

3 January 2018

Matric Results 2017

In a recent letter, addressed to the Principals of the IEB schools, Anne Oberholzer (CEO of the IEB) raised some pertinent points relating to being mindful when using NSC results as a marketing tool. So much of what was said rings true to all that Oakhill embodies. When a vast majority of South African society tend to believe that the value of a school lies in its ability to churn out students with outstanding results, it is important that we rather reflect on and define what sets us (as a school) apart - these are a few questions that Oakhill does ask of itself:

What is it that allows Oakhill students to achieve these results?

How do we make the educational experiences richer, more positive, supportive, empowering and encouraging?

How do we build confidence and courage, enough to speak out on behalf of those without a voice?

How are we teaching students that privilege carries responsibility and does not excuse exploitation of one's position of privilege and power to undermine the rights of others?

However, before we can answer the "What?" and the "How?" questions, we need to delve deeper into the "Why?". Simon Sinek is a world-renowned speaker, author and marketing consultant who is best known for his theory aptly labelled "The Golden Circle". Pictorially, there are three concentric circles labelled What, When and Why (from outside-in). Sinek maintains that it is more important to focus on the "Why" first. It is more important for students, and schools, to know why they need to do something, before they know the "How" and the "What". It is not sufficient to merely know what you do, or how you do it. Why gives purpose, Why inspires. At Oakhill, this is certainly our guiding light. The question "Why?" drives much of what we do on a daily basis and it is perhaps this growth-mindset that sets Oakhill apart. It is a decree by which we live and is certainly something that we expect our students to grapple with, if not master.

We are delighted to announce that the 2017 Matric group have produced their best set of results in the FET phase of school, the highest distinctions per candidate (upon release of the results for the past 10 years), and the highest composite subject average. Each year, each Matric class have their own narrative and this is perhaps the start of the 2017 narrative.

Distinctions/Levels per candidate, Candidate Aggregates and Bachelor Degree passes

As indicated in the summary table below (Table 1), the Class of 2017 have improved in many facets year-on-year during the FET phase. Most impressively, the distinctions per candidate (and levels per candidate) has improved each year. Simply translated, not only has there been an increase in the number of Level 7s (Level 6s converted into Level 7s), but there was a concurrent improvement for Level 5s into Levels 6s and Level 4s into 5s. To add strength to this claim, the Candidate Aggregates (averages) have also improved steadily in the 3 year period. Lastly, with 39 out of the 42 candidates achieving a Bachelor Degree pass, our percentage of BD passes (92.86%) is once again higher than that of the IEB.

The Class of 2017 has achieved some extraordinary results, individually and collectively, and they are to be commended for their efforts (especially in the light of experiencing a tumultuous year with the fires in June). To digress slightly, and to link to the comments made by Anne Oberholzer, June proved to be the battlefield that evidenced the humanity and strength of character of this matric group. When they had every excuse and reason to be studying towards their June exams, many of them (if not all) were heavily involved in the relief operations surrounding the fire. This is a true testament to who they are as young adults. In our opinion, this is the "hidden gem" in the 2017 results and is the best way in which we can answer the important question, "Why?".

Table 1: Summary of Distinctions (and levels) per candidate, Candidate Aggregates and NSC passes

Candidate Levels	2015 (45 Gr 10s)			2016 (41 Gr 11s)			2017 (42 Gr 12s)		
	7s	6s	5s	7s	6s	5s	7s	6s	5s
<i>Distinctions/Level per candidate</i>	1.80	1.56	1.09	2.34	1.63	1.39	2.36	2.00	1.40
Number of Level 7s	81			96			99		
Combined Level 7s & 6s	151			163			183		
Combined Level 7s, 6s & 5s	200			210			242		

