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DEPARTMENT OF
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WOMEN LED PROJECT LEADS TO SUSTAINABLE AND IMPACTFUL DEVELOPMENT OUTCOMES

By Hanedzani Mbedzi



From left: Mapula Phaahla Manekwane Business Enterprise & Contractor; Limpopo MEC for Education Mavhungu Lerule-Ramakhanya; and Kulani Holeni Principal Agent & Quantity Surveyor at Zethu Consulting Services. The trio stands united at Mapangula Primary School, celebrating Women's Month and the handover of new school infrastructure built by women inspiring future generations to dream bigger.

Mashashane-The community of Ga-Mashashane outside Polokwane proudly believes that women bring numerous essential qualities to the construction industry including the approval to develop a more diverse and well-rounded workforce. Members of the community gathered at Mapangula Primary school to celebrate women's achievements and to welcome a new project built by women. The MEC for Education Mavhungu Lerule

Ramakhanya officially handed over infrastructure buildings to Mapangula Primary school in Capricorn South Education District. The MEC further donated school shoes to the needy learners and a laptop for the principal. The handover inspired future generations of girls to pursue their passions and make their mark on their communities. Despite the progress that has been made, gender inequalities remain a pervasive issue in many parts of our Province and

the country at large. The handover is the Department's ongoing effort to improve school infrastructure in both urban and rural areas, creating an environment conducive to teaching and learning. Mapangula Primary was established in 1962 and currently has an enrollment of 120 learners from Grade R to 7. The school has four blocks, including a multipurpose block, nine new classrooms, and four Enviroloo

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toilets.

“We have been waiting for this moment for too long and we are very happy. From today onwards, now that the Department has given us this school, we will be able to do what we were unable to do before. With the MEC’s visit, parents and the community will be encouraged to bring their children to school, since enrolment is low. This new infrastructure buildings will bring positive changes to the school community,” said Lebogang Elizabeth Madiba, SGB Chairperson of Mapangula Primary School.

Limpopo MEC for Education Mavhungu Lerule-Ramakhanya reaffirmed her commitment to creating safe, inclusive, and well-maintained schools for all learners. “The doors and windows of teaching and learning will be opened to all. We are going to champion change in our school communities. To our parents, we pave our schools so that our learners are safe and always clean. Maintain the school, and on behalf of the Department, we thank all the parents and stakeholders who participated in building the school,” said MEC.



CYBER THREATS IN THE SCHOOLYARD: ADDRESSING ONLINE SAFETY HEAD-ON

By Katlego Mashula



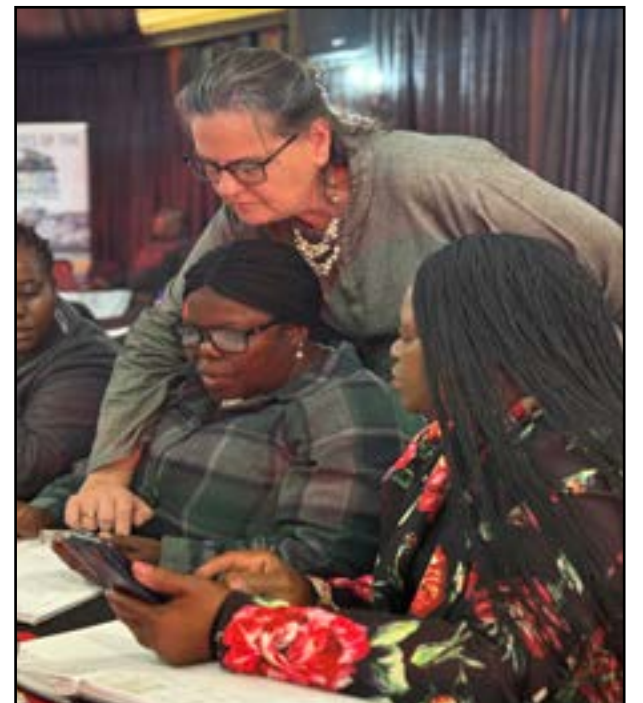
Polokwane-Department of Basic Education in collaboration with the Limpopo Department of Education, UNESCO, Department of Digital Communications, Google, Agape Youth Movement and Film and Publication Board held a 3 Day Provincial and District Rollout Online Safety Integrated Training Programme at Protea Hotel Landmark outside Polokwane. The programme aimed at promoting responsible digital citizenship, enhancing online safety among learners and participants understanding online tips as well as strengthening the protection and empowerment of learners in the digital space.

