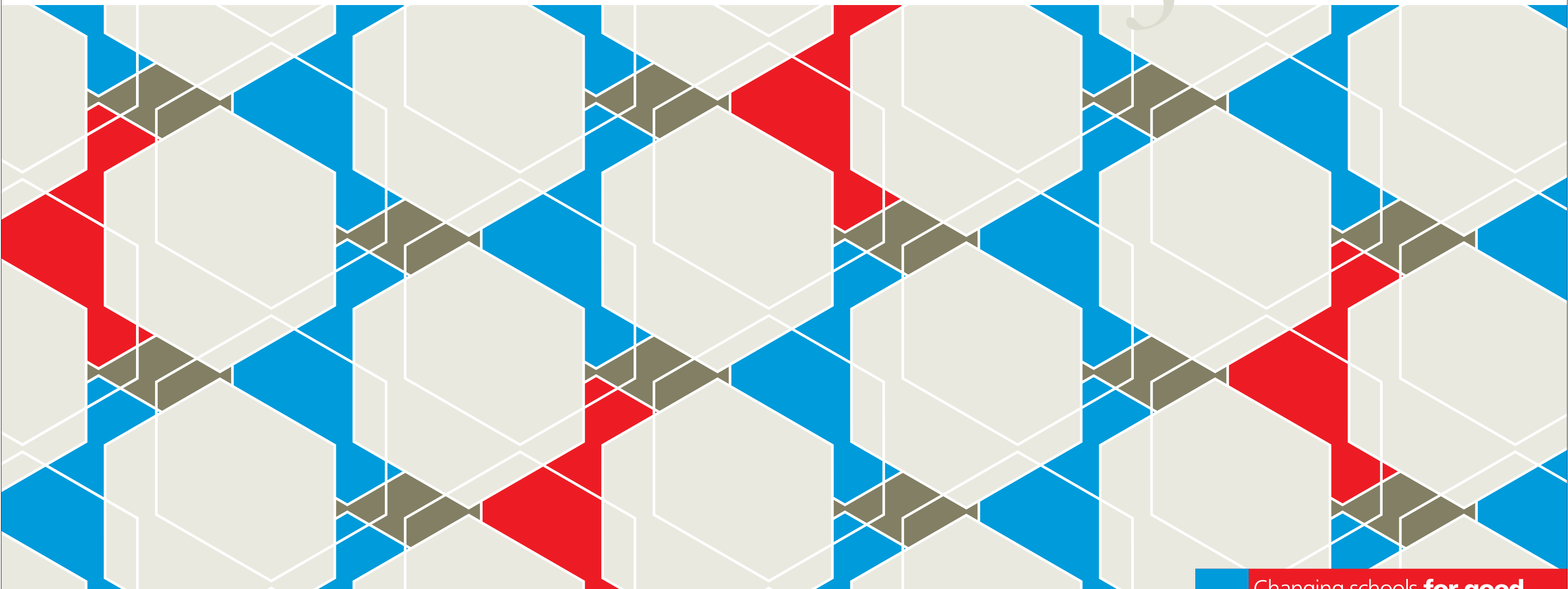




Annual Report 2013



Changing schools **for good**





South Africa faces the challenge of a dual education system, with the majority of schools struggling to provide quality educational opportunities.



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S D U
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School of Education

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Director's Overview



Dr Jonathan Clark

It is widely acknowledged that our education system remains in deep crisis. Deep crisis means we're in for the long haul.

Aside from on-going infrastructural shortfalls, we have to contend with broader systemic failures, poor pedagogy and a shortfall of organisational support, exacerbated by the heavy burden of poverty that is the plight of so many South Africans.

The University of Cape Town (UCT) accepts that it has a role to play in improving the quality of education in this country and the Schools Development Unit (SDU) in the School of Education is at the forefront of the university's efforts in this regard. At the SDU we believe our efforts should be focused on twin goals - that of improving the quality of teachers, whilst at the same time building the organisational capacity of school managers.

In the classroom, our interventions are underpinned by a belief that building teacher efficacy lies at the heart of professional engagement. Consequently, our teacher professional development work focuses on addressing shortfalls in subject content knowledge, as well as developing pedagogic and classroom organisational skills. Simply put, we strive to help teachers to teach better.

We recognise that the work of school managers (from principal down to subject/grade heads) is demanding and requires exceptional expertise, academic competence and experience along with an ability to establish and maintain solid relations between all those involved in schools. These qualities are often lacking at schools and developing these skills takes time and structured intervention.

