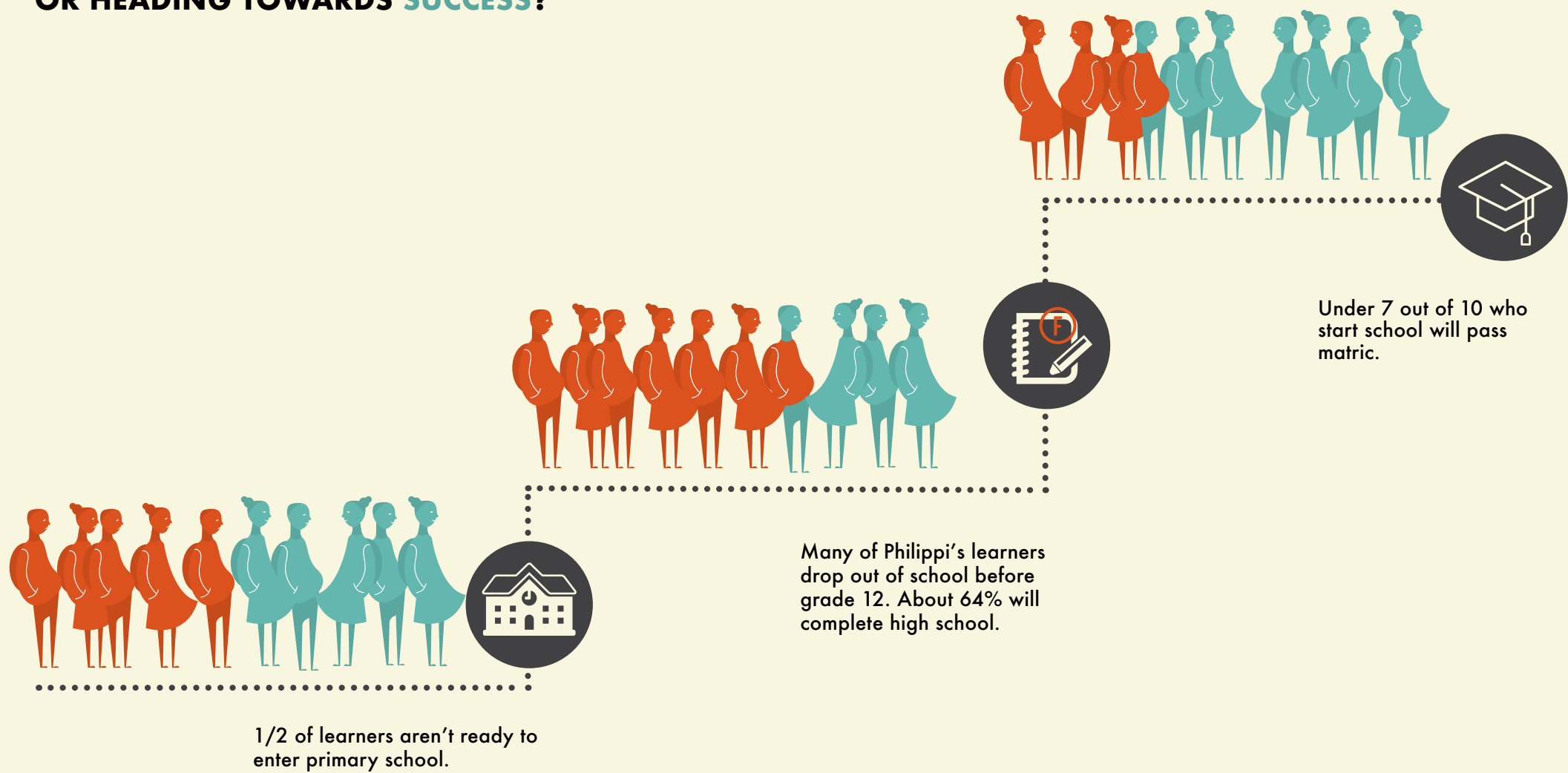


PHILIPPI'S COMMUNITY REPORT CARD 2024 / 2025

IS MY CHILD STRUGGLING OR HEADING TOWARDS SUCCESS?



APPROXIMATELY 1 IN 3 LEARNERS IN PHILIPPI QUALIFY FOR TERTIARY

Philippi's 2023/24 Community Report Card

Each year, we release this report card not only as a reflection of Philippi's progress but as a call to collective action. Behind every statistic is a child navigating school, a caregiver trying to provide support, a teacher carrying hope into the classroom, and a community working hard to create opportunities despite significant challenges. This report card exists to make those realities visible, and to help guide our shared response.