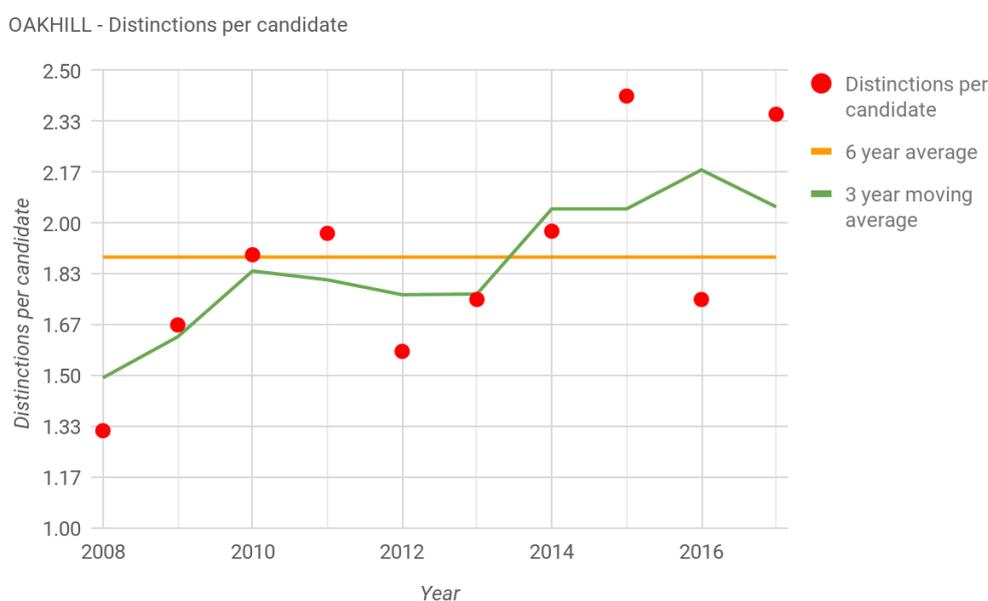
Candidate Aggregates	2015 (45 Gr 10s)			2016 (41 Gr 11s)			2017 (42 Gr 12s)		
	7s (or As)	6s (or Bs)	5s (or Cs)	7s (or As)	6s (or Bs)	5s (or Cs)	7s (or As)	6s (or Bs)	5s (or Cs)
% Aggregate per candidate	13.33	33.33	17.78	14.63	31.71	31.71	30.95	33.33	23.81
<i>Combined (%) Level 7 & 6 Aggregates</i>	46.66			45.34			64.28		
<i>Combined (%) Level 7, 6 & 5 Aggregates</i>	64.44			78.05			88.10		

Type of pass	Number	%
NSC	42	100%
Bachelor Degree	39	92.86%
Diploma	3	7.14%

Oakhill trends: Distinctions per candidate (10 year), Subject Averages (4 year) and Bachelor Degree (6 year)

Whilst it is exciting to celebrate each set of Matric results each year, the onus lies on us as a school to track some trends. One measure used extensively by a vast majority of schools is the “number of distinctions per candidate”. Graph 1 illustrates the trend over the last 10 years. Notably, the Class of 2017 achieved the highest rank in this period. However, it is more pertinent to reflect on the horizontal orange line - or the 10 year average for Oakhill. This sits at 1.89 distinctions per candidate. Also of interest is the 3 year moving average (green line) which indicates that as a school, there has been an upward trend in the number of distinctions per candidate. Time will tell the rate at which this will continue, but it would appear that approximately 1.9 distinctions per candidate is what we should be expecting from any cohort (Matric class).

Graph 1



*calculation done upon release of results, before re-marks were taken into account (2017 re-marks still pending).

Another trend to analyse, which we delved into last year, is the expected composite subject average. For this calculation, due to changes in some subject syllabi in 2014, it is better to look at the 4 year trend. Table 2 (below) summarises the Oakhill subject average over this period and compares it to the same subject averages for the IEB. It is pleasing to note that all, but a few, are in line with or higher than the National (IEB specifically) norms. Those few subjects that fall below, are marginally lower (within 2%). Once again indicating the strength of our students in a national ranking system.

