



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

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NEWSFLASH

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RISING STARS READY FOR THE SASCE NATIONAL STAGE

By: Hanedzani Mbedzi



As the countdown begins, participants have a mixed feeling about the coming competitions, but they remain hopeful. It is more than a competition, it is a dream realized and a powerful reminder that every voice matters.

Sixteen schools from the Province will proudly represent Limpopo at the upcoming ABC Motsepe South African Schools Choral Eisteddfod (SASCE) National Championships, highlighting 23 musical renditions. Some of the schools will participate in different categories, highlighting

the depth of talent and dedication across the province. The competition will span four days. Day 1 features 6 primary schools with 8 performances, followed by a mix of secondary schools across the remaining days with a total of 15 renditions. The schools will now join other schools from other 8 provinces at the national championships, representing their schools and provinces with pride and aiming to leave a mark on the national stage.

Isaiah David Malepe is a dedicated education official serving as the

Deputy Chief Education Specialist (DCES) for the HIV and AIDS Life Skills Program in Sekhukhune East and South Districts. With a strong passion for youth development and learner support, he also plays a key role in coordinating the South African Schools Choral Eisteddfod (SASCE) program at both the Sekhukhune South District and provincial, helping to promote talent and discipline through music education.

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“Preparations are in full swing as our choirs gear up for the national stage. Training began on the 19th of June and will run until the 30th, just before our first group of choirs departs. To ensure excellence, we’ve brought in experienced trainers from both within and outside the province to guide each participating choir. The province is fully behind its champions accommodation has been secured, transport is being finalised, and refreshments have been arranged for the journey. Our schools will not spend a cent because this is about investing in excellence, talent and the future.” said Malepo

Dr. Shapule Modjadji, a passionate and visionary principal of Makgongoana High School leads with a mission to cultivate excellence in every learner. Under her leadership, the school continues to shine both academically and cultural activities.

The school is now proudly making its debut at the national SASCE stage.

“Our vision is about cultivating excellence, and with our academic performance above 90%, this national achievement in arts and culture proves that we are developing learners in all areas. It’s the highlight of the year for our school community. With a dedicated conductor like Mr Paxton Hlongwane, committed learners who gave up weekends and holidays, and support from parents like Morongwa’s mother who is also an SGB member, we made the impossible possible. Limpopo may be rural but our talent is immense. This is just the beginning as rural babes, we are showing the world that excellence lives here. I truly believe the Mezzo Soprano trophy belongs to Limpopo, Capricorn South District, Mankweng Circuit and Makgongoana High School,” said Dr Modjadji

Principal Conny Mabunda of Rivoni School for the Blind says she is humbled and proud of the school’s achievements as they prepare to participate in the SASCE national championships for the first time. She emphasizes the school’s commitment to developing learners holistically, striking a balance between academic performance and excellence in extra- and co-curricular activities.

“We are a school on the rise. Two of our choir members, Mabitsela Malakalaka and Wamashudu Masakona are also national athletes and will represent South Africa in Namibia on July 7. Despite preparing within a short time while juggling exams and rehearsals, our learners remained focused. Thanks to the support from our Circuit, District and Provincial offices. It’s all systems go,” She added

2025 WINTER SCHOOL ENRICHMENT CLASSES TO HIT GROUND

By: Conny Mabunda



1. How are the winter enrichment classes going to benefit learners?

- Reinforce critical concepts and subject content.
- Offer individualized attention in smaller, focused groups.

- Boost learner confidence and motivation ahead of final exams.
- Provide additional time for exam practice and feedback.
- Enhance time-on-task for learners who may have lost time during the regular term due to absenteeism or

teaching disruptions.

2. What are the specific learning needs and challenges of the learners who will be attending winter enrichment classes?

- Gaps in foundational knowledge due to inconsistent attendance or under-performance.
- Low confidence in key subjects.
- Difficulty in interpreting and answering higher-order questions.
- Lack of access to study resources and environments conducive to learning at home.
- Inadequate exposure to past exam papers and revision techniques.