The 2024/25 results tell a story of uneven progress. In some areas, there are encouraging signs of resilience in some educational outcomes despite continued social and structural pressures. Literacy and numeracy outcomes in primary school have improved modestly after years of disruption caused by the COVID-19 pandemic. More learners are completing secondary school, and matric outcomes continue to show positive momentum. However, earlier high school indicators continue to raise concern, particularly in Grade 9 literacy and numeracy, suggesting that many learners still struggle to transition successfully through the secondary school system. These gains demonstrate the impact of sustained collaboration between schools, families, community organisations, and government stakeholders. At the same time, several indicators reveal deepening vulnerability. School readiness has declined significantly, raising concerns about whether young children are receiving the early support they need before entering formal schooling. Learners continue to face serious barriers outside the classroom, including extremely unsafe environments characterized by violence and exposure to crime, low perceptions of safety at school, limited psychosocial support, unstable home conditions, and restricted access to services that help them succeed academically and emotionally. The learner safety indicators in this year's report are among the most concerning findings and highlight the urgent need for coordinated psychosocial and community-based interventions. Economic indicators remain concerning, with many households experiencing low incomes, low-income levels, and limited access to sustainable employment opportunities.

The data also reinforces something we have seen consistently over time: progress is interconnected. At the same time, this year's findings also reveal growing tensions between improvements in academic progression and the deteriorating social conditions affecting learners' daily lives. When children enter school healthy and prepared, they are more likely to learn effectively. When learners feel safe and supported, they are more likely to persist through school. And when pathways into tertiary education, skills development, and employment are strengthened, communities are better positioned to break cycles of poverty and exclusion. We also recognise the limitations of this tool. The methodology used in this report card is not intended to claim scientific precision. Rather, it is a practical framework that allows us to track patterns over time, compare outcomes year-on-year, and identify areas where urgent attention is needed. By maintaining consistency in the indicators and scoring approach, we are able to build a clearer picture of both progress and persistent gaps affecting children and youth in Philippi.

So what does this year's report card ask of us?

It asks us not to become discouraged by complexity, but to respond with greater coordination and urgency particularly in strengthening early childhood development, learner safety, psychosocial support, and pathways into further education and employment. It calls on all stakeholders, including parents, schools, government departments, funders, civil society organisations, faith communities, and the private sector, to strengthen partnerships that place children and youth at the centre of decision-making. It challenges us to continue investing in early childhood development, foundational learning, learner wellbeing, and pathways into employment, while also addressing the structural inequalities that continue to shape educational outcomes in Philippi.

Most importantly, this report card reminds us that change is possible when communities work together with purpose and evidence. The journey from cradle to career remains difficult for many children in Philippi, but with sustained commitment, stronger systems of support, and collective accountability, it can become a pathway marked not by exclusion, but by opportunity and dignity. We hope this report card serves as both a mirror and a guide: reflecting honestly where we are today, while helping us imagine and build the future our children deserve.

Sincerely,
Amanda Development

EVERY YOUNG PERSON SHOULD BE

OUTCOME 1:

PREPARING FOR
PRIMARY SCHOOL

53.7% of learners are ready for primary school.



OUTCOME 2:

LITERATE & NUMERATE AT
GRADE LEVEL

40.8% of learners in primary school are literate and numerate at grade level.



OUTCOME 3:

SUPPORTED TO BE READY
TO LEARN

25.3% of learners are supported to be ready to learn.



OUTCOME 4:

READY FOR THE FET PHASE

40.9% of learners are ready for the FET phase of school.



OUTCOME 5:

COMPLETING HIGH SCHOOL

53.3% of learners are completing secondary school and ready for further education/employment.



OUTCOME 6:

EMPLOYED

39.1% of Philippi's youth successfully move into full-time employment that pays them a living wage.