In our haste to see improvements in schooling, we so often seem to forget this last point - that to bring about changes in teacher practice is inevitably a long, incremental and, at times, arduous process. It is a truism worth repeating, there are unfortunately no quick fixes in education. A commitment to the 'long view' characterises much of the work the SDU engages in. This is certainly a feature of the school-based interventions we are currently involved in.

At the primary level, following the completion of a successful three-year pilot in 2012, the iKwezi project spent 2013 doing the groundwork for the next phase of engagement which is intended to stretch over a further three years.

'Breaking down the fences', a four-year project run with the Grasslow-Park Development Desk in 26 working-class primary and secondary schools in the southern Cape Town Metropole, continued to build on the firm foundations laid in the previous two years.

The SDU's close involvement in the Schools Improvement Initiative (SII), one of UCT Vice Chancellor Dr Max Price's four strategic initiatives, is another case in point. Our teacher professional and school organisational development work in the four SII primary and two secondary schools in Khayelitsha will continue until at least 2018.

We remain deeply committed to providing opportunities for teachers to upgrade their qualifications and specialise through a range of Advanced Certificates in Education (ACEs) and university-accredited short courses.

We are particularly proud that we have managed to raise funds to continue offering our ACE programmes while we wait for the implementation of the new teacher education qualifications framework.

During 2013, SDU staff with their colleagues in the School of Education reworked all the existing post-graduate qualifications. As part of this process, a number of Advanced Certificates in Teaching (ACT) have been submitted for registration. These will be equivalent to the ACEs presently being run by the unit and it is hoped that they will be offered from 2015 onwards.

This collaboration is illustrative of the ever-deepening relationship between the unit and the broader School of Education under the leadership of Professor Pam Christie who believes that teacher education is a continuum from pre-service through to in-service training. The key role the SDU plays in this regard is acknowledged and valued. Going forward this will strengthen the unit's efforts to engage in rigorous, evidence-based interventions whilst feeding back into the academy the rich and varied experiences gained in the field.

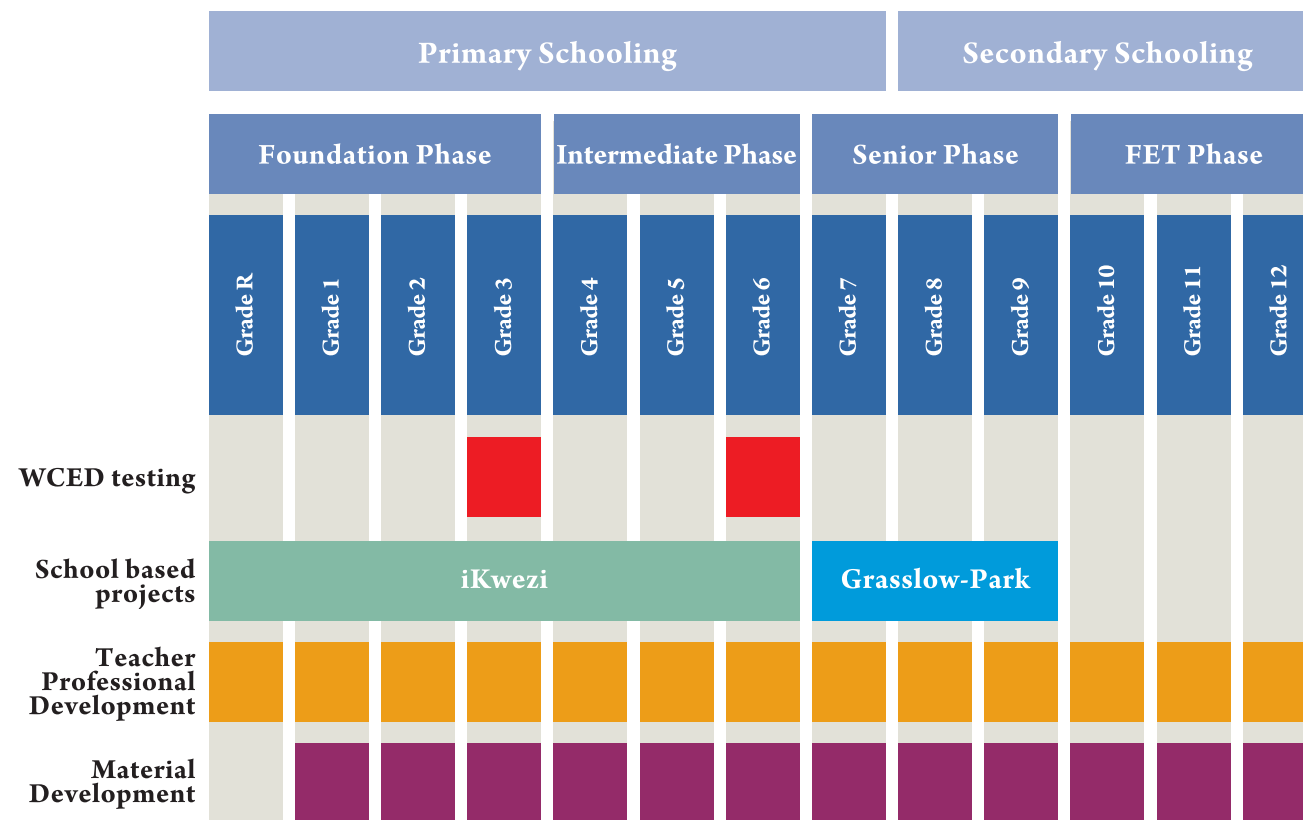
Fueled in part by our desire to 'spread our wings' and to share our extensive experience and expertise in teacher professional and school organisational development countrywide, the SDU is keenly aware of the educational possibilities of an increasingly 'wired' world which will undoubtedly add a whole new dimension to the unit's work. Watch this space.