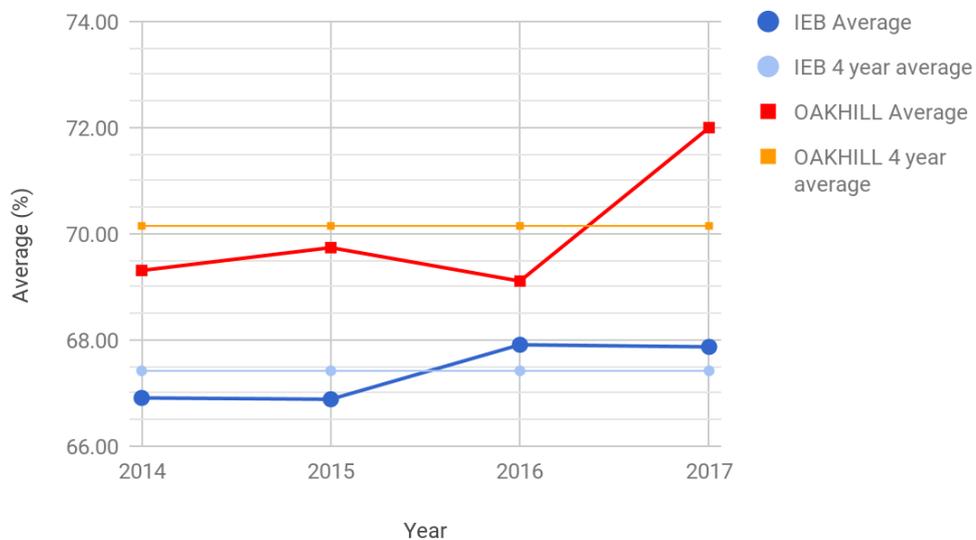
Table 2: 4 year average per subject and 2017 subject averages (Oakhill vs IEB)

4yr average per subject (2014 - 2017) & 2017 averages		Accounting	Afrikaans	Business Studies	CAT	Dramatic Arts	English	Geography	History	IT	Life Orientation	Life Sciences	Mathematical Literacy	Mathematics	Physical Sciences	Visual Arts	Combined Aggregate
4 year	IEB	63.36	62.71	64.26	59.78	75.40	68.66	65.50	68.77	69.91	73.02	67.69	75.36	64.76	61.08	69.44	67.42
	OAKHILL	67.28	60.67	63.14	59.98	73.21	69.05	67.16	68.89	77.73	77.68	71.34	80.83	64.05	71.99	85.43	70.15
2017	IEB	64.73	64.19	66.21	60.30	75.52	68.33	66.11	70.05	71.35	73.47	66.49	75.08	65.03	61.30	69.61	67.87
	OAKHILL	69.58	64.83	63.53	59.78	75.16	70.18	63.82	72.37	72.98	78.71	72.58	81.07	70.80	74.18	82.63	72.00

The last column in Table 2 looks at the composite subject averages over the 4 year cycle. Graph 2 (below) represents the trend for IEB and OAKHILL when comparing the composite subject averages. The Oakhill benchmark sits around 70%, but has certainly been raised by the fantastic 2017 results. However, it is good to note that we are once again above the IEB norm.

