



How do under-resourced schools respond to quality support and development?



Community Factors

- Collaboration with SAPS, social workers, Department of Social Development, Department of Health and transport providers to address issues in some schools in 3 of the 6 provinces is now evident.
- Parental involvement has improved through attendance at meetings at most schools.
- Safety and security issues have been addressed with assistance from SGBs in some schools in Gauteng and North West.



Attitudes and Relationships

- Culture of teaching and learning has improved in most schools, reflecting in positive teaching and learning environments, committed staff, and respect for teaching time.
- Interpersonal relationships amongst staff has improved and collaboration between SMT and teachers is more effective.
- Home-school co-operation is more evident, with parents more engaged in the education of their children.



Teaching Learning and Assessment

- CAPS is understood and being implemented in all schools.
- Teaching methods are more learner-centred, and teachers are employing reading-centred methods more effectively in most schools.
- Lesson planning and preparation has improved in almost all schools
- Assessment practices in almost all schools have improved in terms of both quality and quantity.
- Classroom management has improved in almost all schools.



Leadership and Management

- Policies are available in all schools and are being implemented in most schools.
- SMTs are monitoring and supporting staff in almost all schools.
- SMTs are planning collaboratively for the year in most schools.
- Curriculum management is embraced as a core task by most SMTs.