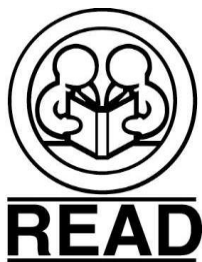


# Rally to Read Report 2016

January 2017

Prepared by

READ Educational Trust



## Section 1 Rally Report 2016

### Executive Summary

The Rally to READ 2016 took place in 7 provinces in South Africa. There are 9 Rally areas, 1 each in the Eastern, Western and Northern Cape, North West Province and the Free State, and 2 in Mpumalanga and in KwaZulu Natal. A total of R5 411,413.15 was raised in 2016 for all these rallies.

There is a new Rally beginning in the Eastern Cape in 2017, with its inauguration weekend rally held in September 2016.

The Rally runs on a 3-year cycle. Each year is prefaced with a Rally Weekend, where resources are delivered to each school within the project. These weekends take place in September / October of each year, and are followed by a period where the trainers unpack and distribute resources, and explain to teachers how these resources are used.

This is followed by a year cycle of training and support visits. This begins with the school year, and continues till September-October each year, after which schools go into their exam cycle and training and monitoring visits become less welcome. The trainers use this time to prepare and distribute planning, year planners and resources for the following year, following on from the Rally weekend each September.

Read Training is based on the Balanced Language Programme, which progresses classroom lessons from the general (Shared Reading and Writing involving the whole class) to the specific (Independent Reading and Writing, which is practiced by each individual learner). There is a specific curriculum which the trainers work through as the Rally teachers' progress. This includes provision of a teachers' resource file developed by READ, and training on how to use the resource file.

Training takes place in central locations, and is followed by support visits. The trainers also provide teachers with group or individual workshops, to allow the teachers to raise concerns and issues of understanding, and have them explained in the classroom.

### The Rally Curriculum

		Term 1	Term 2	Term 3	Term 4
Y1	<b>Whole school</b>	<b>FP teachers</b>	<b>FP teachers</b>	<b>FP teachers</b>	<b>FP teachers and IP teachers</b>
	Meeting with DoE	<b>Baseline testing</b>	<b>Shared Reading and Writing – module 1-</b>	<b>Shared Reading and Writing- Module 3-</b>	Preparation for Rally Rally weekend
	Meeting with Principals, SMT and all FP and IP teachers	<b>Reading Aloud</b>	<b>Shared Reading and module 2-</b>	<b>Shared Writing,</b>	
	Introduction to literacy for	Book Education Pack (use DBE workbook, other	<b>Skills development-</b>	Refer to Resource file <b>Workshop Writing Frames</b>	

	Principals and SMT  Verification of school information  Preparation for Rally  Rally weekend  Baseline testing  Material development with mentors	material suitable )  Sorting out of resources      <b>Classroom support</b>	Refer to Resource file  <b>Workshop</b> Classroom and resource management  <b>Reading Aloud</b> (Use DBE workbook and other suitable material)  <b>Classroom support</b>	<b>IP teachers</b>  <b>Workshop</b> DBE workbook and Resource file     <b>Classroom support</b>	       <b>Classroom support</b>
		<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Y2		<b>F P teachers</b> <b>Group and guided reading</b> Refer to Resource file  <b>Workshop</b> Classroom and Resource management- Sorting out Resource  <b>IP teachers</b> <b>Shared Reading and Writing- Module 1 and 2 Fiction-</b> Refer to Resource File  <b>Classroom support</b>	<b>F P teachers</b> <b>Handwriting</b>  <b>IP teachers</b> <b>Shared Reading and Writing</b> <b>Module 1 and 2- Non Fiction</b> Refer to Resource file  <b>Workshop</b> Poetry  <b>Classroom support</b>	<b>F P teachers</b> <b>Independent reading</b>  <b>IP teachers</b> <b>Shared Reading and Writing module 3 –</b> Refer to Resource File  <b>Workshop</b> Writing Frames  <b>Classroom support</b>	<b>FP teachers and IP teachers</b>  ANA preparation Rally Preparation Rally weekend  <b>Classroom support</b>
		<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Y3		<b>FP teachers</b> <b>Reading Assessment</b>	<b>FP teachers</b> <b>Writing Assessment</b>	<b>F P teachers</b>  <b>Classroom support</b>	<b>FP teachers and IP teachers</b> ANA preparation

		<b>IP teachers</b>  <b>Workshop</b>  Media and Social text  <b>FP and IP Leader teacher training</b>  <b>Sorting Resources Classroom support</b>	<b>IP teachers</b> <b>Group Guided reading</b> -Refer to Resource file  <b>Workshop</b> Planning based on classroom findings- school based/cluster  <b>Classroom support</b>	<b>IP teachers</b> <b>Independent Reading</b>  <b>FP and IP Leader teacher training</b>  <b>Classroom support</b>	Preparation for New Rally       <b>Classroom support</b>
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### Support

The emphasis in the support and monitoring visits is on the teachers' application of the project requirements, which are:

- Classrooms are properly set up
- Resources are available and used properly
- Teachers are implementing their training
- Planning is taking place.
- Planning matches work done.
- The learners are getting the required reading and writing practice
- Learners show improvement in application and comprehension.
- The schools are well maintained, and tidy.
- The teachers have bought into the project and show courtesy and respect to their trainer.

Monitoring goals are as follows:

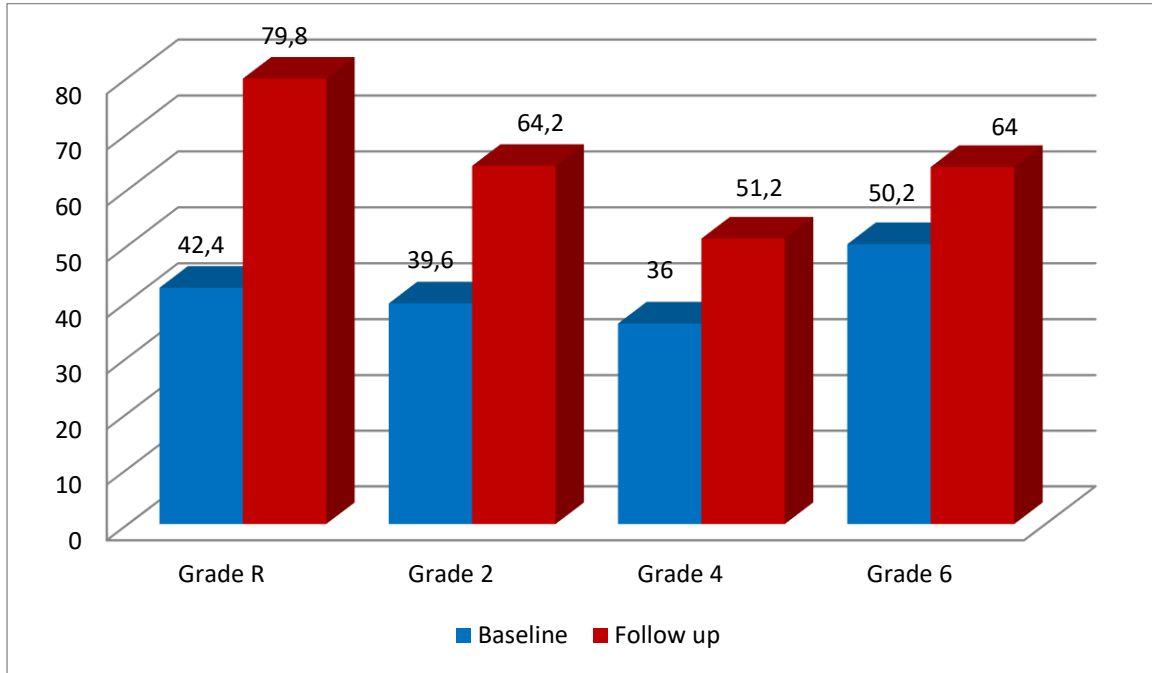
- Comprehension Test (new) each week
- Phonic and spelling activities each week
- Language structure activities each week
- Writing activities as in CAPS each week
- Reading programme in place and use of the Library box
- Use of the CAPS, the resource file and the DBE book
- Planning and its use
- Print rich classroom
- Five Pillars: QUALITY, FREQUENCY, MARKING, CORRECTIONS AND SUPPORT.

The project training is CAPS compliant and follows the curriculum. The resources used are there to complement the work done in the Department of Basic Education Resource Book.

## Summary of Rally Activities

### Evaluation Results

#### Summary Performances for all Provinces



The results clearly indicate the value of a resource based intervention in rural schools in South Africa. Grade R learners benefitted significantly from the programme. In most provinces learners started the year from a very low baseline with significant improvement during the year. In areas where further development is needed the READ trainers must follow it up with Grade One teachers for them to pay attention to these small deficits that are still being experienced.

Grade two learners showed the best improvement as for most of them it was their second year in the project focussing on English as the medium of instruction. Grade four learners struggled most as this was their first year receiving instruction in English. Good progress has however been made across the different provinces and grades tested.

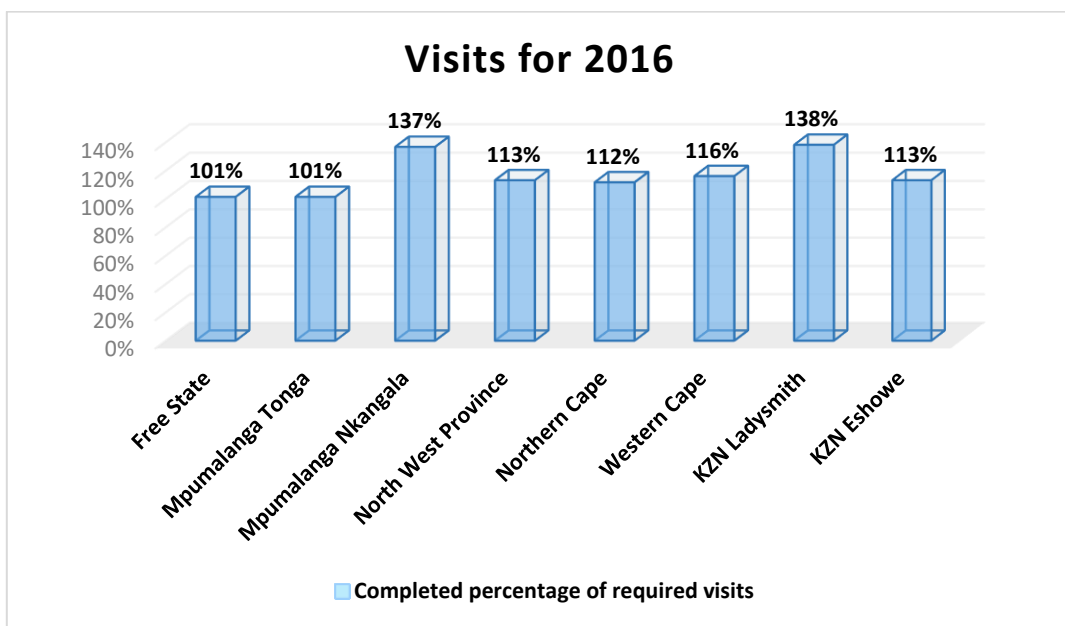
#### Training and Support Visits

Province	Proposed project Days	Actual Project Days	Number of Training Sessions	Number of Support visits
KZN Ladysmith	68	94	12 (7 Training Sessions, 5 Workshops)	218
Mpumalanga Tonga	68	69	9 Training Sessions	452
KZN Tongaat	68	108	10 (6 Training Sessions, 4 Workshops)	218
Mpumalanga Nkangala	68	93	8 (3 Training Sessions, 5 Workshops)	236

<b>Free State</b>	68	69	12 Training Sessions	220
<b>North West Province</b>	68	77	9 Training Sessions	504
<b>Northern Cape</b>	68	76	12 (2 Training Sessions, 10 workshops.) Training takes place at schools during the afternoon in the form of workshops more often as the schools are far apart and travel is difficult for the teachers).	249
<b>Western Cape</b>	68	79	3 Training Sessions	292
<b>Eastern Cape</b>	68*	0*	18 (8 Training Sessions, 10 workshops.)	354

\* 60 days of monitoring and support, 8 days of training

\* New Rally – Year 1 to start in 2017 (2016 spent on preparation)



**The following courses were trained in 2016:**

- Caps Overview,
- Developing Writing Skills,
- Group Guided Reading
- Modules,
- Planning,
- Policy to Practice 1
- Reading Aloud,
- Resource File,
- Resource File: Handwriting, Comprehension,
- Shared Reading,
- Shared Writing,
- Using Non-Fiction for teaching

**Beneficiaries**

All Beneficiaries are 100% African.

