

This is a summary of FLKS operations in 2011.

Overview of 2011 results

The number of students sitting year-end exams in 2011 was down 25% compared to 2010. The pass rate for final year students was up from around 80% in 2010 to about 95% in 2011. This is way ahead of the national average of around 30%.

Basic education in South Africa

South Africa's basic education has not yet reached satisfactory stability since the changes after 1994. The new government introduced outcomes-based education in 1997. Experience prompted a review after three years. This led to the first change in the already changed curriculum. Ongoing challenges resulted in another review in 2009. From 2012 a new National Curriculum Statement will be implemented. These continual sudden changes can only have a negative impact on the already confused and unsure teachers and our learners. Teachers in the state education system are therefore regularly on strike.

Level of education

The South African government school system offers two level of maths education. The first is the normal school-leaving level (matriculation). Results from the state education system at this level are very poor by international standards. The second – lower level – of maths education is the so-called 'maths literacy'. This does not really qualify a student for any further education, nor for any kind of supervisory/management career. It could be argued this is the South African government lowering standards to maintain headline examination pass rates at the expense of proper education.

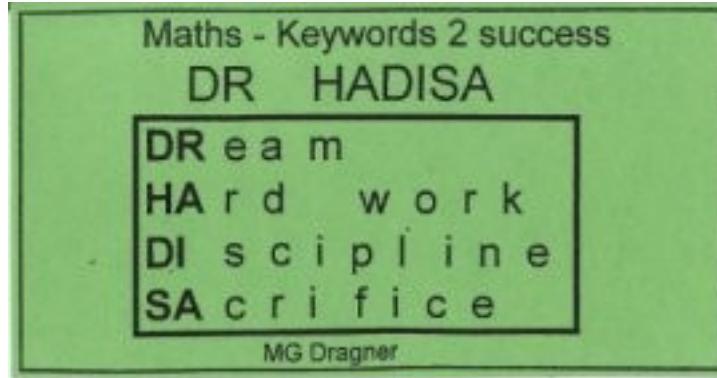
During 2010, we made a decision in principle to continue to provide tuition to the higher matriculation standard only. If a student leaves school early, we would rather they left with a good standard of maths than leaving school later with a poor standard of maths.

Tertiary studies

Only a very small percentage of students from the townships (FLKS learners) can further their studies after matriculation, mainly because of financial reasons. Study loans, bursaries and other forms of financial aid are not easily accessible. Some kids therefore very often join the idle early-drop-outers doing mischief and unfortunately sometimes also crime. Drugs and alcohol are freely available in the areas where our children live. FLKS plays a very significant role in helping kids to matriculation level. Over 20% of the youngsters of our town are desperately looking for jobs.

Motivation

A high percentage of our learners have low self esteem. We therefore also are using every opportunity to motivate and encourage hope to get an "I CAN" attitude. They have to make use of opportunities and work hard towards a brighter future. All FLKS students have this sticker on the first page of their working books, always reminding them to stay focused on their dream (vision).



Global recession

The global recession is also biting in Knysna severely, especially among the poor. The situation has however not yet reached crisis proportion. Still the gap between the rich and poor is widening. Many businesses in our town have closed their doors, aggravating the already high number of jobless people. People just cant get by given the huge price increases for basic services and food and fuel. Electricity has increase by 26%. But...Knowledge is power. FLKS also helps to change the mindset of our kids to a positive never-give-up attitude. With a good education through hard work one can rise above the circumstances.

Frank Vipond
FLKS
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Summary of results (2006-2011)

KSS = Knysna Secondary School, Hornlee.; KHS = Khysna High School ; PM = Percy Mdala High School; KL = Khayalethu School.

2011

School / Grade	Initial number of students	Final number of students	Pass Rate
KSS Grade 12	18	12	80%
KHS Grade 11	4	4	100%
KSS Grade 11	16	12	100%

Teacher hours billed = TBA.

2010

School / Grade	Initial number of students	Final number of students	Pass Rate
KSS Grade 12	25	20	75%
KHS Grade 11	4	3	100%
KSS Grade 11	24	19	84%

Teacher hours billed = 434. Outstanding students proceeding to further education: Sharedon Arries – studies at University of Free State; Tercia Sauers – nursing; Tarren Gelant – nursing; Kenray Barnard – teaching.

2009

School / Grade	Initial number of students	Final number of students	Pass Rate
KSS Grade 12	39	20	90%
KHS Grade 11	4	3	100%
KSS Grade 11	27	14	100%

Teacher hours billed = 454. Outstanding students proceeding to further education: Samantha Andrews and Annedine Wabanie – business management; Nathan McKock – teaching; Avian May – LLB (Law).

2008

School / Grade	Initial number of students	Final number of students	Pass Rate
KSS Grade 12	48	20	100%
KSS Grade 11	15	7	100%
KL Grade 11	8	4	100%
PM Grade 11 (a)	12	10	Unknown
PM Grade 11 (b)	12	9	Unknown

Teacher hours billed = 414. Outstanding students proceeding to further education: Denver Jantjies (94%) - B. Comm. Student at University of Stellenbosch; Carlton Quine (84%); Carmen Louw – teaching.

2007

School / Grade	Initial number of students	Final number of students	Pass Rate
KSS Grade 12	27	13	84%
KSS Grade 11	37	12	83%

Teacher hours billed = 126. Outstanding students proceeding to further education: Raymond Talmaggies (93%) - civil engineering; Natalie Petersen – University of Stellenbosch.

2006 (from June)

School / Grade	Initial number of students	Final number of students	Pass Rate
KSS Grade 12	8	8	87%
KSS Grade 11	5	10	80%