

# **PUBLIC SERVICE EXCELLENCE AWARD 2017**

## **ENTRY FORM**

**Theme:**

*“Fostering creativity and innovation  
to better respond to citizens’ needs”*

# PUBLIC SERVICE EXCELLENCE AWARD 2017

## **INTRODUCTION**

The Public Service Excellence Award (PSEA) is one of the many tools used to drive the public service towards becoming a more dynamic, customer-centric and highly performing institution. It encourages team work and a culture of excellence across the public service.

Its overall objective is to recognise and reward meritorious efforts of Ministries/ Departments and their respective Section/Division/Unit which have strived and travelled the extra mile to improve public service delivery and customer satisfaction in a noticeable manner. It is also a reliable instrument to foster innovative management practices in public sector organisations.

## **THE THEME**

The theme chosen for the 2017 Edition of the PSEA is *“Fostering creativity and innovation to better respond to citizens’ needs”*. This theme is meant to give an added dimension to the ongoing effort of Government to enhance the quality of public service in line with Vision 2030 and the 3-Year Strategic Plan.

## **THE AWARD**

The best three submissions will receive the Gold, Silver and Bronze Awards in order of merit.

The Winners will also be offered cash prizes as follows:

**Gold Award : Rs 100,000**

**Silver Award : Rs 60,000**

**Bronze Award : Rs 40,000**

## **ELIGIBILITY**

All Ministries/Departments or Divisions/Units are eligible to participate in the Award.

**However, Grand Winners of the previous editions of the Award are not eligible for participation for the next two editions following the year of their award.**

## **ADJUDICATION**

A Panel of Jury will be set up to assess the submissions.

## **APPLICATION**

Applications should be submitted on the appropriate Form which is available on the website of this Ministry at <http://civilservice.govmu.org>. Information provided by participants should be factually correct, comprehensive and concise.

A hard copy, duly signed by a member of Senior Management, and a soft copy of the submission should reach this Ministry by **31 July 2018**, at latest, at the following address:

### **Administrative Reforms Division**

**Ministry of Civil Service and Administrative Reforms**

**Level 10, SICOM Building 2, Corner Chevreau & Rev Jean Lebrun Streets, Port Louis**

**Tel: 405 4100 (PABX) - Extension: 10224 / 10225**

**Fax: 211 5047**

**Email: [mcsa-ar@govmu.org](mailto:mcsa-ar@govmu.org)**

**Website: <http://civilservice.govmu.org>**

All submissions should be typewritten. **Handwritten or incomplete submissions will not be considered.**

**NOTES FOR GUIDANCE**

In their submission, organisations are required to bring forth their achievements for the past 12 months in terms of **“Best Practice”** (*as defined below*) and provide a substantive overview thereof so as to justify what qualifies them to be the potential winner of the Award. Organisations are encouraged to include written documentary evidence in support of their write-ups.

**Definition of a Best Practice**

A Best Practice is the implementation of a method/process/procedure/activity that has proven to work efficiently and effectively and produced remarkable results, and is, therefore, recommended as a model for other organisations to emulate.

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**Date of receipt of Entry Document:** ..... / ..... / .....

**Date of acknowledgement:** ..... / ..... / .....

# ENTRY FORM

## 1. PROFILE OF ORGANISATION

**Name of organisation** : Sebastopol SSS

**Address** : Pellegrin Sebastopol

**Full name (*Block Letters*) of Contact Person** : Mr SHOBHANUND JHAREE

**Post held by Contact Person** : RECTOR

**E-mail Address** : serector@govmu.org

**Telephone Number** : 4372787

**Contact address, if different from above** : same

**Name (*Block Letters*) and Signature of Senior Manager who validated the submission** : (*NAME*) JHAREE SHOBHANUND  
(*SIGNATURE*).....

**Telephone Number of the Senior Manager** : 4374917

**Title of the Best Practice** : IMPROVING SCHOOL PERFORMANCE

**Start date** : JANUARY 2017

## 2. AREAS OF BEST PRACTICE

Organisations are requested to submit a well-defined Best Practice that has contributed to make substantial changes/improvements in management practices inspired by a combination of any of the ten pillars below. (*Pillars concerned by the practice must be selected from the list below*)