Finally, I would like to thank all those who have contributed to our success in 2013. These include the staff at the SDU who serve with dedication and commitment, colleagues in the School of Education and wider university community, our partners in the Western Cape Education Department (WCED), our funders and, not least, the teachers and learners in schools throughout the province who make it all worthwhile.

The learner-teacher ratio in public schools is around **33:1**

Role of the SDU

THE SCHOOL DEVELOPMENT UNIT'S WORK SPANS ACROSS ALL FOUR PHASES OF SCHOOLING.



TEACHER PROFESSIONAL AND SCHOOL ORGANISATIONAL DEVELOPMENT

Professional qualifications: Advanced Certificates in Education (ACEs) and university-accredited Short Courses.

We provide opportunities for teachers to upgrade their qualifications and specialise through a range of Advanced Certificates in Education (ACE) and university-accredited Short Courses. The SDU offers school-based and subject specific support to teachers enrolled on these courses.

ASSESSMENT FOR LEARNING

Provincial Grade 3 & 6 language and mathematics systemic testing.

For the past six years, the SDU has been the service provider responsible for the administering, marking and analysis of the annual Grade 3 and 6 mathematics and language systemic tests written in all primary schools in the Western Cape.

SCHOOL-BASED PROJECTS

iKwezi, Grasslow-Park.

The SDU is engaged extensively in a range of school-based projects, both at the primary and secondary level. Our interventions are underpinned by the theory that building teacher efficacy lies at the heart of professional engagement. This needs to be undertaken alongside broader curriculum and organisational support to schools.

MATERIALS DEVELOPMENT

Mathematics and mathematical literacy textbook series.

Producing quality teaching and learning materials is a key component of the SDU's work. The best-selling school textbook series: 'Solutions for All Maths' (Grades 1-9) and 'Solutions for All Maths Literacy' (Grades 10-12) are published by Macmillan South Africa. These books are on the prescribed national textbook lists.



Staff at the SDU



Sandra Adams
Finance officer



Gilbert Dolo
Science education specialist



Diane Hendricks
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Roger Mackay
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Mathematics discipline leader



Janine De Villiers
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Kaashief Hassan
Mathematics education specialist



Cally Kuhne
Primary discipline leader



Ferial Parker
Life skills education specialist



Edna Rooth
Life skills education specialist



Dumisani Sotshantsha
Administrative assistant



School-based Work

iKwezi Project

“Dream, hope, strive... for a brighter future, one school at a time.”

iKwezi means 'star' in isiXhosa. The iKwezi Project three-year pilot ended in 2012. This Early Childhood Development (ECD) and primary school improvement project set out to improve language and mathematics teaching and learning in primary schools (Grades R to 7) in collaboration with the Western Cape Education Department's (WCED) education districts. The project operated in the Mfuleni and Lwandle areas of the Western Cape Metrople North and East Education Districts. An external evaluation found the project 'a near winning recipe for teacher professionalisation in a context of severe under-performance by both schools and individual teachers.' (JCM Research & Evaluation, 2012).

iKwezi is anchored in university-accredited short courses and/or teaching qualifications. SDU educators provide school-based support and classroom mentoring in Foundation and Intermediate Phases. Modelling of good practice is the central cog around which the intervention revolves. Interventions address issues of teaching and learning in home language and English as a First Additional Language, as well as the transition from Grade R to 1 and from Grade 3 to 4. The capacity of iKwezi to offer dialogue and guidance in isiXhosa to schools where isiXhosa is the medium of instruction adds to the project's potential to teach teachers to rethink the way they teach so effective learning may take place.

