

**ADDRESS BY THE HONOURABLE MEC,
JONAS SELLO LEHARI**

**ON THE OCCASION OF THE RELEASE OF THE 2016 RESULTS ON
05 JANUARY 2017**

Programme Director, Honourable Premier, Mr Supra Ramoetsi Mahumapelo in absentia, Colleagues in EXCO, Members of Parliament and of the Provincial Legislature, Leaders of political parties, the Director-General of North West, Dr. L. Sebege, the Executive Mayor of the Dr Ruth Segomotsi Mompati District Municipality, Executive Mayor of Greater Taung and Councillors. Pastor Tlhabanyane and Bishop Matebesi, Leadership of the National Interfaith Council of South Africa (NICSA), Teacher Unions, the Vice Chancellor of North West University, the Association of Governing Bodies, Superintendent-General, Senior Managers of the Department, officials and Members of the Administrative Corps, the Academia, the Media, Candidates and Parents, Comrades and Friends: Greetings from Team Education.

We meet here a day after the minister released the National results, I am here too to release the results of the 2016 cohort of Grade 12 candidates. This cohort started their schooling in Grade 1 in 2005 and completed Grade 12 in 2016. This is the third cohort to write the Curriculum Assessment Policy Statement, better known as CAPS.

In the words of our beloved former president Nelson Mandela: "*Education is the most powerful weapon which you can use to change the world.*" We always manage to get strength and power from his words in order to continue with the mammoth educating task, we understand that education is not only teaching subject knowledge but also educating candidates to become citizens of our democracy who can successfully contribute to the development of our country and our future. We can now agree that in 1994 the task may have looked rather complex and confusing, but then it was only the first step on the democratic education road. Let me say this unknown quote "Peace is costly, but it is worth the expense".

When I was preparing myself to deliver this speech, three things came into my mind:

1. As a public servant we have to respect authority at all times;
2. As a public servant we have to respect the law;

3. It seems there is no value for money in the Department. There are a lot of programmes, but the results do not match such programmes.

In attempt to address the above three issues, we need to do some drastic changes in the Department as far as operations, systems and accountability as soon as yesterday. *“If you want to go quietly, go alone. If you want to go far go together.”* Unknown quote

In the State of the Province address on 26 February 2016, our honourable Premier Mr Supra Obakeng Ramoetsi Mahumapelo said: *“Our approach is to build an inclusive VTSD (Villages, Townships and Small Dorpias) that promotes enterprise and industrial development, reduce unemployment in rural areas and utilise existing capacities within rural households to promote entrepreneurship”* As the Department of Education and Sport Development we support the initiative of our Premier, and that is why we are here today in Taung in one of our schools to release the results.

In the budget speech of honourable Minister Angie Motshekga: Minister for Basic Education on 10 May 2016 she said and I quote: *“Improved quality basic education is the apex priority of Government. We have since aligned our Action Plan to take account of the 2030 timelines prescribed in the National Development Plan”*. Improved learner achievements and school performance continues to be our main goal.

The 2016 academic year commenced with Letsema cleaning campaign and the monitoring of the re-opening of schools, aimed at ensuring the system readiness. In this regard, many of our schools were geared to provide lessons on the very first day of schooling and we look forward to the same trend next week when schools re-open for 2017.

During the launch of the *“Last Push Campaign”*, held in this school hall, on 22 September I said: *“The North West Education and Sport Development Department is continuing to partner with different stakeholders in order to sensitise the members of the public about the 2016 final examinations readiness. This partnership will encourage parents and the general public to support candidates as they will be preparing themselves for writing their final examinations. The department will mobilise the community”* Today we are together to reap the fruits of the special efforts into the system during 2016. With the involvement of all stakeholder, communities and

committed teachers and officials we managed to improve our Gr. 12 pass rate. In the quote of Vince Lombardi : "A man can be as great as he wants to be. If you believe in yourself and have the courage, the determination, the dedication, the competitive drive and if you are willing to sacrifice the little things in life and pay the price for the things that are worthwhile, it can be done."

The North West Education Department and Sport Development has often emphasized that our province is a mining and agricultural province which relies heavily on the out put of more Mathematics, Science, Technology and Commerce candidates. Special efforts need to be made to improve the quality of the Gr. 12 Mathematics, Physical Sciences, Accounting and Mathematical Literacy results. We are also compelled to bring other Sciences and Technology as well as Commerce to the stable of pure Mathematics and Physical Sciences. I am delighted about the introduction of Technical Mathematics and Technical Physical Sciences that started in 2016 in Gr. 10 and continue in Gr. 11 this year with the specialization in our Technical Schools.

In analysing the Mathematics and Physical Sciences in 2016 the following came to light: The table below shows the comparison of the Mathematics and Physical Sciences results since 2013.

Year		Mathematics		Physical Sciences	
		No. of candidates	% of candidates	No. of candidates	% of candidates
Nov. 2014	Wrote	9 478		8 191	
	Pass at 30%	5 846	61.68%	5 243	64.01%
	Pass at 40%	3 819	40.29%	3 012	36.77%
Difference Nov. 2013 & Nov. 2014	Wrote	-1 428		-787	
	Pass at 30%	-1 504	-5.71%	-1 443	-10.46%
	Pass at 40%	-1 070	-4.54%	-1 170	-9.81%
Nov. 2015	Wrote	10 761		9 090	
	Pass at 30%	6 416	59.62%	5 639	62.04%
	Pass at 40%	4 016	37.32%	3 265	35.92%
Difference Nov. 2014 & Nov. 2015	Wrote	+1 283		+898	
	Pass at 30%	+570	-2.06%	+396	-1.97%
	Pass at 40%	+197	-2.97%	+253	-0.58%
Nov. 2016	Wrote	10 582		8 593	
	Pass at 30%	6 640	62.75%	5 984	69.64%
	Pass at 40%	4 288	40.52%	3 699	43.05%
Difference Nov. 2015 & Nov. 2016	Wrote	-179		-497	
	Pass at 30%	+224	+3.13%	+345	+7.60%
	Pass at 40%	+272	+3.20%	+434	+7.16%



The quantity passes is determined by the number of candidates who made the 30%+ pass percentage and the quality passes are determined by the candidates who achieved 40%+ pass percentage.

