## MINOR EDITS TO THE TECHNICAL INDICATOR DESCRIPTIONS FOR 2017/18 ANNUAL PERFORMANCE PLAN

### PROGRAMME 1: ADMINISTRATION

<table>
<thead>
<tr>
<th>Indicator details</th>
<th>1.1.1 Percentage of Service providers within the procurement unit paid within 30 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short definition</td>
<td>Service providers within the procurement unit are referred to as suppliers for goods and services, e.g. stationery, printing, repairs. The 30 days will be calculated from the date of receipt of invoice.</td>
</tr>
<tr>
<td>Purpose/Importance</td>
<td>It is the contribution of the Department in growing the economy of the country through State Departments supporting SMMEs.</td>
</tr>
</tbody>
</table>
| Source/Collection of data | • Data sourced from the Basic Accounting System (BAS) system on a monthly basis will be drawn and compiled into a quarterly report with invoices received and invoices paid.  
• An accrual report will also be drawn when invoices are not paid  
• Records of all invoices received by the procurement unit. |
| Method of calculation | Total number of service providers’ invoices paid within 30 days/  
Total number of service providers’ invoices received  
X100 |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative: The quarters will be reported independently |
| Reporting cycle | Quarterly |
| New indicator | No |
| Desired performance | All invoices received and paid within 30 days |
| Indicator responsibility | Branch A: Directorate: Logistical Services |

### Indicator details 1.1.2 Percentage of misconduct cases resolved within 90 days

| Short definition | The indicator measures the misconduct cases received by the Department and those resolved within 90 days as stipulated. The 90 days prescribed period is not provided for in the legislation except the 60 days period prescribed for precautionary suspension plus the 30 days extension which could be given by the Presiding Officer in terms of the Collection Agreement 1 of 2003 Clause 7.2(a) as well SMS Handbook, Chapter 7 clause 2.7.(2)(b) Where employees are put on precautionary suspension, misconduct cases should be finalised within the prescribed timeframe. This enables the affected parties to account for their conduct promptly. |
| Purpose/Importance | To ensure consequence management as well as the serving of justice within the prescribed period |
| Source/collection of data | • Number of formal cases submitted by line managers to the Directorate: Labour Relations to initiate/institute a disciplinary process.  
• A list of those cases resolved by the Directorate: Labour Relations |
| Method of calculation | Total number of misconduct cases finalised within the 90 days period/  
Total number of formal misconduct cases received  
X100 |
<p>| Data limitations | Postponements of cases have a negative impact on compliance with the timeframe. |
| Type of indicator | Output |
| Calculation type | Cumulative: Year End |
| Reporting cycle | Annually |
| New indicator | No |
| Desired performance | All disciplinary cases should be finalised within the specified period on 90 days |
| Indicator responsibility | DDG: Branch A Directorate: Labour Relations |</p>
<table>
<thead>
<tr>
<th>Indicator details</th>
<th>1.1.3 Percentage of Grievance cases resolved in resolved within 30 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short definition</td>
<td>The Department adheres to the Guidelines on the Management of Grievances in the Public Services which provides that employee concerns and complaints should be resolved within 30 days after being reported to the Designated Employee.</td>
</tr>
<tr>
<td>Purpose/importance</td>
<td>To ensure sound human relations and avoid extended disgruntlement among employees in the work place.</td>
</tr>
<tr>
<td>Source/collection of data</td>
<td>• A list of formal grievances submitted by officials to the Directorate: Labour Relations. • The list of grievance cases resolved by the Directorate Labour Relations</td>
</tr>
<tr>
<td>Method of calculation</td>
<td>Total number of grievance cases finalised within the 30 days period/ Total number of formal grievance cases received X100</td>
</tr>
<tr>
<td>Data limitations</td>
<td>Some of the solutions sought by the aggrieved employees are unattainable and such grievances are not resolved in the manner prescribed by the procedure manual.</td>
</tr>
<tr>
<td>Type of indicator</td>
<td>Output</td>
</tr>
<tr>
<td>Calculation type</td>
<td>Cumulative: Year End</td>
</tr>
<tr>
<td>Reporting cycle</td>
<td>Annually</td>
</tr>
<tr>
<td>New indicator</td>
<td>No</td>
</tr>
<tr>
<td>Desired performance</td>
<td>Reduction of the number of grievances and that all reported grievances are finalised within the specified period of 30 days.</td>
</tr>
<tr>
<td>Indicator responsibility</td>
<td>DDG: Branch A Directorate: Labour Relations</td>
</tr>
</tbody>
</table>
## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

### 2.1.1 Number of off-line digital content packaged and distributed to provinces

**Short definition**

Digital content resources are curriculum aligned and enrichment electronic Learning and Teaching Support Material (e-LTSM) consisting of workbooks, textbooks, resource material for grade R, video lessons, study guides and other learning materials. The digital content is stored on electronic storage devices such as USB, DVD/CDs and external Hard Drives. It is packaged into ‘packs’ according to content format, type, subjects, grades and phases on DVD/CD. The DBE distributes the digital content packs to provinces, districts, schools and other stakeholders. The offline digital content on the packs is accessed by users without using internet, hence referred to as ‘offline’. The following 12 content packs will be packaged and distributed once-off to the 9 provinces:

1. Grade R Resource Pack
2. Grade R – 7 Worksheets
3. Grade 4 – 6 Natural Science & Technology textbooks
4. Grade 7 – 9 Technology textbooks
5. Grade 7 – 9 Natural Science textbooks
6. Grade 7 – 9 Mathematics textbooks
7. Grade 10 – 12 Mathematics textbooks
8. Grade 10 – 12 Physical Science textbooks
9. Grade 10 – 12 Study Guides
10. Grade 10 - 11 Technical Maths Learner Book & Teacher Guide
11. Grade 10 Life Science Textbook
12. Microsoft Kids Encarta 2008

**Purpose/Importance**

To provide additional LTSM in digital format

**Source/Collection of data**

- Signed distribution register/Delivery note.
- Copies of offline content packs delivered to provinces

**Method of calculation**

Count the number of packages distributed once-off to the 9 provinces

**Data limitations**

None

**Type of indicator**

Output

**Calculation type**

Cumulative: Year End

**Reporting cycle**

Annually

**New indicator**

No

**Desired performance**

All public schools to have access to digital content resources.

**Indicator responsibility**

Branch C: Directorate: ICT

### 2.1.2 Number of schools per province monitored for provisioning of ICT resources

**Short definition**

To monitor all the nine provinces on the provisioning of ICT resources in schools. The monitoring will include a visit to the provincial office and to three identified schools in the province. Three schools in each province will be drawn from ongoing ICT projects.

**Purpose/Importance**

To determine how far provinces are in ICT resourcing.