<input checked="" type="checkbox"/>	<p><b>Growth and Development</b>  <i>Public Sector business, programme and service delivery solutions that facilitate the inclusion of social and economic growth, keeping pace with the way society is evolving and are reflective of the diverse Nation we serve.</i></p>
<input checked="" type="checkbox"/>	<p><b>Business Transformation</b>  <i>Anticipation and responsiveness to the evolving client needs through modernisation and business transformation including the efficient use of resources and effort in developing a new workplace, culture and ethos.</i></p>
<input checked="" type="checkbox"/>	<p><b>Innovation and Acceleration</b>  <i>Making use of science, research, technology, innovation, institutional knowledge, data analytics, smart practices, shared information and knowledge for ideas generation and concept mapping.</i></p>
<input checked="" type="checkbox"/>	<p><b>Digital Transformation</b>  <i>Making use of technology, E-platforms (such as e-procurement, etc), tools and applications as an accelerator for improved quality service, efficiency, productivity, performance and results.</i></p>
<input type="checkbox"/>	<p><b>Smart Process</b>  <i>Making use of objective-oriented systems to simplify and automate business processes to be forward-thinking, rapid, responsive and efficient.</i></p>
<input type="checkbox"/>	<p><b>Strong Governance and Institutional arrangements</b>  <i>Ensuring that the right oversight and guidance for good governance, compliance, ethics, integrity, transparency, accountability, legal, operational and performance frameworks are in place.</i></p>
<input checked="" type="checkbox"/>	<p><b>Performance</b>  <i>Ensuring greater coordination and clarity of objectives, goals, roles and responsibilities and performance outcomes and providing the right tools, resources equipment and physical environment to enhance efficiency, productivity and employee commitment and motivation.</i></p>
<input checked="" type="checkbox"/>	<p><b>Capacity Building and Capability Development</b>  <i>Developing capacity, capability and learning to ensure that employees are continuously adopting and developing new skills, capabilities and technical/behavioural competencies while giving high priority to digital skills.</i></p>
<input checked="" type="checkbox"/>	<p><b>Implementation</b>  <i>Planning, design and implementation of projects, programmes and priorities are integrated so that the right people, funding, resources, logistics, infrastructure are in place and there is a shared ownership of outcomes.</i></p>
<input checked="" type="checkbox"/>	<p><b>Customer Satisfaction: The Bottom line</b>  <i>Improvement in customer experience and making public services efficient, transparent and equitable based on consultation and feedback from clients. The public and clients are at the heart of policy development, programmes, services and actions.</i></p>

### 3. EXECUTIVE SUMMARY

#### 3.1 Provide an executive summary of the Best Practice successfully implemented by your organisation. (Not more than 300 words)

The school has been able to motivate all the staff members to work as a team and come up with simple yet innovative measures which have broken the trend of decreasing pass rate at SC level since 2010 and attain an **increase** in pass rate of 93 % in 2017 compared to that in 2016.

This achievement had a great impact on the existence of the school itself as there was a threat of an eventual possibility of its closure because of its low population and very low demand for admission in form one. Also, the number of students in Lower six was becoming very low and the school reached a point where it would not have any HSC students.

The innovative measures were:

- **Introduction of a mentoring programme**

From a survey carried out it was found that the parents of many students of the school did not have adequate educational background to properly counsel their wards. In order to palliate the absence of parental guidance educators volunteered to act as mentors.

- **Introduction of access card programme for repeaters**

Repeaters were encouraged to enter for only 7 subjects. This would reduce their workload and increase their focus. They were given an **access card** to follow a form 4 class in subjects of difficulty or to be monitored by a teacher who is free or working in upper forms during their free periods.

- **Conversion of activity periods into remedial classes**

This helped to increase teacher- student contact time.

- **Introduction of a student Motivation programme**

Many students did not have any ambition, so motivational talks and videos boost their morale.