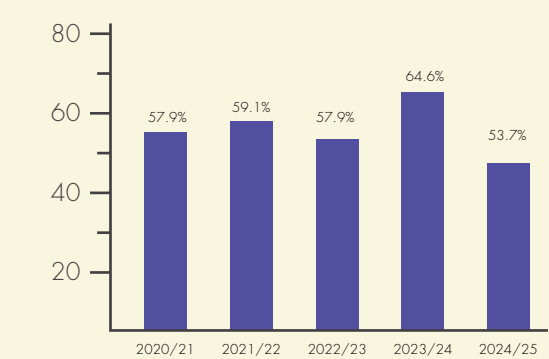
● EXCELLENT ● GOOD ● FAIR ● NEEDS IMPROVEMENT ● FAIL

HOW OUR CHILDREN ARE DOING:

OUTCOME 1: PREPARING TO ENTER
PRIMARY SCHOOL

Rating: Fair

create a healthy child who's ready to begin school: Prenatal care, early childhood development, and cognitive development. This outcome therefore looks at all three to give us a picture of how well the children in Philippi are being supported to be ready for all school has to offer them on day one.



What these results tell us?

The 2024/25 score of 53.7% marks a decline from 64.6% in 2023/24, indicating setbacks in access to quality prenatal care, ECD services, and early learning support. While the shift of ECD to the Department of Basic Education holds potential, uneven implementation continues to limit impact in communities like Philippi. These results point to persistent barriers in access and service quality that are affecting school readiness.

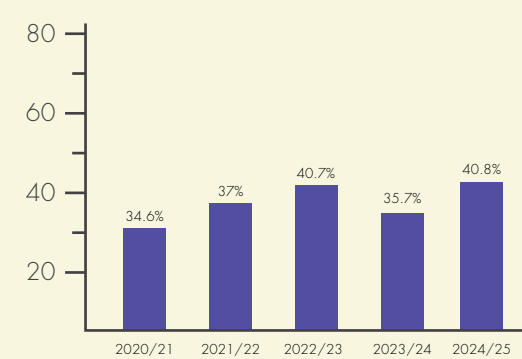
Our priorities for improving these results:

- **Strengthen partnerships** with the Department of Health to improve maternal and child health access.
- **Continue to use our Safe Spaces** to support smooth referrals for young women into health services.
- **Support ECD centres** through our ECD working group to access subsidies and adopt key early learning benchmarks.
- **Expand parental support** to improve engagement in children's early development.
- **Advocate for effective rollout of the ECD function** shift under the DBE to ensure real impact at the community level.

OUTCOME 2: LITERATE AND NUMERATE AT GRADE
LEVEL IN GRADES 3 AND 6

Rating: Fair

The 2024/25 score of 40.8% reflects an improvement from 35.7% in 2023/24, signalling some recovery in foundational learning. However, progress remains slow, and many learners are still grappling with COVID-related learning losses, particularly in literacy and numeracy. Gaps in the early grades persist, placing learners at continued risk of falling behind in later years. These results highlight the need to accelerate and scale targeted academic support.



What these results tell us:

The 2024/25 score of 40.8% reflects an improvement from 35.7% in 2023/24, signalling some recovery in foundational learning. However, progress remains slow, and many learners are still grappling with COVID-related learning losses, particularly in literacy and numeracy. Gaps in the early grades persist, placing learners at continued risk of falling behind in later years. These results highlight the need to accelerate and scale targeted academic support.

Our priorities for improving these results:

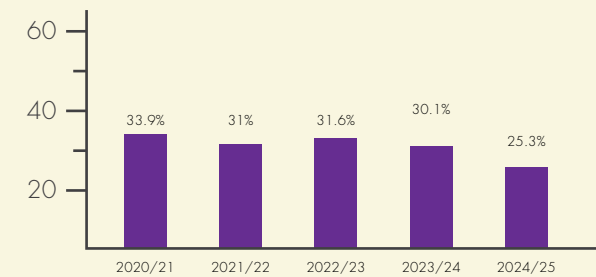
- **Implement targeted catch-up programs** aligned with the school curriculum
- **Expand after-school literacy and numeracy support** to reach more learners.
- **Strengthen teaching** in the intermediate phase to close gaps early.
- **Equip parents to support learning** at home, especially reading.
- **Continue to promote a reading culture** through clubs, drives, and community libraries through our Literacy Working Group. Consider integrating numeracy into the working group or having a standalone one for numeracy.
- **Sustain academic support** across all grades to boost learner outcomes.

OUTCOME 3: FULLY SUPPORTED TO BE READY TO
LEARN

Rating: Needs Improvement

To be ready to learn we believe learners must have adequate support in four key areas:

- Health and nutrition
- Feeling safe
- A home environment conducive to learning
- Adequate personal and academic support



What do these results tell us?