**Source/Collection of data**

- Completed monitoring instrument completed by provincial offices and schools.
- Monitoring consolidated status report

**Method of calculation**

Count the number of schools monitored

**Data limitations**

None

**Type of indicator**

Output

**Calculation type**

Cumulative: Year End

**Reporting cycle**

Quarterly

**New indicator**

No

**Desired performance**

All schools have access to ICT resources.

**Indicator responsibility**

Branch C: Directorate: ICT
<table>
<thead>
<tr>
<th>Indicator details</th>
<th>2.1.3 Number of off-line digital content resources developed annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short definition</td>
<td>This refers to the state-owned curriculum-aligned textbooks developed by the DBE through partnerships with the private sector. The textbook development process entails authoring of the content material by a team of writers, screening and quality assurance of the authored content by provincial and DBE curriculum specialists. The print-ready Pdf files are then converted into e-textbooks/e-books/e-pubs that are packaged onto CD/DVD for distribution to provinces.</td>
</tr>
<tr>
<td>Purpose/Importance</td>
<td>To create a pool of digital content resources for that can be used for teaching and learning in schools.</td>
</tr>
<tr>
<td>Source/Collection of data</td>
<td>Developed content resources</td>
</tr>
<tr>
<td>Method of calculation</td>
<td>Count the number of titles of e-textbooks developed</td>
</tr>
<tr>
<td>Data limitations</td>
<td>None</td>
</tr>
<tr>
<td>Type of indicator</td>
<td>Output</td>
</tr>
<tr>
<td>Calculation type</td>
<td>Non-Cumulative</td>
</tr>
<tr>
<td>Reporting cycle</td>
<td>Annually</td>
</tr>
<tr>
<td>New indicator</td>
<td>No</td>
</tr>
<tr>
<td>Desired performance</td>
<td>All schools are provided with digital content.</td>
</tr>
<tr>
<td>Indicator responsibility</td>
<td>Branch C: Directorate ICT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator details</th>
<th>2.2.1 Percentage of public ordinary schools with Home Language workbooks for learners in Grades 1-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short definition</td>
<td>Public Schools refers to all public schools that have Grade 1-6. Percentage of public schools provided with Grades 1-6 Home Language workbooks. Grade 1-6 workbooks are produced and delivered as follows:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Delivery Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1 to 6</td>
<td>Home language</td>
<td>Volume 1 Oct-Nov 2017 Volume 2 Jan-Feb 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose/Importance</td>
<td>To improve languages outcomes in Grades 1 to 6.</td>
<td></td>
</tr>
<tr>
<td>Source/Collection of data</td>
<td>Approved copies of workbooks/ proof of deliveries.</td>
<td></td>
</tr>
<tr>
<td>Method of calculation</td>
<td>Total number of public ordinary schools provided with Grade 1-6 workbooks/ Total number of public ordinary schools that have ordered Grade 1-6 workbooks X100</td>
<td></td>
</tr>
<tr>
<td>Data limitations</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Type of indicator</td>
<td>Output</td>
<td></td>
</tr>
<tr>
<td>Calculation type</td>
<td>Non-cumulative: based on the time specified under short definition</td>
<td></td>
</tr>
<tr>
<td>Reporting cycle</td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>New indicator</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Desired performance</td>
<td>All public schools with Grades 1-6 have access to workbooks in the correct language.</td>
<td></td>
</tr>
<tr>
<td>Indicator responsibility</td>
<td>Branch C: Directorate: LTSM</td>
<td></td>
</tr>
</tbody>
</table>
**Indicator details**

### 2.2.2 Percentage of public ordinary schools with Mathematics workbooks for learners in Grades 1-9

**Short definition**
Public Ordinary Schools in this regard refers to all public schools that have Grade 1-9 only. Percentage of public schools provided with Grades 1–9 Mathematics workbooks. Grade 1-9 workbooks are produced and delivered are as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Delivery Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades 1 to 9 Mathematics</td>
<td>Volume 1 Oct-Nov 2017 Volume 2 Jan-Feb 2018</td>
</tr>
</tbody>
</table>

**Purpose/Importance**
To improve mathematical outcomes in Grades 1-9

**Source/Collection of data**
Approved copies of workbooks/proof of deliveries.

**Method of calculation**
Total number of public ordinary schools provided with Grade 1-9 workbooks/
Total number of public ordinary schools that have ordered Grade 1-9 workbooks

X100

**Data limitations**
None

**Type of indicator**
Output

**Calculation type**
Non-cumulative: based on the time specified under short definition

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
All public schools with Grades 1–9 have access to workbooks.

**Indicator responsibility**
Branch C: Directorate: LTS

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### 2.2.3 Percentage public schools provided with workbooks for Grade R

**Short definition**
Public Schools refer to all public schools that have Grade R only.
The percentage of qualifying public schools that are provided with Grade R workbooks. Qualifying public schools refers to public ordinary primary schools that offer Grade R. Grade R workbooks are produced and delivered as Volume 1-4 as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Description</th>
<th>Delivery Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade R</td>
<td>Book 1</td>
<td>Oct-Nov 2017</td>
</tr>
<tr>
<td></td>
<td>Book 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Book 3</td>
<td>Jan-Feb 2018</td>
</tr>
<tr>
<td></td>
<td>Book 4</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose/Importance**
Workbooks are aimed at improving reading and literacy outcomes in Grade R

**Source/Collection of data**
Approved copies of workbooks/proof of deliveries.

**Method of calculation**
Total number of public ordinary schools provided with Grade R workbooks/
Total number of public ordinary schools that have ordered Grade R workbooks

X100

**Data limitations**
None

**Type of indicator**
Output

**Calculation type**
Non-Cumulative: based on the time specified under short definition.

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
All public schools with Grade R have access to workbooks.

**Indicator responsibility**
Branch C: Directorate: LTS
### Indicator details

**2.3.1 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)**

**Short definition**

EGRA is a diagnostic reading assessment that is aimed at improving reading proficiency levels in the early grades. The schools to be monitored are selected from those performing below 50% in the 2013 ANA results. The monitoring will focus on Grades 1-3 classes. Monitoring will be done through school visits and desk-top monitoring. 25 Schools visits will be conducted and 25 schools will be monitored using the desk-top monitoring method. The desk top monitoring will entail emailing the monitoring instrument to the schools. District offices will verify the information submitted by completing the relevant sections on the evaluation tool during their school visits. Provincial subject specialists will further verify the information submitted by the district offices and submit to the DBE.

**Purpose/Importance**

The EGRA is aimed at improving reading and literacy outcomes in Grades R to 9.

**Source/Collection of data**

Completed Monitoring tool

**Method of calculation**

Count the number of schools monitored

**Data limitations**

Some of the data is dependent on information from provinces which we cannot confirm the accuracy thereof.