- **Revisiting the pedagogical approach from teacher centered to goal oriented**

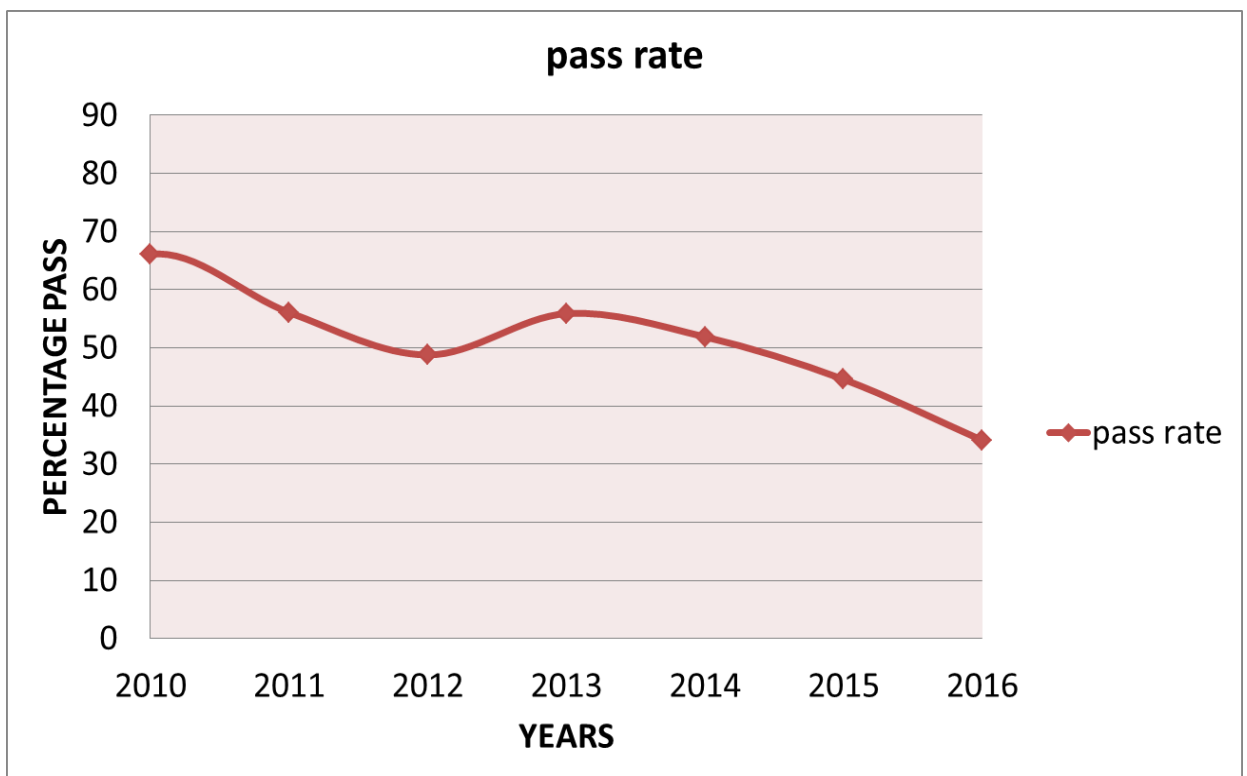
Repeated problem solving and exam type questions developed self-confidence in students.

- Reinventing departmental meetings
- Monitoring Assessment marks
- Effective Time management

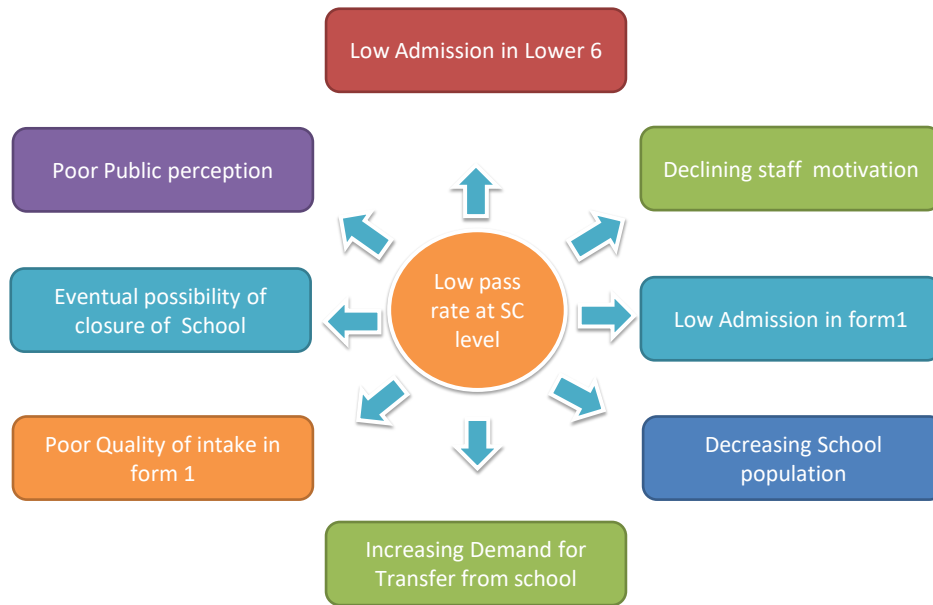
#### 4. MOTIVATION FOR THE ADOPTION OF THE BEST PRACTICE

##### 4.1 What were the problem areas faced by the organisation and how were beneficiaries affected? (Not more than 300 words)

The pass rate at SC level has been decreasing continuously and reached 34.09 % in 2016. The school was the least performing SSS in the region.



## IMPACT OF THE PROBLEM



This situation gave a feeling of low self-esteem for both the staff and students. The majority of educators felt demotivated when they were transferred to Sebastopol SSS and considered it as a punitive transfer.

**4.2 Describe the plan or strategy adopted to address the problem areas using the ten pillars at Section 2. List down and describe the main elements of the plan or strategy, focusing especially, on their innovative feature(s) and the expected or intended effects. (Not more than 500 words)**

A problem solving strategy was developed where the whole staff from cleaners to rector had an important role to play.

