



IMPACT REPORT

2018/2019



THE
PRINCIPALS
ACADEMY

“No country can really develop unless its citizens are educated.” Nelson Mandela

PAT BY NUMBERS

PRINCIPALS THAT HAVE
BENEFITED SINCE 2013

221

PRINCIPALS BENEFITING
FROM MENTORING IN 2019

103

INTERMEDIATE PHASE
LANGUAGE MENTORS

2 (Working in 5 Schools)

LEARNERS ATTENDING THE 221 SCHOOLS

LEADERSHIP MENTORS
(FOR PRINCIPALS)

9 (Currently working with 103
Principals)

FOUNDATION PHASE
SUPPORT MENTORS

12 (Working in 26 Schools)

INTERMEDIATE PHASE
MATHEMATICS MENTORS

2 (Working in 8 Schools)

> 200 000



MONITORING IMPACT

ACADEMIC IMPACT: New Learner Performance Assessment Tools

We are always on the lookout for new ways of tracking and monitoring the impact of the work that we do. Ultimately our core mission is to empower school leadership in order to improve the education outcomes of all the schools where we operate. To know whether we are achieving this goal, we strive to find effective monitoring and evaluation tools. Below we briefly highlight two of the measurements the Principals Academy Trust (PAT) uses.

The PAT Performance Index (PATPI)

We have recently developed a new tool based on one developed by the National Education Evaluation and Development Unit (NEEDU) for their research purposes. The NEEDU basket score has one shortcoming in terms of the needs of the PAT. It relies solely on the results of learners in the National Senior Certificate (NSC) examination and therefore cannot be used as a measure of performance in Primary schools. Fortunately, the Western Cape Education Department's (WCED) systemic tests provides schools with another set of valid and reliable learner performance data at Grades 3, 6 and 9 level and we've used this data, together with the NSC data for high schools to calculate the PATPI score each year for all of the schools that form part of our programme.

Early Grade Reading Assessment (EGRA)

We have for some time been searching for a standard assessment for early grades where the normal assessment process used for higher grades does not supply. Recently we have found that the Early Grade Reading Assessment (EGRA), which is used in all public schools in the country could be the answer. The assessment was piloted in 2016 Nationally and introduced to all schools in 2017, but is not entirely understood or utilised at its full potential in most schools yet. The test results provide data that we believe can be exceptionally helpful in tracking the growth and development of the reading and comprehension skills of individual learners early on. We are in the process of developing a simple Excel-spreadsheet instrument that could be used by the teachers who work in the schools where we have a presence. They can capture the results of these tests, which will then provide a relatively detailed analysis of learner performance both at an individual level and at a class and group level. We will use this data to identify common problems across schools and then to make use of our ECD and Foundation Phase specialists to provide training for the schools and teachers that form part of the PAT programme to address these problem areas.

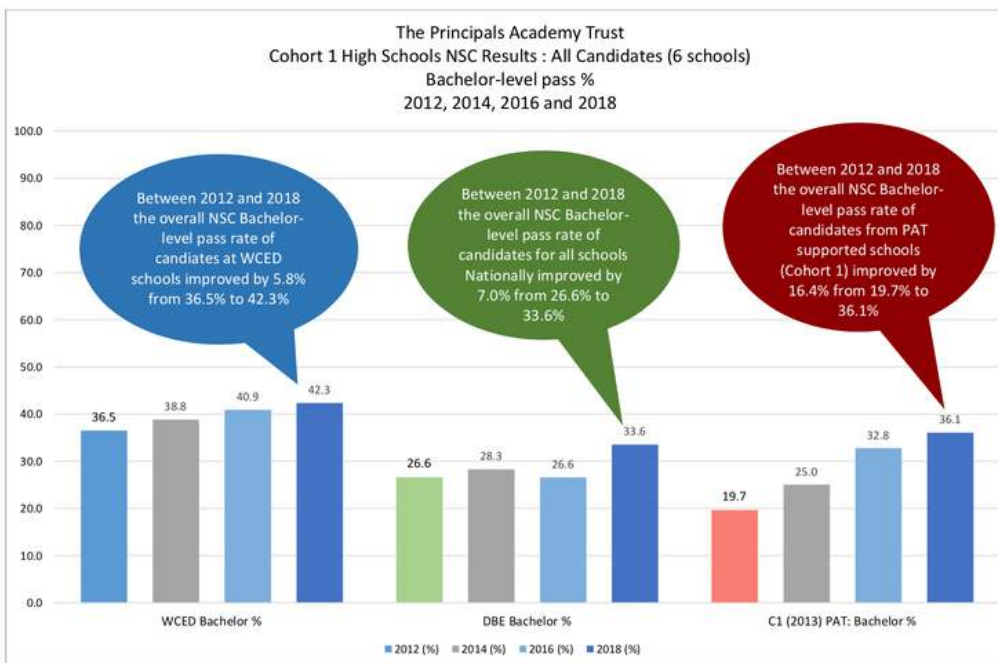
Want to find out more?