**Type of indicator**

Output

**Calculation type**

Cumulative: Year End

**Reporting cycle**

Bi-annually

**New indicator**

No

**Desired performance**

To improve reading proficiency levels in public schools. To achieve the targets in the Action Plan towards 2019

**Indicator responsibility**

Branch C: Directorate: GET

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### Indicator details

**2.3.2 Number of schools monitored on the implementation of the reading norms**

**Short definition**

This refers to the number of public ordinary schools that offer Grade R-9 monitored on Reading Norms. These are standardised benchmarks for reading and writing that are aligned to curriculum for Home Language and First Additional Language for Grades R to 9. School visits and desk-top monitoring will be used to monitor the implementation of the reading norms. 10 School visits will be conducted and 10 schools will be evaluated using the desk-top monitoring method. The desk top monitoring will entail emailing the monitoring instrument to the schools. District offices will verify the information submitted by completing the relevant sections on the evaluation tool during their school visits. Provincial subject specialists will further verify the information submitted by the district offices and submit to the DBE.

**Purpose/Importance**

Reading norms are aimed at improving reading and literacy outcomes in Grades R to 9.

**Source/Collection of data**

Completed Monitoring tool

**Method of calculation**

Count the number of schools monitored

**Data limitations**

Some of the data is dependent on information from provinces which we cannot confirm the accuracy thereof.

**Type of indicator**

Output

**Calculation type**

Cumulative: Year End

**Reporting cycle**

Annually

**New indicator**

No

**Desired performance**

To improve reading proficiency levels in public schools. To achieve the targets in the Action Plan towards 2019

**Indicator responsibility**

Branch C: Directorate: GET
<table>
<thead>
<tr>
<th>Indicator details</th>
<th>2.3.3 Number of schools monitored on the implementation of the Incremental Introduction to African languages nationally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short definition</td>
<td>The IIAL strategy is aimed at promoting the utilisation of previously marginalised African languages in all public schools in Grades 1-9 currently not offering a previously marginalized African Language. School visits and desk-top monitoring will be used. 10 School visits will be conducted and 10 schools will be evaluated using the desk-top monitoring method. The desk top monitoring will entail emailing the monitoring instrument to the schools. District offices will verify the information submitted by completing the relevant sections on the evaluation tool during their school visits. Provincial subject specialists will further verify the information submitted by the district offices and submit to the DBE.</td>
</tr>
<tr>
<td>Purpose/Importance</td>
<td>The IIAL is aimed at enhancing multilingualism and social cohesion.</td>
</tr>
<tr>
<td>Source/Collection of data</td>
<td>Completed Monitoring tool</td>
</tr>
<tr>
<td>Method of calculation</td>
<td>Count the number of schools monitored</td>
</tr>
<tr>
<td>Data limitations</td>
<td>Some of the data is dependent on information from provinces which we cannot confirm the accuracy thereof</td>
</tr>
<tr>
<td>Type of indicator</td>
<td>Output</td>
</tr>
<tr>
<td>Calculation type</td>
<td>Cumulative: Year End</td>
</tr>
<tr>
<td>Reporting cycle</td>
<td>Annually</td>
</tr>
<tr>
<td>New indicator</td>
<td>No</td>
</tr>
<tr>
<td>Desired performance</td>
<td>To achieve the targets in the Action Plan towards 2019</td>
</tr>
<tr>
<td>Indicator responsibility</td>
<td>Branch C: Directorate: GET</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator details</th>
<th>2.4.1 Mathematics, Science and Technology lesson plans developed for the Intermediate, Senior and FET Phases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short definition</td>
<td>Lessons plans are developed to assist teachers to align their teaching plans with the Learning and Teaching Support Material (LTS M) in Mathematics, Natural Sciences and Technology at Intermediate Phase, Technology at Senior Phase and Mathematics FET Phase. They assist the teacher in meeting the requirements of curriculum coverage in the following subjects and Grades: Mathematics Grade 4-6; Natural Sciences &amp; Technology – Grade 4-6, Technology Grade 7-9; and Mathematics – FET Phase: Grade 10-12</td>
</tr>
<tr>
<td>Purpose/Importance</td>
<td>To assist the teacher in meeting the requirements for curriculum coverage in Mathematics, Science and Technology at Intermediate, Senior and FET Phases.</td>
</tr>
<tr>
<td>Source/Collection of data</td>
<td>Lessons plans developed for Intermediate, Senior and FET Phases</td>
</tr>
<tr>
<td>Method of calculation</td>
<td>Count the number of lessons plans produced</td>
</tr>
<tr>
<td>Data limitations</td>
<td>None</td>
</tr>
<tr>
<td>Type of indicator</td>
<td>Output</td>
</tr>
<tr>
<td>Calculation type</td>
<td>Cumulative: Year End</td>
</tr>
<tr>
<td>Reporting cycle</td>
<td>Annually</td>
</tr>
<tr>
<td>New indicator</td>
<td>No</td>
</tr>
<tr>
<td>Desired performance</td>
<td>Improvement of learner performance in Mathematics, Natural Sciences and Technology</td>
</tr>
<tr>
<td>Indicator responsibility</td>
<td>Branch C: Directorate: MST</td>
</tr>
</tbody>
</table>
### 2.4.2 Mathematics Science and Technology teacher guides developed for the Intermediate, Senior FET Phases

**Short definition**
Teacher guides are documents that provide an additional resource explained at a higher and detailed level to better equip teachers to deliver on the subject content. For the period under review, teacher guides for the following Grades and Subjects will be produced:
- Mathematics Grades 4-6; Mathematics – Grades 10-12; Natural Sciences & Technology Grades 4-6; and Technology Grades 7-9.

**Purpose/Importance**
To improve teaching delivery so as to better learner performance in Mathematics, Science and Technology at Intermediate, Senior and FET Phases.

**Source/Collection of data**
Teacher guides developed for Intermediate, Senior Phase and FET Phases

**Method of calculation**
Count the number of teacher guides produced

**Data limitations**
None

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
Improvement of learner performance in Mathematics and Natural Sciences & Technology at Intermediate Phase, Technology at Senior Phase and Mathematics at Further Education Training (FET) Phase.

**Indicator responsibility**
Branch C: Directorate: MST

### 2.4.3 Number of Mathematics training sessions/workshops monitored

**Short definition**
To conduct the monitoring of the Mathematics training sessions to improve learning outcomes in the Senior Phase. A workshop is a session in training.

**Purpose/Importance**
To monitor the training sessions aimed at improving the teaching and learning of Mathematics in the Senior Phase.

**Source/Collection of data**
- Monitoring instruments
- Attendance registers of participants
- Proof of communication from the DBE to the PEDs

**Method of calculation**
Count the number of sessions/workshops monitored

**Data limitations**
None

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End

**Reporting cycle**
Bi-annually

**New indicator**
No

**Desired performance**
Improvement of Mathematics performance in Grade 8 and 9

**Indicator responsibility**
Branch C
### Indicator details: 2.4.4 Number of training centres of CAPS for Technical subjects visited during a training session

#### Short definition
Monitoring visits are conducted to assess the progress made with regards to the training manuals that were developed to assist training centre facilitators to conduct training during the CAPS training for Technical Schools in preparation for implementation of the new curriculum, Grade 11 in 2017.