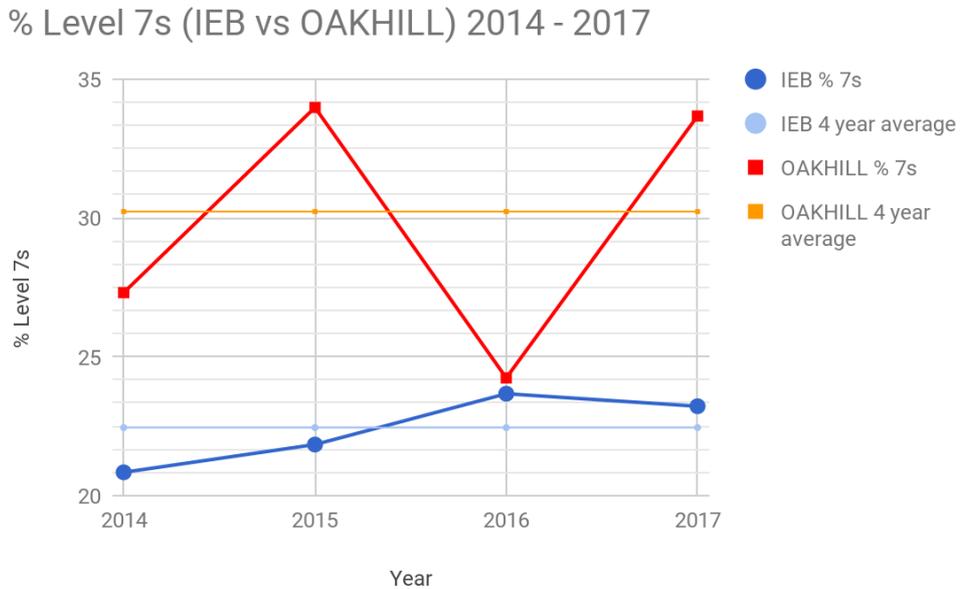
Graph 2

Composite Subject Averages (IEB vs OAKHILL) 2014 - 2017

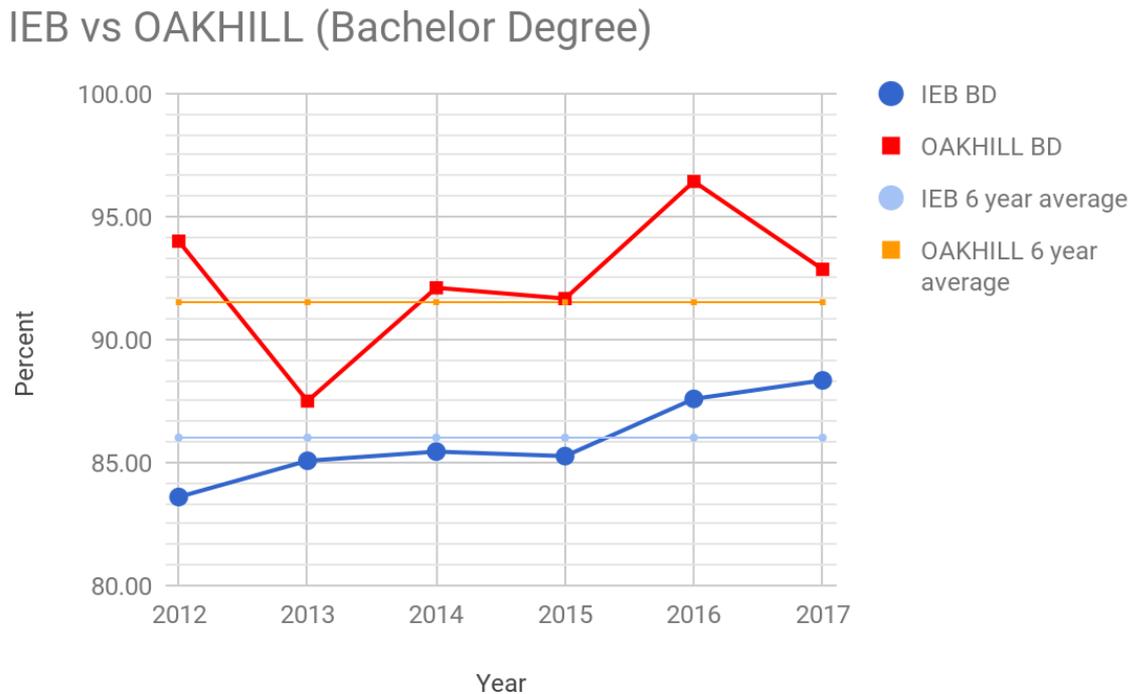


A similar trend is evidenced in Graph 3 (% Level 7s) and in Graph 4 (% Bachelor Degree passes)

Graph 3



Graph 4



If you are not a parent of a Matric student we would encourage you to analyse these results and discuss them with your children. At a time of turbulence in the local education market it is important to remember that schools are about people and Oakhill strives to employ the best possible teachers and these results are a testament to them and their passion for the young men and women in their care. Oakhill is developing a reputation for academic rigour, excellence and a growth mind-set embodied by self-discipline and diligent hard work.

Our top achievers are listed below (on the last page), but special mention must be made of Erin Young (our Dux), Rebekah Utian, Tamara Foyn and Bergen Pentz, who all achieved six distinctions and aggregates over 80%.