Click on the following headings for further information: EGRA, PATPI

THE RESULTS

PAT schools compared to provincial/national non-PAT schools

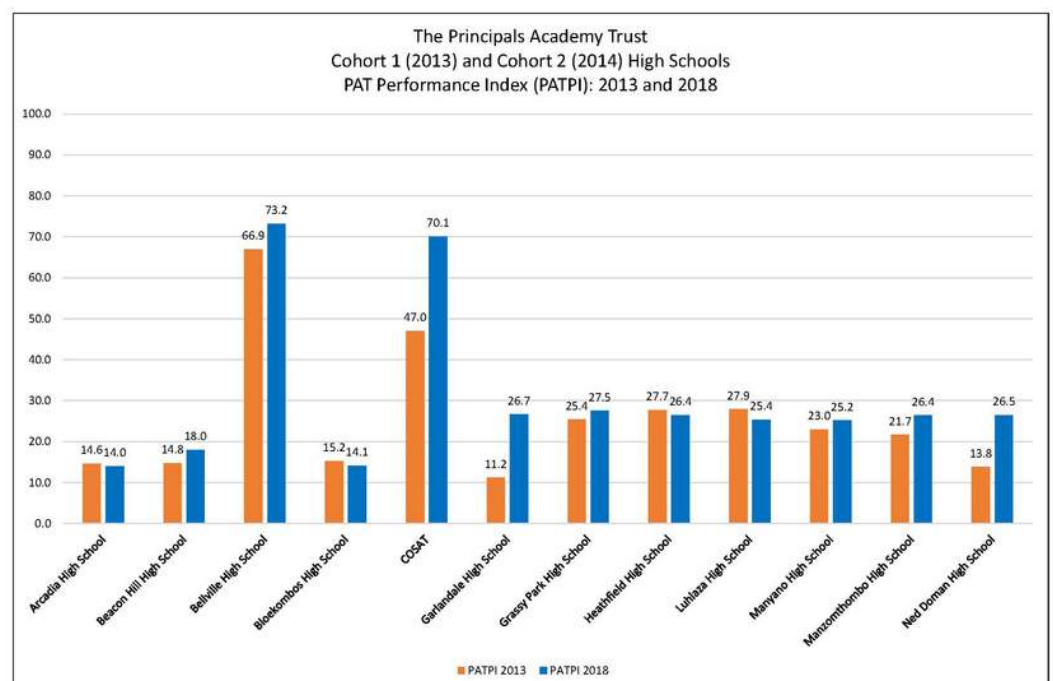
Please note the below graphs are copies to align with the format of this report. Click on graph for higher resolution



In 2013 the first group of schools (Cohort 1) joined the programme. Between 2013 and 2018, the overall Bachelor-level pass rate of candidates of the Western Cape Education Department (WCED) schools improved by 5.8 percentage points from 36.5% to 42.3%. In the Cohort 1 schools supported since 2013 by the Principals Academy Trust the improvement was almost three times better at 16.4 percentage points. The average Bachelor-level pass rate at the schools stood at 19.7% (a lower base than the provincial average) the year before we became involved, jumping to 36.1% in 2018.