During 2016, 165 less candidates wrote Mathematics. The fewer candidates that wrote must be seen in the light that 1 237 less candidates wrote the 2016 examination but very important is that although **179** less candidates wrote Mathematics **224 (3.13%) MORE** candidates managed to reach the 30% pass criteria and **272 (3.20%) MORE** candidates managed to achieve at 40%. In Physical Sciences 497 less candidates wrote the subject and 1 237 less candidates wrote the entire examination. As in Mathematics the Physical Sciences showed an excellent performance as **345 (7.60%) MORE** candidates managed to reach the 30% pass criteria and **434 (7.13%) MORE** candidates managed to achieve at 40%. The increase at 30% and at 40% pass rates is due to special interventions that start to turn the situation around as Mathematics and Physical Sciences are two of the priority subjects.

A matter of concern is the drop in the pass rate in Mathematical Literacy, countrywide as well as in North West Province. In North West the results dropped at 30% from 90.04% in 2014 to 82.79% in 2015 and dropped to 79.50% in 2016. At 40% the province dropped from 54.65% in 2015 to 49.97% in 2016. As we managed Mathematics and Physical Sciences performance to improve we need to concentrate on Mathematical Literacy with special interventions to stop this downward trend.

1. ANALYSIS OF THE NATIONAL SENIOR CERTIFICATE

1.1 Validity and Credibility

Allow me, in the first place, to put on record that the Umalusi Council declared the results valid and credible on 29 December 2016.

1.2 The following is an extract from the Umalusi Media statement on 29 December 2016 by Prof John Volmink:

*The Class of 2016 had many more **progressed candidates** than in previous years. In 2014 there was an estimated 30 000 progressed candidates writing the NSC examination (5.5% of the cohort). The class of 2015 had 66 088 progressed candidates (10% of the total cohort) while the class of 2016 has 109 400 progressed candidates (13.4% of the total enrolment).*

The tracking and identification of progressed candidates have also become clearer. In 6 of the 58 NSC subjects there were no progressed candidates.

While there are many subjects where the learner performance fluctuates from year to year, we have to single out MATHEMATICS as one of the key gateway subjects where the needle has not moved significantly over the years in this country. In fact what is alarming is that since 2014 Mathematical Literacy has also joined Mathematics as an learning area where the learner performance is critically low.

In order to reduce the possible negative impact on the 2016 NSC results brought by progressed candidates, the DBE and the PEDs provided targeted support and interventions for the progressed candidates at District and Provincial levels.

Umalusi has put in place rigorous and robust procedures that provide assurance that all candidates receive appropriate recognition for their performance in line with agreed national standards so that no learner should feel that s/he was born in the wrong year.

Nothing has compromised the integrity or credibility of the examinations as a whole. Umalusi is satisfied that the examinations were fair, valid and credible. We commend DBE for running a successful and credible examinations process. Accordingly, we hereby approve the release of the results of the National Senior Certificate Examinations administered by the Department of Basic Education.”

I am now presenting to you the final 2016 results.

1.3 Pass Percentage

During 2016, the overall **entries** increased with 1 558 from 33 845 to 35 403 candidates. The number of candidates who **wrote** decreased with 1 237 from 33 286 to 32 049. The decrease was contributed by the more than 1 000

progressed candidates that did not write for all the subjects and opted to modularise and will write the other subjects during June 2017.

In 2015 we obtained 81.5% and obtained the 4th position in the country. The hard work continued in 2016 and special interventions took place like the Last Push campaign and Spring Camps which resulted in the pass rate improved with 1% to **82.5%** and the province stayed in position 4 in the country but the National pass rate improved with 1.8%. The small increase in our pass rate indicated that the province turned the corner and is now in an upward again. From the 32 049 candidates who wrote 26 448 passed.

In 2015 the pass rate without the progressed learners was 84.04% and that increase in 2016 to **86.2%**, an improvement of 2.16% and therefore the Departmental slogan of reaching for gold is still applicable

From the analysis of the June and Preparatory results a possible decrease of between 4 and 6% in the pass rate at the end of the year was predicted. This prediction changed to an increase of 1% by the Learner Attainment Improvement Plan (LAIP) interventions that continued as well as winter and spring camps which were held. The Province also embarked on the **Last Push** campaign which was launched by me on 22 September in this same hall.

- 1.4 The 7 556 progressed candidates registered in the system, 21.3% of the total enrolment of Gr. 12 candidates in 2016 made the province to increase **only** with 1% rate. From the 7 556 registered progressed candidates 4 652 wrote the full examination. The pass rate **with** the progressed candidates is 82.53% and **without** the progressed candidates it is **86.2%**, **It must be acknowledged that 61.16% of the progressed candidates passed the examination, an improvement of 1.27% in comparison with the progressed candidates pass rate in 2015. In 2016 296 (6.36%) achieved admission to Higher Institutions for degree studies and 1 228 (26.4%) achieved admission to Higher Institutions for diploma studies.**

These are dividends on the money spent on progressed candidates for a designated camp during the April School Holidays. With the winter and spring camps the progressed candidates formed part of the bigger group and they were therefore part of the LAIP budget of 79 million rand and an additional 14.8 million rand that was allocated to the Districts for the last push campaign. It should be remembered that without these special interventions the prediction from the preparatory examinations was a drop in pass rate. The following statement was made in the report of the analysis of the preparatory results: *“Standardisation and condonations, done only once, may still play a role in the final pass rate, but if the candidates perform in the November examination as seen in June and September there will be a decrease in the pass rate. (Possibly 4% – 6%) all candidates and a possible increase of 1 – 3% without the progressed candidates but the last push campaign may contribute to an increase”* As already mentioned the special interventions resulted in a 1% increase including progressed candidates and a 2.61% increase without the progressed candidates from 2015. It is important that the pass rate increased with 4.7% from 2015 to 2016 excluding progressed candidates.