#### Purpose/Importance
To improve teaching of technical subjects in schools

#### Source/Collection of data
Monitoring instruments, attendance registers of the training sessions

#### Method of calculation
Count the number of training sessions conducted

#### Data limitations
None

#### Type of indicator
Output

#### Calculation type
Cumulative: Year End

#### Reporting cycle
Bi-annually

#### New indicator
No

#### Desired performance
Improvement of implementation of the training for CAPS for Technical Schools

#### Indicator responsibility
Branch C

### Indicator details: 2.4.5 Number of schools visited for monitoring the implementation of the CAPS for Technical Schools

#### Short definition
The indicator refers to high schools/ secondary schools offering Grade 10-12 that will be visited for monitoring of the Implementation of the CAPS for Technical Schools. Monitoring visits are conducted to assess the progress made with regards to the implementation of the CAPS for Technical Schools and to institute improvement plans where applicable. A total of 27 schools will be visited per year.

#### Purpose/Importance
To assess the extent of implementation of the CAPS for Technical Schools at identified schools.

#### Source/Collection of data
- Monitoring instruments
- Copy of school log books for the visit
- List of all the schools visited per quarter.

#### Method of calculation
Count the number of actual visits conducted

#### Data limitations
None

#### Type of indicator
Output

#### Calculation type
Cumulative: Year End

#### Reporting cycle
Quarterly

#### New indicator
No

#### Desired performance
Improvement of implementation of the CAPS for Technical Schools.

#### Indicator responsibility
Branch C: Directorate: MST
<table>
<thead>
<tr>
<th>Indicator details</th>
<th>2.5.1 Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short definition</td>
<td>To measure the number of second chance learners registered on the examinations database and obtaining subject passes towards a NSC or extended SC by accessing resources from the Second Chance Matric Support which provides the following models of support: (i) Direct tuition, (ii) Radio and television broadcasting, (iii) Online Digital Programme (DBE Cloud and Vodacom E School) (iv) Print resources. These learners include: (i) supplementary learners (including those who did not meet the NSC requirements for Diploma or Degree pass) who will sit for the March examinations, (ii) Progressed learners who modularized and will sit for the June examinations, (iii) Candidates writing the extended Senior Certificate in June, (iv) Part time NSC candidates writing the November examinations (including candidates upgrading their pass status)</td>
</tr>
<tr>
<td>Purpose/Importance</td>
<td>To increase learner retention and improve NSC (including upgrading certificates) and extended SC passes</td>
</tr>
<tr>
<td>Source/Collection of data</td>
<td>Lists of results of learners, registered on the examinations database, who have achieved subject passes towards a Bachelors, diploma, or certificate verdict towards NSC or an extended Senior Certificate. This includes learners who have upgraded their Grade 12</td>
</tr>
<tr>
<td>Method of calculation</td>
<td>Count the number of learners who have subject passes through the Second Chance Support for NSC and amended SC using the examinations database</td>
</tr>
<tr>
<td>Data limitations</td>
<td>• DBE reliant on data from external sources - Examinations Database, registration of learners, data from DBE Website, Vodacom E School (dependent on profile), District Offices, data from Broadcasters (radio and TV) which is not learner specific. • Learners accessing support unable to provide examination or ID numbers at venues or provide incorrect numbers • The target achieved in the fourth quarter emanates from the supplementary examinations which is written in February March of the 2017/18 academic year, however results are only available in May 2018. • Out of school candidates do not take all subjects but a few subjects a year and will therefore not necessary obtain an NSC in one year. However their subject passes are still an achievement as they are credited towards the qualification</td>
</tr>
<tr>
<td>Type of indicator</td>
<td>Output</td>
</tr>
<tr>
<td>Calculation type</td>
<td>Cumulative: Year End</td>
</tr>
<tr>
<td>Reporting cycle</td>
<td>Quarterly</td>
</tr>
<tr>
<td>New indicator</td>
<td>No</td>
</tr>
<tr>
<td>Desired performance</td>
<td>High number of learners passing NSC and extended SC or upgraded NSC pass which will improve opportunities at tertiary institutions</td>
</tr>
<tr>
<td>Indicator responsibility</td>
<td>Branch C – Second Chance Project Manager</td>
</tr>
</tbody>
</table>
## programme 3: Teachers, Education Human Resources and Institutional Development

### indicator details

<table>
<thead>
<tr>
<th>Indicator details</th>
<th>3.1.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>short definition</strong></td>
<td>Number of schools where school governing bodies meet minimum criteria in terms of effectiveness expressed as a percentage of total number of schools. The following must be in place for the SGB to meet the minimum criteria for effectiveness: Constitution of the SGB in terms of membership, attendance and minutes of meetings. The survey will be conducted in sampled schools. A simple random sample of 7% will be drawn from a population of all schools in the system. The 50% will be drawn from the sampled schools.</td>
</tr>
<tr>
<td><strong>purpose/importance</strong></td>
<td>To measure the effectiveness of SGBs in schools.</td>
</tr>
<tr>
<td><strong>source/collection of data</strong></td>
<td>DBE Sample survey tool in the form of a questionnaire and checklist • List of schools sampled • Lists of schools that meet the minimum criteria</td>
</tr>
<tr>
<td><strong>method of calculation</strong></td>
<td>Total number of schools sampled that meet the minimum criteria / Total number of schools sampled X 100</td>
</tr>
<tr>
<td><strong>data limitations</strong></td>
<td>Reliability of data from schools</td>
</tr>
<tr>
<td><strong>type of indicator</strong></td>
<td>Output</td>
</tr>
<tr>
<td><strong>calculation type</strong></td>
<td>Non-cumulative: Results of survey conducted once a year</td>
</tr>
<tr>
<td><strong>reporting cycle</strong></td>
<td>Annually</td>
</tr>
<tr>
<td><strong>new indicator</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>desired performance</strong></td>
<td>All schools should have effective SGBs to support effective teaching and learning.</td>
</tr>
<tr>
<td><strong>indicator responsibility</strong></td>
<td>Branch T: EMDG Directorate</td>
</tr>
</tbody>
</table>