A total number of 60 Life Orientation and Life skills teachers across the Province participated in the programme and Limpopo being the sixth Province to receive training. The workshop also focused on the importance of a multi-sectorial approach to online safety and demonstration of a shared commitment to equipping schools, educators, and learners with the knowledge and tools needed to navigate the digital world safely and responsibly.

Dr Karen Walstra, Google representative shared practical tips for staying safe online, including the importance of understanding one's digital footprint, using digital tools for everyday tasks, and identifying signs of cyberbullying. "Google is committed to ensuring that



learners, teachers and parents have the necessary resources to be safe online." Walstra said. Teachers engaged in an in-depth



exploration and discussion of the Online Safety Integrated Curriculum, focusing on key themes and instructional approaches across

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the grades. The content for Grades 8 to 10 addressed topics such as account security, cyberbullying, online communication, social media use, and identifying misleading websites. The Grades 11 and 12 content covered responsible online behaviour, digital awareness, online fraud prevention, and the influence of social media. Mr Njobe from AGAPE Youth Movement highlighted the effective teaching strategies for promoting online child safety and demonstrated how these could be integrated into the Life Orientation curriculum to equip learners with essential digital literacy and responsible online behaviour. "Innovation and creativity are vital in teaching and learning".



A roll out school-based plan was made for pilot schools present in the workshop to address any challenges they come across in applying the guidelines in schools. Online safety will be included in the Provincial programmes to provide support in its implementation in curriculum. The key message was Information shared online should be inclusive, kind and



GUIDING THE FUTURE: INSIGHTS FROM THE ACTING DISTRICT DIRECTOR

By Mmathaba Sape



Mr. Masekela NA, Acting District Director for Waterberg Education District, brings a wealth of experience in district management garnered through various acting leadership roles. With a career marked by progressive responsibilities, He served as acting Chief Education Specialist (CES) for Planning from 2012, acting CES for Institutional Governance, and as a Circuit Manager from 2019. Now in the role of Acting District Director, his extensive experience positions him to provide strategic oversight and leadership to the Waterberg Education District.

In this Q&A, he shares insights on district management, challenges, and priorities in education delivery within the Waterberg district.

1. What are the top priorities for the Waterberg District in terms of education development?

· Given the vastness of Waterberg Education District with a diameter of +/-360km, our top priorities include but not limited to.

· Enhance E-education strategy across all levels of the district by ensuring connectivity across all schools irrespective of the geographic location.

· Improve data management and analysis skills for all management levels from school-based to office-based.

· Improve learner performance across all grades in line with Action Plan 2030.

· Strengthen and increase the number of focus schools and Maths participation rate in all circuits.

2. What challenges does the district currently face, and how do you plan to address them?

· The district is currently facing two major challenges, systemic and socio-cultural challenges.

· Systemic challenges emanate from the geopolitical structure of South African society. Given that a school is a microcosm of the society it is in, learners will emulate the behavioral patterns of the society they reside in.

· Learners in urban areas are exposed to a myriad of socioeconomic ills brought about by high rate of unemployment and crime. These range from substance abuse, teenage pregnancy, absenteeism, Bullying etc.

· Learners in rural/farm areas face challenges such as access to quality education due to long distances and infrastructure. They must rely on scholar transport, which has its own challenges of reliability. During rainy seasons access routes are usually damaged leading to loss of teaching and learning time. Gr 12 learners using scholar transport are unable to attend extra classes.

· Overcrowding also poses a challenge in the townships and former model C schools. Lephalale is the most affected due to influx for job opportunities.

· Plan to address the challenges

· For small non-viable schools, the district has championed the establishment two Mega-Schools, Leeupoort primary and Bysonderheid Agric Focus Secondary school. We are grateful that the the Hon. MEC, Mavhungu-Lerule Ramakhanya and Acting HOD, Mr Mashaba M, have approved and allocated budget for the establishment of the two schools. The modus operandi in both schools is that the learners from farm schools will be accommodated in the Hostels and be transported once a month to visit their families. This will alleviate late coming and fatigue due to long distance they travel daily in scholar transport. Thus, learners will have adequate time for homework and remedial classes under supervision of teachers.