Nationally the progressed candidates had a pass rate of 43.4%, a further indication that the interventions in North West were very successful as the North West pass rate for progressed candidates is 61.2%, 17.8% higher than the National pass rate.

My sincere appreciation is extended to all officials who played a part in this achievement as far as progressed candidates are concerned, particularly the teachers who recognised the potential of these candidates and supported them to obtain the NSC.

From the 32 049 who wrote the examination, 5 601 (2015 - 6 168) did not meet the NSC requirements, but **4 786 (85.5%)** qualified to write the supplementary examination in February/ March. The Second Chance Matric Programme will be launched to assist these candidates. From the 5 601 who did not meet the requirements 1 808 - (32.28%) are progressed candidates.

The Second Chance Matric Programme is intended to provide support to candidates who have been unable to meet the requirements of the National Senior Certificate and thereby meeting the goals of the National Development Plan by increasing learner retention. The categories of candidates who will be covered are those candidates who qualify to write Supplementary Examinations for a maximum of two subjects, progressed candidates who pursue multiple opportunities to complete the NSC, and candidates who failed to meet the requirements of the NSC in 2016.

The North West Province is one of the provinces that is running this project. All preparations has been completed and support to these candidates will start in January. Information is available and it is therefore important for me to urge all the qualifying candidates to visit the District Offices to enrol for this very important programme.

1.5 Profile of the 2016 cohort:

- This is the ninth (9th) cohort of candidates to sit for the National Senior Certificate (NSC).
- This class entered the formal schooling system in January 2005
- Increased enrolment for the NSC examination.
- Cohort has benefited from the maturity of the system garnered over the last seven years.
- Third (3rd) FET cohort to write the NSC Examinations that are CAPs aligned.

1.6 NATIONAL PASS RATE 2009 – 2015

	NW	(WC)	(Gau)	(NC)	(Lim)	(MP)	(KZN)	(EC)	(FS)	National
2009	67.5	75.6	71.8	61.3	48.6	47.9	61.1	51	69.6	60
2010	75.7	76.1	78.6	72.3	57.9	56.8	70.7	58.3	70.6	67.8
2011	77.8	82.9	81.1	68.8	63.9	64.8	68.1	58.1	75.7	70.2
2012	79.5	82.8	83.9	74.6	66.9	70.0	73.1	61.6	81.1	73.9
2013	87.2	85.1	87.0	74.5	71.8	77.6	77.4	64.9	87.4	78.2
2014	84.6	82.2	84.7	76.4	72.9	79.0	69.7	65.4	82.8	75.8
2015	81.5	84.7	84.2	69.4	65.9	78.6	60.7	56.8	81.6	70.7

	NW	(WC)	(Gau)	(NC)	(Lim)	(MP)	(KZN)	(EC)	(FS)	National
2016 With Progressed	82.5									
2016 Without Progressed	86.2									

In comparing the provincial pass rates over the past 17 years, the picture looks as follows:

2000	2001	2002	2003	2004	2005	2006	2007	2008
58.3%	62,5%	67,8%	70,5%	64.9%	63,0%	67,0%	67.2%	68.0%
2009	2010	2011	2012	2013	2014	2015	2016	
67.5%	75.7%	77.8%	79.5%	87.21%	84.63%	81.5% with progressed candidates and 84.04% without progressed candidates	82.5% with progressed candidates and 86.2% without progressed candidates	

1.7 Admission to Higher Education

In 2008, the NSC terminology changed from „Endorsement“ to „admission to Higher Education for Degree Studies.“ An achievement as far as quality is concerned, is the percentage of candidates qualifying for admission into Higher Education. **In 2016 the number qualifying for this category decreased with 45 candidates but because less candidates wrote the examination the percentage candidates that qualified increased with 0.88%. For entrance to Higher Education: Diploma studies, 377 less candidates qualified in this category but the percentage that qualified increased with 0.17%. These two categories confirmed that North West really had QUALITY passes.**

Admission to Higher Education: Degree Studies

YEAR	No. of candidates qualified	Percentage Qualified
2009	6 356	20.7%
2010	8 020	27.74%
2011	7 187	28.34%
2012	7 445	27.40%
2013	10 166	34.89% (+7.49%)
2014	8 509	32.64% (-2.25%)
2015	8 865 (+356)	26.64% (-6.00%)
2016	8 820 (-45)	27.52% (+0.88%)

Admission to Higher Education: Diploma Studies

YEAR	No. of candidates qualified	Percentage Qualified
2009	8 161	26.61%
2010	8 937	30.91%
2011	8 373	33.01%
2012	9 151	33.68%
2013	10 249	35.17% (+1.49%)
2014	9 473	36.34% (+0.17%)
2015	11 554 (+2 081)	34.71% (-1.63%)
2016	11 177 (-377)	34.88% (+0.17%)

This represents the total number of candidates who obtained admission to Higher Education; Degree Studies and Diploma Studies out of the total number of candidates who WROTE the examination. It implies that 62.40% of all the candidates who wrote qualify for University Studies, either Diploma or Degree. This is an achievement as far as quality is concerned.

Schools, where 50% or more of the candidates achieved admission to Higher Education: Degree studies, will receive certificates. The District Directors will receive certificates which will be handed to 39 schools at the Districts' well done functions. (Full list is attached in Annexure C).

1.8 Subjects Distinctions (80 – 100%)

The following figures illustrate the subject distinctions in the province. The first figure is the number of subject distinctions including Life Orientation; a 100% school based subject. A decision was taken that the distinction rate per school will be calculated excluding Life Orientation. The same principle applied when determining the top candidates.

SUBJECT DISTINCTIONS

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Including Life Orientation:	6 322	5 865	6 669	6 913	6 622	7 951	5 970	5 925	7 241
Excluding Life Orientation:	3 922	3 116	4 098	4 016	3 807	4 571	3 955	3 685	3 856

The subject distinctions with Life Orientation included, increased by 1 316 from 2015 to 2016. The 7 241 distinctions is the second highest number of distinctions ever.