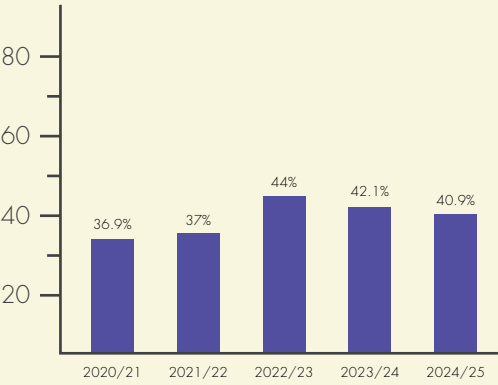
The 2024/25 score of 25.3% reflects a continued decline from 30.1% in 2023/24, signalling deepening gaps in the support learners need beyond the classroom. Many learners in Philippi still lack consistent access to health, safety, stable home environments, and academic support. Ongoing funding constraints and reduced capacity among community-based organisations continue to limit service availability. Without strengthened ecosystem support, these barriers will continue to undermine learning outcomes.

Our priorities for improving these results:

- **Strengthen coordination** across the four key thematic areas – health, safety, home, and learning support.
- **Continue to drive demand for support services** to our Safe Spaces through RAP to meet learners' needs after/ outside of school.
- **Work with funders, schools, and government to better align and direct resources.**
- **Support network partners' fundraising** to sustain local services.
- **Increase access** through hybrid and virtual support options.

OUTCOME 4: READY FOR THE FET PHASE

Rating: Fair



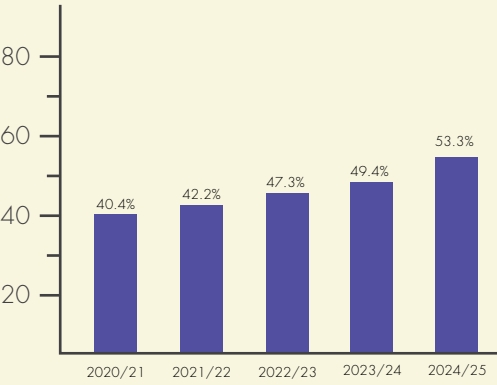
What do these results tell us?
The 2024/25 score of 40.9% reflects a slight decline from 42.1% in 2023/24, indicating ongoing challenges in learner readiness for the FET phase. Many learners remain underprepared, both academically and emotionally, for the demands of Grades 10–12. This points to persistent gaps in foundational learning, as well as the need for stronger psychosocial support (PSS), confidence-building, and motivation in the upper grades.

Our priorities for improving these results:

- **Target academic support early**, especially for learners at risk of entering FET underprepared.
- **Strengthen mental health and motivation**, support to build purpose and goal-setting
- **Promote peer study groups** to build habits of collaboration and accountability.
- **Equip parents** to better support their children through the final years of school.
- **Continue teacher development** to strengthen instruction and learner outcomes.

OUTCOME 5: COMPLETES HIGH SCHOOL (PASSING MATRIC/ENTERING TVET)

Rating: Fair



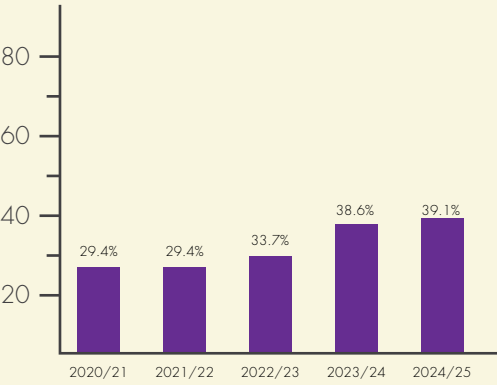
What do these results tell us?
The 2024/25 score of 53.3% reflects continued improvement from 49.4% in 2023/24, indicating positive momentum in learner retention. While this progress is encouraging, underlying drivers of dropout, such as poverty, limited support, and unclear post-school pathways remain. Many learners still face financial pressure or uncertainty about their future, highlighting the need to strengthen links between education, skills, and employment opportunities.

Our priorities for improving these results:

- Increase learner retention, especially among those at risk of dropping out.
- Expand second-chance tutoring and skills programmes with pathways into growing sectors like tourism, renewable energy and the tech space.
- Strengthen career guidance to help learners make informed, future-focused decision making.