· For social ills, we have established SBSTs and CBSTs in all schools and circuits to address psychosocial challenges experienced by learners.

3. How do you see your role contributing to the overall development of the district?

· Carl Glickman once said: "How do teaching and learning improve? The answer is no mystery. It's as simple as this: I cannot improve my craft in isolation from others".

· The ability to work as a team member and given the experience and institutional memory I gained at the management level of the district as an acting CES for Planning from 2012, acting CES for institutional Governance, Circuit Manager from 2019 and now acting District Director, the district is geared towards the overall

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development.

·Being conversant with challenges experienced by all circuits and schools in the district is a positive sign of greater developments as we don't react, but plan.

·The role of stakeholders which include but not limited to the UNIONS, NGOs such as NECT, Business community, District and Local municipalities; and sister Departments can never be overemphasized. It is only through meaningful collaboration and cooperation that we can bring required developments in the district.

·Knowledge gained through data management and analysis programs (DDD) has opened a new world of opportunities. We have a team of EMIS officials who ensure that schools submit quality data. In 2024 we were crowned the best district nationally in SASAMS data usage

·My role as acting District Director is just to facilitate. I believe that Waterberg has the potential to be counted among the top 10 districts in the country.

4.How is the district performing in comparison to other districts in the province? Outline district performance for past five years?

·Waterberg district results have improved steadily in the past five years although there is still room for improvement for the provincial Top learner's categories and Bachelor percentage passes. Generally, our district has shown constant improvement since 2021 and has always been among the top five:

- 2020 – 77.5%
- 2021 – 71.3%
- 2022 – 77.5%
- 2023 – 78.4%
- 2024 – 85.0%

·Our 2025 target remain 92% given data analysis. For term 1 2025 we obtained 88.3% which a slight improvement from 2024 year-end results. Although we dropped to 78.5% in term 2, we will bounce back as we have identified our shortcomings and are now ready for preparatory and final exams.

5.What initiatives are in place to improve learner performance and outcomes?

·In collaboration with the NECT, we have finalized Maths and Literacy strategy to address poor performance in lower grades

·Subject Advisors conducted subject clinics based on item and error analysis.

·We have ensured that there are pre and post-moderation for all formal tasks to ensure quality

·In collaboration with all stakeholders and role players, we have developed programs based on the contextual factors per circuit per school. Targeted interventions per subject per circuit have been finalized.

·For circuits in Lepahalale and Thabazimbi municipality, we have secured sponsorship for grade 12 learners' intervention programs.

·For circuits in Warmbad and Mookgophong-Modimolle municipalities, the District utilize learner attainment budget to close gaps through enrichment programs.

·Given all these intervention programs, Waterberg is set for the top achievers accolades.

6.In what ways does the low performance of schools in your district impact you?

·Dr Kevin Maxwell said: "Our job is to teach the learners we have, not the ones we would like to have; not the ones we used to have. But those we have right now, all of them".

· Like any other Leader, we strive for improved performance across all grades.

·Behind low performance, statistics are learners. Some of them end up on the streets after dropping out due to poor performance. As a result, we view poor performance as failure from the management. That is why we always strive to improve our strategies.

·We have identified five schools that are chronically underperforming. Three are small non-viable schools that we have put on the program for merging. For the two big enrollment schools, we have recently appointed permanent SMT members to strengthen the management wing. Special programs have been implemented to ensure improved learner performance. With all things held constant, we will surely achieve our 92% target in 2025 NSC.

7.What programs are in place to support teacher development and professional growth?

·We have a team of dedicated Subject Advisors who continuously train teachers on contemporary methodology and subject contents.

·We offer free bursaries to teachers and students who want to develop their careers in teaching.

·In 2025 we have successfully achieved 100% pass rate for ICT in education training through Wits University.

·We offer developmental programs in Coding and Robotics as well as technical subjects for teachers who are interested in the field

·Best performing teachers are given incentives during our annual award ceremonies hosted by the Waterberg District Executive Mayor.

8.How are ensuring that teachers are equipped to implement the curriculum effectively?