The total number of beneficiaries for 2016-17 are:

Number of Schools	Number of Learners	Number of Teachers
97	42 880	1 339

**Break down of Beneficiaries per province (2016-17)**

Province	Rally Year	Trainer	School Name	Number of schools	TOTAL Learners	TOTAL Teachers
<b>EASTERN CAPE</b>				<b>10</b>	<b>2717</b>	<b>93</b>
	<b>Pre-year 1 (2017)</b>	<b>Ndumi Tikolo</b>	Blue Sky JSS	1	171	8
			Izagwityi PS	1	224	9
			Lukhanyo JSS	1	411	10
			Mxaka SPS	1	243	7
			Mzamomhle JSS	1	386	13
			Tobatshana JSS	1	240	9
			Upper Cengcuwana JSS	1	181	6
			Upper Mtwaka JSS	1	189	8
			Zanokhanyo JSS	1	256	11
			Zizamele JSS	1	416	12
			Zizamele JSS	1	416	12
<b>FREE STATE</b>				<b>12</b>	<b>3672</b>	<b>125</b>
	<b>Year 2</b>	<b>Siphiwe Ngubeni</b>	Barend van Rensburgs I/F/S	1	91	5
			Clarens Combined School	1	627	19
			Leralla Intermediate School	1	172	9
			Lesaoana Intermediate School	1	626	25
			Libe Primary School	1	386	11
			Loch Lomond	1	405	13
			Mashayeng PF School	1	46	3
			Meynell Farm School	1	43	2

			Mojalefa Primary Farm School	1	114	3
			Naka Junior Primary School	1	441	13
			Paballong Lower Primary School	1	626	16
			Tshebedisano Intermediate Farm School	1	95	6
<b>KZN Eshowe</b>				<b>12</b>	<b>4691</b>	<b>155</b>
	<b>Year 2</b>	<b>Thobile Mchunu</b>	Dumazinkani Primary	1	365	10
			Elomoya Primary	1	108	10
			Habeni Primary	1	638	19
			Inyathi Primary	1	243	8
			Maqhwakazi Primary	1	714	20
			Mbongolwane Primary	1	400	12
			Ngedlesi Primary	1	257	12
			Nkuzemalunda Primary	1	331	10
			Queen Nandi Primary	1	372	13
			Thembalesizwe Primary	1	605	16
			Vulingqondo Primary	1	325	14
			Whebede Primary	1	333	11
<b>KZN Ladysmith</b>				<b>12</b>	<b>4775</b>	<b>151</b>
	<b>Year 2</b>	<b>Ndumi Tikolo</b>	Bhekuzulu Primary School	1	580	15
			Emadolobheni Primary School	1	428	15
			Emangweni Primary School	1	451	15
			Hoffenthal Primary	1	446	15
			Maye Primary School	1	300	10
			Mhloshana Primary School	1	266	8



			Mountain View Primary School	1	337	8
			Mpumuzi Primary School	1	338	13
			New Canaan Primary School	1	490	15
			Somtsewu Primary School	1	402	11
			Usizolwethu Primary School	1	437	14
			Zuzimfundo Primary School	1	300	12
<b>MPUMALANGA Malelane</b>				<b>10</b>	<b>5713</b>	<b>164</b>
	<b>Year 2</b>	<b>Ellen Dlamini</b>	Hoyi Primary	1	489	16
			Injabulo Primary	1	436	15
			Magcekeni Primary	1	1079	30
			Majembeni Primary	1	395	10
			Mbuzini Primary	1	625	16
			Ndindindi Primary	1	342	11
			Ndlavela Primary	1	426	12
			Phindela Primary	1	514	15
			Shayindlovu Primary	1	536	15
			Sidlemu Primary	1	871	24
<b>MPUMALANGA Nkangala- 2 separate years of schools</b>				<b>10</b>	<b>7558</b>	<b>225</b>
	<b>Year 2</b>	<b>Sibhekaphi Makhula</b>	Batlagae Primary School	1	1337	29
			Elusindisweni Primary School	1	710	23
			Manyano Primary School	1	887	26
			Mhluzi Primary School	1	765	25
			Reatlegile Primary School	1	535	15

	<b>Year 3</b>	<b>Sibhekaphi Makhula</b>	Arnot Colliery Primary School	1	300	11
			Dumézizweni Primary School	1	1156	35
			Ebhudlweni Primary School	1	707	23
			Morelig Combined School	1	398	17
			Mpilonhle Primary School	1	763	21
<b>NORTH WEST</b>				<b>12</b>	<b>4338</b>	<b>132</b>
	<b>Year 2</b>	<b>Marianne Lombaard</b>	Bakubung Intermediate School	1	126	4
			BF Morake Primary School	1	695	18
			Boons Secondary School	1	584	15
			De Hy Primary	1	129	4
			Mathopestad Primary School	1	228	8
			Mogono Primary School	1	370	13
			Monato Intermediate School	1	293	10
			Rankelenyane Primary School	1	439	13
			St Michael's Primary School	1	399	11
			Tlhage Primary	1	362	10
			Tsunyane Primary School	1	564	17
			Vuka Primary	1	149	9
<b>NORTHERN CAPE</b>				<b>11</b>	<b>5499</b>	<b>169</b>
	<b>Year 2</b>	<b>Belinda Smit</b>	Aalwyn Intermediate	1	352	15
			Anderson Primary	1	918	26
			Bongani Primary School	1	1143	30
			Griquatown Combined School	1	260	10

			Kelemogile Primary School	1	38	3
			Moreson Intermediate School	1	384	13
			Olierivier Marianne Primary School	1	74	4
			Plooyburg Intermediate School	1	198	10
			Saltlake Primary School	1	78	4
			Schmidtsdrift Batlhaping Intermediate	1	230	9
			Vaal Oranje Primary	1	1824	45
<b>WESTERN CAPE</b>				<b>8</b>	<b>3917</b>	<b>125</b>
	<b>Year 1</b>	<b>Brian Prehn</b>	HP Williams	1	243	11
			Jurie Hayes	1	505	18
			Langebaan PS	1	420	13
			Langebaanweg LS	1	325	12
			Noordhoek PS	1	964	26
			St. Augustine's	1	214	10
			St. Helenabaai Primary School	1	995	27
			Steenberg's Cove	1	251	8
<b>Grand Total</b>				<b>97</b>	<b>42 880</b>	<b>1339</b>

## **Provincial Summaries 2016-2017**

### **1. Eastern Cape Rally**

**Rally Year:** 1

**Rally Trainer:** Ndumi Tikolo

**Rally area:** Butterworth

**Schools:**

Blue Sky Junior Secondary School  
Izagwityi Primary School  
Lukhanyo Junior Secondary School  
Mxaka Primary School  
Mzamomhle Junior Secondary School  
Tobatshana Junior Secondary School  
Upper Cengcuwana Junior Secondary School  
Upper Mtwaka Junior Secondary School  
Zanokhanyo Junior Secondary School  
Zizamele Junior Secondary School

During October-December 2016, the trainer visited schools to deliver year planners and to help the teachers start strategizing for 2017. The resources delivered were unpacked and distributed within each school. Below is a description of each of the schools within this new Rally.

**Ngqamakhwe District cluster:**

**Upper Cengcuwana Junior Secondary School –**

This school is about 5 kilometres from Ngqamakhwe which is small village 30 kilometres from Butterworth, a small town that belongs in the Transkei area of the Eastern Cape. Ngqamakhwe is the centre of the district outside of Butterworth for the first cluster of Rally schools. The principal Mrs Booi is a new principal having started at the beginning of this year. This school's buildings are in a good condition; properly fenced and easily accessible. The principal is very excited about being part of this project.

**Upper Mthwaku Junior Secondary School**

This school is about 5 kilometres from Ngqamakhwe. Although the school is old it is well maintained and well kept. The principal, Mrs Qaba, is very enthusiastic about the project and welcomed READ with open arms. There are combined classrooms, with Grades 1, 2 and 3 in one classroom, and Grades 5 and 6 sharing another classroom.

**Mxaka Junior Secondary School Grade R –9**

This school is about 7 kilometres from Ngqamakhwe town centre on top of the mountain with the same name as the village. The principal's name is Mrs Nozimasa. The school overlooks the whole area. It has a beautiful face brick ablution block, but the classrooms are made of mud and some are cleaned by using cow dough which is a traditional cleaning method in some villages in this area. This is a community made mud school. It is well kept. The road up the mountain is not very good. The project was well received by the whole staff in this school. The Grades 5 and 6 share a classroom.

### **Lukhanyiso Junior Secondary School**

The principal of this school is Mr Magcoba. This is a centre school of this cluster in Ngqamakhwe in the outskirts of Ngqamakhwe just about 2 kilometres from the tar road. This school is also used to conduct DOE workshops and is the biggest in this area with an enrolment of about 426 learners. It has properly built classes but some are unfinished having been started by the community. The principal and the staff have accepted the project and feel that it can help in improving learner performance.

### **Butterworth Area Cluster**

#### **Zanokhanyo Junior Secondary School**

This school is about 5 kilometres from Butterworth on the way to Idutywa, in the village of Zazulwana. Although it has some properly made classes some are community made with mud bricks. This school is well-kept and well fenced. There is a new principal since the Rally negotiations as Mrs Mafukuzela recently went on retirement. The new principal Mr Ncwadi is also keen on the project and preparations for this project have started.

#### **Blue Sky Junior Secondary School**

This school is about 10 kilometres from Butterworth on the way to Idutywa. The principal is Mr Lunigo. The school have good old building but it looks neglected inside and outside. Some of the classes are not used and thus not well kept. Even the principal office is in a sorry state. It is hoped that with encouragement and training there will be change in the state of this school and the staff start to take pride on it.

#### **Mzamomhle Junior Secondary School**

This is a pre-fab school in the shack dwelling settlement next to the Bika Location about 5 kilometres from the tar road that goes to Idutywa in Butterworth. This a very big school with the enrolment of about 500 learners, made of shack classes and pre-fab structures. This is a very under-privileged area of Butterworth. The principal, Mrs Ningiza and the staff were very excited about the project. The area in which the school is in is very muddy when it is wet with un-kept grounds. The school is very excited about the project.

#### **Zizamele Junior Secondary School**

Zizamele is a community made mud school in a village called Zizamele about 5 kilometres from Butterworth in the way to Coffee Bay. The principal is Mrs Mbambo. This community made school is in a muddy area of this village with no fencing. The name Zizamele is a Xhosa word meaning "trying to make it on your own" which explains the community mud made school. This is also one of the biggest schools in this project with an enrolment of 468 learners cramped into overcrowded classrooms. The school has a beautiful face-brick ablution block which is unfenced. The principal and staff are very excited about the project and want it.

#### **Thobotshane Junior Secondary School**

This school about 10 kilometres past the district office in Butterworth. The gravel road goes up the mountain left into a little village called Thoboshane. The principal is Mrs N Bizana. This is an old school but has good buildings that need repairs and maintenance. The classrooms have big potholes on the floors that used to have tiles, and there are dirty walls but a well-maintained school yard and vegetable

garden. The school is very excited to be part of the Rally Project and the community has been already been informed about it.

### **Izagwityi Junior Secondary School**

Izagwityi is a name of a certain bird that lives next to the river. The school is named after this bird as apparently there used to be a lot of these birds in this area. The principal is Mr Ngoqo. This school is about 8 kilometres from Butterworth town in a village called Izagwityi near a forest surrounded by a mountain. The school has good buildings that are well maintained outside but need repairs inside, especially the classrooms as the floors which have potholes. The staff in the school are hard workers with extra classes done during school holidays.

## **2. Western Cape Rally**

**Trainer:** Brian Prehn

**Rally area:** West Coast

**Schools:**

HP Williams  
Jurie Hayes  
Langebaan Primary School  
Langebaanweg LS  
Noordhoek Primary School  
St. Augustine's  
St. Helenabaai Primary School  
Steenberg's Cove

### **Langebaan Primary School**

An acting principal, Mr Barends, has been in charge as Mr Adonis retired earlier in the year. The WCED is in the process of appointing someone new and the person will hopefully start in January 2017. Progress at the school continued to be fair and the teachers remain positive despite the turmoil and financial difficulties earlier in the year. Resources were used effectively and books were delivered for the extra grade 2 class. The two Grade R teachers continue doing sterling work and Charmaine Davids continues to support and guide her newer colleague, Nadine. The extra grade 2 class was moved downstairs closer to the HOD, and although the situation improved slightly, the young teacher continued to struggle with discipline issues. She, together with one of the grade 1 teachers will be leaving the school at the end of the term. The HOD who was in an acting post before is now permanent and she continues to give good support to the Foundation Phase teachers. The schedule for support visits and training in the first term of 2017 was delivered in late November.

### **Langebaanweg Laerskool**

Progress at the school improved during the year and resources were put to good use. Teachers are more open to classroom support visits and some excellent lessons were observed. Shifts are more visible in the Afrikaans stream, possibly because these classes are far smaller and the majority of the learners in the English classes are not actually English mother-tongue speakers (most are IsiXhosa and Afrikaans). The grade 3 learners continue to be inspired by their teachers and a love of reading has most definitely been instilled – they devour the books and keep asking for more. The Grade R teacher,

Cecile, continues to shine and produces sterling work. Her classroom is always a hub of activity! The Foundation Phase HOD and the principal are both supportive and regular feedback is given. The Intermediate Phase teachers were delighted with the resources delivered on Rally Day and all appear very positive. The schedule for support visits and training in the first term of 2017 was delivered in late November.

### **St Augustine's Primary School**

Progress at this small school in Paternoster has been pleasing and resources are used regularly and effectively. The teachers are positive and good work has been observed, especially in Grade 1 and 3. A number of learners struggle with reading and writing, though because of their limited vocabulary which slows down their progress. The Grade R teacher, Rolene, is extremely positive, does excellent work and is always keen to learn new things and upgrade her skills. The Intermediate Phase teachers shared their enthusiasm for the resources delivered on Rally Day and are keen to be part of the project. The principal continues to be supportive, expects regular feedback and immediately acts on any suggestions made by the trainer. The Grade 2 teacher is transferring to Langebaan Primary next year as she lives in the town. The schedule for support visits and training in the first term of 2017 was delivered in late November.

### **Steenberg's Cove Primary School**

Excellent progress continues to be made at this small school where team work is order of the day. The principal, Ms Virginia Vraagom, is very positive and supportive and is always keen to receive feedback after each visit. Teachers are implementing the BLA methodologies and are making excellent use of the resources to support this. The pupils enjoy reading and are keen to chat to the trainer during support visits. There is ample evidence of regular reading and writing taking place and learner's work is often on display. A new grade 3 teacher was appointed and she appears to be very enthusiastic and seems to have a better grasp on discipline. She also asked for more books which the trainer said he would investigate. The Grade R teacher continues to do excellent work and she shares her knowledge and experience with young teachers in the area. The schedule for support visits and training in the first term of 2017 was delivered in late November

### **Jurie Hayes Primêr**

Pleasant progress was made at the school during the year under the guidance of the very keen and supportive principal, Mr Jacobs. Lucrucia and Megan, the two Grade R teachers have grown and remain positive and keen to learn. They make use of anything shared with them and were delighted with the new resources delivered on Rally Day at the end of October. The two grade 1 teachers continued doing sterling work and Ms Cordier has now been appointed Phase Head. The grade 2 & 3 teachers are making good use of the resources and there is much evidence of reading and writing. The Intermediate Phase teachers are positive about joining the project and the fantastic resources delivered on Rally Day. The schedule for support visits and training in the first term of 2017 was delivered in late November.

### **HP Williams Laerskool**

Very good progress was made at the school during the year and the resources are used to their fullest. There is ample evidence of reading and writing throughout! Excellent work continues to be done in the Afrikaans grade 1 and 2 classes with two very positive, capable and experienced teachers.

Although slower, pleasing progress has also been made in the English grade 1 class where most of the learners are IsiXhosa and more challenges need to be tackled. Andrea, the new grade 3 teacher, has a good rapport with her learners and discipline is no longer a problem. A positive atmosphere has been established in the class and learners appear keen to learn. The principal has become very supportive of the project and regular feedback is given to him. The schedule for support visits and training in the first term of 2017 was delivered in late November.