OUTCOME 6: EMPLOYMENT

Rating: Needs Improvement



What do these results tell us?
The 2024/25 score of 39.1% shows only marginal improvement from 38.6% in 2023/24, highlighting continued challenges in youth employment in Philippi. Many young people remain unable to transition from education into work due to persistent barriers such as poor matric outcomes, limited access to further education, and low uptake of vocational pathways. Disconnection from work experience opportunities continues to slow progress, leaving many youth at risk of becoming NEET.

Our priorities for improving these results:

- **Strengthen academic support** to improve matric outcomes and post-school options.
- **Promote TVET** as a viable, appealing route into meaningful employment.
- **Connect learners who pass matric to university access resources** through Amandla’s Safe Spaces.
- **Build partnerships with job-matching organisations** (e.g. Harambee Youth Employment Accelerator) to expand access to work experience and employment opportunities.

RATIONALE

INDEX METHODOLOGY:

Each outcome area is comprised of a set of sub-outcome areas, which contains a set of indicators. Indicators are chosen based on evidence that they contribute significantly to the educational well-being of children and youth. Each indicator has a number associated with it, which is transformed into a percentage, with zero being the worst possible level and 100 being the highest possible level for that indicator. With each set of numbers represented as a percentage we are able to compute several different scores into an aggregate number. Each indicator is weighted in order of importance to generate a score for each sub-outcome area. Each sub-outcome area is then weighted in order to generate a score for each of the six outcome areas. Through this process, relevant benchmarks for comparison are considered. In quintiles, categories of pass have been created.

- Fail= 0 -19
- Needs improvement= 20 - 39
- Fair= 40 - 59
- Good= 60 - 79
- Excellent= 80 -100

Indicators were selected after a review of research on child development. In particular, early childhood development indicators were selected after considering the Ilifa Labantwana “essential package.” For each indicator there was consideration for what information already exists within Philippi, what information we could collect from institutions and aggregate, and what information could be easily gathered with the resources currently available. We expect this tool will improve over time as we gain access to new data sources. However, we will endeavour to ensure that special attention is given to the year-on-year comparability of the tool going forward.

THE USE OF THIS INSTRUMENT:

The primary purpose of this tool is year-on-year comparability. In order to do this, certain sets of assumptions have been made, and thus this tool is a subjective measure of performance. We recognise that there will be alternative methods one could use to calculate a scorecard for Philippi. However, by outlining the specific assumptions and scoring mechanisms we believe that this tool can reliably be used to generate the same scores, and will be able to generate comparative scores across time. We do not make any claims on scientific validity, but rather suggest this tool is used pragmatically as an awareness raising and communication tool.

OUTCOME ONE: PREPARING TO ENTER PRIMARY SCHOOL

SUB OUTCOME: 1.1: PRENATAL INDICATORS¹

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of mothers making first antenatal visit before 20 weeks:	(Mitchell’s Plain 74.6% (MP) +70.8% Klipfontein (K))/2 = 74.7% Overall (up by 2.9%)	Range: 0 -100%	½
% of children born weighing above 2.5 kg	(90.3% MP; 90.3%K) =90.3% Overall (up by 4.1%)	Range: 0 -100%	½
Average:	82.5% (up by 3.5%)	Range: 0 -100%	Overall outcome area: 1/3

SUB-OUTCOME: 1.2: EARLY DEVELOPMENT INDICATORS

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of new mothers exclusively breast feeding first 14 weeks	(38.3% (MP) + 38.3% (K))/2 = 38.3% (up by 2.2%)	Range: 0 -100%	¼
% of children 9-12 months who are immunized	(23.1% (MP) + 23.1%(K))/2= 23.1% Overall (unchanged)	Range: 0 -100%	¼
% of children < 4 receiving de-worming medication	(86.8% (MP)+ 89.6% (K))/2) = 88.2% (down by 2.7%) (unchanged)	Range: 0 -100%	¼
Number of children underweight/ 1000 children <5	(MP) 52/1000; (K) 61/1000, = 56.5* (up by 20%)	Range: 0 - 35 Comparable benchmark Kenya -11, Namibia -13.2 Highest = Yemen (39.9). (35 - 6.5)/35*100 = 81.4	¼
Average:	51.5% (up by 5.5%)	Range: 0 -100%	Overall outcome area: 1/3

¹ Disaggregated data for Philippi was unavailable and so health data from both Mitchell’s Plain and Klipfontein sub-districts (both of which contain Philippi) were used to generate an estimate. Data from November 2024-December 2025 from both areas was collected and the average was used to generate an estimate for the Philippi area. Due to the relative income status of many Philippi residents this may somewhat over-estimate the experience of mothers and children in Philippi.