3. How will you ensure that winter enrichment classes cater to the diverse learning styles and paces of the learners?

- Use differentiated teaching strategies (visual aids, peer-assisted learning, and problem-solving activities).
- Employ formative assessment to adjust pace and content.
- Encourage group work to foster peer learning.
- Integrate digital tools where possible to accommodate different learning preferences.
- Use bilingual instruction or code-switching where appropriate to aid understanding.

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4. How will you assess the progress and learning of learners in winter enrichment classes?

- Pre- and post-class assessments to measure learning gains.
- Weekly quizzes and practice exams.
- Teacher observations and learner reflections.
- Feedback sessions after each major topic.
- Use of diagnostic tools to track concept mastery.

5. How will winter enrichment classes create a positive and engaging learning environment for learners?

- Employ passionate, experienced educators skilled in learner motivation.
- Provide a supportive, non-judgmental atmosphere focused on growth.
- Include motivational talks and career guidance sessions.
- Recognize learner effort through certificates or tokens.
- Ensure proper catering, safe transport, and conducive venues.

6. How will the curriculum for winter enrichment classes align with the regular school curriculum?

- Draw content directly from the CAPS-aligned Grade 12 Annual Teaching Plans (ATPs).
- Prioritize high-weighted exam topics identified by previous NSC exam diagnostics.
- Use the same assessment standards and format as the NSC exam.
- Coordinate with subject advisors to ensure alignment with national expectations.

7. How will you ensure that the winter enrichment classes curriculum is accessible and engaging for all learners, regardless of their learning abilities or needs?

- Incorporate inclusive education principles.
- Modify activities to accommodate learners with learning barriers.
- Use assistive technology and visual resources.
- Offer support from learner support agents or inclusive education specialists.
- Conduct small group sessions for learners needing additional help.

8. How will you provide ongoing support and training for teachers and staff involved in the winter enrichment classes?

- Pre-program orientation and content planning sessions.
- Ongoing support from subject advisors and curriculum planners.
- Provide teaching guides, past papers, and exemplar lesson plans.

- Establish professional learning communities to share best practices.
- Conduct end-of-program reflection and feedback sessions.

9. How will you address any challenges or issues that may arise during the winter enrichment classes?

- Establish a monitoring and support team at district level.
- Create a clear reporting and escalation procedure.
- Allocate contingency funds for emergencies (transport, catering).
- Maintain open communication channels with schools and coordinators.
- Adjust timetables or group sizes based on daily attendance and learner feedback.


11. How will you evaluate the effectiveness of the winter enrichment classes and make necessary adjustments for future

winter classes?

- Analyze pre- and post-class assessment data.
- Collect learner and teacher feedback through surveys.
- Review attendance and participation records.
- Compare learner performance in the preliminary and final NSC exams.
- Conduct review workshops with stakeholders to refine future programming.


12. How will you communicate the winter enrichment classes to parents and the wider school community?

- Distribute letters and SMS notices through schools and district offices.
- Use local radio stations and social media platforms.
- Hold parent meetings and briefings.
- Engage School Governing Bodies (SGBs) and community leaders.
- Provide printed timetables and information brochures in local languages



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**MEC Mavhungu
Lerule-Ramakhanya.**

**2026 LEARNER ADMISSIONS:
FIRST TIME ADMISSION**

Grades R, 1 and 8 registration forms must be collected from the school:

2 June 2025 -31 July 2025

DOCUMENTS REQUIRED


- Birth certificate or acceptable proof of birth date
- Immunization card
- Transfer card
- Last report card





If one is not a South African citizen, the following documents are important:

- Study/work permit
- Temporary or permanent residence permit from the South African Department of Home affairs
- Evidence to show that there is application for permission to stay in RSA

The Department will monitor the learner admissions process very closely to ensure that the rights of learners are protected at all times.

"Every Child is a National Asset"



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