### **St Helenabaai Primêr**

Although pleasing progress has been made in the Afrikaans classes and good use is being made of the resources, progress in the IsiXhosa classes has been slower due to more challenges and far bigger classes. The grade 1 teacher also continues to suffer with poor health which affects her attendance. Ms Mendela continues to do good work, though with her combined grade 1 &2 class and more resources were given to her. Her learners seem to love reading, a direct result of her enthusiasm and passion for books. The grade 3 class continued to have 55 learners throughout the year and although the teacher is extremely hard-working, achieving success under such circumstances is very difficult. The trainer did discuss the issue with the Subject Advisor when she visited the school. The Foundation Phase HOD, Heather, gives good leadership and is supportive of the teachers in the Phase. The trainer has spoken to the two Intermediate Phase HODs regarding their resources delivered on Rally Day and they appeared very positive. The schedule for support visits and training in the first term of 2017 was delivered in late November.

### **3. Free State Rally**

**Trainer:** Sipiwe Ngubeni

**Rally year:** 2

**Area:** Fouriesburg, Ficksburg and Qwaqwa

**Schools:**

Barend van Rensburgs I/F/S  
Clarens Combined School  
Leralla Intermediate School  
Lesaoana Intermediate School  
Libe Primary School  
Loch Lomond  
Mashayeng PF School  
Meynell Farm School  
Mojalefa Primary Farm School  
Naka Junior Primary School  
Paballong Lower Primary School  
Tshebedisano Intermediate Farm School

#### **Barend van Rensburgs I/F/S**

Foundation Phase classes are now learner friendly and the teacher is modelling handwriting on the walls. Ms Mpopo is more confident and has begun implementing the goals she is expected to reach. She is willing to learn. There is great improvement in the classroom and her attitude. Ms Molisana in the Intermediate Phase has a positive attitude towards the project. She requested a language structure demonstration, this was provided, and she learnt how to use the teacher resource file.



Learners reading, writing and neatness is improving. The Gr R teacher is really working hard and is now showing more creativity and excitement.

### **Clarens Combined School**

Foundation Phase teachers need to listen more during training and focus on the work that is expected of them. They do a great deal of assessment work and very little teaching. The exception to this is Ms Mokoena, the Grade 3 teacher. The HOD needs to manage the assessment process correctly so learners get more time to practice their reading and writing.

There is slow progress in Grade R, as teachers are not confident. They need to display passion for their job so they can do better. In the Intermediate Phase, Mr Ntlangoe is getting on board, but other teachers show little interest towards the project.

### **Leralla Intermediate School**

The Foundation Phase teacher has maintained her performance, despite the frustrations of being a lone teacher in a multigrade classroom, with Grades R-3 in one class. She is frustrated because the classroom is overcrowded, and untidy, as there is no real storage space. It is difficult to control the learners.

The Intermediate Phase is improving in their buy-in to the project. Both phases have demonstrated improvement in reading and writing.

### **Lesaoana Intermediate School**

The Principal, Ms Ndleleni, and her HOD's are actively implementing the project goals. Teachers have wholeheartedly welcomed the project and the implementation process. The Foundation Phase teachers implement as expected and at an extremely satisfactory pace. The teachers are positive and willing to be supported and are available all the time.

The Intermediate Phase is doing exceptionally well, except for the Gr 5 teacher, who needs more support, but is applying her training slowly. There is great improvement in the learners' speaking, reading and writing. Teachers will work on closing the gaps and practicing. The Gr R teachers are both doing well and the work done in their classes is good.

### **Libe L.P School**

Gr R teachers have maintained their performance and the work done is satisfactory. The Foundation Phase teacher's implementation is slow and needs to improve for their work to be satisfactory. The trainer raised this with the HOD Mr Mkhwanazi. Teachers must do more creative writing. Goal coverage can improve. There is improvement in reading and writing and the teachers will do even better if they practice more often.

The principal is willing to do anything to see the school performing at a higher level and the HOD is supportive and hard-working.

### **Loch-Lomond Farm School**

The principal is always welcoming and manages the teachers work well. The Foundation Phase teachers work hard and apply their training well. They work to meet the goals set. Intermediate Phase teachers have improved, and show dedication to the project. The teachers do what they are expected to do. Planning for next year is already taking place. There is great improvement in the learners reading writing and speaking.

Unfortunately, the prefab classrooms are not weather-proof so some resources get wet when it rains. The teachers' positive attitude and willingness to implement is a blessing. There are many challenges behind the scenes but they are committed to do their best. Teachers confirm that their learners are improving.

### **Mashayeng PF School**

Foundation Phase learners can read, but need to work on comprehension. The teacher needs to pay attention to teaching meaning. The Intermediate Phase class's reading and communication has improved, but they need more confidence. The teacher needs to encourage them with positive feedback.

The classrooms are prefabs, and leak when it rains, with water running down the walls. This means the resources cannot be put on the walls. The teacher has tried to remedy this by writing directly on the walls. The structures are not very safe, as floors and walls are not stable.

Learners need to be given more time to practice writing. This was discussed with the teachers, who have listened to all the feedback they get and made changes to their work willingly.

### **Meynell Farm School**

There are resources on the walls of the classrooms, as required. The Foundation Phase teacher is working hard and prepares well. The teacher is reluctant to give learners books to take home because she is worried about the safety of the books. Her classroom and writing activities show original thought and innovation. The Intermediate Phase teacher is often absent due to ill-health. The Foundation Phase teacher is assisting him in his absence. There needs to be more attention paid to reading, and the frequency of creative writing. Learners' reading has improved and the teacher's confidence has improved.

### **Mojalefa Primary Farm School**

Both teachers are trying to implement their training, but seem confused and uncertain as to what to do. They have understood parts of the work, such as the need for print rich classrooms, but need help achieving other goals. They have bought in to the project, but clearly need more on-site instruction and support. The trainer works with them both to help them get clarity and practice.

There is no electricity and the infrastructure is a problem. The Foundation Phase teacher is battling to put up resources on the walls, but she has tried. Teachers are not confident; they need practice and more support.

### **Naka Junior Primary School**

The Grade R teachers work hard, but need to reorganise their classroom and rationalise what resources are out, rather than having them all filling the classroom. The theme table is now available and used properly, and the teachers are working as a team. The teachers' confidence has really improved and they are very appreciative.

All the Gr1-3 teachers implement their training goals. Writing progression has room for improvement, learners should practice more independently and work progression should be adhered to.

The Intermediate Phase educators implement their training and the principal is a model at the school, she is amazing and her learners are improving. Despite being the principal, and having other work, she manages her class well and plans and implements correctly.

Learner's performance is improving in the classroom and the teachers are becoming confident. Handwriting in Foundation Phase is remarkable.

#### **Paballong LP School**

The Gr R teachers have improved, they are really refining their work, and becoming confident. The HOD appreciates the support and acknowledges the improvement in her own and the other teachers' work. All the class work areas are clearly visible, displayed and used. The learners are disciplined and the classroom is organised and clean. Learner management is admirable.

In Gr 1 and Gr 2 the teachers need to work very hard, and pay more attention to goals, particularly FAL goals. The Grade 3 teachers work according to set goals for each week. Both teachers are more confident in their work because they can see the improvement in learner reading and performance. There is lots of writing done in the learner's classwork books.

The Gr4 teacher needs to work very hard because her performance and work done is not yet satisfactory, but there is slow improvement. The Grade 5-7 teachers are really trying and have maintained their routine, Grade 7 is doing exceptionally well, she has a passion for teaching. Writing, reading and speaking improvement has been observed.

#### **Tshebedisano Intermediate Farm School**

The principal is hands on and interested in what we are doing. There was not much improvement in Gr R during the last visit that show the implementation of the feedback goals, this was discussed with the teacher who committed herself to improving. The Gr 1-3 teacher needs to pay attention to the goals, particularly writing. She has started doing copying and pasting too much (copying words and pasting in learner's books, rather than them practicing creative writing). The trainer discussed with her the need to stop this and come next visit there won't be copying and pasting or mostly fill in questions. Children must write, children must answer in a full sentence and children must practice reading. The Intermediate Phase teacher is also making copies and pasting and through this, learner's performance in terms of reading and writing performance will not be accelerated. The Intermediate Phase teacher has not yet bought in to the project, but we are working on this with the principal. Copying and pasting is a NO! NO! This was clearly communicated to the principal.

#### **4. KZN Ladysmith Rally**

**Trainer:** Ndumi Tikolo

**Rally year:** 3

**Area:** Bergville-Loskop

**Schools:**

Bhekuzulu Primary School  
Emadolobheni Primary School  
Emangweni Primary School  
Hoffenthal Primary  
Maye Primary School  
Mhloshana Primary School  
Mountain View Primary School  
Mpumuzi Primary School  
New Canaan Primary School

Somtsewu Primary School  
Usizolwethu Primary School  
Zuzimfundo Primary School

### **Bhekuzulu Primary School**

There is great improvement in the teacher's performance in the Foundation Phase. Planning has improved in the Foundation Phase and is according to the CAPS time allocation. There is evidence of progression because the teachers are using their CAPS document. Learner's writing shows improvement; writing is done according to the goals set in the monitoring forms. The teachers have a lot of confidence in their work now. In the Intermediate Phase teachers need support in reaching goals and using the CAPS to address progression. The Intermediate Phase require more intervention sessions.

### **Emadolobheni Primary School**

The teachers in the Foundation Phase have maintained their performance. Teachers are working according to the set goals for each week. Teachers have started to use the CAPS document. In Intermediate Phase teachers need to work hard and do better. They need to pay attention to improving the learner's confidence. More attention will be paid to teachers to implement the writing process and for learners to write independently.

### **Emangweni Primary School**

The Grade 3 teacher is performing very well in First Additional Language. A lot of work is done and there is evidence of learner's independent writing. The Grade 1 and 2 teachers need some support to be at the level of the Grade 3 teacher. They need to stick to the goals set which will allow for curriculum coverage. The Intermediate Phase educators are performing at a satisfactory level. More intervention will increase their performance. They really appreciate the support and the HOD is willing to learn and is really positive about the project.

### **Hoffenthal Primary School**

At this school, not all goals are covered. This was addressed in discussion with the Foundation Phase HOD. The HOD has promised an improvement. Planning is done according to the CAPS requirement. The Intermediate Phase teachers are really trying but the Grade 6's are not getting taught the curriculum and this is a concern because the HOD is teaching this grade. There is a huge gap that the Grade 7 teacher must address.

### **Maye Primary School**

Foundation Phase educators are performing at a satisfactory level. There is obviously still room for improvement. Most goals are reached and the teachers have started to be confident with what they are doing because of the support they are given. They have guaranteed that the next visit will show more improvement because they are going to implement as per feedback and according to CAPS. The Intermediate Phase needs more support, there was less improvement and less work done. The work frequency set out in the monitoring form is not being achieved. The teachers need to work hard, especially the HOD who is teaching Grade 6.

### **Mhloshana Primary School**

Foundation Phase teachers need more support so they can work hard in addressing their goals. The teachers are willing to learn and they appreciate the support. There is evidence that teachers are using the Rally library boxes, their planning includes the integration of the Rally books. In the Intermediate Phase there is also room for improvement but the performance is satisfactory. The teachers do interact during monitoring visits and this shows that the teachers plan and prepare in advance.

### **Mountainview Primary School**

Teachers are implementing most of the goals covered in the Foundation Phase. The teachers need to improve in creative writing, more work and practice need devotion. The teachers plan together and work as a team. With more support there will be a leap of improvement. The Intermediate Phase teachers need more support in writing. Teachers were advised to teach independent writing using the writing process taught to them. Teachers can improve if they commit to the implementation of goals.

### **Mpumuzi Primary School**

This school needs attention in both phases. The teachers are achieving minimal goals. This was discussed with the HOD's concerned. Teachers need to pay attention to the goals set for each week and adhere to the feedback after monitoring. There is a lot of work to be done in the Intermediate Phase. There is no noticeable improvement. Teachers were warned at length about this and the HOD was present during this time. They will be carefully monitored. The HOD is doing much better and the teachers were advised to follow in the footsteps of the HOD.

### **New Canaan Primary School**

There is great improvement in the teacher's performance in the Foundation Phase. Planning has improved in the Foundation Phase and is according to the CAPS time allocation. There is evidence of progression because the teachers are using their CAPS document. Learner's writing shows improvement, writing is done according to the goals set in the monitoring forms. The teachers have a lot of confidence in their work and are demonstrating signs of understanding. The HOD is really excited and pleased with the improvement. In the Intermediate Phase teachers need support in reaching goals and using CAPS to address progression. The Intermediate Phase requires more intervention sessions. The Intermediate Phase HOD is not on board and does not show much appreciation or interest at this stage.

### **Somtsewu Primary School**

Teachers are battling, they need more support, and implementation of goals is unhurried because the teachers are not used to the routine. Most of the goals are not covered in Foundation Phase. Goals were discussed according to the weekly expectations and the CAPS. The HOD needs support in order for her to support and manage the progression and goal coverage. The Intermediate Phase educator is performing at a satisfactory level. She appreciates the support and is willing to learn. She is interactive during monitoring and is willing to learn. Independent writing shows improvement since the last visit. The Grade R teacher is performing at a satisfactory pace and is very creative and she loves her work.

### **Usizolwethu Primary School**

Teachers in the Foundation Phase need to implement their goals. The situation at the school which we found during the last monitoring visit was very unacceptable. The teachers had the issues explained to them, and they understood that they had to start working, and they promised to work harder. This problem was especially present with the Gr 2 teachers. The HOD pledged to correct the errors and improve for the better. There is room for improvement and this was clear during the feedback session where teachers showed remorse and expressed appreciation for the support. The Intermediate Phase is not doing badly. There is concern because there is a teacher who was on sick leave during the time of monitoring. The Grade R teachers are performing well and they implement the goals set during feedback.

### **Zuzifundo Primary School**

The teachers are really trying to cover the goals. The teacher needs to work according to the expected routine. The monitoring goals will assist them in progression and goal coverage. Teachers are working on Independent writing. There is room for improvement. Teachers need to cover the required goals. The Intermediate Phase is working hard and there is evidence of this in the learners' exercise books. The Grade R teacher is committed and she is confident with her work.

## **5. KZN Eshowe Rally**

**Trainer:** Thobile Mchunu

**Rally Year:** 3

**Area:** Eshowe

**Schools:**

Dumazinkani Primary  
Elomoya Primary  
Habeni Primary  
Inyathi Primary  
Maqhwakazi Primary  
Mbongolwane Primary  
Ngedlesi Primary  
Nkunzemalunda Primary  
Queen Nandi Primary  
Thembalesizwe Primary  
Vulingqondo Primary  
Whebede Primary

### **Dumazinkani Primary**

The school has continued to work hard. Their classroom set-up and work ethic are good. Teachers have bought into the project and doing their best to implement their training. Classrooms are print rich, and learners get sufficient writing practice. The school is well cared for and tidy.