² For the indicator area: # of children age 5 height-for-age (Using underweight) a percentage score would not have been appropriate. The number here was transformed using relevant benchmarks. The highest number possible, 35, taken from World Health Organization 2016 numbers. The lowest possible number was presumed to be 0. Comparable neighboring countries were considered. A score of 35 was indicated as the lowest possible score, and a score of 0 the highest. The score of 21 was 60% towards the lowest possible mark.

SUB-OUTCOME: 1.3: SCHOOL READINESS INDICATORS

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of children who attend Grade R: Raw Numbers	27.2% ³ (down by 41.5%)	Range: 0 -100%	1
Average:	27.2% ³ (down by 41.5%)	Range: 0 -100%	Overall outcome area: 1/3

OUTCOME ONE: PREPARING TO ENTER PRIMARY SCHOOL	
Total: 53.7% (down by 10.9%)	Grade : Good

OUTCOME TWO: PRIMARY SCHOOL LITERACY AND NUMERACY:

SUB-OUTCOME: 2.1: GRADE 3 LITERACY AND NUMERACY⁴

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of Grade 3 Literacy Passes	43.1% (up by 3.3%)	Range: 0 -100%	¼
% of Grade 3 Numeracy Passes	62.0% (up by 7.4%)	Range: 0 -100%	¼
Average:	52.6% (up by 5.4%)	Range: 0 -100%	Overall outcome area: ½

SUB-OUTCOME: 2.2: GRADE 6 LITERACY AND NUMERACY

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of Grade 6 Literacy Passes	24.5% (up by 6.4%)	Range: 0 -100%	¼
% of Grade 6 Numeracy Passes	33.2% (up by 2.9%)	Range: 0 -100%	¼
Average:	28.9% (up by 4.7%)	Range: 0 -100%	Overall outcome area: ½

OUTCOME TWO: PRIMARY SCHOOL LITERACY AND NUMERACY	
Total: 40.8% (up by 5.1%)	Grade: Needs Improvement

OUTCOME THREE: LEARNERS ARE FULLY SUPPORTED TO BE READY TO LEARN

SUB-OUTCOME: 3.1: HEALTH AND NUTRITION

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Who have access to school Readiness to learn services	8.2%	Range: 0 -100%	1
Average:	8.2% (up by 1.3%)	Range: 0 -100%	Overall outcome area: ¼

SUB-OUTCOME: 3.2: SAFETY⁵

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Who have NOT experienced some form of violence this year	20.4% (down by 2%)	Range: 0 -100%	1 /4
% Who feel safe at school most of the time or always.	16.9% (down by 1.7%)	Range: 0 -100%	1 /4
% Who have NOT witnessed drugs being sold or used, a robbery, or someone bringing a weapon to school	16.5% (down by 45.7%)	Range: 0 -100%	1 /4
Average:	17.9% (down by 16.5%)	Range: 0 -100%	Overall outcome area: ¼

SUB-OUTCOME 3.3: HOME ENVIRONMENT⁶

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Who have a quiet place to study (house)	53.0% (down by 1.0%)	Range: 0 -100%	½
% Who have a quiet place to study (shack)	39.0% (up by 3.0%)	Range: 0 -100%	½
Average:	46.0% (up by 1.0%)	Range: 0 -100%	Overall outcome area: ¼

SUB-OUTCOME 3.4: PERSONAL SUPPORTS⁷

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Involved in church or community	9.0% (down by 1.0%)	Range: 0 -100%	½
% Involved in sport activities after school	49.0% (down by 9.0%)	Range: 0 -100%	½
Average:	29.0% (down by 5%)	Range: 0 -100%	Overall outcome area: ¼

OUTCOME THREE: LEARNERS ARE FULLY SUPPORTED TO BE READY TO LEARN	
Total: 25.3% (down by 4.8%)	Grade: Needs Improvement

