HOC		

personnel.

a. District: b. Name of school: c. Emis No. : _____ CIRCUIT/DISTRICT MANAGER MONITORING INSTRUMENT FOR SCHOOL LEVEL OPERATIONS WITH FOCUS ON CURRICULUM COVERAGE **VERIFICATION AND CONFIRMATION OF DATA** INDICATORS RATING TERM 1 RATING RATING RATING TERM 2 TERM 3 TERM 4 SCALE SCALE SCALE SCALE **OBJECTIVE / THEME / ACTIVITY** COMMENT COMMENT COMMENT COMMENT 2 3 2 3 2 3 SCHOOL READINESS School completed Self Evaluation form Verification completed by District/Circuit manager 1 ADMISSIONS 1.1 The Admissions team planned and prepared for the admission process. * The school has an admissions policy. * The school's policy has been adapted to suit the school's needs. 1.2 The school has a management plan with reference to the following admissions processes and procedures: > Advocacy - Process - Timeframes > Internal re-registrations and external applications for learner admission > Waiting Lists (A and B) > School adhered to the closing date for placement of learners. > Learners on Waiting Lists A or B placed - (Waiting list B - only if space available) > Feedback to parents on outcomes of their registration applications > Phase orientation Plan > Class group allocations Language of learning and teaching (LOLT) determination review > Temporary class lists and registers compiled for all grades School received post establishment for the current/following year School determined growth posts for the following year based on (possible) learner enrolment The school's admission register and SA-SAMS is updated – new entries for following year are inserted * Followed correct procedure to have school declared full * Each learner has an admission number * Learner enrollment information is updated electronically, as well as on registers. * Updated admission register for learners from the school is available on SA- SAMS (Admin Computer) or admission register, 31 January of new school year 10th School Day Head Count submitted to district * Admission of learners who relocated from other provinces, depending on available space and compatibility of subjects offered. * Finalised Post Establishment Application for extra educators submitted - to be advertised in next gazette * Growth posts (both CS and PS) discussed and finalised with District/Circuit manager * Permission granted to have these posts advertised in the next vacancy list * Advertise Vacant Posts (PS / CS) * The school has systems in place for the selection, appointment, induction and management of school

INDICATORS	RATIN		TERM 1		TING	TERM 2		ATING CALE	TERM 3		ATING	TERM 4
OBJECTIVE / THEME / ACTIVITY		3	COMMENT		2 3	COMMENT		2	COMMENT	1	2 3	COMMENT
2 LEADERSHIP MANAGEMENT AND PLANNING			COMMENT			COMMENT		_	COMMENT			COMMENT
2.1 COMMUNICATION		+ 1					+	-				
		\blacksquare						-				
* The school established a clear channel of communication within and with other stakeholders.								_				
* The school communicate effectively, both orally and in writing, with other staff members, the SGB and the												
District/Circuit manager.												
* The school explains the objective of any intervention/s to learners, educators and others.												
YEAR/OPERATIONAL PLAN												
2.2 The school's year/operational plan is implemented.												
* The school prepares management plans to achieve targets as well as to meet the needs of learners,												
educators, others.												
* Systems are in place to monitor and review progress made and challenges encountered.												
2.3 Progress reports of the following are available:								_				
> Core (Curriculum) and extra-curricular activities								_				
> Curriculum management (class visits/staff observation)												
> Administration, monitoring and reporting activities												
> Human Resource Development activities - DA / PMDS												
· · · · · · · · · · · · · · · · · · ·												
2.4 The following school-based structure meetings were held and minutes are available:												
> SMT								-				
> SGB								_				
> All staff (Admin and CS)	-			-	_		_	-				
Learning Area/subject meetings (HOD's) Sport and Cultural Committee				_	_			_		_		
> Sport and Cultural Committee > Safety committee								_				
> RCL							_	-				
> SBST								_				
> Finance								_				
> Hostel Task team (where applicable)								_				
2.5 The school has a year/operational plan for the following year, signed off by the District/Circuit manager,								_				
which indicates the following:												
* All school activities (Core and extra-curricular)								_				
* Administration, monitoring and reporting activities					_			+				
* Human Resource Development activities - DA / PMDS					_			+				
* The establishment and/or review of structures, i.e. SDT, DSG								_				
* Important dates for activities are indicated, such as:							_	-				
> SDT								_				
> SIP (Review)								_				
> DSG												
> Staff/Class observation												
> Commencement of cycles (tests and exams)												
> Compilation and implementation of PGP's/PDP's												
> Submission of summative results												
2.6 Dates are in the School Year/Operational Plan for:												
> classroom visits by the principal and the SMT for DA and for non-DA visits (as per item 35 of the OSD												
ELRC Resolution)												
> the controlling of educators' work by SMT members												
> the controlling of Codecions Work by the deputy principal												
* The procurement (and Section 20 Schools) for the submission of requisition forms to the District Office) for:												
The process carrier fund section to section as section for the submission of requisition forms to the district office) for.												
LTCM												
> LTSM												
> Media Centre resources												
> ICT resources > Laboratory resources												
> Laboratory resources > Subject related material												
/ Subject related material												