Please click on graphs for higher resolution.

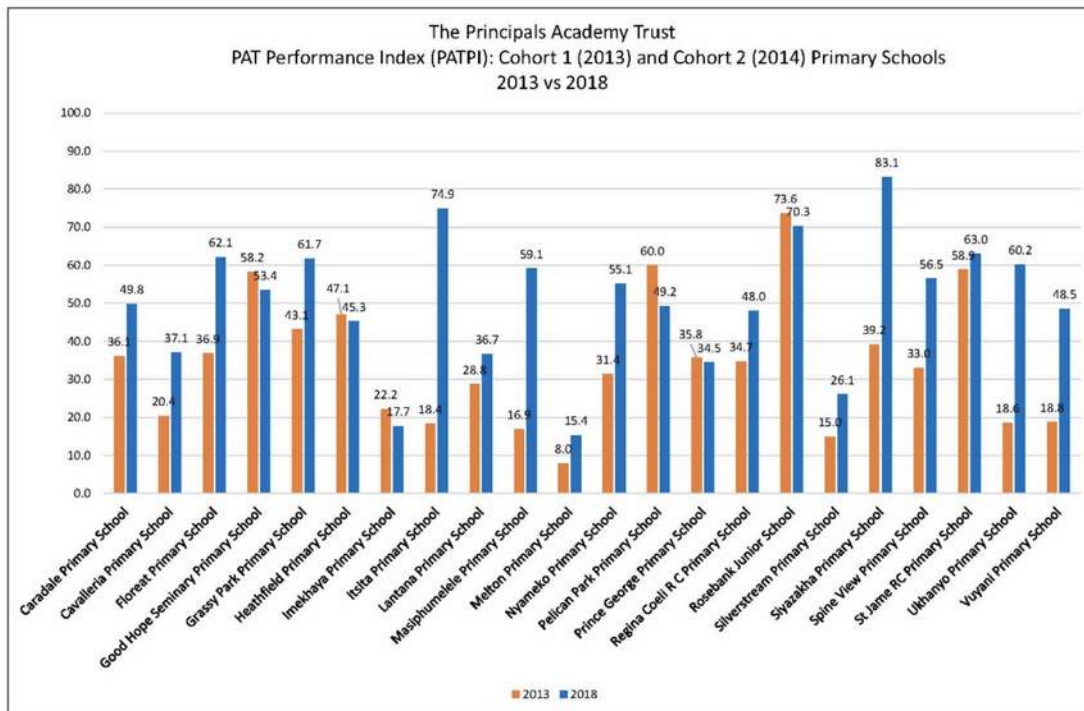
This graph shows the PATPI score of each of the Cohort 1 and Cohort 2 high schools in 2013 and 2018 and includes the specific school's NSC pass rate for information purposes. In seven of the ten schools that joined in those two years, an improvement in the PATPI is evident between 2013 and 2018, translating also into high pass rates for the NSC results in 2018. The average improvement in PATPI scores for these schools stood at 5.93 points.