·We ensure that new teachers are fully inducted and mentored.

·We continuously conduct lesson clinics that ensure continuous development of teachers in curriculum delivery.

·The following programs are institutionalized: - Daily monitoring and support programs, Quarterly Subject Information sharing sessions, Memo discussions, Item and Error Analysis for all formal tasks, Diagnostic reports discussion.

·We have established Circuit Professional Learning Committees (PLCs) per subject per phase to ensure peer review and sharing of good practices among teachers. ·Audit of informal tasks are the cornerstone of all school visits by Circuit Managers and Subject Advisors. Identified shortcomings are infused in the training programs.

9.What suggestions can you offer to other districts to enhance their performance?

·To ensure sustainable improvement, we need to focus on lower grades through the implementation of the Provincial Learner Attainment Strategy. Learners in grade 8 and 9 are our weakest link across all districts implying insufficient curriculum coverage. This has led to an avalanche of interventions focusing on gr 12 learners trying to cover curriculum deficit from lower grades. Most gr 12 teachers suffer from fatigue; burnout and behavioral disorders due to pressure we need to alleviate pressure and reduce stress for both Gr 12 teachers and learners.

·Together, we can achieve more!

DEPARTMENT EMPOWERS SCHOOL LEADERSHIP TO IMPROVE DIGITAL EDUCATION

By Hanedzani Mbedzi



Polokwane-The Institutional Governance Directorate hosted a three-day Leading Learning for Digital Inclusion (LL4DI) workshop in collaboration with the British Council. The programme aimed to equip school leaders with the tools and expertise to champion digital inclusion and integrate essential digital skills into the curriculum. The workshop took place at Capricorn High School in the Capricorn South Education District, Polokwane. A total of 40 School Management Team (SMT) members from Vhembe West, Capricorn South, and Waterberg Education Districts participated in the programme, advancing efforts to build equity, innovation, and access in education. Chief Director of District Coordination Deon Letshedi emphasised on a new vision ushered in by the 7th administration, believed to be the one guiding the department towards 2030. He also stated

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two fundamental issues which were instructional leadership and digital technology in curriculum delivery.

“When you look at the vision in the programme, it is already aligned with the department’s vision. The innovative discussions speak to what you are going to implement within your schools. We are living in the Fourth Industrial Revolution, and we need to take that into account when implementing transformation,” he said.

“No child, teacher and leader should be left behind as we move to digital education. Empowered leaders deliver better learning outcomes,” said Millicent Boaduo, from the Department of Basic Education’s Inclusive Education Directorate

British Council representative Yolanda Buquini in her remarks to conclude the session, stated how pleased they are to work with the Department of Basic Education and the Limpopo Department of Education to improve digital education.



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Collection of NSC & SC(a) 2025 May/June Examination Results





Results are available for collection from the circuit office where you registered. Present your valid identification (ID or card) to collect your results.

Registration for NSC 2025 October/November Examinations:

Date and Place: 08 - 21 August 2025 at Circuit Offices.

Registration for SC(a) 2026
May/June Examinations:

**Date & Place:
01 October 2025 - 27 January 2026
at Circuit Offices.**

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Courtesy Visit to Giyani

By Conny Mabunda



Mavalani-Limpopo Education Department Acting HoD Martin Mashaba and Mopani East Education District Director, Ms Kondi Machumele led the delegation to a bereavement visit at Mavalani Village outside Giyani.

The visit follows the untimely death of a Grade 3 learner Omphile Rasebotsa who was knocked and killed by a speeding vehicle on her way from school on Wednesday afternoon.

The 9 year old learner from Pfuxetani Primary School was laid to rest on Sunday, 10 August 2025 at Mavalani Village.





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2026 LEARNER ADMISSIONS REGISTRATION

Parents and Guardians, the date for collection and submission for registration forms at schools will be from 25 - 29 August 2025 for the Grades 2, 3, 4, 5, 6, 7, 9, 10 and 11.

Documents that will be 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 needed:

- 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

It will be the duty of the Department to monitor the learner admissions process very closely to ensure that the rights of the learners are protected at all costs.



**MEC Mavhungu
Lerule-Ramakhanya.**



2025 NSC EXAMINATIONS STARTS ON 21 OCTOBER 2025

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