The subject distinctions increased by 171 from 2015 to 2016 (excluding Life Orientation)

I have decided to acknowledge the top achievers in 10 subjects which were prioritised for the majority of interventions. These subjects are: Accounting, Geography, History, Life Sciences, Business Studies, Economics, Mathematics, Mathematical Literacy, Physical Sciences and Setswana Home Language.

These subjects were identified as problematic after the analysis of the 2014 and 2015 results. The diagnostic report identified content areas that presented great challenges to candidates and training of teachers focused on specific problem areas. Special attention was also given to these subjects during the **Last Push** Campaign.

Interesting to note is that 4 of the 10 candidates who performed the best in certain subjects are from rural schools and who performed against all expectations. The following candidates will receive certificates.

Subject	Candidate	Mark	School	District
Accounting	Luné Smit	100%	Hoër Volksskool	Dr. K. Kaunda District Tlokwe AO
Business Studies	Thabang Hope Rakgwadi	100%	Hebron Tech & Comm School	Bojanala District Lethabile AO
Economics	Thabang Hope Rakgwadi,	99%	Hebron Tech & Comm School	Bojanala District Lethabile AO
Geography	Linika Lemmer,	95%	Lichtenburg High School	Ngaka Modiri Molema Dist; Ditsobotla AO
History	Katlego Setlhako	97%	R A Kobue High School	Ngaka Modiri Molema Dist; Rekopantswe AO
Life Sciences	Nastassja Sheila Sweeney,	95%	Stella High School	Dr Ruth Segomotsi Mompoti District Taledi AO
Mathematical Literacy	Henry Erhardt Smit,	98%	Sannieshof High School	Dr Kenneth Kaunda District Maquassi Hills AO
Mathematics	Walter Lemmer,	99%	Potchefstroom Gimnasium	Dr. K. Kaunda District Tlokwe AO
Physical Sciences	Mompoti Eroid Keetile,	96%	Monchusi Secondary School	Dr Ruth Segomotsi Mompoti District Kagisano Molopo AO
Setswana Home Language	Boitumelo Daisy Molefe	89%	Batswana High School	Ngaka Modiri Molema Dist; Rekopantswe AO

To promote Mathematics and Physical Sciences in girl candidates I have also decided to acknowledge the top girl performer in Mathematics and Physical Sciences.

Top Girl in Mathematics & Physical Sciences	Adriana Christiena Dodkins	Bergsig H/S MATH = 97% PHSC = 95%	Bojanala District Rustenburg AO
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1.9 Schools that obtained a pass percentage of 80% and above (See Annexure A)

In 2012, 202 schools managed to achieve an 80%+ pass rate. In 2013, 288 schools managed to obtain 80%+ pass percentage and in 2014 the number dropped to 245, 43 less than in 2013. In 2015 the number dropped to 205, 40 less than in 2014. In 2016 the **number increases** to 249, 44 more than in 2015.

See table for schools with 80%+ pass rates from 2005.

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
105	135	128	126	120	175	204	202	288	245	205	249

NOTE: The 249 schools represent 62.25% of the schools which wrote the Grade 12 examination in 2015. Nearly two thirds of the schools achieved at 80% or higher which is a good achievement

The number of schools that performed above 80% (249) remains the third highest number in the last 15 years. **See the list of the schools in Annexure A – Schools with pass rate of between 70% and 100%.**

1.10 Schools with a 100% Pass Rate. (See Annexure A)

2001	2002	2003	2004	2005	2006	2007	2008
22 schools	22 schools	21 schools	20 schools	18 schools	26 schools	21 schools	34 schools
2009	2010	2011	2012	2013	2014	2015	2016
30 schools	41 schools	45 schools	31 schools	48 schools	48 schools	26 Schools	40 Schools

NOTE: In 2016 14 more schools achieved a 100% pass rate compared to 2015
The 40 schools represent 10% of the schools which presented the Gr. 12 examination in 2016.

1.11 Results per District

The top performing District is Ngaka Modiri Molema with a pass rate of 85.73%, followed by Bojanala Platinum with a pass rate of 83.97% and Dr. Kenneth Kaunda with a 82.21% pass rate. Without the progressed candidates the Ngaka Modiri Molema district performed at 87.25%. Dr Ruth Segomotsi Mompati obtained 76.09% and without progressed 80.86%, this implies that all four districts achieved above 80% without progressed candidates.

1.12 Results per Area Office

The three best performing Area offices:

- Kgetleng Area Office in the Ngaka Modiri Molema District is the top performing Area office with a pass percentage of 90.66%. Without progressed candidates the Area performed at 92.22%. No school performed below 70%.
- The second best performing Area Office in 2016 is the Tlokwe Area Office in Dr. Kenneth Kaunda District with 88.99%, without progressed candidates the Area performed at 91.14%, with only 3 schools performing below 70%.
- These two are followed by Lichtenburg Area Office in the Ngaka Modiri Molema District with 88.96% only 0.03% less than Tlokwe AO and without progressed candidates the Area performed at 91.99%, 0.85% better than Tlokwe. Lichtenburg AO got only ONE school below 70% pass. The results including progressed candidates is the official results for Districts and Areas.

Full results in Annexure E.

1.13 Top Candidates

I will, at this point, turn to the results pertaining to some of our top performing candidates in the Province.

NOTE: This category for the top positions is calculated from the highest total of the two Languages, plus four other subjects. Life Orientation is 100% assessed by schools and therefore has been excluded in the calculation. Also significant to note is the fact that, from the top 23 candidates for 2016, 6 are males and 17 females and also to note that the top three performers in the provinces are all three females. Well done girls, you have well reflected the statistics as revealed by Census 2011 and you are indeed exemplary in breaking the gender barriers.