*1. Communication of the vision and mission of the organisation to parents as well as the whole Sebastopol SSS family and get them all on Board.*



## VISION

TO MAKE OUR SCHOOL A CENTER OF EXCELLENCE IN EDUCATION.



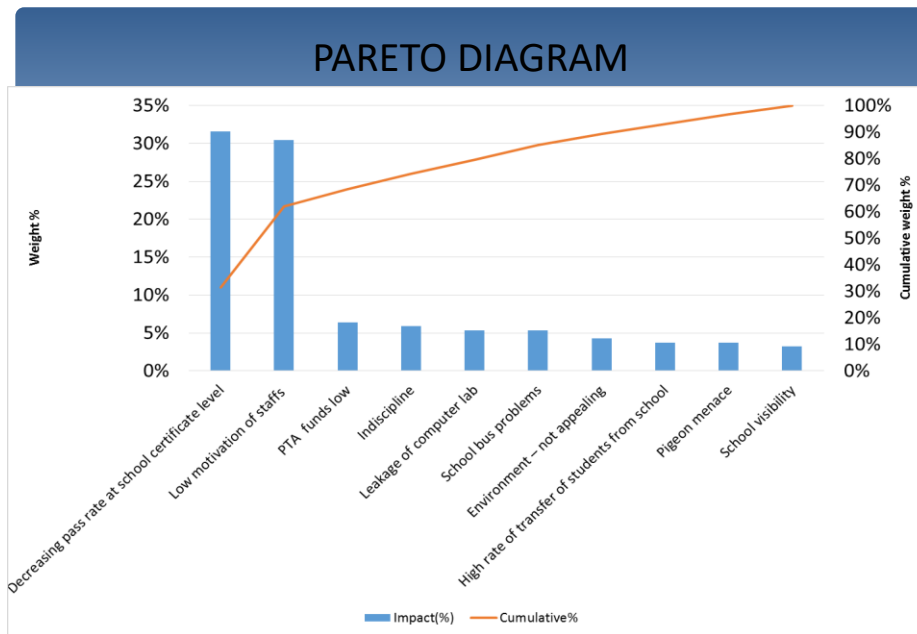
## MISSION

TO ENCOURAGE STUDENTS OF ALL ABILITIES TO ACHIEVE THEIR BEST IN BOTH ACADEMIC AND EXTRA-CURRICULAR ACTIVITIES.



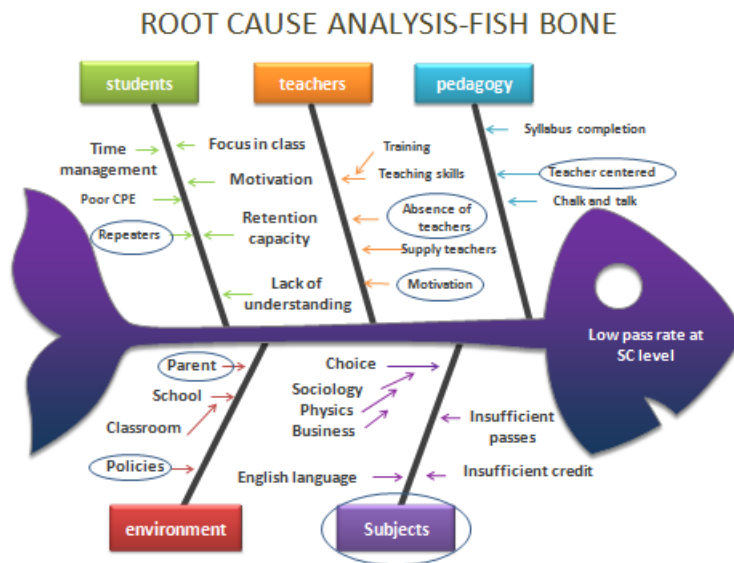
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### *2. Analysis of the impact of problem*



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### 3. Finding the root cause of the problem



There are many factors which contribute to the current state and the main actors are students, teachers, pedagogy, environment and the subjects.