### **Elomoya Primary**

All teachers have grown in this school. Great work has continued to be done.

Teachers are working well, using the CAPS document as is required, and learners work is marked. Learners read well and are getting practice with writing. The school is clean and tidy. Teachers welcome monitoring visits.

### **Habeni Primary**

All teachers are displaying growth, but are at different levels. The classroom set up and use of resources is good, but planning and implementation need work. The planning done by the teachers does not always match what the CAPS requirement is, and learners work does not match the CAPS requirements either. They need to work harder on their planning and the implementation of their training. Teachers need to commit to their work. They are pleasant during visits, and the school is well maintained.

### **Inyathi Primary**

Teachers work is improving, but some need extra support. The Classroom set-up is good, with print rich walls and use of charts and resources. There is good planning, and the use of the CAPS document. The learners writing and reading have improved. Implementation is good. The school is well cared for, and teachers are committed to the project.

### **Maqhwakazi Primary**

Most teachers have grown. Lovely work is being done. The teachers are planning correctly and implementing their training well. They are confident in their work, and this shows in the attitude of the learners towards school. The classrooms are print rich, tidy, and learners writing has improved. The school building and grounds are clean and cared for.

### **Mbongolwane Primary**

This is the best school in this project. The teachers and management are doing a great job. They plan and implement properly, their classrooms are carefully set up, learners work is marked, and they follow CAPS correctly. The resources are well used and incorporated into planning. Great work has continued to be done. The school is clean, neat and tidy.

### **Ngedlesi Primary**

All teachers are showing enormous growth. Lovely work has always been done. This school is also a very good school in the project. They plan well, implement well, and use their resources. The staff all enjoy the support visits, and school management have understood the value of the project. The school is well cared for.

### **Nkuzemalunda Primary**

Growth is noted in all teachers. Teachers have continued to work hard. They need to work on their planning and implementation. They use resources well and have set up their classrooms correctly, but still need to work on frequency of work in reading and writing. The Staff are all very positive about the project. The school is tidy and clean.

### **Queen Nandi Primary**

Teachers attend training and have set up their classrooms correctly. However, they do not plan properly yet, and do not implement the training they have been given completely correctly. They need more support than other schools, and need to try to apply themselves to the practical work of implementing CAPS and the training they have been given. The trainer will continue to support them, and emphasise work on reading and writing. The school is tidy.

### **Thembalesizwe Primary School**

Teachers still need to work on planning and classroom set-up. They also need to use the training they have received to implement CAPS in the classroom. Theoretical knowledge is no use if it is not applied in real life. Teachers do appreciate the project, but need to be more organised, and do the right thing. There will be an increase in support to the Intermediate Phase in 2017. The school is well cared for and classrooms are clean.

### **Vulingqondo Primary**

Teachers at this school need to work on improving their classroom set up, and the use of resources in the classroom. They plan correctly and regularly. The implementation of their training is good. The Grade 4 teacher has needed more support through the year, and her learners also needed help, but there is improvement in her class. Teachers are eager for the support they receive, and while the school is tidy, it could be better cared for.

### **Whebede Primary**

This school still needs to improve their classroom set up, the use of resources, and the teachers need to plan correctly and frequently. The trainer has been supporting the Grade 4 and 5 teachers particularly, and greater emphasis will be placed on them in 2017. They are very willing and keen on the project at this school, but this still needs to translate into better and more consistent work. The classrooms and school could be cleaner and tidier.

## **GENERAL REMARKS**

The schools have continued to work well and hard. Foundation phase educators should be trained in Handwriting in the beginning of 2017. Grade 4 and 5 educators need a lot of support with Shared Reading. Their learners have demonstrated an element of being weak with reading and writing. Trainings and workshops will be conducted with Intermediate phase teachers. Mathematics concepts workshop will be done with Grade R in 2017

## **6. Mpumalanga Nkangala Rally**

**Trainer:** Sibhekaphi Makhula  
**Rally Year:** 3  
**Areas:** Nkangala/Middelburg  
**Schools:** Arnot Colliery Primary School



Dumézizweni Primary School  
Ebhudlweni Primary School  
Morelig Combined School  
Mpilonhle Primary School  
Batlagae Primary school  
Reatlegile Primary School  
Mhluzi Primary School  
Elusindisweni Primary School  
Manyano Primary School

### **Arnot Colliery Primary School**

Grade R and Foundation Phase need to work on their classroom set up and use of resources. The Intermediate Phase does better with this. Foundation Phase and Intermediate Phase also need to improve their planning. Grade R has developed proficiency in planning, which is done correctly, used properly, and contains all the necessary activities. Implementation of training also needs work in Intermediate and Foundation Phase, while the Grade R teachers are doing well. All teachers are interested and keen on the work and training they do because of the project, but the school could be cleaner and tidier.

### **Dumézizweni Primary**

The Foundation Phase and Grade R classes are properly set up. The Intermediate Phase is less well set-up. Use of resources in the class follows this same pattern. Grade R and Foundation Phase teachers are very willing to work, and grateful for the project, but the Intermediate Phase needs to commit more completely to the project, and work on the implementation of training and support work. The school used notes from previous workshops to re-cap the resource file at the end of the year, which was a pleasing sign. The IP is trying to meet the Logic Framework goals, and need to be more confident. The Grade R and Foundation Phase classes are tidy and clean. The Intermediate Phase classroom needs a bit of work.

### **Ebhudlweni Primary School**

This school is doing well. Classroom set-up and use of resources are good. The classrooms are print rich and required resources are on the walls. Planning is good, with the required frequency and detail, writing and reading practice. Teachers are happy in the project, and learners show confidence during support visits. The school is neat and clean and the school management works hard to welcome the trainer during support visits.

### **Morelig Combined School**

This school's Grade R and Foundation Phase learners and teachers are doing good work and are implementing their training, planning correctly, and show a pleasing acceptance and welcome for the project. Classrooms are neat and tidy and resources are used properly. Classroom set up is correct, and classrooms are print rich. The Intermediate Phase teachers' learners and classrooms lag behind rather. The trainer is planning more support for this phase in 2017. In general the school is clean and neat.

### **Mphilonhle Primary School**

Grade R finished the syllabus, and held graduations. Foundation Phase and Grade R are doing well, and implementing their training correctly. Classrooms and resources are set up and used correctly, and planning is correct in frequency and in coverage of work. Teachers prepared extra lessons to help their learners before examinations. The Intermediate Phase teachers need to work harder. Their classrooms are not well set-up, they do not implement as well, and they need to be more organised in planning and completeness of work. Their classrooms are not tidy. In the main the school is clean and well cared for.

### **Manyano Colliery Primary School**

This school needs extra support. All phases are still developing their classroom set up and planning skills, and do not implement their training well. The trainer is aware of this need and has been working to support them in their development. The school needs to buy in to the project completely and work harder to improve. The school is tidy, and neat, but even this could improve.

### **Mhluzi Primary School**

There is improvement in relations and project buy in. They are in a similar state to the previous school, where the work done isn't at the right level of frequency and completeness. Classrooms need to be set up correctly, planning done properly, and resources utilised as required. The teachers are slowly realising the value of the project and 2017 will see the trainer working harder to help them understand how hard they need to work.

### **Batlagae Primary school**

There is uniformity of implementation at this school, with all the teachers working at a similar level. They all need to be more organised and plan better. Their work is inconsistent, although it has improved a great deal from the beginning of the year. All phases need to plan, implement and use resources better. The school is tidy and clean but could be tidier. They have all bought into the project, but need to work on the consistent application of their training.

### **Elusindisweni Primary School**

This school is on a par with the other second year schools. All of them are developing their planning and classroom set-up, and are using the resources competently. There needs to be greater consistency and commitment from the teachers, but that are improving, and will get there given sufficient support and training. The school is tidy and clean, and teachers respond well to their training.

### **Reatlegile Primary School**

This school needs to work on their classroom set up and use of resources, which are not satisfactory. They implement some of their training but really need to be more consistent, and need more support. The school is tidy, and clean, but could be cleaner. The teachers have bought into the project, but need to be more committed to practical work in the classroom.

## **7. Mpumalanga Tonga Rally**

**Trainer:** Ellen Dlamini

**Rally Year:** 3

**Area:** Tonga

**Schools:**

Hoyi Primary  
Injabulo Primary  
Magcekeni Primary  
Majembeni Primary  
Mbuzini Primary  
Ndindindi Primary  
Ndlavela Primary  
Phindela Primary  
Shayindlovu Primary  
Sidlemu Primary

**Hoyi Primary**

The Grade R and Foundation Phase educators have maintained a high standard of work in methodology implementation. Project resources such as the resource files and writing frames are used correctly. The trainer did team-teaching with the Foundation Phase educators. The response was promising. The Intersen educator who is a temporary substitute for the Grade 4 and 5 educators tried her best to implement the independent writing methodology when teaching creative writing. The educator who had been away after a long illness took retirement on medical grounds.

**Injabulo Primary**

This school is doing well. All aspects of implementation and project work have been achieved. The classrooms are properly set up. Resources are used correctly, planning complete and followed, and the teachers have bought into the project and are doing well.

Grade 4 learners still need more assistance with creative writing.

**Magcekeni Primary**

This school is doing fairly well although it has not yet reached the required state of proficiency for the project. In the Foundation Phase the teachers are working well and meeting all the project requirements, but in the Intermediate Phase and in Grade R they need to work harder. Planning and Resource use in Grade R needs to improve. The teachers have bought into the project. The school is tidy and neat but Grade R and Intermediate Phase classrooms need work.

**Majembeni Primary**

The Grade R classes continued to present work of a high standard in class displays, planning and methodology implementation. The Foundation and Intersen phases both need to up their game to match Grade R. There is improvement in their work, but they have not achieved proficiency in project requirements. Their planning and implementation of training is not consistent, and use of resources could improve. The Grade 4s still need more assistance in creative writing.

**Mbuzini Primary**

Grade R has improved but needs to still work on implementation and consistency. The Intermediate and Foundation Phase teachers work well and have achieved the basic requirements for the project. Planning, Implementation and Class-Room set up is good. The school itself is tidy and well cared for.

### **Ndindindi Primary**

The Grade R component of this school is meeting all the project requirements. The teachers plan and work hard, they have set up their classrooms as required, and they implement their training well. Their learners receive a good education. The Intersen and Foundation Phase teachers need to improve their work. They have developed well through the year but more is needed. Success in the higher phases of the curriculum is a more subtle thing, and cannot just be achieved by providing good resources and using them. The teachers need to be consistent and thoughtful about their work, and use their training more consistently. The school is tidy, and the teachers are working well.

### **Ndlavela Primary**

All phases of this school are working well and have met project requirements for the year. They plan correctly and use their planning, they have set up their classes properly, and are professional and well prepared. The work done is satisfactory, and the school is tidy and clean.

### **Phindela Primary**

This school has achieved the requirements of the project. The teachers are professional and caring. Classroom set up, training implementation, planning and project buy in are all excellent.

The school was visited by the Director of RCL foods, Mr Derek van Niekerk and his term who wanted to show his appreciation for the schools' dedication to the project. He brought fruit trees which were planted and food parcels were distributed to the learners who took part on the Readathon Day and to all staff.

### **Shayindlovu Primary**

In contrast to other schools, the Grade R class in this school is not doing as well as the other phases. The teacher needs to take her training to heart, and use the support available to her to understand what is required of her, and implement that work. The Foundation Phase and Intersen have achieved the basic requirements for the project, and need to keep up the good work. The school is tidy and clean.

### **Sidlemu Primary**

While this school needs to improve in all phases, with classroom set up and implementation being a priority, they do try hard, and clearly need more support to achieve requirements. They have a tidy school. The Grade R's have improved in comparison to the other phases.

## **8. North West Province Rally**

**Trainer:** Marianne Lombaard

**Rally Year:** 3

**Area:** Rustenburg

**Schools:**

Bakubung Intermediate School

Boons Secondary School

De Hy Primary

Mathopestad Primary School

Mogono Primary School  
Monato Intermediate School  
Rankelenyane Primary School  
St Michael's Primary School  
Tlhage Primary  
Tsunyane Primary School  
Vuka Primary  
BF Morake

### **Bakubung Intermediate School**

This school is still developing in its implementation of project requirements. The classroom set up and implementation have improved, and the school is tidy, but there needs to be consistent application of planning and use of resources. This is complicated by the fact that there are 2 multigrade classrooms, which give teachers a complicated and difficult work day. The implementation improved towards the end of the year, and teachers are willing and engaged. Ms Lebeko, Grade 4, 5, 6 multi-grade, needs more assistance. This teacher is new and did not attend all the training. She is struggling to teach all the subjects to all three grades. The teachers were advised to let the learners practice more activities and to practice previous question papers.

### **Boons Secondary School**

The achievement of project requirements in this school is patchy and spasmodic in Grade R, the teacher is not consistent. Her classroom is overcrowded, but the work must still be done.

The Foundation Phase has improved and the learners' books reflect the improvement. The Grade 2 learners have done all the activities in the DBE books and the work is marked. Not all the activities were practiced regularly in the classwork books during Term 4, but the learners practiced previous question papers. The Grade 6 and 7 teachers are doing good work.

### **De Hy Primary**

This school is developing in all project requirements, and needs constant support from the trainer. They are very willing and invested in the project, but need to work on consistency and planning.

The Grade R learners are very excited with new resources from the Rally. The Grade R teacher was given a year planner to help with next year. The Foundation Phase is doing well, they just need to keep at it. The Grade 4 to 7 English teacher resigned.

### **Mathopestad Primary School**

There is also spasmodic implementation in this school, with the Foundation Phase doing well. The Grade R teacher needs to buy in to this project, and the trainer works harder with her to get her to understand what is needed from her. The Grade 1 teacher is doing good work. All the activities in the DBE books were done and marked and the activities regularly practiced in the classwork books. The Grade 3 learners must practice the required activities weekly in their classwork books.

The Grade 5 learners are slow. The Grade 4, 6 and 7 learners are doing well. Improvement can be seen in their classwork books and in their reading.

### **Mogono Primary School**

The Foundation and Intermediate Phase are doing well, and achieving the requirements for the project. The Grade R teacher is new and needs guidance. The Grade R learners did not have a teacher for three terms. The new teacher will be trained in 2017. The teachers all need to work on their consistency and on their work, despite there being good work in general. They have welcomed the new Rally resources and have begun incorporating them into their work already. The Grade 7 learners practiced most of the required activities in their classwork books.