TOP 20 POSITIONS – 23 Candidates

POS	Surname	First Names	Centre Name	R	G	Tot 6 Best Subjects
20	Lewis	Kayleigh	Hartbeespoort High School	W	F	1623
19	Coetzee	Reza	Vryburg High School	W	F	1627
18	Loots	Carla	Brits High School	W	F	1629
17	Kok	Carla	Potchefstroom Gimnasium	W	F	1630
16	Reyneke	Adolph Laurence	Vryburg High School	W	M	1633
15	Viljoen	Christelle	Potchefstroom Gimnasium	W	F	1634
14	Rosin	Jodean	Potchefstroom Gimnasium	W	F	1637
14	Nel	Minette	Bergsig High School	W	F	1637
13	Prinsloo	Ilne	Potchefstroom Gimnasium	W	F	1641
12	Vlok	Adrian Fischer	Ferdinand Postma	W	M	1643
12	Osman	Maysarah	Zinniaville Secondary	I	M	1643
11	Hurter	Bianca	Lichtenburg High School	W	F	1647
10	Steyn	Johannes Jacobus Francois	Wesvalia High School	W	M	1653
9	Dodkins	Adriana Christiena	Bergsig High School	W	F	1657
8	Sweeney	Nastassja Sheila	Stella High School	W	F	1660
7	Cronje	Eliz-Maric	Potchefstroom Gimnasium	W	F	1667
7	Molefe	Boitumelo Daisy	Batswana High School	B	F	1667
6	Marx	Pieter	Brits High School	W	M	1668
5	Van Der Poll	Paige	Potchefstroom Girls High	W	F	1669
4	Mitchell	Ian Christiaan	Wesvalia High School	W	M	1672

3. A special word of congratulations to Tshpahalo Mosetsaneng Seobi from Potchefstroom Girls High who obtained the 3rd highest total of 1 687 marks, an average of 93.72%. She wrote 8 subjects and achieved between 93% and 97% in 6 of the 8 subjects and 87 and 89 in the other two subjects.
2. A special word of congratulations to Linika Lemmer from Lichtenburg High School who obtained the 2nd highest total of 1 690, average of 93.88%. She wrote 7 subjects and achieved in the nineties in six of the subjects and in the eighties in the last one.
1. I would like to congratulate Luné Smit from Hoër Volksskool Potchefstroom as the top candidate in the North West Province for the year 2016. She obtained 1 701 marks, an average of 94.5%. She wrote 7 subjects and obtained in the nineties in 6 subjects and 100% for Accounting.

Before turning to the Top Schools, I would like to mention an extraordinary achievement. I want to announce a special award, the Meritorious Award to an individual learner who has excelled despite challenges faced. This year's candidate overcame some challenges to achieve outstanding results. His mother is a single parent.

This candidate from a rural area who performed outstandingly is given an award as an example to others of what can be achieved when the

opportunities are seized and developed to achieve goals in life despite adverse circumstances. He walks 5km to school daily as there is no transport. His mother is earning R800,00 per month as a community worker. He applied to University of Johannesburg intending to do Mechanical Engineering or Electrical Engineering.

In his seven subjects he managed to obtain 78% for Geography, 2 eighties and 4 nineties with Mathematics at 95% and Physical Sciences at 92%. This year we would like to present this prestigious award to Tshimologo Navel Motlhaga from Mochudi Secondary School, in Moses Kotane East Area Office, Bojanala Platinum District.

1.14 Top Schools

We have three categories of top schools, two on quality (Subject Distinctions) and candidates qualifying for admission into Higher Education: Degree Studies and one in the quantity category. To accommodate the smaller schools, the quality categories have been split into two categories, one with percentages and one with actual numbers.

In the category of top schools – quantity category, **Rustenburg High School** is the number 1 school for 2016 with the most candidates (250 wrote) with a 100% pass rate, followed by **Potchefstroom Gimnasium** (185 wrote) and **Klerksdorp High School** (185 wrote), all with a 100% pass rate.

In the second category of top schools, quality – Admission into Higher Education: Degree Studies, the top three schools with the highest percentage of candidates who achieved admission into Higher Education for Degree studies are **Potchefstroom Gimnasium** (90.27%), **Al-Huda Muslim School** (90%), **Potchefstroom High School for Girls** (87.50%)

In the same category, and more importantly, are the schools with the highest number of candidates who qualified for Degree Studies **Rustenburg High School**. is number 1 and obtained the highest number with 209 candidates achieving Admission for Degree Studies, followed by, **Potchefstroom**

Gimnasium and Lichtenburg High School with 167 candidates and thirdly **Hartbeespoort High School** with 145 candidates who met the requirements for admission into Higher Education: Degree studies.

The third category for top performing schools is schools that achieved the most subject distinctions (80-100%). The percentage distinctions achieved is calculated out of the total of possible subjects of the school. First is **Nural-Iman Muslim School** with 26.32% distinctions followed by **Potchefstroom Gimnasium** which achieved 23.30% distinctions, followed by **Wesvalia High School** with 21.13% distinctions.

In the second part of this category **Potchefstroom Gimnasium** is the number one school with 264 subject distinctions, followed by **Rustenburg High School** with 213 subject distinctions followed by **Lichtenburg High School** with 208 subject distinctions. Please note that the distinctions obtained in Life Orientation were excluded. (See annexure D for a list of schools with 10 or more subject distinctions).

- Schools that need special acknowledgement: The performance of a school is followed over the years to serve as an example of what can happen if the school management team, teachers, community and parents are committed. B.A. Seobi Secondary School in Dr. Kenneth Kaunda District started in an informal settlement which developed by RDP houses built in the area, but to the principal and the Management of the school this is to no detriment and each learner is very important.