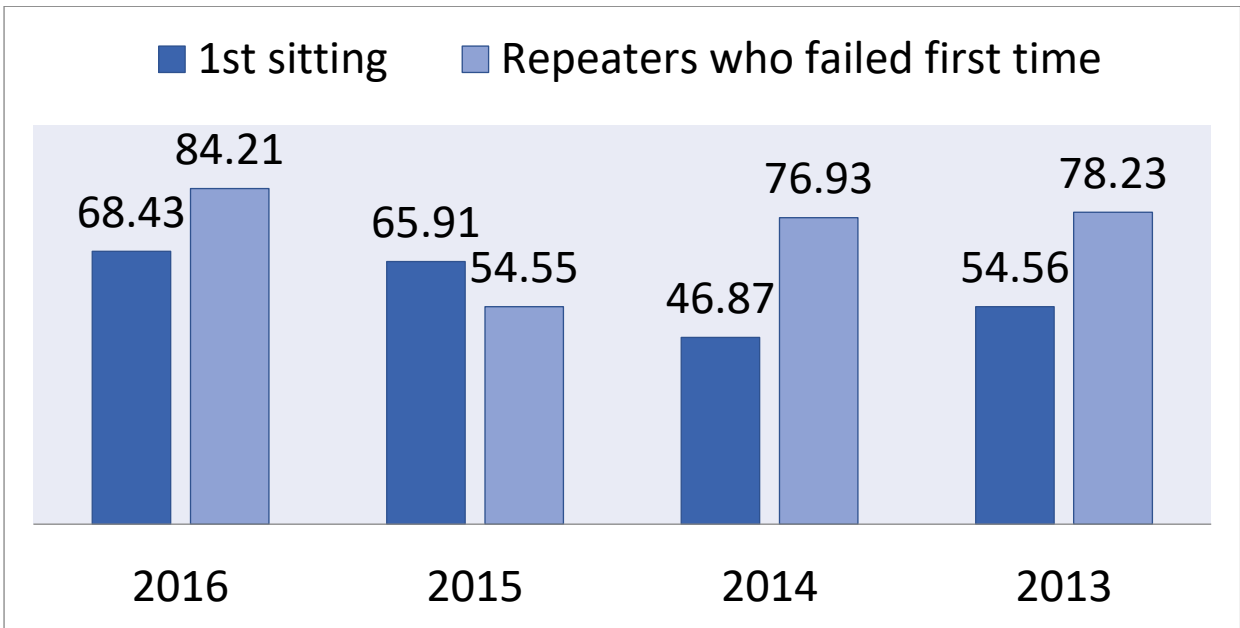
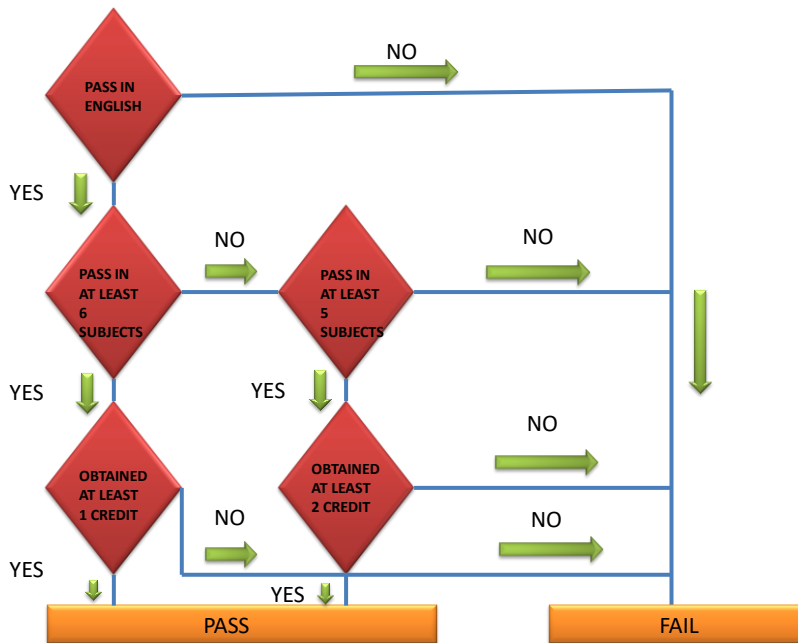


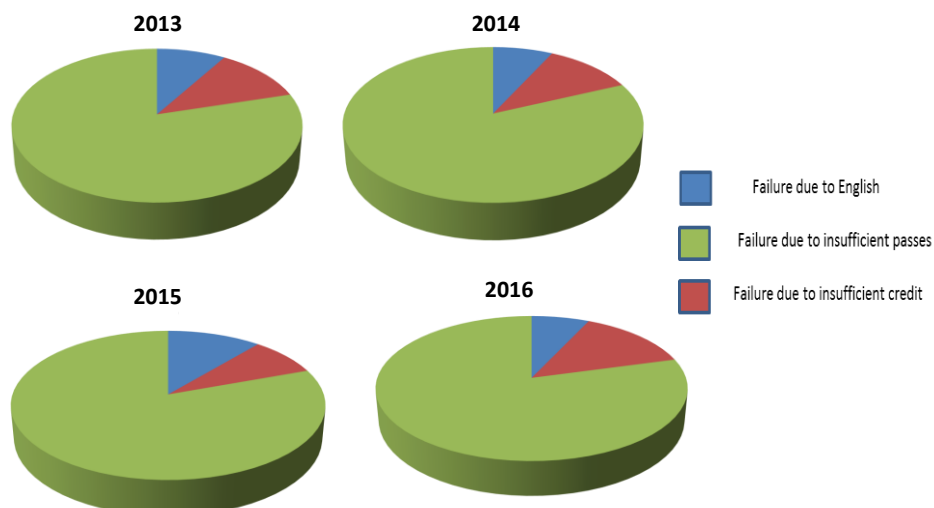
Figure showing the PERCENTAGE FAILURE FOR EACH group