### **Monato Intermediate School**

This school is doing very well. All the phases have done well this year and achieved the basic requirements of the project. They have invested in the project and care for resources well. The school suffered a burglary after the Rally weekend, where the resources were delivered. There was concern that these resources would be stolen, however, when the school audited what was missing it was found to their relief that the Rally resources were intact and present.

### **Rankelenyane Primary School**

This school needs constant support. The work in Grade 1 DBE books is a little behind, but their work improved. The Grade 2 teacher still needs guidance, but there is improvement in her work. The Grade 3 learners' work improved a lot over the last two months of 2016. They have done most of the required activities and the work is marked. The Grade 4 learners have done some activities in their DBE books. Learners must practice weekly in their classwork books. The Grade 5 teacher is still on sick leave and the learners have done no work. Grade 6 learners have not done any work in their DBE books and Grade 6 and 7 have each done only one activity in their classwork books for Term 4. Poor handwriting and absenteeism is a huge problem in all the Grades. Some of the teachers are not doing their work. The principal is looking for teachers to replace the poor performers.

### **B.F. Morake Primary School**

The Grade R learners were making finger puppets and telling stories with it. The Foundation Phase teachers are doing most of the work according to CAPS and the pace setters. The teachers are trying to implement the trained methodologies with good results. The Grade 4 and 5 English teachers need more guidance and assistance. The Grade 6 and 7 teachers are doing good work. The improvement in Grade 7 is unbelievable. All the Intermediate Phase learners practiced previous question papers.

### **St Michael's Primary School**

The Grade R learners are doing very well. The Grade 1 learners reading improved a lot over the last two months of 2016. The new Grade 2 teacher needs more support and guidance. The Grade 3 classwork books are neat, but the learners must practice the various activities more often in the classwork books. The Intermediate Phase teachers are trying to meet all the requirements. Their work improved during the year. The Grade 5 and 6 learners' reading and confidence excelled during the last six months.

### **Tlhage Primary**

The Grade R learners did well this year. They had their graduation ceremony at Hartebeespoort. Grade 1 did most of the required activities. The learners' handwriting and books are neat. Grade 1 teachers are starting to implement the trained methodologies and to work according to the pace setters and

CAPS. Handwriting is still a challenge, but the work improved over the last three months. The Grade 2 class had different teachers this year and some learners are struggling to read English. The Grade 3 learners have done the activities in their DBE books and the work is marked. They have practiced previous question papers. The two Intermediate Phase teachers are trying to implement the trained methodologies with success. The learners practiced previous question papers. The Grade 5 learners' work improved a lot. The teacher is following the goals set for her.

### **Tsunyane Primary School**

The activities in the Grade 1 DBE books were done and marked. The Grade 2 learners are a little behind with the work according to CAPS, but the teachers will try to catch up with the work. The Grade 3 teacher is the HOD. The learners work is behind and they do not practice activities regularly. The teacher cannot allow her duties as HOD to interfere with the learners work. In Grades 4-7, some activities were done in the DBE books, but the work is not regularly marked. The learners have practised previous question papers. The work done by the Grade 6 learners has improved. The Grade 7 learners have practiced the required activities regularly and their books are marked. Poor handwriting and absenteeism is a huge problem at the school.

### **Vuka Primary**

During term 4, the combined Grade R and 1 class enjoyed the Reading Aloud demonstration from one of the new books, the learners got so excited helping the trainer pronounce the Setswana words correctly. Unfortunately, these learners did very little work. The new teachers in Grade 2 to 7 will be trained next year. All learners have done very little work. The principal was not at the school on the trainer's last visit for 2016, he attended a meeting. Gave year plan to Grade R and Term 1 Setswana pace setters to Foundation Phase teachers. Discussed Orientation with Grade R teacher and what must be done during Term 1 according to CAPS and how to put Policy to Practice Modules into practice.

## **9. Northern Cape Rally**

**Trainer: Belinda Smit**

**Rally Year: 3**

**Areas: Douglas Griekwastad, Hopetown and Niekerkshoop**

**Schools:**

Aalwyn Intermediate  
Anderson Primary  
Bongani Primary School  
Griquatown Combined School  
Kelemogile Primary School  
Moreson Intermediate School  
Olierivier Marianne Primary School  
Plooyburg Intermediate School  
Saltlake Primary School  
Schmidtsdrift Batlhaping Intermediate  
Vaal Oranje Primary

### **Aalwyn Intermediate**

This school is doing very well. It is one of the success stories of this Rally. The teachers in all phases are meeting all the project requirements, and are planning, implementing and working well. The school is well maintained.

### **Anderson Primary**

This school seems to have a cyclical pattern, with improvement which then falls by the wayside, followed by support visits which then lead the teachers to work hard again. The Grade R teachers need to work harder, and consistently implement their training, while the Foundation Phase do very well in comparison. The Intermediate Phase need to work harder on consistent implementation as well. This is a large school with nearly 1000 learners, which makes consistency difficult. Despite this, the school is well maintained.

### **Bongani Primary School**

This is the second largest school in the project, with over 1100 learners. The Grade R and Foundation Phase teachers are working hard and doing well. They are implementing all of the requirements for the project, and just need to work on developing learner writing and reading fluency with practice. The Intermediate Phase teachers are struggling more and need more support. The school is a large one and is sometimes difficult to keep tidy, but the teachers try hard to maintain cleanliness and tidiness.

### **Griquatown Combined School**

The teachers at this school have bought into this project and are very engaged with implementing their training. Despite this they need to work on their classroom set-up and use of resources. Their planning is structurally correct but needs to reflect in the work done in the classroom. They need support from the trainer to translate the theoretical into the practical. The school is tidy and clean.

### **Kelemogile Primary School**

This is a tiny school with only 38 learners. The classroom set up and use of resources is still in need of improvement. In Foundation Phase the teachers are implementing their training, but Grade R and the Intermediate Phase need to catch up. The teachers have bought into the project, and the school is very clean and neat.

### **Moreson Intermediate School**

In this school the Grade R and Foundation Phase teachers are meeting project requirements, while Intermediate Phase lags slightly behind in training implementation, classroom set up and use of resources, and planning. This is a pattern across this Rally, and will be addressed in classroom support visits in 2017. The teachers all buy into the project, and the school is clean and neat.

### **Olierivier Marianne Primary School**

This school is doing well. All of the teachers have begun working on implementing the project, and are becoming proficient. The learners show improvement in their reading and writing, but comprehension needs work. This is another tiny school with only 74 learners and 4 teachers.



### **Plooyburg Intermediate School**

While the teachers in this school have set up their classrooms and have library boxes available, they need to work on the implementation of their training and their planning. The trainer has observed a lack of application in the classroom which affects learner work. The teachers need to plan and implement their planning consistently as well as giving learners more reading and writing practice. The school is tidy and clean.

### **Saltlake Primary School**

This school's Foundation Phase teachers are doing well, implementing their training, and giving the learners sufficient practice. The Grade R and Intermediate Phase need to work on consistency and practice. They have to give their learners more work, and mark the learner books and give feedback as required. The school is tidy.

### **Schmidtsdrift Batlhaping Intermediate**

This school's Grade R and Foundation Phase teachers work hard and are doing well. However, the Intermediate Phase teachers need to focus on getting their planning and training implementation correct. The next year will see an emphasis on the Intermediate Phase. The school is well maintained.

### **Scholtzfontein Primary (School no longer exists, closed down and amalgamated with Plooyburg)**

### **Vaal Oranje Primary**

This is a huge school. There are over 1800 learners, and 45 teachers. The work done in Grade R and the Foundation Phase is going well, with teachers implementing what is required and giving learners proper feedback. Intermediate Phase teachers lag behind. This will be addressed in 2017.



# Rally to Read

## 2016 Assessment

January 2017



## Project overview

### Objectives of the assessment

The objectives for the assessment are to:

- establish an internal evaluation of the project.
- enable the use of learner performance data to guide strategic project decisions.
  - benchmark learners' literacy levels at the start of the project as part of an impact evaluation for external stakeholders.
- expand READ's database of South African learners' reading and writing skills for use as a reference.

### Design of the evaluation

The assessment has two parts, an oral component and a written component. The oral assessment is based on the format of the Early Grade Reading Assessment (EGRA) test. This test is gradually being accepted as best practice in terms of reading assessment in developing countries and READ has decided to align itself with this trend.

The oral component assesses learners' knowledge of letters and sounds, recognition of high-frequency words, reading rate and fluency, as well as their listening comprehension. The second part of the assessment, the written component, tests learner ability in all forms of writing literacy, namely comprehension, critical thinking, grammar and language usage as well as extended (or creative) writing.

The assessment was carried out in the different Home Languages for Foundation Phase learners and English at the First Additional Language (FAL) level throughout the Intermediate Phase.

### Sampling

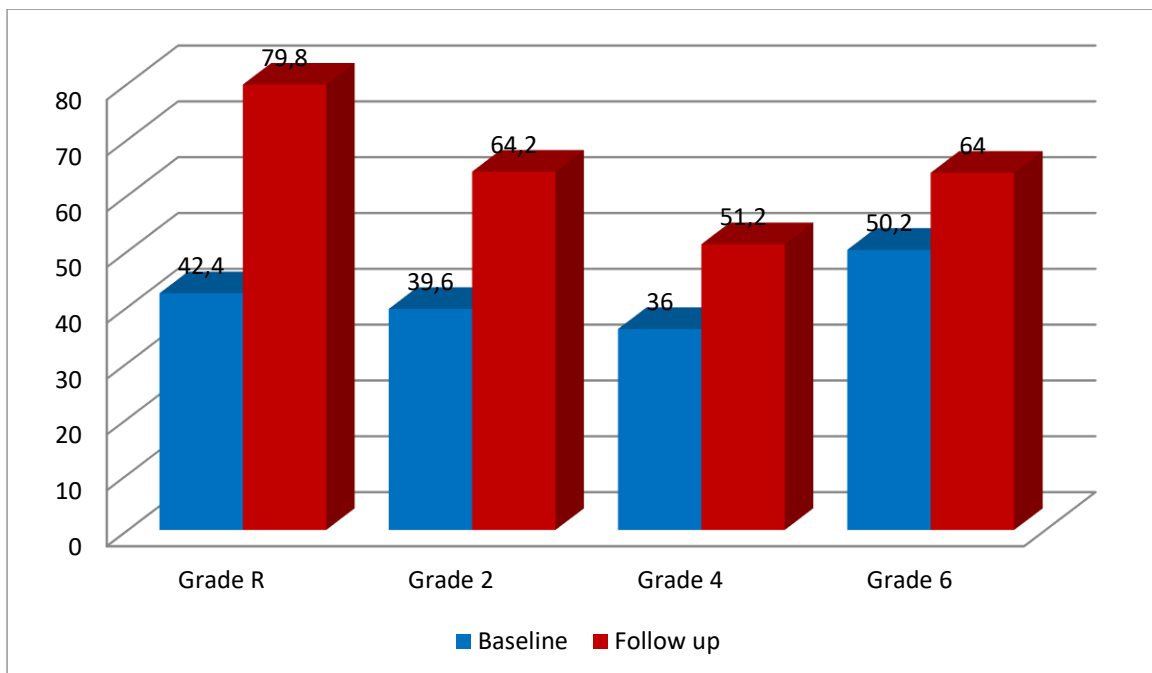
Assessment benchmarks learners' literacy levels at the start and end of the academic year so that the progress and impact of training can be tracked and the achievement of objectives can be evaluated

Grade R learners were tested on a different test measuring the following:

<b>Physical development</b>	<b>Gross motor coordination</b>	This describes physical skills that use large body movements, normally involving the entire body. Gross motor skills are the basis of all intellectual activities. A child does not learn with their brain alone – the body functions as a part of the learning activity. Thoughts that do not get into the muscle are never fully processed in the mind.
	<b>Fine motor coordination</b>	Fine motor skills are necessary to engage in smaller, more precise movements, normally using the hands and fingers. Children need these skills in order to write and perform other tasks such as cutting and

		typing. They also need this coordination to dress themselves and perform other basic daily activities.
<b>Cognitive development</b>		These skills describe a child's ability to understand and think about the world. This includes basic mathematical skills such as identifying shapes, colours and patterns, building puzzles and identifying similarities and differences. It also includes skills such as knowing their name and age and drawing common objects.
<b>Language development</b>		A child not only needs to be able to speak but they need to express themselves and put their thoughts in the correct sequence and order. This means they have to learn how to verbalise their thoughts. They also learn through language and so they have to be able to use language for academic purposes.

**A. Summary Performances for all Provinces**



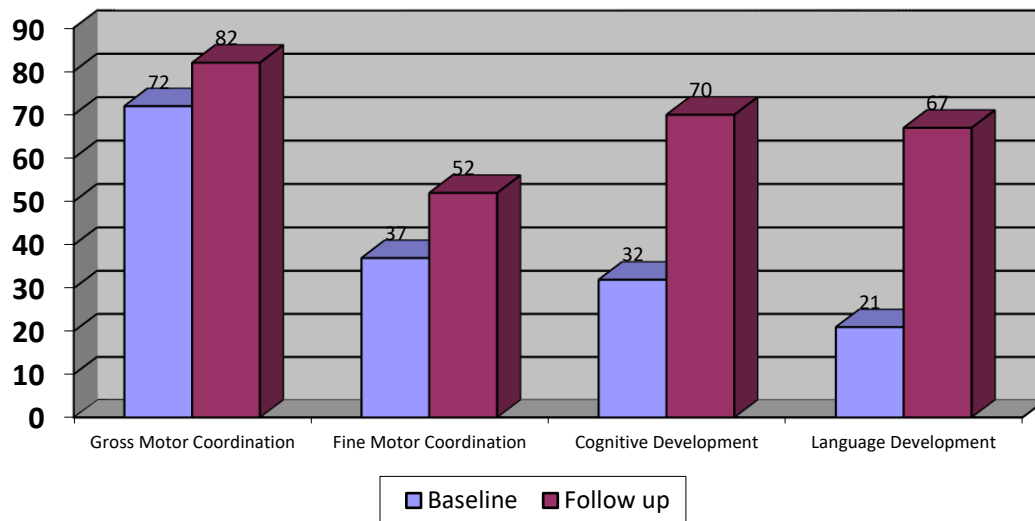
There has been significant improvement over all grades tested. The Grade R group showed the best improvement, indicating the possibilities these learners show, when receiving proper stimulation and follow a scientific pre-school programme. Grade R learners improved by 37.4% during the year while there has been an average improvement of 24.6% for Grade Two learners over the year. Grade 4 learners improved by 15.2%. Their scores for English as an additional language are good if one considers that these are rural learners that have very limited exposure to English. Grade 6 learners

improved by 13.8% in the past year and are also achieving well above the 60% range for English First Additional Language.