Although we have high expectations of all our students, these four students certainly epitomise the model Oakhillian. They are sensitive, polite, courageous, considerate, resilient and involved in a myriad of activities at the school. Most of all they are humble and modest.

As is always the case, a few special mentions are in order with regard to the 2017 results:

It is now the norm that Mathematical Literacy, Physical Sciences and Visual Arts at Oakhill fall well-above the IEB averages (as is the case once again); as well as Dramatic Arts, English, History and IT achieving 70% averages (and above), but Accounting, Life Orientation, Life Sciences and Mathematics departments must be commended for improving their averages by more than 5% and thereby achieving subject averages above 70%. Also to the Afrikaans Department for their improved return (increased by 5%) and the Business Studies, CAT and Geography departments for improving/maintaining their subject averages.

Our academic departments, under the astute leadership of the Heads of Department, have developed a consistent and trusted work-ethic and prepared our students well. However, it would be negligent not to mention ALL the matric teachers who have been the catalysts for these wonderful results (and also to any teacher who has helped forge and mould these fine young adults). As always, we do not want to rest on our laurels and our academic departments have identified room for further improvement and we will be focusing on specific issues in 2018.

To end off, back to the “Why?”. So what do we (Oakhill) believe? What is our why?

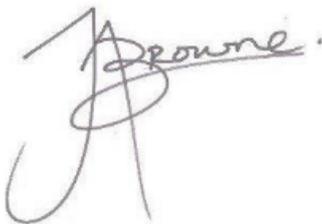
Oakhill believes that students are co-creators of their own learning environments, they want to learn and are fully capable of differentiating their own learning; they have a voice, it should be heard and they can change the world.

Most importantly, we believe not in merely helping students achieve their potential, but rather EXCEED what they thought possible and if given the chance they will become more than they ever thought they could be. All of this is best encapsulated by Viktor Frankl’s quote:

“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”

Congratulations to these Oakhill students on their excellent achievements!

Yours in academics (and on behalf of the Oakhill family)
Andrew Browne

A handwritten signature in blue ink that reads "Andrew Browne". The signature is stylized with a large, looped initial 'A' and a long horizontal stroke.

Andrew Browne
College Academic Director

Top Achievers in 2017

Lastly, there are some top achievers that we are proud to congratulate. Although a wealth of collective results can be found everywhere within this group, it gives us great pleasure to highlight the following achievements:

Six Distinctions

Erin Young	(English, Mathematics, History, Life Sciences, Physical Sciences, Life Orientation)
Rebekah Utian	(English, Afrikaans, History, Life Sciences, Visual Arts, Life Orientation)
Tamara Foy	(English, Mathematics, Accounting, History, Physical Sciences, Life Orientation)
Bergen Pentz	(Afrikaans, Mathematics, Dramatic Arts, Life Sciences, Physical Sciences, Life Orientation)

Five Distinctions

Christopher Lellyett	(Mathematics, History, Life Sciences, Physical Sciences, Life Orientation)
Johan Hay	(Afrikaans, Mathematics, Information Technology, Physical Sciences, Life Orientation)
Courteney Wilkinson	(English, Life Sciences, Physical Sciences, Visual Arts, Life Orientation)
Emma Stam	(English, Business Studies, Dramatic Arts, Visual Arts, Life Orientation)

Four Distinctions

Francine Olivier	(Afrikaans, Life Sciences, Visual Arts, Life Orientation)
Michaela Cross	(Mathematics, Physical Sciences, Visual Arts, Life Orientation)
Anna Reid	(Afrikaans, Mathematics, Life Sciences, Life Orientation)
Kayleigh Packwood	(Mathematical Literacy, Dramatic Arts, Visual Arts, Life Orientation)
Gérard Beukes	(Afrikaans, Information Technology, Life Sciences, Life Orientation)
Jia Watts	(Afrikaans, Mathematical Literacy, Visual Arts, Life Orientation)

Top 1% of candidates per subject

We have 5 students in the top 1% of candidates nationally for **Life Orientation** and we congratulate them wholeheartedly:

Rebekah Utian, Jia Watts, Francine Olivier, Anna Reid, Emma Stam