Khayelitsha partnership

In 2013, iKwezi was approached to work with the four Schools Improvement Initiative (SII) partner primary schools in Khayelitsha. The process of setting up a partnership with the School Management Team (SMT) and teachers of these schools was a priority, as we believe that collaboration between teachers, effective leadership in schools, parental involvement and support from district officials and other committed partners will contribute to improving teaching and learning. Having worked with the Metrople East Education District (MEED) over several years, the curriculum staff was keen to partner us in this initiative.

Our starting point was an analysis of the WCED Grade 3 and 6 systemic tests, which we use diagnostically with teachers, in conjunction with the Annual National Assessment (ANA) and internal school test results. Once strengths and weaknesses in language and mathematics learner performance were identified and teachers understood that education specialists from the project would be available to assist with interpreting and implementing the curriculum at a classroom level, they were enthusiastic about the project team co-teaching with them.

The four Khayelitsha schools will be part of a district-wide Lead Teacher initiative that begins in 2014. Looking forward, 80 Foundation Phase and Intermediate Phase language and 80 mathematics teachers from a range of MEED schools have volunteered to participate in this new three-year Lead Teacher project.



Certification

Thirty-one Grade R and Grade 1 teachers from the four Khayelitsha schools attended an accredited twenty-four hour Basic Concepts course presented by Louise Benjamin and received UCT certificates as part of their iKwezi language and mathematics intervention. They received teaching and learning resources and school-based mentoring.

In 2014 lead teachers and subject advisors will attend an 18 hour Language and Mathematics and Assessment for Learning and Teaching course.

Quotes from our teachers

“After the Grade R and Grade 1 training I was able to look at my planning, teaching and learning in a different way. I wish all FP teachers could go through the same training.” Grade 1 Teacher at Sivuyiseni

“The iKwezi project is giving me the kind of support I need. You are showing me and I will learn and because we do co-teaching. I feel involved.” Grade 4 teacher at Ummangaliso Primary School

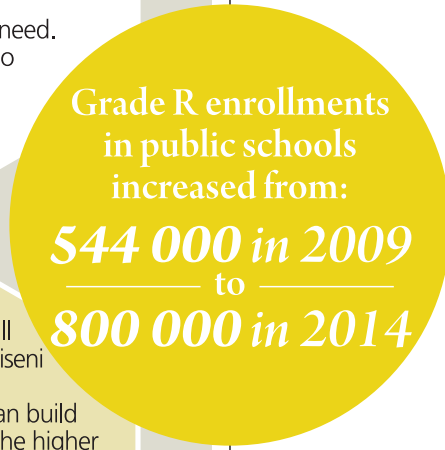
“Thank you so much for assisting us. We so wish that you can be with us all the way as we all know that in this era we are faced with so many challenges, such as poverty, social diversity and other contextual factors.” SMT member at iKwezi Lesizwe

“This is not a quick fix, you must remember we were all trained differently.” Intermediate Phase teacher at Sivuyiseni

“If learners are well-prepared in Grade R and 1 they can build on their knowledge and skills to achieve excellence in the higher grades (Grades 2 to 7) and beyond in the core subjects of language and mathematics. It also presumes that high-quality, accredited professional development programmes are key to enhancing teaching and learning.”

“I was sceptical about this project and the support we would receive, but the interaction with all of you and the classroom support have changed my mind.” Head of Department at one of our iKwezi schools

A winning project and a winning team





School-based Work

Grasslow-Park

Breaking Down the Fences



The project continues to work with Grade 7, 8 and 9 teachers at 26 working-class primary and high schools in Grassy Park, Lotus River and Wynberg in Cape Town. The Grasslow Development Desk, which is a collaborative structure set in place by schools in the region, initiated the relationship with UCT and continues to support our work.

All initiatives in the project are aimed at developing and supporting teachers in order to improve learner performance at senior phase level. On a positive note, teachers who work at Foundation, Intermediate and FET phase are showing interest in the work being done with Senior Phase teachers and some peripheral activities have been developed to include them.

Improving teacher effectiveness is the key to raising learner performance, so the intervention focuses on:

- Professional development in the form of accredited, certificated and short courses. These include an Advanced Certificate in Education (ACE) at the General Education and Training level with a focus on senior phase mathematics, as well as a set of short courses for mathematics and language.
- School-based support geared towards improving teacher effectiveness. This includes working with teachers in the classroom and running afternoon workshops on specific areas of the mathematics and language curriculum.
- Professional learning communities. These include professional network meetings for teachers and principals, which provide opportunities for exchange across schools.
- Using online technology to promote teacher learning and exchange in their professional development activities, as well as to promote professional networks.