## A. Primary School Performance by Province

### KZN Tongaat (Third Year Rally)

#### Grade R Scores



The test administered measures the following skills:

**Gross motor skills.** Learners' ability to catch a ball, skip and hop as well as walking backwards. Balance. Walking on a balance beam and stand on one leg for a period of time.

**Fine Motor:** Ability to cross their midline, tie shoe laces, develop the proper pencil grip, ability to do fine cutting with a scissors, building a puzzle and ability to draw a fine line in a maze.

The results indicate that 82% of the Grade R learners could complete the Gross motor- and 52% the Fine motor tasks correctly. The following Fine Motor tasks still need attention:

- Ability to tie shoe laces
- Copy a pattern on a peg board
- Complete a puzzle without help

**Cognitive:** The test measures learners' knowledge of forms and colours. Sequencing- and memory skills as well as visual and auditory discrimination skills are tested.

At the end of the year 70% of learners could complete these tasks – an improvement of 38% from the baseline.

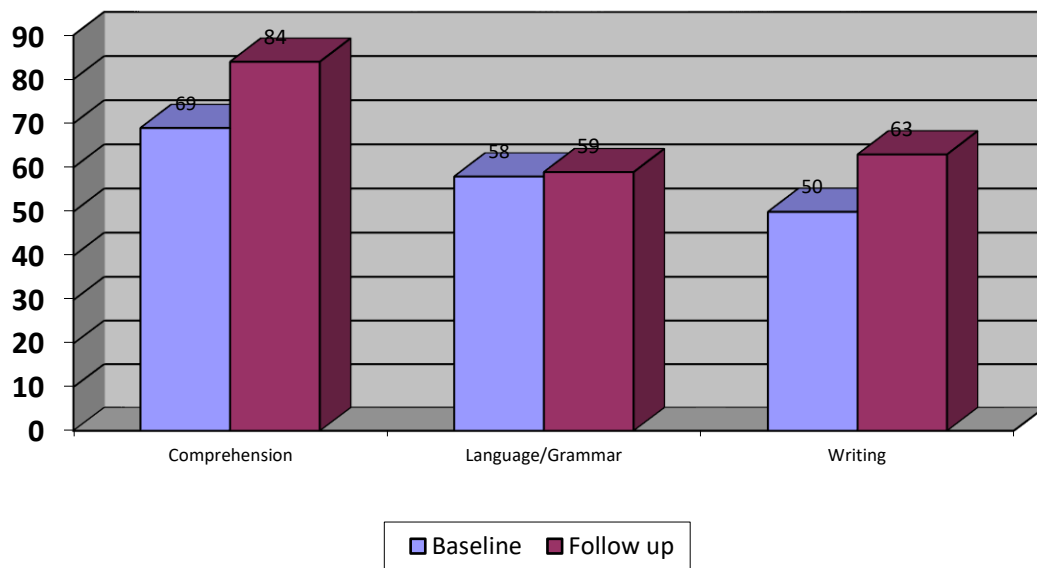
**Language:** The test requires learners to retell a story or sequence events, write, recognise sounds (pre-phonemic skills), name body parts and write certain basic labels found in the classroom such as door, table, pen etc.

The results show that 67% of the learners could complete these tasks correctly, an improvement of 46% since the baseline testing. Skills that need further attention are:

- Ability to retell a story with a minimum of 5 facts
- Ability to identify at least 5 sounds

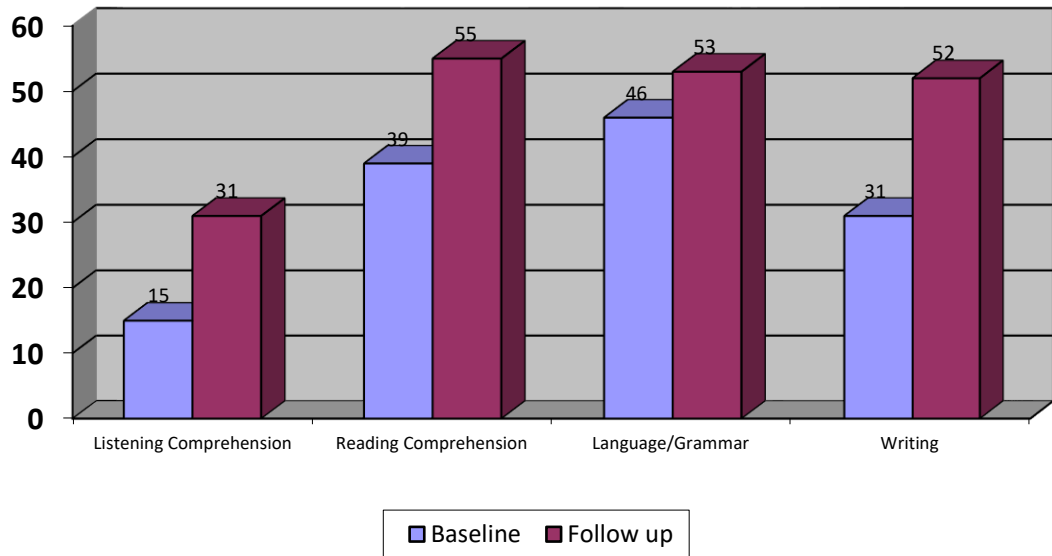
### Grade Two Scores

Grade 2 learners' language skills in this Northern part of KZN improved on average by nearly 10% over the past year. The biggest improvement was in Comprehension and Writing. Language and Grammar usage has remained very much the same at a 59% level.



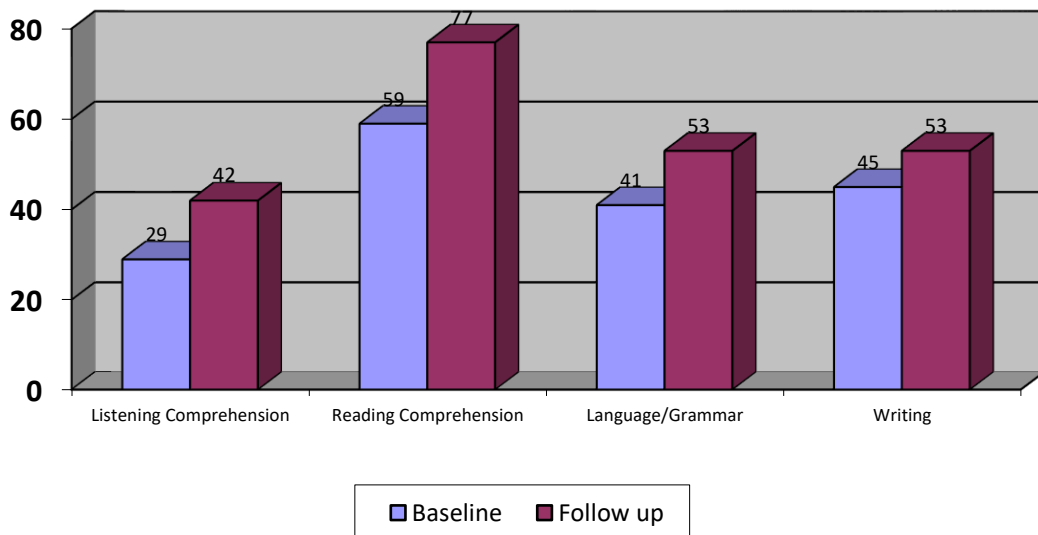
### Grade Four Scores

Grade Four learners improved significantly in all subtests. The baseline scores measured in the beginning of the academic year were extremely low as these rural school learners had very little exposure to English. It is therefore encouraging to note that most scores improved so much. Reading Fluency improved from a very poor 25 wpm to 80 wpm which is well below the expected norm of 110 – 150 wpm.



### Grade Six Scores

Grade 6 learner's language skills developed well during the past year, mainly benefitting from their second year in the project. Most scores have improved to above the target score of 50% set at the beginning of the project.



### Free State (Second Year Rally)

#### Grade R Scores

Grade R learners showed significant development in all areas tested. Most learners were competent in all areas of development tested.

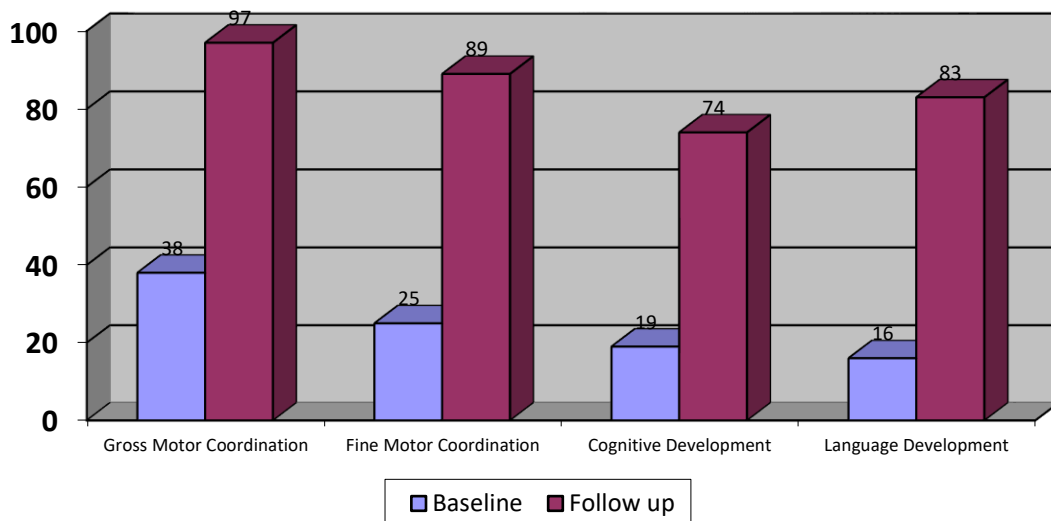
**Gross motor skills.** The results indicate that 97% of the Grade R learners could complete the Gross motor

**Fine Motor:** During the year end testing 89% of the learners could complete the following tasks: Ability to cross their midline, tie shoe laces, develop the proper pencil grip, ability to do fine cutting with a scissors, building a puzzle and ability to draw a fine line in a maze.

**Cognitive:** At the end of the year 74% of learners could complete these tasks – an improvement of 55% from the baseline. The following cognitive skills still need attention:

- Ability to draw a person according to certain criteria.
- Ability to copy writing patterns

**Language:** The results show that 83% of the learners could complete these tasks correctly, an improvement of 67% since the baseline testing.

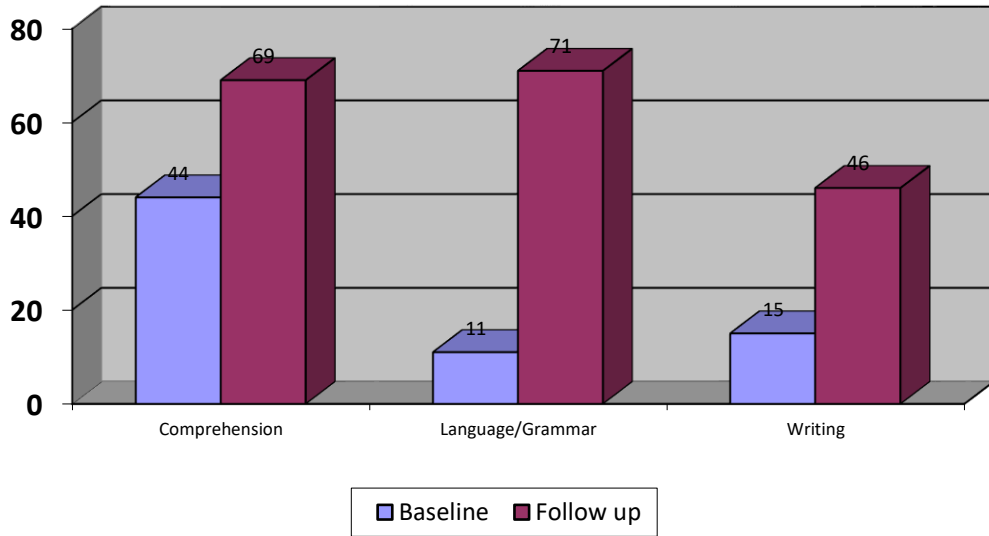


### Grade Two Scores

Grade 2 learners' language skills improved on average by 38% over the past year. The improvement spreads across all subtests with excellent achievement in Comprehension and Language and Grammar usage. Writing skills have improved from a very low baseline, but is still weak below the targeted 50% level.

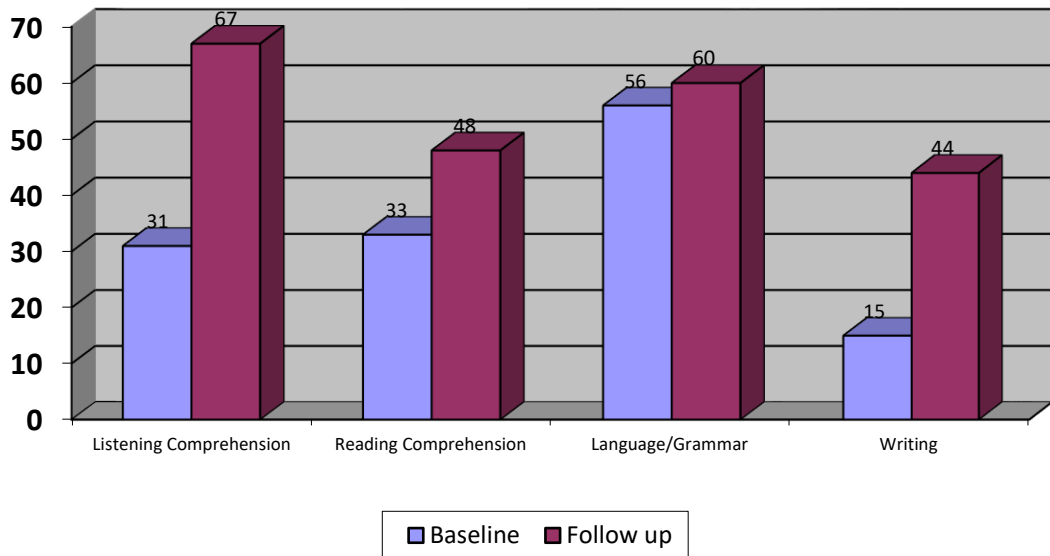
Reading fluency has improved from reading 19 words per minute to 51 words per minute but is still very far from being proficient, which is 90 wpm.