### indicator details

<table>
<thead>
<tr>
<th>Indicator details</th>
<th>3.1.2 Percentage of schools producing the minimum set of management documents at a required standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>short definition</strong></td>
<td>The percentage of schools that have functional documents: school budget, a school improvement plan, an annual report, learner and teacher attendance registers and a quarterly record of learner marks.</td>
</tr>
<tr>
<td><strong>purpose/importance</strong></td>
<td>Every school is expected to produce basic documents to guide the management of the school. These are documents that every school should have and utilise effectively as their availability and utilisation serve as an indication a functional school.</td>
</tr>
<tr>
<td><strong>source/collection of data</strong></td>
<td>• List of visited sampled schools • Completed survey tool in the form of a checklist • List of schools with minimum set of management documents</td>
</tr>
<tr>
<td><strong>method of calculation</strong></td>
<td>Total number of schools from the sample selected found to be functional by having produced the basic set of documents / Total number of schools surveyed X 100</td>
</tr>
<tr>
<td><strong>data limitations</strong></td>
<td>Officials conducting the survey may not interpret the findings in a uniform manner</td>
</tr>
<tr>
<td><strong>type of indicator</strong></td>
<td>Impact indicator</td>
</tr>
<tr>
<td><strong>calculation type</strong></td>
<td>Non-cumulative</td>
</tr>
<tr>
<td><strong>reporting cycle</strong></td>
<td>Annually</td>
</tr>
<tr>
<td><strong>new indicator</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>desired performance</strong></td>
<td>All schools must be able to produce minimum management documents</td>
</tr>
<tr>
<td><strong>indicator responsibility</strong></td>
<td>Branch T</td>
</tr>
</tbody>
</table>
### 3.2.1 Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education

**Short definition**
Number of Funza Lushaka bursaries awarded to first, second, third and fourth-year students, as well as PGCE students, enrolled for initial teacher education programmes and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions. The following are examples of qualifications awarded:
( B.Ed or a B Com, B Sc, B Tech, B Soc Sc followed by a PGCE). The bursaries are awarded to students (identified through ID numbers), meaning that the lists with names of student selected according to the criteria set.

**Purpose/Importance**
To measure the number of beneficiaries of the Funza Lushaka Bursary programme.

**Source/Collection of data**
A list of beneficiaries of Funza Lushaka Programme. Sample of university documents that proves their enrollment at universities for the year of the award of the bursary.

**Method of calculation**
Count the number of Funza Lushaka bursaries awarded to first, second, third and fourth year students, as well as PGCE students, enrolled for initial teacher education programmes and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions.

**Data limitations**
As a result of fees changes in institutions, the number of students awarded the bursary may not be exact number enrolled.

**Type of indicator**
Output

**Calculation type**
Non-cumulative: a list of enrolled learners is drawn from registration once a year

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
To utilise the bursary to train more graduates for the education profession.

**Indicator responsibility**
Branch T: Directorate Funza Lushaka

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### 3.3.1 Number of teachers participating in the EFAL diagnostic tests

**Short definition**
A number of teachers assessed in both content and pedagogical skills in EFAL. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the Diagnostic Test.

**Purpose/Importance**
To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes.

**Source/Collection of data**
- List of teachers per province volunteering to take EFAL diagnostic test
- A sample of the diagnostic test administered

**Method of calculation**
Count the number of teachers who volunteer to take the test per province and per district

**Data limitations**
Willingness of teachers to volunteer

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
To utilise the results of assessments to provide focused teacher development programmes

**Indicator responsibility**
Branch T: Directorate: Curriculum Research
3.3.2 Number of teachers participating in the Physical Science diagnostic tests

**Short definition**
A number of teachers assessed in both content and pedagogical skills in Physical Science. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the diagnostic test.

**Purpose/Importance**
To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes.

**Source/Collection of data**
- List of teachers per province volunteer to take the Physical Science Diagnostic Test
- A sample of the diagnostic test administered.

**Method of calculation**
Count the number of teachers who volunteer to take the assessments per province and per district.

**Data limitations**
Willingness of teachers to volunteer to take the diagnostic test.

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End

**Reporting cycle**
Annually

**New indicator**
Yes

**Desired performance**
To utilise the results of assessments to provide focused teacher development programmes

**Indicator responsibility**
Branch T: Directorate: Curriculum Research

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3.3.3 Number of teachers participating in the Accounting diagnostic tests

**Short definition**
A number of teachers assessed in both content and pedagogical skills in Accounting. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the diagnostic test.

**Purpose/Importance**
To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes.

**Source/Collection of data**
- List of teachers per province volunteer to take the Accounting Diagnostic Test
- A sample of the diagnostic test administered.

**Method of calculation**
Count the number of teachers who volunteer to take the assessments per province and per district.

**Data limitations**
Willingness of teachers to volunteer to take the diagnostic test.

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End

**Reporting cycle**
Annually

**New indicator**
Yes

**Desired performance**
To utilise the results of assessments to provide focused teacher development programmes

**Indicator responsibility**
Branch T: Directorate: Curriculum Research

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3.3.4 Number of teachers participating in the Mathematics diagnostic tests

**Short definition**
A number of teachers assessed in both content and pedagogical skills in Mathematics. These teachers are teachers appointed in all types of appointments that is: permanent, temporary, relief teachers at any level of the school system, who volunteer to take the diagnostic test.

**Purpose/Importance**
To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes.

**Source/Collection of data**
- List of teachers per province volunteer to take the Mathematics Diagnostic Test
- A sample of the diagnostic test administered.

**Method of calculation**
Count the number of teachers who volunteer to take the assessments per province and per district.

**Data limitations**
Willingness of teachers to volunteer to take the diagnostic test.

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
To utilise the results of assessments to provide focused teacher development programmes

**Indicator responsibility**
Branch T: Directorate: Curriculum Research
### Indicator details

**3.4.1 Number of schools per PED monitored on the implementation of IQMS**

**Short definition**
The purpose of IQMS is to evaluate an educator’s performance annually and to identify specific needs of educators for support and development. School-based educators whose performances meet the agreed standards are eligible for pay progression. The DBE monitors the implementation of the IQMS processes and procedures in three schools in each of the 6 identified PEDs. Schools will be sampled from both underperforming schools and best performing schools. For underperforming schools it will be to assist in improving the state of affairs and for best performing schools, it will be to draw best practice that will assist other schools.

**Purpose/Importance**
To monitor the implementation of IQMS in PEDs, in order to strengthen the accountability of school-based educators.

**Source/Collection of data**
- Monitoring instruments developed by DBE for IQMS implementation
- List of PEDs and the schools monitored per quarter

**Method of calculation**
Count the number of PEDs monitored

**Data limitations**
Incomplete information and non-availability of summative evaluation reports at schools.

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End

**Reporting cycle**
Quarterly

**New indicator**
No

**Desired performance**
Teacher performance and learner achievement improves through enhanced implementation of IQMS.

**Indicator responsibility**
Branch T: Directorate: EPMD and WSE

### Indicator details

**3.4.2 Number of PEDs monitored on the implementation of PMDS**

**Short definition**
The purpose of PMDS is to evaluate office-based educators' performance and to identify specific needs for development. Monitoring of the implementation of the PMDS processes and procedures will be conducted in the provincial office and 1 district office in 6 PEDs. A random sampling method will be used to select the district to be monitored.

**Purpose/Importance**
To monitor the implementation of PMDS in PEDs, in order to strengthen the accountability of office-based educators.