Professional Development

In 2013, 12 teachers successfully completed the Advanced Certificate in Education for GET Mathematics and graduated from UCT. Evaluations of the impact of the two-year advanced certificate showed that teachers' conceptual understanding of mathematics and their classroom practice had improved. Based on the beneficial outcomes of the first cohort of ACE teachers, an additional six teachers registered for the Advanced Certificate in Education in 2013 and successfully completed their first year. They are due to graduate at the end of 2014.

The project delivered six short courses in mathematics and language teaching in 2013 reaching 36 language teachers and 58 mathematics teachers. Language courses focused on reading, online technologies for language teaching and contextualised approaches to grammar teaching. The courses were *Building Whole School Reading Communities*, *Developing Reading in a Digital World - New Ideas for the Classroom* and *Contextualised Grammar Teaching for the Language Classroom*. Mathematics courses focused chiefly on Shape and Space. The courses were *Number Patterns, Lines, Angles and Constructions and Triangles and Quadrilaterals*.

Teacher workshops were also introduced in 2013. These were well received as teachers did not feel pressurised to produce an assessment task and, in addition, walked away from workshops with resources they could use in their classes.



In 2013 only 2% of South African learners achieved more than 50% in mathematics in the National Assessment tests.

Workshop topics were decided spontaneously based on interactions with teachers in the classroom. A total of three language and eight mathematics workshops were held during the year.

Teacher Support

The project team provided support to teachers in translating their learning into classroom practice. The team worked with each teacher throughout the year to improve pedagogy. Our strategy included the provision of supplementary resources, particularly web-based resources, as well as co-planning and co-teaching.

Teacher-learning Communities

Building teacher-learning communities in which teachers talk and work together to address challenges and improve teaching practice is fundamental to the success of the project. With a rapidly growing digital world, the potential for utilising online learning to increase professional engagement among teachers is a major focus of the project. The project has developed a website for teachers with online resources and links to other teaching websites, as well as online sites where Grasslow teachers can communicate with each other and share resources.

Impact

To measure the impact of this school-based initiative, the Schools Development Unit has consistently conducted baseline tests of learners' mathematics and language skills at the beginning and end of each year. Similar tests have been conducted with teachers at the start of each year. The outcome of these tests is treated with a high level of confidentiality and remains within the domain of the project. As part of this initiative, schools have also set their own performance targets for improving pass rates in mathematics and language. Monitoring and evaluation of this project also involves regular observations of teachers in classes and interviews with teachers, learners and principals. Findings on the impact of the project can then inform the work of future school-based improvement initiatives.



50%
of those aged over
20 years and older in
Grassy Park have
completed
Grade 12 or higher





Professional Teacher Development

Advanced Certificate in Education

The Advanced Certificate in Education (ACE) is a certified two-year part-time teaching qualification aimed at promoting professional teacher development.

ACE in Curriculum Studies

The following focus areas are covered by these programmes:

- GET Mathematics
- GET Natural Sciences
- Literacy, Numeracy and Curriculum Leadership in the Foundation Phase
- Language, Mathematics and Curriculum Leadership in the Intermediate Phase

This ACE qualification aims to improve both content knowledge and pedagogy. Many of the teachers registered for an ACE benefit from a school support programme that allows them to engage in objective reflection with an education specialist from the unit.

The SDU encourages a model for school improvement where more than one teacher from the same school enrolls for the same ACE programme. These teachers support each other and their colleagues, thereby creating a professional learning community within the school and a critical mass for positive change.

ACE in Educational Management and Leadership Development (EMLD)

The University of Cape Town is one of a number of universities throughout the country which offers this national qualification. The EMLD ACE illustrates how an academic programme that focuses on school-based change is placed to effect sustainable development. The key to the programme is the assessment ideal of 'applied competencies' which requires that participants not only develop skills to reflect upon their own behaviours, but also the competencies to make sustained, appropriate and meaningful organisational change. In particular, this programme concentrates on change that will support improved learner performance and on how different schools in different contexts approach problems and go on to develop and implement interventions.



ACEs in 2013

A total of 317 teachers and school managers registered for one of the five ACEs run by the SDU during 2013. Students were distributed across the different streams as follows:

Stream	Number of students
HU027 - GET Mathematics (1st and 2nd Year)	21
HU029 - GET Natural Sciences (1st and 2nd Year)	54
HU038 - Education Management and Leadership Development (1st and 2nd Year)	193
HU039 - Literacy, Numeracy and Curriculum Leadership in the Foundation Phase - 1st Year	27
HU040 - Language, Mathematics and Curriculum Leadership in the Intermediate Phase - 1st Year	22

A total of 123 teachers graduated with an ACE qualification at the end of the year.

