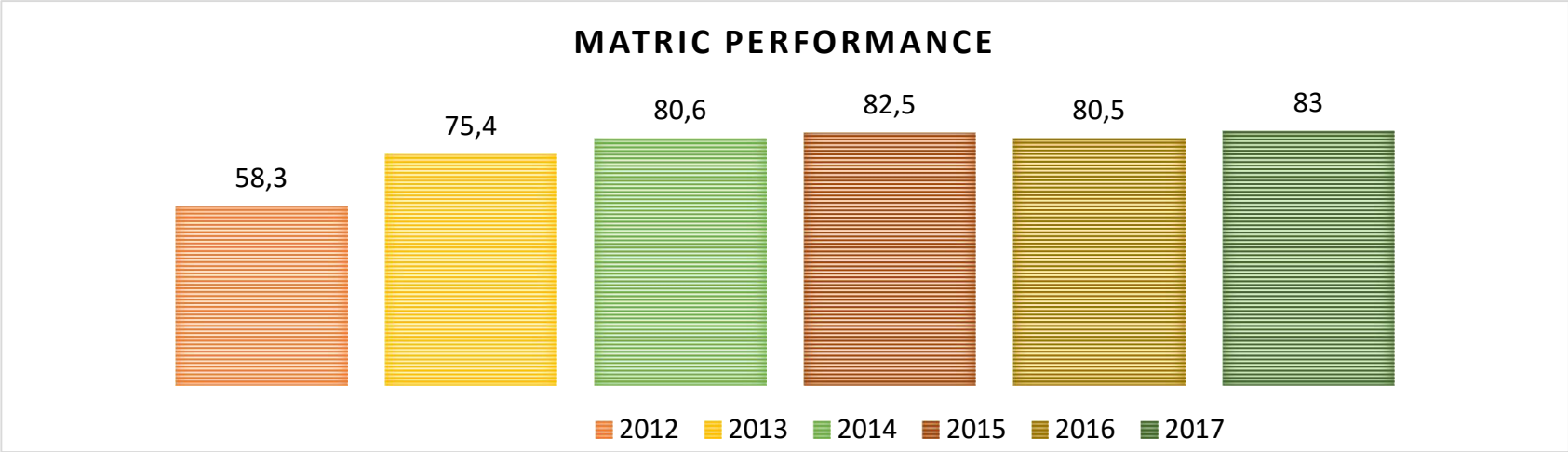
Continuation of the ICT Programme

New Health, Sanitation and Sexual Awareness programme

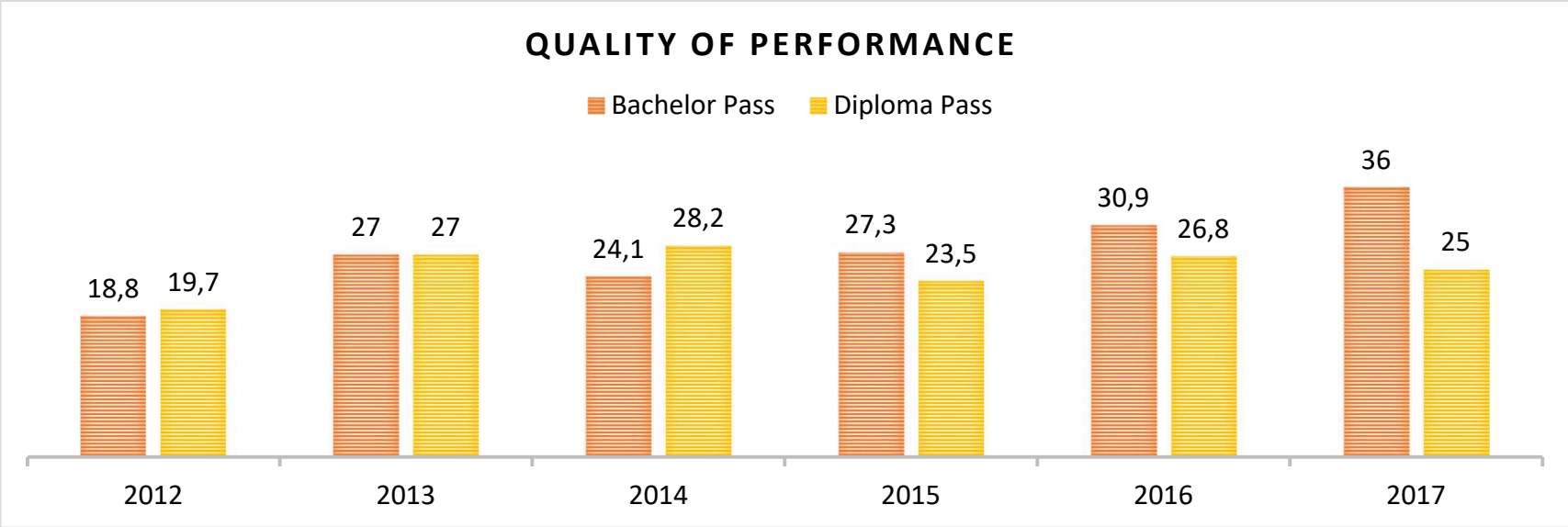
Mathematics, physical science and geography learner supplementary programmes