**Source/Collection of data**
- Monitoring instruments developed by DBE for PMDS implementation
- List of provincial officials evaluated
- List of district officials evaluated

**Method of calculation**
Count the number of PEDS monitored

**Data limitations**
Incomplete information and non-availability of summative evaluation reports in PEDs.

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End

**Reporting cycle**
Quarterly

**New indicator**
No

**Desired performance**
Educator performance and learner achievement improves through enhanced implementation of PMDS.

**Indicator responsibility**
Branch T: Directorate: EPMD and WSE

### Indicator details

**3.5.1 Monitoring of PEDs that had their post provisioning process assessed for compliance with the post provisioning Norms and Standards**

**Short definition**
The monitoring of the implementation of the Norms and Standards is done both at process and technical levels to ensure all the factors and weightings as stipulated in the model are applied.

- Processes assessed include distribution of posts to schools; declaration of excess posts and vacancies; identification of excess educators; redeployment of excess educators and filling of vacancies
- Technical assessment includes review of data used; factors and weightings used etc. Provinces avail data used to determine the post establishment and model used with all the original factors and weightings.

**Purpose/Importance**
To assess the extent to which PEDs comply with the PPN Norms and Standards, both in terms of implementation processes and technical compliance with the prescribed norms.

**Source/Collection of data**
- PED post provisioning plans for 2018
<table>
<thead>
<tr>
<th><strong>Method of calculation</strong></th>
<th>Count the number of PEDs that have been visited for assessment of compliance with the PPN Norms and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data limitations</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Type of indicator</strong></td>
<td>Input</td>
</tr>
<tr>
<td><strong>Calculation type</strong></td>
<td>Non-cumulative</td>
</tr>
<tr>
<td><strong>Reporting cycle</strong></td>
<td>Annually</td>
</tr>
<tr>
<td><strong>New indicator</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Desired performance</strong></td>
<td>All PEDs visited and their implementation processes assessed.</td>
</tr>
<tr>
<td><strong>Indicator responsibility</strong></td>
<td>Branch: T: Directorate: Education HR Planning, Provisioning and Monitoring</td>
</tr>
</tbody>
</table>
## PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

### Indicator details

**4.1.2 A bank of Language and Mathematics test items for Grades 3, 6 and 9 developed**

<table>
<thead>
<tr>
<th>Short definition</th>
<th><strong>Delete</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The bank is a pool of assessment tests/assessment tasks prepared in a year, so that assessments may be drawn from such a pool of items. A total of 150 test items will be produced in Languages and Mathematics for Grades 3, 6 and 9. All the test items go through a process of setting, moderation and testing before they are finalised to be stored in the item bank.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose/importance</th>
<th>Banked items will meet the changing purposes of the assessment. Items will be selected to develop an assessment task/test according to the test framework. It assesses whether learning and teaching takes place and informs targeted intervention strategies</th>
</tr>
</thead>
</table>
| Source/collection of data | • A list of number of items produced per grade  
|                       | • Proof of moderation of 150 items produced |

<table>
<thead>
<tr>
<th>Method of calculation</th>
<th>Count the number of test items produced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data limitations</td>
<td>The actual tests will not be provided until the examination is written.</td>
</tr>
<tr>
<td>Type of indicator</td>
<td>Output</td>
</tr>
<tr>
<td>Calculation type</td>
<td>Non-cumulative. Bank Items will be produced during the last quarter of the financial year</td>
</tr>
<tr>
<td>Reporting cycle</td>
<td>Annually</td>
</tr>
<tr>
<td>New indicator</td>
<td>No</td>
</tr>
<tr>
<td>Desired performance</td>
<td>Maintenance of a valid and credible ANA database.</td>
</tr>
<tr>
<td>Indicator responsibility</td>
<td>Branch P: Directorate: National Assessments</td>
</tr>
</tbody>
</table>

### Indicator details

**4.2.1 Number of NSC reports produced**

<table>
<thead>
<tr>
<th>Short definition</th>
<th>The NSC reports will contain data on learner performance data through the National Senior Certificate examination. The reports will be in the form of a Diagnostic and the Technical report which will contain details on overall performance and problem areas of the assessment.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Purpose/importance</th>
<th>To evaluate the NSC examinations and remedial action to be taken to improve on learner performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source/collection of data</td>
<td>National NSC reports on learner performance (database hosted by SITA mainframe).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of calculation</th>
<th>Count the number of NSC Reports produced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data limitations</td>
<td>None</td>
</tr>
<tr>
<td>Type of indicator</td>
<td>Output</td>
</tr>
<tr>
<td>Calculation type</td>
<td>Non-cumulative</td>
</tr>
<tr>
<td>Reporting cycle</td>
<td>Annually</td>
</tr>
<tr>
<td>New indicator</td>
<td>No</td>
</tr>
<tr>
<td>Desired performance</td>
<td>Maintenance of a valid and credible NSC database</td>
</tr>
<tr>
<td>Indicator responsibility</td>
<td>Branch P: Directorate Examinations and Assessment</td>
</tr>
</tbody>
</table>
### 4.2.2 Number of question papers set annually for the NSC and SC

**Short definition**
Setting question papers for the year in question takes place under very stringent rules and regulations. Identified examiners are appointed and set the examination question papers. Moderation of the question paper is also part of the process of setting of question papers.

**Purpose/importance**
To set high quality of question papers.

**Source/collection of data**
- Number of question papers set
- Copies of Question papers set for the academic year in question, produced after the writing of the examinations

**Method of calculation**
Count the number of question papers set from the list provided.

**Data limitations**
Question papers are highly confidential documents that cannot be provided as evidence to anyone until the results have been released.

**Type of indicator**
Output

**Calculation type**
Non-cumulative: NSC question papers are set per examination

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
Administration of a valid and credible NSC examination.

**Indicator responsibility**
Branch P

### 4.3.1 Number of new schools built and completed through ASIDI

**Short definition**
Replace schools built of inappropriate materials such as mud, asbestos, wood, zinc, etc.

**Purpose/Importance**
To provide infrastructures that is conducive to effective teaching and learning

**Source/Collection of data**
Lists from PEDs of schools that had the infrastructure backlog
Lists of schools built from inappropriate material

**Method of calculation**
Count the number of schools that have reached practical completion.

**Data limitations**
None

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End. At the end of the financial year, a total figure of the project will be given from when the ASIDI programme started till end of the last financial year

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
All schools provided with appropriate building

**Indicator responsibility**
Branch: Infrastructure
### 4.3.2 Number of schools provided with sanitation facilities through ASIDI

**Short definition**
Number of public ordinary schools that are provided with different types of sanitation facilities based on assessment of the location of the school. This would determine the type of sanitation provided. The types of sanitation that are provided are:
- Water borne sanitation
- Septic or Conservancy Tank system
- Ventilated Improved Pit Latrine
- Composting Toilets
- Small Bore Sewer Reticulation

**Purpose/Importance**
To determine the number of schools that meets the basic sanitation standards.

**Source/Collection of data**
- List of schools from PEDs with infrastructure backlogs
- List of schools that have reached practical completion in provision of sanitation

**Method of calculation**
Count the number of schools provided with sanitation facilities through ASIDI that have reached practical completion.