Stream	Number qualifying
HU027 - GET Mathematics	12
HU029 - GET Natural Sciences	29
HU038 - Educational Management and Leadership Development	82

The following funders are acknowledged for their contribution in the form of teacher bursaries and funding course-related activities: Michael and Susan Dell Foundation, ABE Bailey Trust, ESKOM, HCI Foundation, Western Cape Education Department, and the DG Murray Trust.

Future developments - Advanced Certificate in Teaching (ACT)

In response to the new policy on minimum requirements for teacher education qualifications, the School of Education has embarked on reworking its existing suite of post-graduate qualifications. As part of this process, the SDU has submitted for registration a number of Advanced Certificates in Teaching (ACT). It is hoped that these will be offered from 2015 onwards.

Each day over
8,7 million
children are given
a hot meal
at school



Professional Teacher Development

Short Courses

The Schools Development Unit's short courses programme has provided an opportunity for teachers to improve their content knowledge and approaches to teaching their subjects.

The duration of our courses ranges from six to 36 hours. While most courses are taught at the University of Cape Town, delivery can take place throughout South Africa.

A total of 330 teachers enrolled for 15 UCT-accredited professional teacher development short courses during 2013.

The following short courses were offered in 2013:

- Mathematics**
 - Developing the concept of function from patterns for senior phase
 - Basic number for primary school teachers
 - Lines, angles and construction
 - Basic shape and space for primary school teachers
 - Designing geometry classroom activities
 - Development measurement 1-, 2-, and 3-Dimensions for Grades 1-7
- Sciences**
 - Science laboratory management safety
 - Teaching climate change
- Languages**
 - Building whole-school reading communities
 - Teaching language in the primary school
 - Reading and writing across the curriculum
 - Developing reading in a digital world
 - Contextualised grammar teaching in the language classroom
- General**
 - Home school partnership short course
 - Basic concepts programme

Some of the above courses were offered more than once.

Additional courses can be developed to address needs as they arise within the education sector. Course descriptions and further details can be found on the Schools Development Unit website at www.sdu.uct.ac.za.



The number of unqualified teachers in South Africa has been **reduced** from **600 000** in 1994 to **10 000** in 2013





Professional Teacher Development

Teacher Enrichment Initiative

The Schools Development Unit serves the broader education community in the Western Cape through its Teacher Enrichment Initiative (TEI). This initiative comprises quarterly presentations on current education topics by educational experts.



The aims of the Teacher Enrichment Initiative are to:

- Present experienced teachers with fresh insights into current educational issues.
- Provide a forum for sharing ideas and engaging in healthy debate around pertinent educational issues.

The following presentations were held in 2013:

The importance of gestures in learning - Gale Stam, 29 July 2013. Professor Gale Stam is an international expert on second language learning and gesture from National Louis University in Chicago. In her talk 'Gestures Role in Learning', Professor Stam gave an overview of the latest research on the importance of gesture and the body in cognition and learning. Forty guests attended this talk.

'Through the Looking Glass: Some uncomfortable reflections on the dual economy of schooling in the Western Cape'- Jonathan Clark, 11 September 2013. In his talk, Dr Jonathan Clark, the SDU director, painted a stark picture of the deep inequalities in educational achievement that characterise local schooling. Sixteen guests attended this presentation.



In 2013, 35.73% of the Western Cape Government Budget was set aside for education.

Assessment and Testing

Systemic testing is a manifestation of an increasingly data-driven approach to measure educational performance and to drive improved outcomes. The data resulting from systemic testing can be used by decision-makers to measure the impact of interventions and to inform further interventions and strategies.

The SDU is playing a vital role in the implementation and administration of these systemic tests. Once again the Unit, in collaboration with Pearson, was chosen as the service provider for the WCED Grades 3 and 6 mathematics and languages systemic testing.

The scale of the testing exercise is truly impressive. Between the 9th - 24th October, all Grade 3s and Grade 6s in more than 1 000 primary schools across the length and breadth of the Western Cape are tested. In addition, a number of Independent schools also participate in the tests.

A team of over 600 people were employed to administer and supervise the writing of tests in over 6 000 classrooms (2 707 Grade 3s and 2 348 Grade 6s respectively).

Once again, the SDU successfully executed:

- Secure bulk printing, individualised packaging and distribution of over 150 000 language and mathematics tests for Grades 3 and 6 learners.
- Verification of the CEMIS data with all schools to ensure correct data for printing, test administration and reporting. This verification was done in the Pearson call centre, and the results were captured into a custom-built information system.
- Development of an efficient testing schedule to ensure minimal disruption to schools and management.
- Recruitment, contracting, training and management of all the chief markers, senior markers and markers for the project.
- Planning and executing an efficient and quality-focused marking and moderation process in a secure central marking venue. There were 16 chief markers, 40 senior markers and 339 markers across the two grades.
- Data capturing the results into sophisticated software using the double pass method of data verification.
- Analysing the results and reporting on them for the province and the districts.
- Collaboration with the WCED's project team to ensure efficient communication and the meeting of customer requirements.