### Grade Four Scores

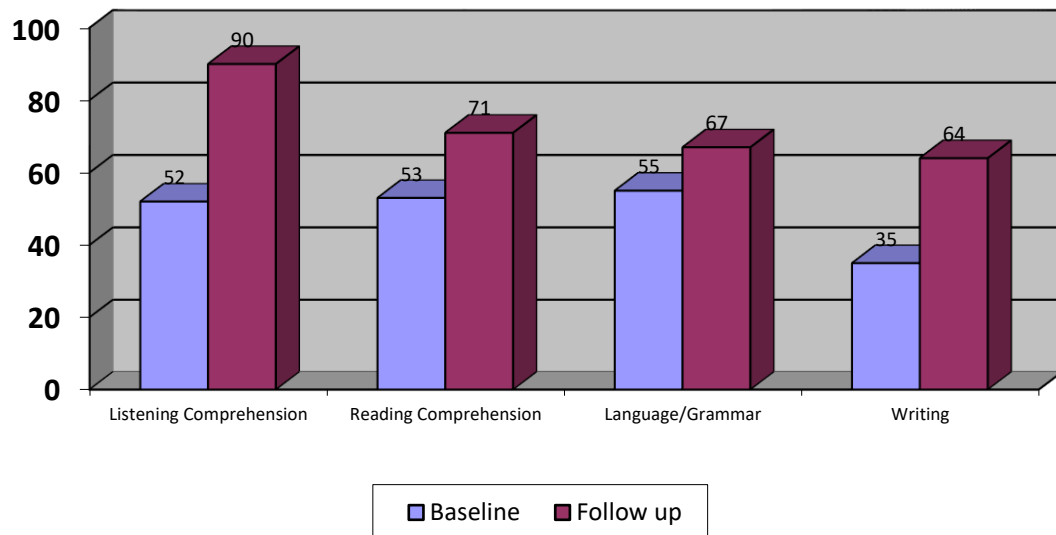
Grade Four learners improved significantly in all subtests. The baseline scores measured in the beginning of the academic year were extremely low as these rural school learners had very little exposure to English. It is therefore encouraging to note that average scores improved from 27% to 55% over the past year. Reading Fluency improved from 64 wpm to 96 wpm which is fast approaching the expected norm of 110 – 150 wpm set by the Education Department. This achievement underlines the importance of proper reading materials in the classroom that was donated in this project.



### Grade Six Scores

Grade 6 learner's language skills developed well during the past year as they have benefited a year of project intervention. One can see this in the higher baseline scores when compared to the other grades. All scores are above the 60% mark.

Reading Fluency has improved from 94 wpm to 123 wpm which is very encouraging. It is still a way to go before the target of 132 to 170 wpm is reached.



### Mpumalanga Tonga (Second Year Rally)

#### Grade R Scores

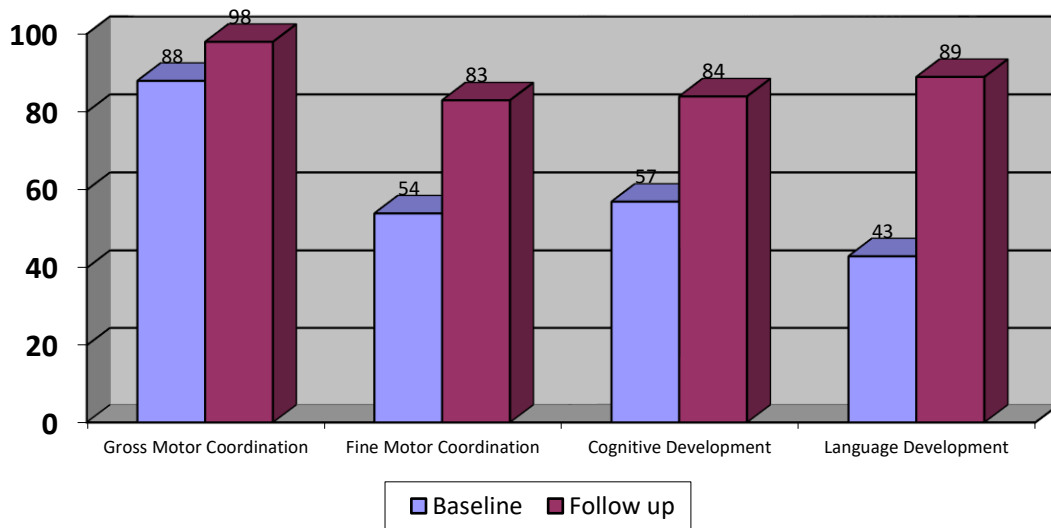
Grade R learners improved significantly on all subtests. Most learners tested at a level where they showed readiness to attend formal schooling.

**Gross motor skills.** The results indicate that 90% of the Grade R learners could complete the Gross motor

**Fine Motor:** During the year end testing 83% of the learners could complete the fine motor tasks correctly.

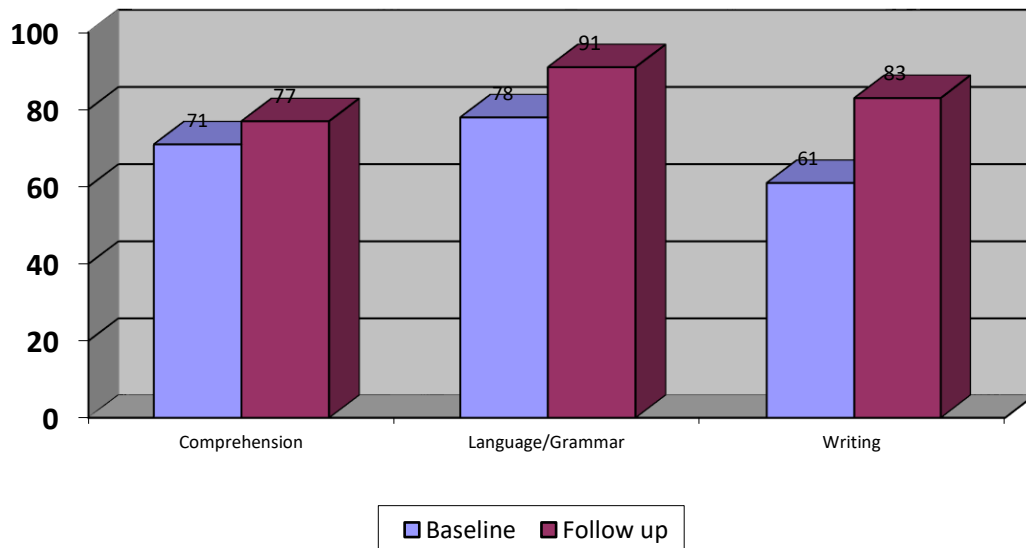
**Cognitive:** At the end of the year 84% of learners could complete these tasks – an improvement of 27% from the baseline.

**Language:** The results show that 89% of the learners could complete these tasks correctly, an improvement of 46% since the baseline testing.



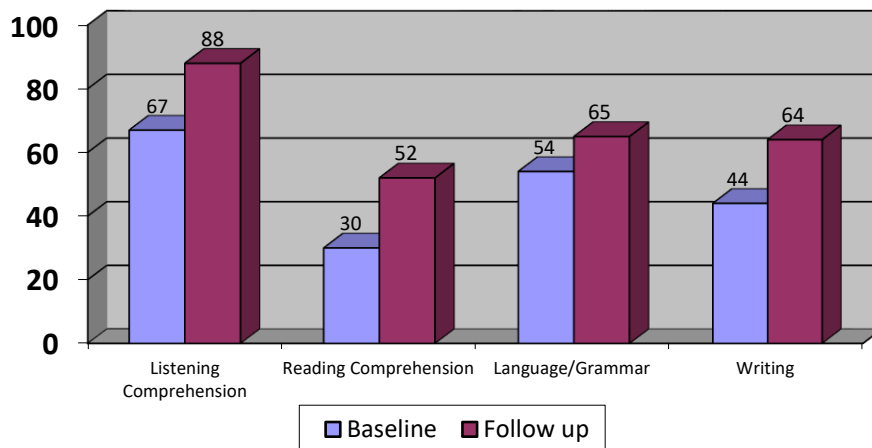
### Grade Two Scores

Grade Two learners improved significantly from an already high baseline. The high baseline indicates that these learners clearly benefitted from a second year in the project. Reading Fluency improved from 19 words per minute to 43 words per minute indicating effective use of the books donated by the project.



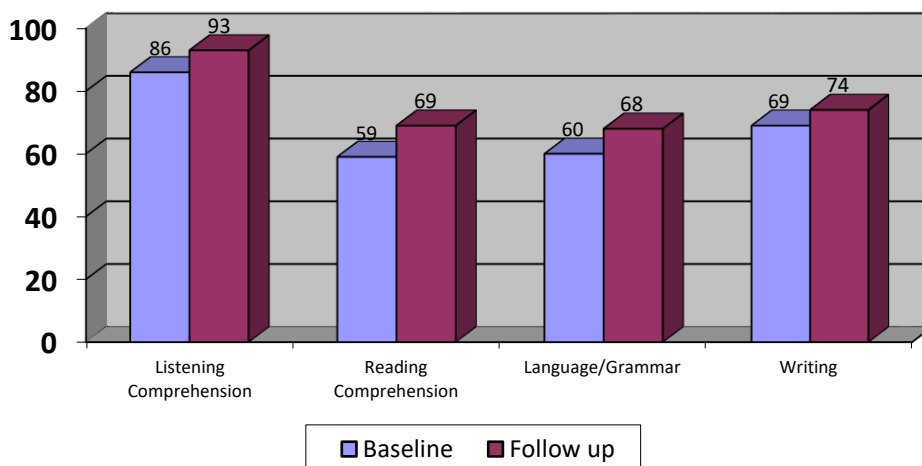
### Grade Four Scores

Grade Four learners improved significantly in all subtests. The baseline scores for comprehension and writing in the beginning of the academic year were quite low as these rural school learners had very little exposure to English. It is therefore encouraging to note that Reading Comprehension scores improved from 30% to 52% over the past year, and Writing from 44% to 64%. Reading Fluency improved from 87 wpm to 101 wpm and approaching the norm of 110 – 150 wpm.



### Grade Six Scores

Grade 6 learner's language skills developed well during the past year, improving from an already high baseline. These learners are starting to develop their language skills from a good foundation. Reading Comprehension can however improve as it is the only achievement under 60%. Reading Fluency has improved from 9122 wpm to 130 wpm and one of the few groups in the Rally to Read project performing according to national standards of 132 to 170 wpm.



## North West (Second Year Rally)

### Grade R Scores

Grade R learners improved significantly on all subtests. Cognitive- and Language development improved significantly from very poor baseline scores. The value of a scientific pre-school programme is once again illustrated by these results.

**Gross motor skills.** The results indicate that 83% of the Grade R learners could complete the Gross motor tasks.

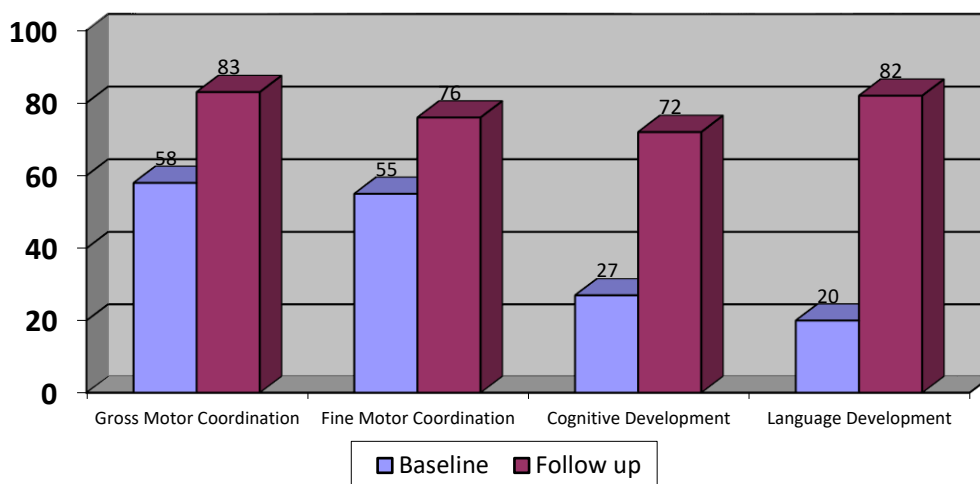
**Fine Motor:** During the year end testing 76% of the learners could complete the fine motor tasks correctly. The following skills still require attention:

- Ability to tie shoe laces
- Copy a pattern on a peg board

**Cognitive:** At the end of the year 74% of learners could complete these tasks – an improvement of 55% from the baseline. The following cognitive skills still need attention:

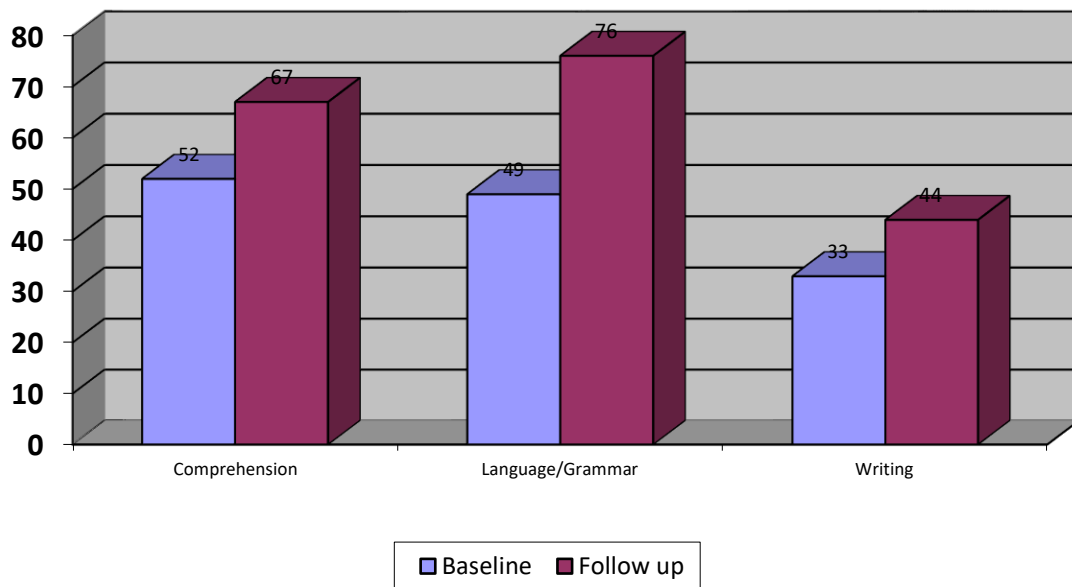
- Ability to draw a person according to certain criteria.
- Ability to copy writing patterns

**Language:** The results show that 82% of the learners could complete these tasks correctly, an improvement of 62% since the baseline testing.