ACADEMIC RESULTS

Since the implementation of WSD in 2013, the overall matric performance at the school has increased by 24.7%.



The quality of performance has also significantly improved with 22% more learners in 2017 achieving Bachelor or Diploma passes than in 2012.



WHAT CHANGED

Leadership

At the centre of the school's achievements over the past six years is it's strong, committed and accountable leadership, supported by dedicated and passionate educators. There is shared responsibility of the school by all stakeholders; learners, educators, school governing body members and parents and the school management and leadership. Many of these existing positive attributes were reinforced by the strategic planning, leadership, governance and teambuilding and LRC training programmes that the school underwent in 2013. The programme took the school stakeholders on a journey of self-realisation and reflection which enabled them to identify and address issues that impacted on effective teaching, that previously went unnoticed.

"With the year programme in place, there is improved honouring of the timetable. Assessments are now being done in accordance with the pace setters. These are also verified through monthly reports on formal and informal class tasks and progress against pace setters is measured."

SMT member

"The strategic planning programme helped us to build stronger teams at the school and because of it everyone understood their roles and responsibilities and assumed their responsibilities in a positive direction."

SMT member

"After their training, the LRC understood their roles and responsibilities better. They became more in control and became the bridge between learners and teachers. They also formed the environmental committee that assisted with the cleanliness of the school. They organised casual days for fundraising. The legacy has continued as the LRC empowered incoming members."

Educator

Infrastructure

The construction of an administration block, meant that two more classrooms could be made available. This minimised further classroom overcrowding from that could have occurred with the increase of learner enrolment from 1 148 to 1 312 between 2012 and 2015.

The ablution facilities were renovated in 2014, making a dramatic impact on the hygiene in the school. This has an indirect impact on the dignity and pride of learners, which in turn, impacts discipline. Clean ablution facilities also has an impact on a learner's ability to concentrate in class.

45 Temporary job opportunities in the community, were created for the construction of these facilities. The Bushbuck Ridge community has always been supportive of Makhosana Manzini. In turn, the growth and development of the school has directly benefited the local economy, empowering the community and strengthening its sense of ownership of the school.

Academic performance

The school's matric results started dramatically increasing following its adoption and the implementation of WSD in 2012/2013. Results improved from 53.8% in 2012 to 83% in 2017. The increased matric achievement was also coupled with an improvement in the quality of pass. The university/ technikon passes that stood at 38.6% in 2012 were at 61% in 2017.

With the national focus on Matric performance, the school worked hard to ensure that the earlier grades were not neglected. By ensuring that educators complied with the timetable and with Adopt-a-School Foundation's academic support programmes also focusing on Grades 8 – 10, the school was able to ensure that its results improved year on year.