YEAR	WROTE	ACHIEVED	PASS %
2010 (First time Gr. 12)	28	27	96.4%
2011	54	52	96.49%
2012	57	55	96.49%
2013	87	87	100%
2014	78	78	100%
2015	190	188	98.95%

2016	148	145	97.97%
<p>Important to note the number of candidates increased from 78 to 190, an increase of 112 candidates in 2015 and in 2016 148 candidates wrote the examination. From the 145 candidates that met the promotion requirements, 63 qualified to be admitted at Higher institutions for Degree studies. This is an excellent example of where success can be linked to good leadership and discipline.</p>			

- I will fail in my duty if I neglect to acknowledge farm and special schools. At **Moedwil Mega Farm School** in the Ngaka Modiri Molema District, Kgetleng Area Office, 47 of the 55 candidates manage to pass, a pass rate of 85.45%. At **Mampho Secondary School** in the Dr Ruth Segomotsi Mompoti District, Taledi Area Office, 62 of the 66 candidates passed, a pass rate of 93.94%. Furthermore, 14 candidates met the requirements for degree studies and 38 candidates met the requirements for diploma studies, thus 52 of the 62 candidates qualified for tertiary institutions.

At **Christiana School for the Blind** in the Dr Ruth Segomotsi Mompoti District, the Greater Taung Area, all 5 candidates who wrote the Gr. 12 examination passed, a 100% pass rate. Three of the candidates met the requirements for degree studies and one the requirement for diploma studies, thus all 4 candidates qualified to attend tertiary institutions.

At **Meerhof (Special) School** in the Bojanala Platinum District, Madibeng Area, 6 of the 6 candidates passed, a 100% pass rate with all 6 candidates qualifying to go to tertiary institutions for Diploma Studies.

At **Tlamelang Special School** all three candidates that wrote the examination passed, 100% pass rate and one candidates qualified for Degree Studies and two (2) qualified for Diploma Studies.

Every learner in the Province is important to the Department

- In 2013, when the results were released, a serious concern was raised about our top school that offer a small number of Grade 12 candidates who sit for the NSC examination. Today I am proud to announce that the situation is changing.
- See the list of schools with high enrolment where 150 and more candidates wrote and achieved 70% or higher pass rate in the 2016 NSC examination. Interesting to note that only two schools with a 150 and more candidates did not reach the 70% pass rate. A clear indication that schools with high enrolment performed very good.

List of schools with 150 and more candidates that wrote the examination:

AO_name	Centre_name	Wrote	Achieved	Pass %
RUSTENBURG AO	TLHABANE TECH AND COMM HIGH SCHOOL	290	262	90,34%
ZEERUST AO	MOTSWEDI HIGH SCHOOL	274	198	72,26%
RUSTENBURG AO	PRES MANGOPE TECH HIGH SCHOOL	271	263	97,05%
RUSTENBURG AO	RUSTENBURG HIGH SCHOOL	250	250	100,00%
RUSTENBURG AO	BOITEKONG SEC SCHOOL	245	204	83,27%
RUSTENBURG AO	MERITI SECONDARY SCHOOL	239	170	71,13%
RUSTENBURG AO	H F TLOU HIGH SCHOOL	228	224	98,25%
REKOPANTSWE AO	BATSWANA HIGH COMMERCIAL SCHOOL	228	209	91,67%
REKOPANTSWE AO	BAROLONG HIGH SCHOOL	224	195	87,05%
LICHTENBURG AO	LICHTENBURG HIGH SCHOOL	209	207	99,04%
MOSES KOTANE EAST AO	J M NTSIME SCHOOL	209	162	77,51%
GREATER TAUNG AO	BATLHAPING HIGH SCHOOL	208	183	87,98%
MATLOSANA AO	H T S KLERKSDORP	202	190	94,06%
RUSTENBURG AO	IKETLETSO SECONDARY SCHOOL	201	189	94,03%
RUSTENBURG AO	RAUWANE SEPENG SEN SEC SCHOOL	201	149	74,13%
LETLHABILE AO	HEBRON TECH AND COMM HIGH SCHOOL	198	142	71,72%
RUSTENBURG AO	BERGSIG HIGH SCHOOL	197	192	97,46%
RUSTENBURG AO	BOIKAGONG SECONDARY SCHOOL	193	136	70,47%
MADIBENG AO	HARTBEEPOORT HIGH SCHOOL	191	188	98,43%
TLOKWE AO	POTCHEFSTROOM GIMNASIUM	185	185	100,00%
TLOKWE AO	HOER VOLKSKOOL	185	183	98,92%
MATLOSANA AO	ARE-FADIMEHENG	184	131	71,20%
RUSTENBURG AO	SEKETE IV HIGH SCHOOL	182	147	80,77%
RUSTENBURG AO	GRENVILLE HIGH SCHOOL	178	173	97,19%
LETLHABILE AO	IKATISONG SECONDARY SCHOOL	178	129	72,47%
MAFIKENG AO	MMABATHO HIGH SCHOOL	177	172	97,18%
MATLOSANA AO	VUYANIMAWETHU SECONDARY SCHOOL	175	138	78,86%
LETLHABILE AO	ELE TSA SECONDARY SCHOOL	174	146	83,91%
KGETLENG RIVER AO	MPHE-BANA SECONDARY SCHOOL	168	134	79,76%
MATLOSANA AO	MILNER HIGH SCHOOL	166	149	89,76%
RUSTENBURG AO	THETHE HIGH SCHOOL	165	144	87,27%



ZEERUST AO	RAMOTSHERE HIGH SCHOOL	160	143	89,38%
LICHTENBURG AO	GAETSHO HIGH SCHOOL	160	138	86,25%
REKOPANTSWE AO	BOITSEANAPE TECH and COMM SCHOOL	160	138	86,25%
TALEDI AO	REABETSWE SECONDARY SCHOOL	160	133	83,13%
GREATER DELAREYVILLE AO	MADIBOGO HIGH SCHOOL	157	138	87,90%
MADIBENG AO	MICHAEL MODISAKENG SECONDARY SCHOOL	156	120	76,92%
LETLHABILE AO	KLIPGAT HIGH SCHOOL	155	132	85,16%
TLOKWE AO	THUTO-BOSWA SECONDARY SCHOOL	154	134	87,01%
RUSTENBURG AO	FREEDOM PARK SECONDARY SCHOOL	153	120	78,43%

- In 2016 22 rationalized schools presented Gr. 12 for the first time and 15 achieved a pass rate of above 72%. Two schools achieved a 100% pass. Kgosibodiba Commercial Secondary School in Kgetleng Area had 59 candidates and all 59 passed and at Ramokonyane Secondary School in Greater Delareyville Area all 9 candidates passed. Five of the first time Gr. 12 presenters performed between 60 and 70% and one school, Sekate Boijane Mahura Secondary School in Taledi Area performed below 60% at 53.23%. This is a real indicator that our rationalisation of schools project is on track and is paying off already.