**Data limitations**
Vandalism and natural disasters may lead to more schools that do not meet minimum sanitation standards.

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End. At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year.

**Reporting cycle**
Annually

**New indicator**
No (Amended). Previous indicators reflected schools in implementation. This indicator reflects schools that have been completed.

**Desired performance**
All schools to comply with nationally determined minimum sanitation standards.

**Indicator responsibility**
Branch Infrastructure

### 4.3.3 Number of schools provided with water through ASIDI

**Short definition**
Number of public ordinary schools provided with different types of water facilities such as:
- Taps
- Boreholes
- Water tanks

**Purpose/Importance**
To determine the number of schools where teachers and learners have access to water.

**Source/Collection of data**
- List of schools from PEDs with infrastructure backlogs
- List of schools that have reached practical completion in provision of water facilities.

**Method of calculation**
Count the number of schools provided with water facilities through ASIDI that have reached practical completion stage.

**Data limitations**
None

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End. At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year.

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
All schools to be provided with water.

**Indicator responsibility**
Infrastructure
## 4.3.4 Number of schools provided with electricity through ASIDI

**Short definition**
Number of public ordinary schools that have electricity.

**Purpose/Importance**
To establish the number of schools that has electricity.

**Source/Collection of data**
- List of schools from PEDs with infrastructure backlog in electricity facilities
- List of schools that have reached practical completion in provision of electricity

**Method of calculation**
Count the number of schools provided with electricity through ASIDI that have reached practical completion stage

**Data limitations**
Delay of information from Department of Energy/ESKOM

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End. At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
All schools to have access to electricity.

**Indicator responsibility**
Branch Infrastructure

---

## 4.4.1 Percentage of public schools using the standardised school administration system, SA-SAMS for reporting

**Short definition**
South African School Administration & Management System (SA-SAMS) is a cost effective, easy to use and a fully integrated computer application that assists schools with their administrative, management and governance information needs. The application is provided at no cost to schools in the country. Provinces support schools in using the latest versions of SA-SAMS. The application is policy driven and is therefore developed and maintained by DBE. As a standardized application, it is designed to capture and record unit school administrative data and is the primary source of information in LURITS. SA_SAMS also assisted schools with quarterly or ad hoc reporting as required by the circuit/district, provincial and DBE. The percentage will be drawn from a population of all the public schools except those schools in Western Cape as the province is currently not using SA-SAMS for reporting.

**Purpose/Importance**
To measure the improvement in the provision of data collected from schools.

**Source/Collection of data**
- Report from provinces on all the schools that uses SA-SAMS for reporting and submit their SA-SAMS school databases at least quarterly to the province
- An analysis of the quality of information as reported by the DQA.

**Method of calculation**
Total number of public schools reporting using SA-SAMS/
Total number of public schools (reported by provinces) excluding Western Cape

\[ \times 100 \]

This indicator will be measured using the school year and not the financial year. In this case 2017 school year.

**Data limitations**
Currently Western Cape does not report through the SA-SAMS. Therefore no reports will be received from Western Cape

**Type of indicator**
Output

**Calculation type**
Non-cumulative: A new set of schools may be reported every year at the end of academic year (31st December).

**Reporting cycle**
Quarterly

**New Indicator**
No

**Desired performance**
All public schools to use SA-SAMS to generate performance reports quarterly; and to submit these reports with the electronic data to the districts (province) for uploading onto information systems

**Indicator responsibility**
Branch P: Directorate EMIS
### Indicator details

#### 4.4.2 Percentage of learners from public schools that are successfully uploaded onto LURITS

**Short definition**
Learner Unit Record Information and Tracking System (LURITS) is a database that was designed to store and retrieve individual learner movement information. The percentage is drawn from the LURITS database schools.

**Purpose/Importance**
LURITS, as a national database, is aimed at collecting learner and school data to register and track individual learner movement within schools, districts and provinces.

**Source/Collection of data**
- Technical Reports from the system on data uploaded to LURITS
- Online Masterlist of schools
- Exception reports

**Method of calculation**
- Total number of learners in public schools uploaded on LURITS (2017)/
- Total number of learners in public schools in provincial warehouses
- X100. This indicator will be measured using the school year and not the financial year. In this case 2017 school year.

**Data limitations**
Parameter: LURITS number is the unique identifier.

**Type of indicator**
Response rate

**Calculation type**
Non-cumulative: A new set of schools may be reported every quarter because from 1st quarter there is an increase in schools in the 2nd, 3rd and 4th quarters incrementally.

**Reporting cycle**
Quarterly

**New indicator**
No

**Desired performance**
All public schools to use SA-SAMS to submit data through the Provincial warehouses to LURITS.

**Indicator responsibility**
Branch P: Directorate EMIS

### Indicator details

#### 4.5.1 Number of district officials that achieved below the national benchmark in the NSC participating in a mentoring programme

**Short definition**
A mentoring programme for district and circuit managers in districts that achieved below the national benchmark in the NSC results. The identified officials from the 10 lowest underperforming districts are taken through a mentoring programme, where they are assigned a mentor to support them. The mentor holds sessions with the mentee and sometimes with officials in the district office.

- Districts performing below the national benchmark in the NSC, refers to districts performing below 60% in 2014 NSC. The same group is mentored every year until the desired results are achieved, that is districts performing above 60%.

**Purpose/Importance**
To assist districts to perform at a level that they can support their schools to perform better, thus increasing their 2014 level of district performance, below 60% in the NSC.

**Source/Collection of data**
- Annual Report from each mentor.
- Records of mentoring sessions where mentee signs for attending session. This may be one- on-one sessions, or group sessions in the form of workshops, seminars and other forms of contact sessions

**Method of calculation**
Count the number of district officials mentored.

**Data limitations**
None

**Type of indicator**
Output

**Calculation type**
Non-cumulative: Same numbers of officials are mentored every quarter.

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
Support districts to improve average learner performance in the NSC above the national average.

**Indicator responsibility**
Branch PDOU
### 4.5.2 An improvement plan for district offices to improve on areas that were rated unsatisfactory by school principals during the school survey

**Short definition**
The improvement plan emanating from the results of the previous year’s survey. All the districts that were rated as unsatisfactory during the survey are assisted to improve through the improvement plan. The results from the data of the survey are used to develop an instrument used to assist the districts to improve on how they support schools.

**Purpose/Importance**
To assist districts whose support to schools was rated by school principals as unsatisfactory.

**Source/Collection of data**
Improvement plan for districts whose support to schools was rated as unsatisfactory

**Method of calculation**
One improvement plan produced

**Data limitations**
None

**Type of indicator**
Output

**Calculation type**
Non-cumulative

**Reporting cycle**
Biennial: the improvement plan will be produced in the first year and the following year the districts will implement the plan. After two years the survey is administered again.