### Grade Two Scores

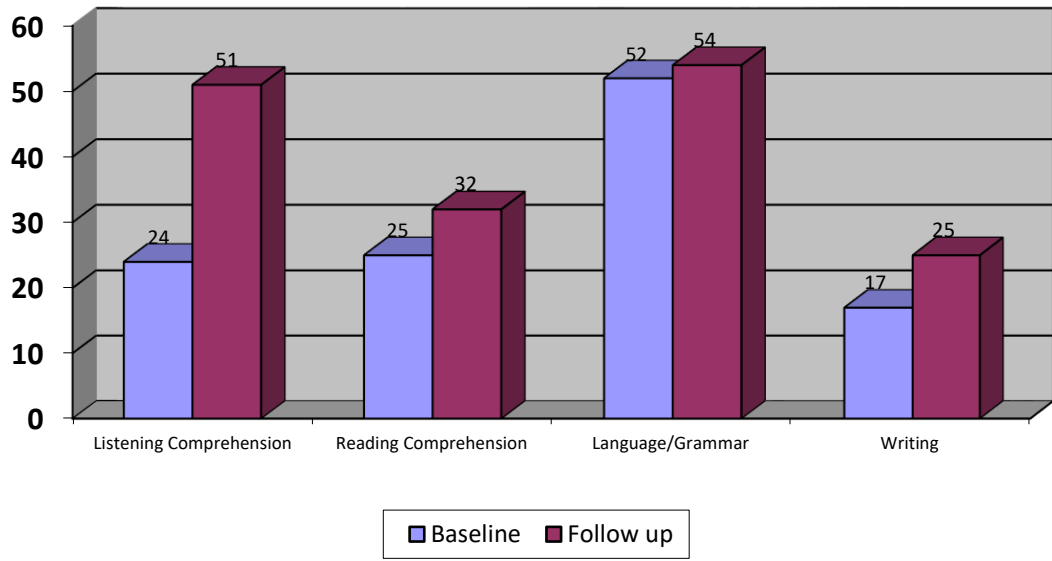
Grade 2 learners' language skills improved on average by 18% over the past year. Writing remains low but is improving from a very low baseline.



### Grade Four Scores

Grade Four learners are struggling to adapt to English as an additional language. Reading Comprehension and Writing remains extremely low. Language and Grammar has improved very little since the beginning of the year.

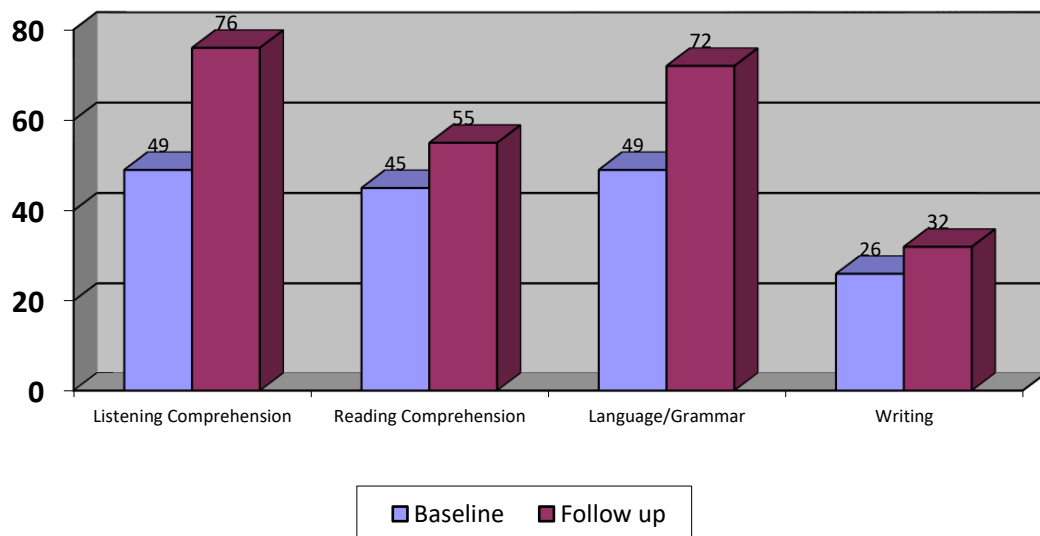
Reading Fluency has also not improved since the baseline and is still at 62 wpm which is far below the expected national norm of 110 – 150 wpm.



### Grade Six Scores

Grade 6 learner's language skills developed well during the past year, also benefitting from their second year in the project. Listening Comprehension and Language and Grammar have gone past the 60% mark and have developed well. Reading Comprehension is a well past the 50% goal with only Writing that remains at very low levels and is worrying.

Reading Fluency has improved from 100 wpm to 123 wpm which is very encouraging. It is slowly approaching the target of 132 to 170 wpm.



### Northern Cape (Second Year Rally)

#### Grade R Scores

Grade R learners improved significantly on all subtests. Most learners achieved average scores of above the 70% mark with only cognitive development achieving an average below 70%.

**Gross motor skills.** The results indicate that 90% of the Grade R learners could complete the Gross motor tasks.

**Fine Motor:** During the year end testing 73% of the learners could complete the fine motor tasks correctly. The following skills still require attention:

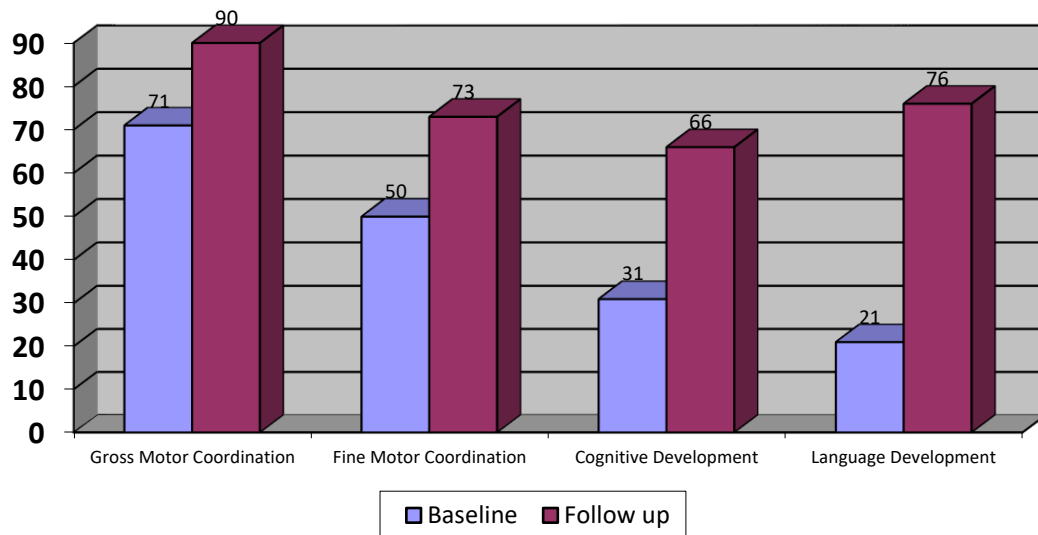
- Cross their midline
- Complete a puzzle without help

**Cognitive:** At the end of the year 66% of learners could complete these tasks – an improvement of 35% from the baseline. The following cognitive skills still need attention:

- Sort numbers or patterns in the correct order.
- Ability to draw a person according to certain criteria.
- Ability to copy writing patterns

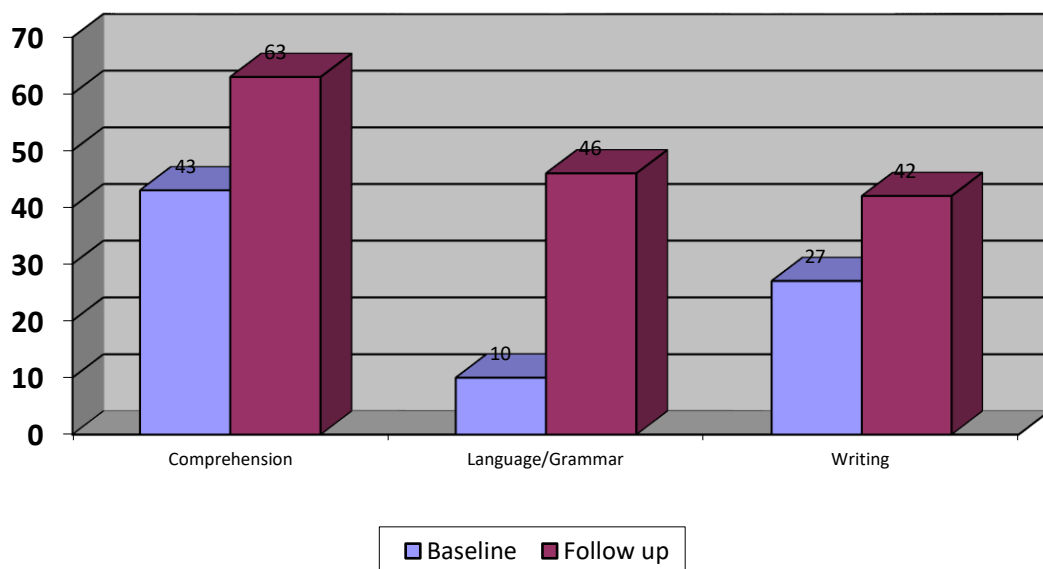


**Language:** The results show that 76% of the learners could complete these tasks correctly, an improvement of 55% since the baseline testing. The ability to identify sounds still needs attention.



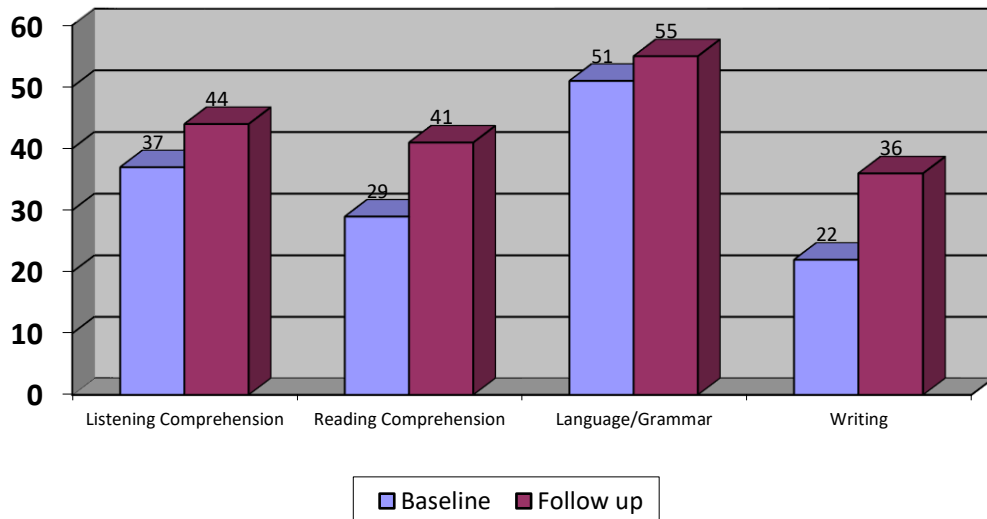
### Grade Two Scores

There has been good improvement in the scores of Grade 2 learners. Language and Grammar skills improved on average by 36% from a very low baseline. Writing – although still very low improved by 15% and Comprehension by 20%.



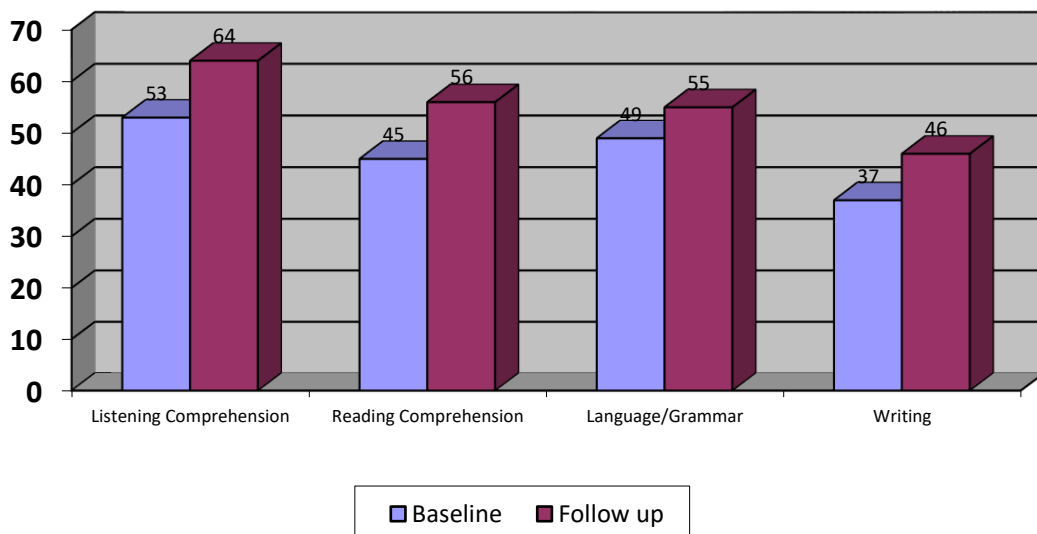
### Grade Four Scores

The year-end scores for Grade Four learners show only slight improvement from the baseline scores tested at the beginning of the year. Reading Fluency improved from 48 wpm to 63 wpm but is still very far from the 110 – 150 wpm norm.



### Grade Six Scores

Grade 6 learner's language skills show some improvement from relatively high baseline scores when compared to other grades. Reading Fluency has improved from 60 wpm to 72 wpm indicating significant improvement but still well away from the national norm of 132 to 170 wpm. It seems that reading is a problem throughout the different grades and different schools in the project.



**Summary**

The results clearly indicate the value of a resource based intervention in rural schools in South Africa. Grade R learners benefitted significantly from the programme. In most provinces learners started the year from a very low baseline with significant improvement during the year. In areas where further development is needed the READ trainers must follow it up with Grade One teachers in order for them to pay attention to these small deficits that are still being experienced.

Grade six learners showed the best improvement as for most of them it was their second year in the project focussing on English as the medium of instruction. Grade four learners struggled most as this was their first year receiving instruction in English. Good progress has however been made across the different provinces and grades tested.