THE RESULTS

PAT schools compared to provincial/national non-PAT schools

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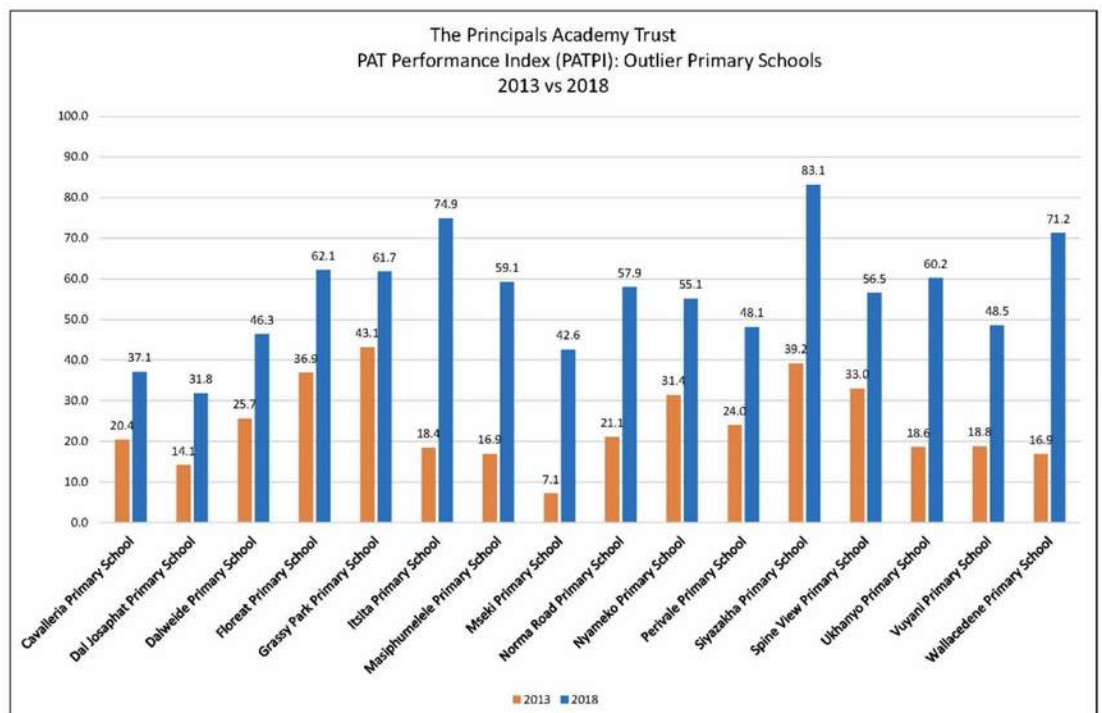


Using our measurement tool (the PATPI), this graph shows the steady improvement in this score across the Cohort 1 and Cohort 2 primary schools between 2013 and 2018. In some outlier primary schools the improvement measured up to 43.9 points (for Siyazakha Primary School) and 56.5 points (for Itsita Primary School).

Please click on graphs for higher resolution.

The results is even more pronounced if we look at some of our outlier* primary schools. The average improvement in PATPI scores for these 16 schools stand at 31.9 points.

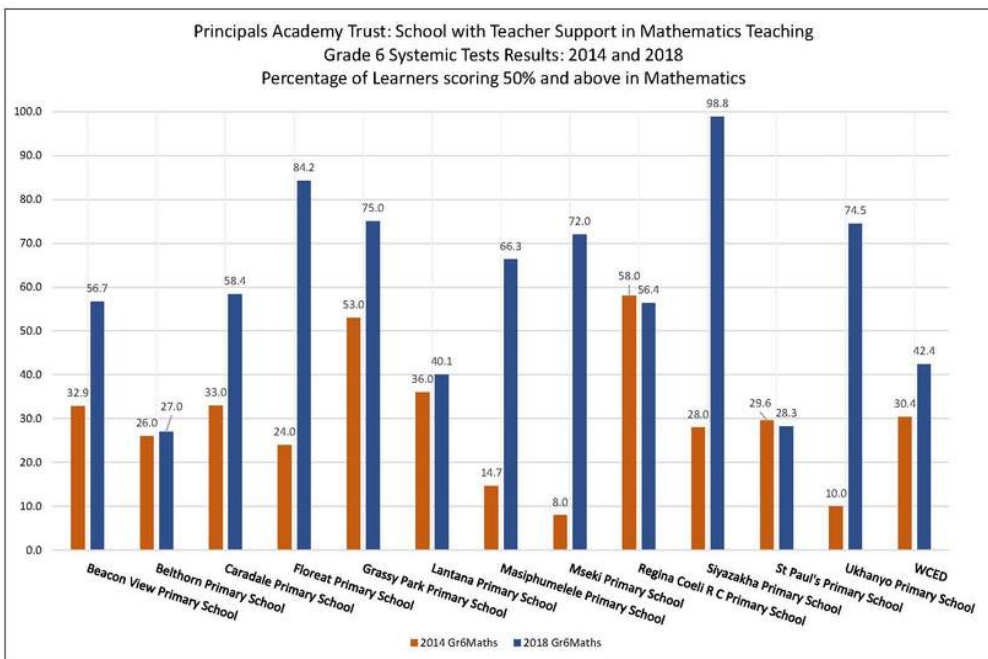
*Outlier: is data that differs significantly from other observations.