**Observation :** The Majority of students who failed during their 1<sup>st</sup> attempt failed again in their 2<sup>nd</sup> attempt. Therefore ,improving the performance of repeaters could have a great impact on the pass rate at SC level.

WHAT ARE THE CRITERIA FOR PASSING AT SC LEVEL?



## ANALYSIS OF CRITERIA FOR PASSING SC



- The majority of students failed SC because they could not pass in sufficient number of subjects.
- We needed to focus on the subjects where the failure rate was high.

### What were the subjects with high rate of failure?

#### ANALYSIS OF PASS RATE BY SUBJECTS

sn	FORM 5	2013	2014	2015	2016
1	English	86	89	77	73
2	French	69	64	66	39
3	Mathematics	66	55	58	74
4	Additional Mathematics	44	38	39	54
5	Biology	86	60	75	50
6	Chemistry	86	50	50	80
7	Physics	55	44	28	47
8	Business Studies	38	36	21	11
9	Economics	48	35	40	55
10	Accounts	63	57	31	64
11	Design & Communication	93	92	83	89
12	Art	100	100	95	100
13	Computer	83	63	32	50
14	Sociology	34	56		37
15	Islamic Studies	-	50	100	100
16	Hindi	75	83	100	86
17	Urdu	100	100	100	-
18	Literature in French	40	43	25	33
19	Literature in English	75	100	40	100
20	Hinduism	78	71	100	100
21	Enterprise education	-	-	-	-
22	Travel and Tourism	-	-	-	-

The **myth** that many students failed because they could not pass in English was discovered. The real cause was identified to be that there were quite a number of departments where the results

have been consistently low for several years. Therefore, there was a dire need to channel our energy towards these hidden contributors.

4. Training of staff

5. The Plan, Do, Check, Act Approach was learned and adopted by staff members

## 5. METHODOLOGY

### 5.1 What were the quantitative and/or qualitative targets or key performance indicators that were set for the implementation of the Best Practice? (Not more than 300 words)

Based on previous years data, it was observed that a high percentage of students who failed in the first sitting failed again in their second attempt. Also, the failure rate in the first attempt was very high.

The current situation for the 2017 cohort was as shown in the table below:

2017	1 <sup>st</sup> sitting	Repeaters		Lower six 2 <sup>nd</sup> sitting	Total
		Who failed first trial	Who passed first trial but not promoted		
No. of students	21	12	4	1	38
No. of students who might pass at that time	5	3	4	1	13

The prediction was based on previous data and assessment marks. It was found that the pass rate for 2017 would again be around 34%.

Using SMART method, the targets were set as:

- Break the trend of decreasing pass rate at SC level.
- Attain a pass rate of at least 50% for the cohort of 2017 by increasing the number of students passing at First Sitting by at least 2 and number of repeaters by at least 4.

**5.2 (i) Describe in details the involvement of employees and, if any, other stakeholders in the identification of the problem areas. (Not more than 300 words)**

The persons involved in the different areas of problem identification were:

- All heads of departments(educators)
  - Brainstorming
  - Categorisation into two groups
  - Rating using criteria
  - Pareto analysis
- Senior Educator
  - Quantitative analysis of results
- Quality Assurance Officers(ministry)
  - Qualitative analysis of results
- Parents
  - contextual analysis ( of students)
- Students
  - Need analysis( what was required to promote performance?)

**(ii) How far were employees and, if any, other stakeholders involved in problem solving and decision making? (Not more than 300 words)**

The persons involved in problem solving were:

- Members of pedagogical committee(educators)
  - Brainstorming for solutions
- Senior Educator
  - Action Planning and Scheduling
- Quality Assurance Officers(ministry)
  - Guidance on improving teaching skills
- Executive members of Parent Teachers Association
  - Decision making and funding of projects
- Prefects and Student Council members
  - Sensitise and got the buy in of all students about the decisions of the administration

**5.3 How was team work and team spirit fostered to achieve objectives? (Not more than 300 words)**

- Communication about the urgency of the problem and how important each and every member of the staff was for the success of the project.
- Distributed leadership - Each task was headed by a member of the senior management team.
- Fair allocation of tasks among team members
- Regular meetings
- Celebration of small successes
- Creation of Whatsapp group to socialise among team members and also facilitate interactions