> "There is a period register in place. The class timetable assists learners in knowing the time a subject will take place and who is teaching it. If a teacher delays to come for a lesson, the class reps look for the teacher or talk to the HOD. HODs make class visits once a quarter. As a result, GET (grade 8 and 9) results have slightly improved."
>
> **SMT member**

> "We ensure that adequate teaching and learning takes place. We now plan on time i.e. in the last quarter of the year for the following year."
>
> **SMT member**

In 2010, the school celebrated matric learner, Bonginkosi Mnisi, who achieved a 100% pass rate in both mathematics and physical science and went on to study astrophysics. To recognise this achievement, the renovated Science laboratory was named after him in an effort to inspire learners and facilitate an increase in the uptake of Physical Science. The newly renovated and resourced laboratory, coupled with more confident and knowledgeable able to teach through experiential learning made an impact on the subject performance and a broader appreciation of science. The laboratory is the hub for training workshops and science practical's by nearby schools and also hosts Eskom Expo information sessions. Physical Science results from 66.7% in 2014 to 70.4% in 2016.

"Curriculum programmes have improved the results. The programmes helped us to better understand the content that we were struggling to teach the learners. We received past examination papers and lesson plans and so it became easy for us to do lesson preparation. The empowerment we received cascaded down to the learners. The learner supplementary programme is a good one as learners got videos, guides and memory cards for both Maths and Physical Science subjects."

Educator

SCIENCE LABORATORY

BEFORE

SCIENCE LABORATORY

AFTER

Makhosana Manzini has always been advanced in technology and has its own current and engaging website. The computer laboratory renovations was a strong addition to the school's interest in ICT in education and the ICT programme is currently underway.

Makhosana Manzini has produced a number of matriculants who are either qualified or studying towards becoming qualified as engineers, doctors, advocates, pharmacists, scientists and educators. These stories supported the career guidance programme which ran in 2014 and 2016.

> "The career guidance and personal empowerment programme was informative in the sense that it gave us information regarding career choices. Former learners also come back to the school and motivate us to work hard."
>
> **Learner**

Makhosana Manzini Secondary School provides a balanced portfolio of curriculum, co-curriculum and extra-curricular activities and in so doing nurtures the learners' individual and unique talents, enabling them to learn practical and relevant life skills. In 2016, 15 learners participated in the Regional Science Expo, ten of which achieved gold and silver awards.

Thandiwe Mnisi

In 2016, Grade 10 learner,Thandiw Mnisi was inspired by her mother (a subsistence farmer, concerned about her crops) to find a practical solution. She independently researched and invented a device to test the viability of soil for farming. Using solar energy, the device can be used by farmers to test the temperature, moisture and pH value (acidity and alkalinity) of the soil. She showcased her project at the Bohlabela Regional Science Expo in August 2016. Her project won in the ESKOM EXPO Special awards and that automatically qualified her to proceed to the International Science Fair (ISF). At the ISF in October 2016, Thandiwe's project emerged in the top 30 out of 560 projects from countries such as Mexico, Thailand, Swaziland, Zimbabwe, Kenya, Namibia and Botswana. Thandiwe was also afforded the opportunity to showcase her project in the USA, China or Thailand.

In 2016, the school's debate team were top in their district and won third place in the province.

Learner well-being

Beyond academics, the school has taken ownership of the social needs of its learners. At estimated 100 learners who come from child-headed households, are supported by the school with food parcels, often made up from the left overs of the school feeding scheme. The school sources school uniforms from various organisations for orphaned and vulnerable learners.

The school actively engages with Adopt-a-School Foundation's social worker to address any psycho-social needs of learners.

The issue of health and sanitation, specifically around menstruation for girl learners, was addressed by the Foundation's health, sanitation and sexual awareness programme which provides sanitation pads to the school.

CONCLUSION

Makhosana Manzini Secondary School has embarked on a credible journey of transformation since its inception. Significant developments took place after 2012, following the school's adoption by Industrial Development Corporate through Adopt-a-School Foundation. These developments were fast-tracked by the investment made into the school and must be attributed to the strong school leadership and committed and supportive stakeholders.

Adopt-a-School Foundation's philosophy is to empower schools by providing them with the tools to create conducive teaching and learning environments. It will always remain the responsibility of the school to sustain and build upon these tools, creating long-term sustainable solutions for the creation and enhancement of quality education.

This case study shows how, through Whole School Development, Adopt-a-School Foundation acts as an enabling force, empowering schools to become their own agents of change.