**New indicator**
Yes

**Desired performance**
Districts to perform better in the survey the following year.

**Indicator responsibility**
Branch PDOU

### 4.5.3 Percentage of district managers assessed against developed criteria

**Short definition**
Conduct competency-based assessments for district directors in line with the Public Service Regulations regarding recruitment and appointment of Senior Management Service (SMS) members. District directors are encouraged to take the assessment to assess their own competencies and weak areas where they need support and capacity building.

**Purpose/Importance**
To establish a baseline and database of the competency of district directors for support and capacity building.

**Source/Collection of data**
- Provincial Monitoring and Competency Assessment reports.
- Database of participating District Managers (DM).

**Method of calculation**
Total number of District Managers participating / Total number of District Managers

\[ \text{X100.} \]

**Data limitations**
Managers in acting positions will not be assessed. Competency assessments are confidential and cannot be provided.

**Type of indicator**
Output

**Calculation type**
Cumulative: Year End

**Reporting cycle**
Annually

**New indicator**
No

**Desired performance**
Baseline of district directors’ competencies established; and, support and capacity building provided on the basis of the competency assessment outcomes.

**Indicator responsibility**
Branch PDOU
### PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

#### Indicator details

<table>
<thead>
<tr>
<th>Short definition</th>
<th>5.1.1 Number of schools monitored for the provision of nutritious meals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose/Importance</strong></td>
<td>To assess schools on compliance with minimum requirements of a nutritious meal according to the food specification and school specific menu</td>
</tr>
<tr>
<td><strong>Source/Collection of data</strong></td>
<td>A monitoring tool in the form of a checklist and questionnaire List of schools monitored in a quarter. Report on findings of the monitoring</td>
</tr>
<tr>
<td><strong>Method of calculation</strong></td>
<td>Count the number of schools monitored</td>
</tr>
<tr>
<td><strong>Data limitations</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Type of indicator</strong></td>
<td>Output</td>
</tr>
<tr>
<td><strong>Calculation type</strong></td>
<td>Cumulative: Year End</td>
</tr>
<tr>
<td><strong>Reporting cycle</strong></td>
<td>Quarterly</td>
</tr>
<tr>
<td><strong>New indicator</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Desired performance</strong></td>
<td>All schools serving a nutritious meal made up of a protein, starch, green/yellow/orange vegetable or a fruit</td>
</tr>
<tr>
<td><strong>Indicator responsibility</strong></td>
<td>Branch S (National School Nutrition Programme)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator details</th>
<th>5.2.1 Number of adjudicators, data capturers and farm school conductors trained in SASCE programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>short definition</strong></td>
<td>SASCE is a strategic programme in the Department’s quest to promote unity in diversity, national reconciliation, social cohesion, and a national identity among young South Africans of school- going age. Development programmes aim to facilitate the conducting and performance of music by schools thereby ensuring sustainability of the programme. Three development programmes implemented are for: Adjudicators: An adjudicator is a qualified individual tasked with the responsibility to score choristers who ascend the stage during a formal singing competition Data capturers: a group of officials responsible for capturing the data (results) of the adjudicators and translate them into results Farm school conductors: conductors based in farm schools, usually remote and isolated and therefore, require intensive and specific training.</td>
</tr>
<tr>
<td><strong>Purpose/Importance</strong></td>
<td>To capacitate and develop Adjudicators, Data Capturers and Farm School conductors in nine provinces</td>
</tr>
<tr>
<td><strong>source/collection of data</strong></td>
<td>• Attendance registers, •</td>
</tr>
<tr>
<td><strong>Method of calculation</strong></td>
<td>Count the number of attendees</td>
</tr>
<tr>
<td><strong>Data limitations</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Type of indicator</strong></td>
<td>Input</td>
</tr>
<tr>
<td><strong>calculation type</strong></td>
<td>Non-cumulative</td>
</tr>
<tr>
<td><strong>Reporting cycle</strong></td>
<td>Annually</td>
</tr>
<tr>
<td><strong>New indicator</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Desired performance</strong></td>
<td>An increased pool of adjudicators, data capturers and farm school conductors trained to deliver the programme</td>
</tr>
<tr>
<td><strong>Indicator responsibility</strong></td>
<td>Branch S</td>
</tr>
<tr>
<td>Indicator details</td>
<td>Short definition</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| **5.2.2 Number of learners, teachers, officials and SGBs participating in social cohesion and gender equity programmes** | Total number of learners, teachers, officials and SGBs who participate in citizenship, human rights and responsibilities education, constitutional values activities and commemoration of Significant Historical Events coordinated in collaboration with other stakeholders. Social Cohesion Programmes include:  
- GEMBEM  
- Future Choices Programme  
- Albert Luthuli Oral History Programme  
- Moot Court  
- Bill of Responsibility Programme  
- Youth Citizen Action Programme (YCAP)  
- National Heritage Council (NHC) Programmes  
- Democracy and vote education Programmes  
- Human rights clubs  
- TRC Financial Assistance Programme  
- Democracy and vote education Programmes  
- Human rights clubs  
- TRC Financial Assistance Programme | These activities aim to entrench social values, promote knowledge and understanding of rights and responsibilities, constitutional values, oral history, heritage and culture to promote patriotism. | Participation Registers of learners, teachers, officials, SGBs and community organization members  
Lists of participants, registration forms of participants and written reports | Count the number of participants | None | Output | Cumulative: Year End | Quarterly | No | All learners, educators, officials and SGBs in the schooling system participate in the citizenship, rights and responsibilities, and constitutional values activities. | Branch S: Directorate Social Cohesion |

<table>
<thead>
<tr>
<th>Indicator details</th>
<th>Short description</th>
<th>Purpose/Importance</th>
<th>Source/collection of data</th>
<th>Method of calculation</th>
<th>Data limitations</th>
<th>Type of indicator</th>
<th>Calculation type</th>
<th>Reporting cycle</th>
<th>New indicator</th>
<th>Desired performance</th>
<th>Indicator responsibility</th>
</tr>
</thead>
</table>
| **5.3.1 Number of Hot spot schools monitored towards implementation of the NSSF** | The NSSF seeks to address the prevalence of crime and violence in identified Hot Spot Schools. Hot Spot Schools are schools located in areas that have a high prevalence of crime and violence as determined by the South African Police Services (SAPS) | To ensure that Schools are safe, caring environments in support of learning and teaching | Sample of completed Monitoring Tools in the form of a questionnaire and a checklist  
A database of all Hot Spot Schools  
Lists of all schools monitored  
School visitors’ register signed | Count the number of schools monitored | None | Output | Cumulative: Year End | Quarterly | No | Reduction in the number of Hot Spot Schools | Branch S |