**5.4 What were the measures taken to ensure that resources were used optimally? (Not more than 300 words)**

- Brainstormed to identify all necessary resources ( mainly people , time , teaching materials and funds)
- Carried out a survey to find out resources already available
- Planned usage of resources for maximum productivity
- Time management (Scheduled assessments, additional working periods for French, remedial works during activity periods, special time table for Form V students during third term)
- Distributed resources according to requirements in different sections
- Regular monitoring of usage of resources
- Analysed performance to ensure that resources are used efficiently

## **6. IMPLEMENTATION OF THE BEST PRACTICE**

**6.1 Explain how the Best Practice was implemented. (Not more than 300 words)**  
**Among other measures implemented:**

- To enhance learning: training sessions for the staff were held at the seat of the school at two levels:
  - in-house training where good practices were shared by colleagues in connection with class management and pedagogical issues.
  - Out-source training : by M.I.E Officers who trained Teachers on use of interactive board (Sankoré).

- Mentoring of students: individual follow-up of students by one staff member through informal meetings, by providing guidance and moral support.
- Access card issue: Repeaters who dropped the 8<sup>th</sup> subject were given access in an ongoing parallel class in their option subject.
- Remedial classes: A remedial plan was scheduled where additional classes were obtained by using Activity periods
- Increase Teacher/student interaction: splitting of class for core subjects (Maths, English, French) which were parallel in the time-table by two different Teachers.

## **6.2 How were obstacles/bottlenecks resolved? (Not more than 300 words)**

Taking on board all stakeholders was a challenge which was not unsurmountable.

- Extra periods were allocated in the time-table for French class using form period and library periods so that students gain more exposure to the language.
- Meeting of Rector with individual students with borderline achievement where consultation focused on motivating them to improve.
- For parents to get more involved and provide support ( a big weakness at the school) , individual assessment schedules were sent to parents for each assessment period for all subjects.
- As P.T.A fund is limited, sponsorship was provided by SG Financial Services which donated a Printer/ink and paper which were used for giving handouts to students to gain more time in learning instead of copying notes and photocopies made to have more drilling of exercises in school rather than homework so as to have a close monitoring

## **6.3 State specifically how the health and safety issues and environment-friendly concepts were taken on board while implementing the Best Practice. (Not more than 300 words)**

Upgrading of the school environment:

- Painting of the school with the help of Zone 2, M.O.E
- Conversion of classroom into an audio-visual room and another classroom with the interactive board
- Mounting of a shelter (with the help of Sponsors) over an area where most students converge to and which is also used for holding school assembly meetings as school is situated in an area with frequent rainfall



- Cleaning / pressure washing of area most used by students with the involvement of all stakeholders to avoid slippery areas

**6.4 Explain the monitoring and feedback process during the implementation of the Best Practice.** *(Not more than 300 words)*

After each assessment , an analysis of performance was carried out and dedicated departmental meetings with Rector were scheduled in which consultation was focused on individual performance of students and remedial measures to be implemented for close monitoring.

**6.5 Name at least two risk factors that arose in implementing the Best Practice and explain those factors and/or risks briefly.** *(Not more than 200 words)*

- Resistance of staffs and union members to carry out mentoring program
- Conversion of activity periods into remedial work, thereby going against ministries policy
- Requesting students to enrol for only 7 subjects instead of 8 subjects
- Risk of students not attending classes in Access Card program and loitering around or be indulged in undesirable and unproductive activities. This could result in safety issues when students are unattended.

## **7. EVALUATION OF THE BEST PRACTICE**

**7.1 Explain how was the evaluation of the impact of the Best Practice conducted?** *(Not more than 300 words)*

- 2 assessments were carried out to monitor performance during second term
- 1 Mock exam was conducted
- 1 additional assessment was given just before exams during the third term.

All these evaluations were conducted under exams conditions and the marks were recorded in mark sheets . These were analysed during dedicated departmental meetings and remedial actions were proposed and implemented.

**7.2 Describe the impact of the Best Practice on the level of services provided to key customers and on the environment, society.** *(Not more than 300 words) (Please provide data by comparing targets v/s actual performance, before-and-after indicators, and/or other types of statistics or measurements)*

### **RESULT OF ACCESS CARD FOR FORM 5 REPEATERS**

- There were 16 repeaters in all and among them 10 were in the access card programme.
- 8 out of the 10 students passed SC.
- A percentage of 80 % success.
- It is to be noted that among the subjects given for access card only French language did not show any improvement in the result.
- All the remaining subjects like Maths, DC, Accounts, Travel and Tourism and Hinduism show considerable improvements.