THE RESULTS

PAT schools compared to provincial/national non-PAT schools

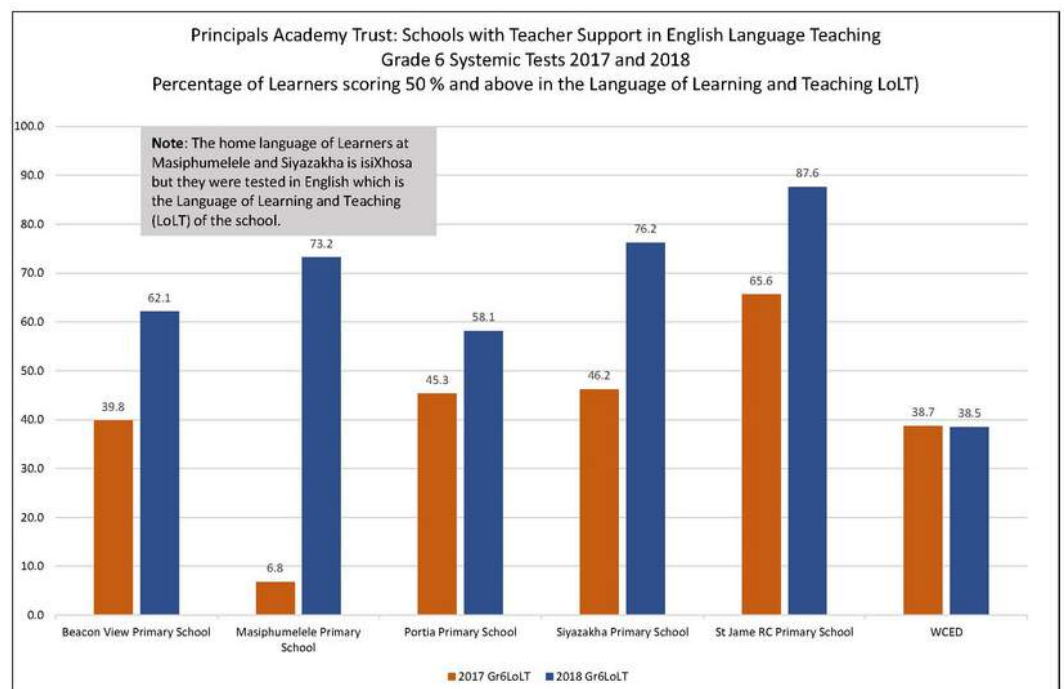
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Between 2014 and 2018 the Western Cape Education Department's systemic tests show an improvement from 30.4% (2014) of all learners scoring 50% and above in mathematics in Grade 6, to 42.4% (2018). This is an improvement of 12 percentage points, which is commendable and quite significant. Looking at the PAT schools where we supply teacher support in mathematics training, the average improvement between these two years stands at 33 points. Outlier results such as Siyazakha (from 28 to 98.8) provide encouragement for what is possible.

Please click on graphs for higher resolution.

If we look at the systemic test results for the Western Cape Department of Education (WCED) for the Language of Learning and Teaching (LoLT) we see that in the last year in the province, the WCED results on average worsened from 38.7% of learners who could score above 50% to 38.5%. In the PAT schools included for this purpose, the results improved in every single school - with Masiphumelele Primary and Siyazakha e.g. (where the home language is isiXhosa, but the test done in English) showing improvements of 66.4 and 30 percentage points, respectively.