16%
of total
government expenditure
goes towards
education



Schools Improvement Initiative (SII)

Launched in 2012, the SII is a university-school partnership that operates in six schools in Khayelitsha. The model of collaboration and partnership is enacted across and within faculties and disciplines at the university, and at the level of the six schools in Khayelitsha (Metropole East Education District). The participating primary schools are iKhwezi Lesizwe, Intshayelelo, Sivuyiseni and Ummangaliso and the secondary schools are COSAT and Matthew Goniwe.

The SII's five key objectives

Teacher professional development and school organisational development: This objective comprised the initial stage of the iKwezi Primary School Grade R to 1; language and mathematics development programme. Professional development support was also offered to Natural Sciences teachers in one of the primary schools. Mathematics as well as Physical, Life and Natural sciences was offered in both secondary schools. In all six schools various levels of organisational development took place through the mentoring of principals and school management teams (SMTs). IT support - mainly through teacher capacity-building at the primary schools - was offered and matric learners at Matthew Goniwe also received basic IT training.

Professional Practice Schools (PPS): The School of Education 2013 Teaching Practice pilot was introduced in three of the primary schools with a more intensive model of support offered to Teaching Practice students. The SII/Primary Health Care (PHC) collaboration at Intshayelelo was piloted. In addition to Occupational Therapy (OT) students conducting a Grade R screening pilot through SHAWCO Health and Rehabilitation, fourth year OT students were placed in one of the primary schools for their Community Development Practice block.

Staff engaged scholarship and student volunteerism and service learning: In collaboration with Ubunye, TeachOut (tutoring to learners from Grade 8 - 12) and Inkanyezi (Career Guidance to learners in Grades 9 and 11) programmes took place at Matthew Goniwe.

Partnerships and collaborations: Marking the Madiba Day celebrations, and in partnership with Equal Education and The Bookery, a library was established at Intshayelelo Primary School. The Primary Language partnership was established with iKwezi, Rotary, The Bookery and Nal'ibali around the strengthening of language in the four primary schools. The close collaboration with MEED remains a priority of the SII and is enacted both through monthly engagements with the Metropole East Chief Curriculum Advisor and with the Circuit Managers and IMGs (Institutional Management and Governance).

University recruitment: The 100-UP programme addresses this SII objective and is discussed in greater detail on page 19.



Children schooled in townships have a slim chance of scoring 60% or higher in mathematics and physical science.

100-UP

The 100-UP programme is one of the five key objectives of the Schools Improvement Initiative (SII). The main purpose of the 100-UP programme is to better prepare academically gifted Khayelitsha learners to compete for places at UCT once they have completed Matric. 100-UP reached its full capacity in 2013, with 300 learners drawn from all 20 secondary schools in the township enrolled across Grades 10-12. The retention of equal numbers of learners from each school is a key success of the programme.

100-UP is run by staff in the SDU, but it draws on the expertise of colleagues from across the university community and works in close collaboration with a range of individuals and groupings, most notably Careers Services.

In order to extend our reach as broadly as possible across the schools, a further group of 84 Grade 12s were identified in the middle of the year as potential candidates for admission to tertiary studies. These learners were also provided with a Saturday school revision programme and assistance with the university application process.

Key programme components and activities

The three-year enrichment programme is structured around a range of activities. The aim is to strengthen learners' abilities in a number of core academic areas (mathematics, sciences and writing); provide opportunities to acquire skills and experiences in preparation for tertiary studies, while at the same time developing a sense of confidence and belief in their ability.

A total of six residential camps (two per grade) were run during the course of the year. An important feature of all the camps is the presence of mentors who are university students drawn from similar backgrounds to the 100-UP participants. The June camps were held at the University of Cape Town's central campus in Rondebosch. The September/October camps were held at the Cape Academy of Science & Technology in Tokai.

During the course of the year a total of 25 revision sessions were run on-campus by SHAWCO Saturday school for the Grade 11 and 12 learners. Besides further academic enrichment, learners were also given opportunities to engage in extra-curricular activities. In Grade 12, there was a strong emphasis on university preparation and planning activities. In Grade 10, a Saturday tutoring programme was run in Khayelitsha at Luhlaza Secondary school.

All 184 learners in the extended group passed Matric at the end of 2013, with 173 learners obtaining B-degree passes. Ninety students were offered a place at UCT in 2014, 73 of whom have accepted.