AO No	AO Name	Centre_No	Centre_Name	Wrote	P	%
40	Kgetleng River AO	9402049	Kgosibodiba Commercial Sec School	59	59	100,00%
30	Greater Delareyville AO	9304178	Ramokonyane Secondary School	9	9	100,00%
10	Letlhabile AO	9101038	Fumane Secondary School	52	50	96,15%
33	Taledi AO	9333023	Choseng Secondary School	32	30	93,75%
32	Kagisano Molopo AO	9323181	Tasman Secondary School	25	23	92,00%
12	Moretele AO	9121008	Badumedi Secondary School	61	56	91,80%
41	Lichtenburg AO	9414018	Bodibe Secondary School	61	55	90,16%
10	Letlhabile AO	9108038	Diphetogo Secondary School	60	54	90,00%
11	Madibeng AO	9111062	Johane Mokolobetsi Secondary School	80	70	87,50%
10	Letlhabile AO	9101127	Mmamogwai Secondary School	29	25	86,21%



33	Taledi AO	9333233	John Frylinck Secondary School	20	17	85,00%
43	Rekopantswe AO	9434064	Jan Masibi Secondary School	45	38	84,44%
42	Mafikeng AO	9424261	Living Faith Combined School	14	11	78,57%
43	Rekopantswe AO	9434210	Setilo Secondary School	73	56	76,71%
10	Letlhabile AO	9101155	Mmadikete Lion Secondary School	61	45	73,77%
42	Mafikeng AO	9424229	Tiego Tawana Secondary School	44	32	72,73%
12	Moretele AO	9121009	Bafedile Secondary School	48	33	68,75%
32	Kagisano Molopo AO	9323032	Diteho Secondary School	40	27	67,50%
33	Taledi AO	9333126	Motsemme Secondary School	37	24	64,86%
30	Greater Delareyville AO	9304131	Itlotleng Mogawane Secondary School	36	23	63,89%
42	Mafikeng AO	9424221	Tetlano Secondary School	43	26	60,47%
33	Taledi AO	9333012	Sekate Bojjane Mahura Sec School	62	33	53,23%

1.15 Male / Female performance

The overall picture in the Province for the Male and Female scenario is as follows:

In 2016 the male candidates obtained a pass rate 84.71% while the female candidates achieved a pass rate of 80.61%. The male candidates achieved 27.0% in the category Admission into Higher Education: degree studies while the female candidates achieved 28.11% in the same category.

During the **Last Push** campaign, which was launched at a media conference, we concentrated on mobilising the whole community to support the candidates. The Department also received overwhelming support from the Chiefs in various areas across the Province.

Special thanks to North West FM for the role they played in making the radio lessons possible. We truly appreciate your effort.

2. PROVINCIAL INTERVENTION STRATEGIES FOR 2017

2.1 The Learner Attainment Improvement Plans (LAIP) for 2017 has already been distributed to all FET schools. The purpose of these plans is:

- More focus on the protection of teaching time and quality contact time;
- Planning and preparation of lessons to ensure adherence to curriculum needs (correct understanding and implementation of both the learning outcomes and assessment standards aims and objectives);
- Intensified monitoring, guidance, control and support of the programme;
- Intensifying correct management of continuous assessment;
- Improving proficiency of the language of learning and teaching;
- Subject focus will be directed at identifying candidates' strengths to assist with career choices and access to Higher Education;
- Accountability for all at school level.

2.2 Some of the 2016 Interventions

- From the beginning of 2016, the following interventions were put in place to ensure and monitor compliance with curriculum delivery:
 1. Common Annual Teaching Plans (ATPs) to track curriculum coverage
 2. Common Programme of Assessment (PoA) to enforce common assessments also in tracking curriculum coverage
 3. Common tasks to set the standard
 4. Subject monitoring and moderation
 5. Subject specific intervention workshops
 6. Accountability sessions for all subjects: Each school is assigned the number of subject distinction and Bachelor passes to report on quarterly as part of their performance targets.
 7. Glossary /subject terminology to assist candidates with interpretation of questions
 8. Teacher Professional Support Forums for content discussions per quarter

9. Provisioning of Mind the gap and study materials
10. Provisioning of budget for Practical Assessment tasks to schools for all subjects with the practical component
11. Assign mentors to schools to monitor and advise and collect information of administration, governance, curriculum delivery and coverage and examination readiness of underperforming schools
12. Arranged camps for autumn (only for progressed candidates) winter and spring for all candidates from identified schools

➤ ***Vacation Camps***

Camps are arranged for candidates from the following categories of schools:

- Underperforming Schools (below 70%)
- First Grade 12 presenters
- Schools with subjects that did not have a teacher for some time
- Each camp is designed to start with the pre-test to determine the gaps of candidates in each subject identified for the intervention, teaching is informed greatly by materials prepared from the diagnostic reports and also gaps presented by candidates in the pre-tests and during moderation. Candidates sit for a post test that is used to measure the impact of the tuition provided, these are compiled per learner, per school and per centre.

➤ ***Third term interventions***

The Grade 12 June examinations indicated a sharp decline in performance compared to the previous years. Candidates sat common examination in all the 11 big enrolment subjects. The exams were set in line with the increased cognitive demands of CAPS.