HIGHLIGHTS

Achievements and projects to celebrate

We would like to share the following highlights from the past financial year with our loyal supporter base:

- The personal mastery and development of the school leaders we mentor should always be celebrated. As they become increasingly influential leaders in their schools and communities, the school ecosystems improve to allow better learner outcomes. In the past year three of our principals who are part of our programme have been promoted to the position of circuit managers in their respective districts. While they will be missed at their schools, we are confident that they will take the learnings from the programme and apply it to their new areas of responsibility. Another three principals were appointed at some of the benchmark schools in Cape Town's southern suburbs - showing the confidence in their leadership abilities.
- We are delighted to report that various principals who form part of the group of mentored school leaders were acknowledged at the Western Cape Education Department's awards ceremony for the improved performance of the 2018 NSC examinations. Two principals were recognised in the category for most improved public schools with 30 or more NSC candidates, one principal in the category for greatest improvement in the percentage of Bachelor's passes for the period 2016 to 2018 and one principal for improvement and excellence in individual subjects - specifically for isiXhosa Home Language.
- Nine principals were also highlighted in the categories for meritorious achievement in the WCED's language and mathematics systemic tests (four principals), the overall improvement in academic performance for grade 9 (three principals) and excellence in academic performance in mathematics for grade 3 and grade 6 (two principals).
- Our mentorship team attended the Principles of Coaching 2018 workshop, conducted by the Centre of Coaching (Pty) Ltd of the UCT Graduate School of Business, reinforcing the correct and effective methods of mentoring and coaching to the leaders they assist.
- Our annual planning workshops (conducted at the end of the year to assist principals and schools with planning for the coming school year) has gone from strength to strength. The demand from and impact on the schools are evident in that participation numbers are around 300 and we have had to increase our offering from one venue to six different venues.
- We have established collaborative partnerships with various new supporters, especially showing the understanding amongst the Western Cape community (where we currently operate) of the importance of interventions into education.

TIME TO REFLECT

Re-aligning our focus for maximum impact

We continuously evaluate where our work will have the most impact. This is the only way to remain relevant and ensure the sustainability of the interventions we conduct.

As part of this strategic focus, our team of mentors meet on a weekly basis to discuss the operational implementation of our goals. Occasionally a more specific session is also required to refresh the thinking around the overall vision and mission of the PAT. This included a recent workshop using the UCT GSB's soft systems-thinking processes for the team of mentors.

Over the last couple of years it has also become increasingly apparent that we can have a very significant impact, for long-lasting change, if we expand our original focus to include teacher support in the Foundation Phase. Our approach is to provide teacher support in the form of well-qualified and experienced Foundation Phase specialists. These individuals work alongside the Grade R and Grade 1 teachers in their classrooms on a weekly basis. This makes it possible for them to observe, model and guide good classroom practice. They are also able to provide guidance, not only in pedagogy but also in terms of classroom management and layout, lesson structure and planning, of the use of resources and of assessment. Because the schools in which these teachers operate have principals who are participants in the PAT leadership development programme, they can use the services of the Principal's mentor, to help establish mechanisms that make it possible for the school's leadership team to manage and monitor the quality of teaching and learning in Foundation Phase classrooms. Because the principal is part of the process, leading from the top whilst being empowered through the UCT GSB course and the fortnightly mentoring sessions, the teachers in the Foundation Phase receive adequate support to implement the changes required.

We have also aligned our annual budgets accordingly to provide for this support in the lower grades. If you would like to see our financial audit, please contact the office: Joanne@principalsacademy.ac.za Geographically we have also proven our worth and impact in the Western Cape over the last seven years. However, it has been a goal of the PAT to one day apply our model nationally. A critical input into our programme model is the availability of retired school principals to coach and mentor principals and school leaders on a fortnightly basis. This is what makes our programme unique: School principals are mentoring school principals.

Because of the teaching experience we have in the Eastern Cape this has been an area we wanted to move into as the first process of going national. A demand for us to be there presented itself recently, and early July we conducted an exploratory trip to Queenstown to interact with 20 school principals from the area. Currently, we are in the process of compiling a proposal and if successful we anticipate the PAT starting involvement in Queenstown in 2020.

Finally, in order to showcase the work enabled by our funders and supporters we have started with a process of improving communication on all our platforms (including social media and our website). We are also rebuilding relationships with the South African media to share the work that we do and the impact we have.