OUTCOME FOUR: READY FOR THE FET PHASE

SUB-OUTCOME 4.1 GRADE 9 LITERACY AND NUMERACY⁸

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of Grade 9 Literacy Passes	17.0% (down by 6.5%)	Range: 0 -100%	½
% of Grade 9 Numeracy Passes	12.9% (up by 0.6%)	Range: 0 -100%	½
Average:	15.0% (down by 2.9%)	Range: 0 -100%	Overall outcome area: ½

³ The number of children in Grade R in Philippi in 2024 (1235) was divided by the number of children enrolled in Grade 1 in 2025 (2148). Learner enrolments for 2024 were unverified totals, verification processes were still underway. Because we cannot ascertain how many children are enrolled in ECD centres outside Philippi who are enrolled in grade 1 in Philippi, this number is an estimate. Grade R education stands as a proxy for school readiness here.

⁴ Systemic tests for 2025 from the 14 primary schools in Philippi were used for this indicator.

⁵ Based on Amandla Development School Ready To Learn Survey data carried out in 2025 in 8 high schools within Philippi.

⁶ Based on Amandla Development School Ready To Learn Survey data from 2025.

SUB-OUTCOME: 4.2: GRADE 9 MENTAL HEALTH AND PERSISTENCE⁹

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Grit Scale Results	66.8 %	Range: 0 -100%	1
Average:	66.8% (up by 0.6%)	Range: 0 -100%	Overall outcome area: 1/3

OUTCOME FOUR: READY FOR THE FET PHASE	
Total: 40.9% (down by 1.2%)	Grade: Fair

OUTCOME FIVE: COMPLETING SECONDARY SCHOOL

SUB-OUTCOME 5.1: MATRIC PASS RATE

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% Matric pass rates in 2021 ¹⁰	84.7% (up by 3.1%)	Range: 0 -100%	1/3
% Matric Pass when considering attrition from grade 9 ¹¹	63.9% (up by 7.2%)	Range: 0 -100%	1/3
% Bachelor and Diploma pass when considering grade 9 dropout	33.9% (up by 1.5%)	Range: 0 -100%	1/3
% Actual TVET access rate ¹²	30.8% (up by 3.8%)	Range: 0 -100%	1/10
Average:	53.3% (up by 3.9%)	Range: 0 -100%	Overall outcome area: 1

OUTCOME FIVE: COMPLETING SECONDARY SCHOOL	
Total: 53.3% (up by 3.9%)	Grade: Fair

⁷Based on Amandla Development School Survey carried out in 2025 in 8 high schools within Philippi.

⁸Systemic test results for 8 Philippi High schools for 2025 were used for this indicator

⁹Based on Amandla Development School Survey carried out in 8 high schools within Philippi in 2025.

¹⁰Based on Amandla Development School Survey carried out in 8 high schools within Philippi in 2025.

OUTCOME SIX: BEING EMPLOYED

SUB-OUTCOME 6.1: INCOME AND EDUCATION COMPLETION¹³

INDICATOR	SCORE	RANGE AND COMPARABLE BENCHMARK	WEIGHTING
% of households who earn below R4 953 (2023 prices) ¹⁴	39% (up by 2.0%)	Range: 0 -100%	1/3
% of the labour force which is employed ¹⁵	40.6% (down by 0.5%)	Range: 0-100% Less Than Matric =55.9% Matric =34.5% Graduates =13% Other Tertiary = 6.9%	1/3
% of people who have completed grade 12 or higher	37.6% (unchanged) ¹⁶	Range: 0 -100%	1/3
Average:	39.1% (up by 0.5%)	Range: 0 -100%	Overall outcome area: 1

OUTCOME SIX: BECOMING EMPLOYED	
Total: 39.1% (up by 0.5%)	Grade: Needs Improvement

¹¹ The % of grade 12s who wrote matric is 79% of the number of learners who were present in grade 9 for 2022 . This is calculated by dividing the number of learners (after grade 9 drop out of 21% for 2025) by the total number of learners who sat for matric in 2025.

¹² <https://www.statssa.gov.za/?p=18083>

¹³ <https://tradingeconomics.com/south-africa/employment-rate>

¹⁴ <https://www.labour.gov.za/DocumentCenter/Reports/Annual%20Reports/National%20Minimum%20Wage%20Report/2023/National%20Minimum%20Wage%20Report%202023.pdf>

¹⁵ <https://tradingeconomics.com/south-africa/employment-rate>.

¹⁶ Stats SA. GHS 2025 will only be released in May 2026.