### **RESULT OF SPECIAL MONITORING OF FORM 5 REPEATERS**

- Out of 12 students who failed first time 9 students were able to pass
- A percentage of 75 % success.

### **RESULT FOR MENTORING**

- 11 students among the First sitting passed as compared to the predicted 7 students

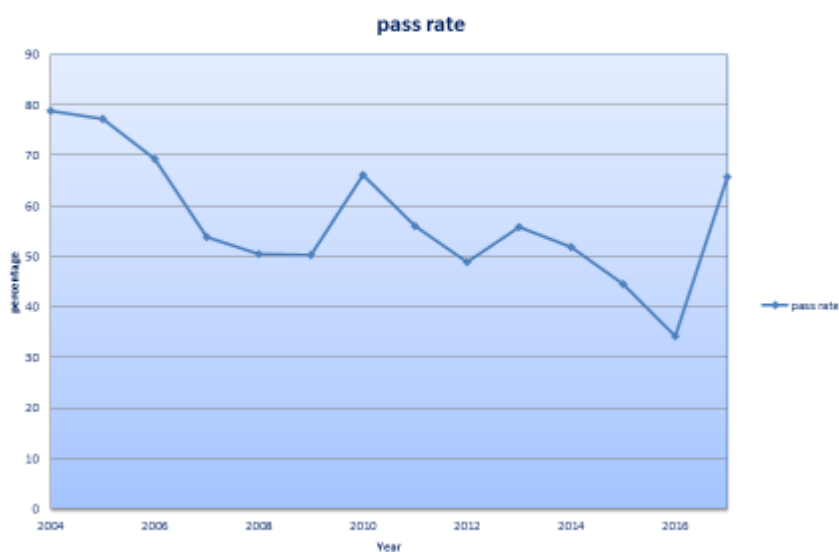
### **RESULT OF DEDICATED DEPARTMENTAL MEETINGS AND MONITORING CONTINUOUS ASSESSMENT**

Net improvement in almost all subjects. Further details are given in table below.

RESULT OF DEDICATED DEPARTMENTAL MEETINGS AND MONITORING CONTINUOUS ASSESSMENT MARKS

sn	FORM 5	2013	2014	2015	2016	2017
1	English	86	89	77	73	78.95
2	French	69	64	66	50	57.89
3	Mathematics	66	55	58	74	78.95
4	Additional Mathematics	50	55	50	54	91.67
5	Biology	86	60	75	50	50
6	Chemistry	86	50	50	80	50
7	Physics	55	44	58	40	72.73
8	Business Studies	50	50	40	40	58.82
9	Economics	40	50	40	55	75
10	Accounts	63	57	50	64	90.48
11	Design & Communication	93	92	83	89	85.71
12	Art	100	100	95	100	100
13	Computer	83	63	50	50	73.91
14	Sociology	50	56	40	50	66.67
15	Islamic Studies	-	50	100	100	-
16	Hindi	75	83	100	86	100
17	Urdu	100	100	100	-	100
18	Literature in French	40	40	50	50	66.67
19	Literature in English	75	100	40	100	-
20	Hinduism	78	71	100	100	100
21	Enterprise education	-	-	-	-	100
22	Travel and Tourism	-	-	-	-	87.50

RESULT TREND AT SCHOOL LEVEL



## RESULT TREND AT NATIONAL LEVEL

year	Rank at National level among all schools( total of 165 )
2012	132
2013	119
2014	133
2015	127
2016	143
2017	83

### Intangible Benefits

- Improvement of self esteem of both students and teachers
- Boosting of the Morale
- Public perception

### Tangible Benefits

- Was able to maintain being an HSC school as lower six students were available
- Was able to reduce transfer rate from the school as the number of students admitted to grade 7 increased from 23 in 2017 to 72 in 2018
- School population started to increase

### Results

- The School certificate result improved from 34 % in 2016 to 65.79 % in 2017
- The number of students admitted to grade 7 increase from 23 in 2017 to 72 in 2018

The pictures below show the results of the boost of morale of the staff in improving the school environment to further increase its conduciveness for teaching and learning to take place more effectively.

## SPINOFF



## SPINOFF



## 8. REPLICATION TO OTHER ORGANISATION

### 8.1 How can the Best Practice be replicated to other organisations? *(Not more than 200 words)*

Sebastopol SSS was among the least performing state secondary schools in Mauritius. The Best Practice can be replicated to all the low performing schools to improve their performance by implementing the measures described in this project. The involvement

of the ministry is crucial so as to make available all required data at a central level for easy accessibility.

**8.2 Based on your organisation's experience, name up to three factors which you consider as indispensable to replicate the Best Practice. (Not more than 200 words)**

- Buy in of all stakeholders
- Commitment of the students for improvement
- Support from zone directorate and ministry