All three Khayelitsha learners who appeared on the 2013 WCED Matric Merit List will be studying at UCT in 2014.

We are proud that we have more than doubled the 2013 enrolment of 29 learners, and that these 73 learners are drawn from 19 out of the 20 schools in the township.

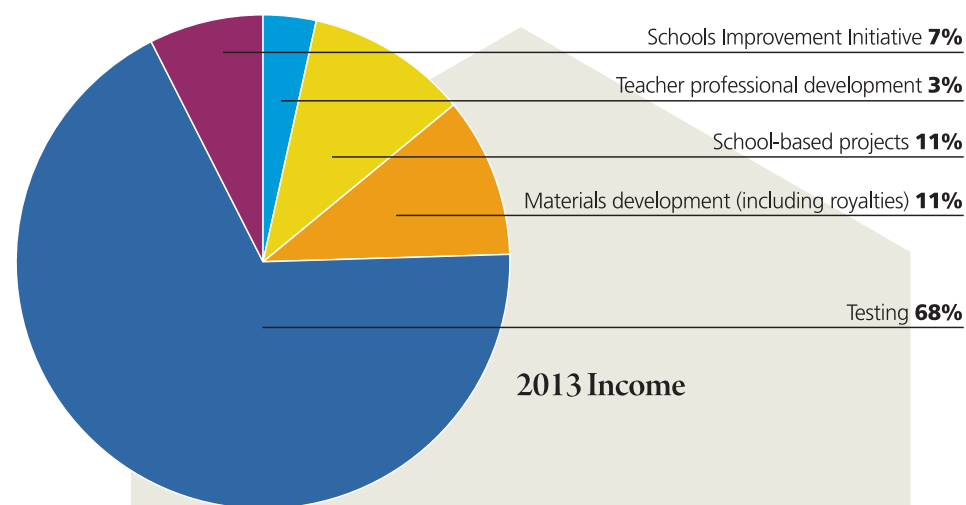
A successful start to the programme!

The first group of 100-UP matriculants who will enter UCT in 2014 have proven that, given the necessary encouragement and support, they too can step out - and up!



60% of public schools in South Africa are now no-fee schools

Budget Matters



The SDU finances are fully integrated into, and compliant with, the university's finance systems and procedures.

Income

The SDU's overall operating budget for the year amounted to just over R34 million.

The direct operating costs of the Unit - staff salaries, office overheads and so forth, totalled just under R9 million. By far the biggest operating costs were incurred by the large-scale Grade 3 and 6 systemic testing exercise undertaken on behalf of the Western Cape Education Department.

A pleasing additional income stream in 2013, were from royalties accrued from the sale of the Macmillan published textbook series: Solutions for All Mathematics (Grades 1-9) and Solutions for All Maths Literacy (Grades 10-12) written by the SDU. In total, over 390 000 copies of books from across the two series were sold during the course of the previous year.

The SDU is essentially self-funding, and it is most grateful for the following funders/clients who have supported us financially over the past year:

Testing work	Western Cape Education Department
ACE courses	Eskom; Abe Bailey Trust; HCI Foundation; Red 24
Materials development	The Maths Centre; Cape Peninsula University of Technology (CPUT)
Professional development	ORT-SA; EDTP SETA
Short Courses	Albert Wessels Trust
iKwezi project	Australian High Commission (AusAid)
100-UP	UCT Vice Chancellor's Strategic Fund; HSBC; Afrisam
Grasslow-Park	The Michael & Susan Dell Foundation

The SDU would like to thank the university for its continued financial support of two posts, that of the Director and Finance Officer.



Conferences and Publications

Conferences

Brookes, H.J. (2013). The nature of gestures and gestural behavior among Zulu and South Sotho speakers in urban South African townships. 43rd Colloquium on African Languages and Linguistics (CALL 2013), Leiden University, Netherlands, 26-28 August.

Brookes, H.J. (2013). Communicative practices among urban black male youth in a Johannesburg township. African Urban and Youth Language Conference. University of Cape Town, South Africa, 5-6 July.

Brookes, H.J. (2013). Communicative practices among urban black male youth in a Johannesburg township. South African Applied Linguistics Association Conference, University of Stellenbosch, South Africa, 2-4 July.

Brookes, H.J. and Maribe, T. (2013). The nature and social meanings of gestural styles among black male youth in a Johannesburg township. African Urban and Youth Language Conference. University of Cape Town, South Africa, 5-6 July.

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Curry, M. (2013). Operations with Integers - How I Teach (presentation). 19th Annual Congress of the Association for Mathematics Educators of South Africa, Cape Town, South Africa, 24-28 June.

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98,5%
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