- The province developed plans for intervention to assist the candidates to cope during both the winter and spring camps including the 10 day intense revision programme that accommodated all candidates at both

performing and underperforming schools. Among the interventions are the following:

1. Development of Revision Booklets per subject based on moderation reports
2. Radio lessons from the 10 of October and continued throughout the exam period: The lessons were for the 11 big enrolment subjects including the African Home Language
3. Identification of collectable marks per paper: Each subject identifies areas in the papers where candidates can score easy marks to maximise their performance
4. Question answering skills which were also presented to candidates during radio lessons
5. Procurement of mind the gap guides for all first presenters
6. School based camps for revision : Schools arranged to keep candidates on site for revision and exam sessions to ensure commitment and focus
7. Drilling candidates on subject glossary
8. Spring revision camps

2.3 All these interventions mentioned above will be intensified in order to do justice to the National Development Plan (NDP) which encapsulates Action Plan 2014 towards schooling 2025.

3. Underperforming Schools (Schools with a Pass % below 70%)

(Annexure F - List of schools below 70% pass rate)

- After the 2012 examinations we were left with **91** underperforming schools, **23** schools less than we had at the end of the 2011 examinations. On completion of the 2013 examinations we only had **33** underperforming schools, **58** schools less than we had in 2012. Unfortunately the number of underperforming schools increased to **63** in 2014, 30 more than in 2013 and increased to **85** in 2015, 22 more than in 2014 but in 2016 the number decreased to **69**, 16 less than in 2015

- The most improved School from those which were underperforming is Jangjo Secondary School in the Ngaka Modiri Molema District of the Zeerust (Ramotshere Moila) Area.. They achieved a 93.75% pass rate, an improvement of 51.28% from the 42.47% pass rate in 2015. Of the 48 candidates who wrote, 45 passed.
- Pica Pau Secondary School in the Dr Ruth Segomotsi Mompati District of the Kagisano Molopo Area obtained a 61.54% pass rate as opposed to the 12.5% obtained in 2015, an improvement of 49.04%. From the 13 candidates who wrote, 8 managed to pass. Although the school is still underperforming the improvement should be acknowledge as the conditions in Pomfret are not always very conducive for quality education.

May I take this opportunity to thank the Curriculum Directorate, the Curriculum Co-ordinators, District CESs, Curriculum Support and Area Curriculum Co-ordinators. They need special mentioning and have to be acknowledged for the role they have played. A special word of appreciation goes to the Directorate Communications for arranging this function, all the trophies and certificates.

A word of appreciation to the Chief Directorate: General and Further Education Training Services and particularly the Directorate: Assessment, Certification and Accreditation as well as the District and Area Office Examination officials for their commitment, involvement and the outstanding manner in which they conduct examinations in our province.

A special word of thanks to the South African Police Services for their annual support and co-operation when we conduct the final matric examinations; for escorting question papers and scripts to various destinations. Furthermore, the SAPS in all areas were on high alert during the writing of the examinations to ensure that no candidate was disadvantaged by community unrests and assisted and intervened where problems occurred.

To the MEC of Community Safety and Transport Management, Hon. Dr. Motlhabane and in particular the Provincial Police Commissioner and team: the Department of Education and Sport Development really appreciates the inter-departmental working

relationship and I am confident that the relationship will continue for many years to come.

I thank all unions that operate in this sector and all our dedicated teachers for their outstanding role in assisting the North West Department of Education into taking our combined efforts to greater heights. I sincerely trust that this co-operation will continue. Please remember that these candidates are our children who need our assistance and support at all times.

As we release the 2016 results, 2017 immediately places an enormous responsibility on all of us to improve on the 2016 achievement. The increase of 1% in pass rate should only be seen as the start of getting back to the top position- **Reaching for Gold** is still the target of the province. If we are determined from the start to surpass the 90% mark, it will become a reality. Let us team up and direct our individual accomplishments towards our organizational objectives and common vision so that we can attain the excellence we strive for. Although we were able to mobilise the communities and parents we should learn from successes of other provinces in soliciting the support from the entire government of the North West.

In conclusion I take this opportunity once again to extend my sincere thanks to the collective leadership of the ruling party, the ANC, for the necessary guidance and for providing the much needed direction; the Premier of this Province and his office, Mr Supra Ramoeletsi Mahumapelo for his guidance and support, HoD, DDG, all Chief Directors, all Directors, Chief Directors District Coordination, District Directors, Area Managers, Circuit Managers, Subject Advisors, Principals, Teachers, SGB members, General Assistants, Administrative Assistants, Religious Leaders, my support staff and all my political colleagues for the support and invaluable inputs made since I took office. The Legislature and its committees have continued to assert their oversight role and I thank them for constructive engagements. A word of appreciation to the opposition parties for the role that they always play. I also want to thank my family, without which I would not be able to manage such a complicated portfolio.

My appreciation also goes to other constituencies including Dikgosi, Maapara-nkwe a a tlhokang boroko ka ntlha ya thuto kwa metseng ya bona; the religious community; the

farming community and members of the civil society movement in the province, individuals and groups that always write to me about issues of education in their local schools, for taking such keen interest in the education of our candidates.

My best wishes to all, especially the cohort of 2016. For the 2017 cohort who will receive the baton, and all candidates for that matter in the province, I want to call upon everyone to re-dedicate them to the strenuous tasks that lie ahead of us in 2017. At a personal sentimental level, allow me to appreciate the moment of leading such a big organisation.

I therefore subscribe to a notion that says “better lose count naming your blessings than to lose your blessings by counting your troubles”. Finally let me quote “Words are sweet, but they never take the place of food”. Unknown quote

In responding to all prayers we have done, all the Last Pushes we have done, all the camps and all the programmes we have done as a Department in an effort to obtain position two and position one as a bonus, of which have never achieved, I am happy but partly unsatisfied.

As a Christian let me close this chapter by saying or the Bible says, but before I can say something from the Bible let me say this, “Even the best cooking pot will not produce food” unknown quote.

Ke rata go nopola sefela sengwe go tswa mo difeleng tsa Sione, se se reng Bodibeng jwa mahlomola, mo go sona ke nopole mafoko a reng,
“Morena ga o re jalo, go reng re tshwanetse re belaele, sa rona ke gore go lokile go lokile.”

Ke a leboga

I thank you very much.

Baie dankie

Hon. JONAS SELLO LEHARI (MPL)

MEC for North West Department of Education and Sport Development