INDICATORS	RATING SCALE	TERM 1	RATING SCALE	TERM 2	RAT		TERM 3	RATI	-	TERM 4
OBJECTIVE / THEME / ACTIVITY	1 2 3	COMMENT	1 2 3	COMMENT		3	COMMENT	1 2		COMMENT
* Dates are in the School Year/Operational Plan for the procurement, distribution and retrieval of LTSM						Ť				
resources										
* the school has an environment that creates and fosters commitment and confidence among colleagues										
* the school promotes fairness in the workplace						+				
* the educators can identify, assess and meet the needs of the learners										
* the management & educators disseminate and encourage the application of good practices in all areas of work										
* the school implements systems and structures and present innovative ideas that are										
* the school maintain sound human relations among colleagues										
* the school enhances the spirit of co-operation at all levels										
* Dates are in the School Year/Operational Plan for the admission of learners (captured on SA-										
SAMS/Admission register (Align with Admission Circular)										
* The following school-based structure meetings are planned for and indicated in the Year Plan:										
> SMT, at least bi-weekly										
> SGB, at least once per term		<u> </u>								
> Staff, including Public Servants, at least twice per year										
> Learning Area/subject meetings (HOD's) at least once per term										
> Sport and Cultural Committee at least once per term										
> Parents, at least twice per year										
> Safety committee at least once per term										
> Bereavement and Entertainment committee, as the need arises										
> RCL, at least twice per term										
> SBST, at least once per term										
> Finance, at least once per term										
> Hostel Task team, at least twice per term (where applicable)										
3. PLANNING AND MANAGING SCHOOL IMPROVEMENT										
3.1 The EWSE report is available (where applicable).						_				
> Date of EWSE visit is indicated.						+				
> The school received a copy of the EWSE report from Quality Assurance > The recommendations are incorporated/infused into the SIP.						+				
						+				
3.2 SIP					-	+		_		
Evidence of Analysis of ANA results is in place Evidence of Analysis of NSC results is in place						+				
* The management plan for conducting the process of IWSE, is in place.						+				
* The IWSE coordinator and his/her team planned and prepared for the school self evaluation process.						+		_		
* All stakeholders took part in the SWOT analysis.					-	+		_		
* A SIP was developed.						+		_		
* The school has an IWSE report of meetings held and activities carried out, available.						+				
* The relevant stakeholders were involved in the IWSE process and the compilation of the report.						+		_		
						+				
* Key areas for development were identified.						+		_		
* The school has a District Ratified School Improvement Plan (SIP) for the following year.						_				
* The processes of DA, PMDS, IWSE and SDP are infused into SIP priorities.										
* The school has made provisions for funding the SIP and have measures in place of how possible deficits will be dealt with.										
* The school has systems in place to monitor and review progress made, and challenges encountered										
throughout the year.										
* Systems and procedures are in place to monitor the implementation of SIP.										
* Quarterly reports on implementation and progress of SIP were submitted to District/Circuit manager.										
* The implementation of the recommendations from the QA report are monitored										
·										
* Systems are in place to report against the timeframes indicated.										
* The responsible people in the SIP are held accountable for the activities										
* School held a quarterly review to deal with variances in the SIP.										

INDICATORS		TERM 1		TERM 2			TERM 3			TERM 4
INDICATORS	RATING	IERIVII	RATING	I ERIVI Z	RATI	NG	I ERIVI 5	RATIN	IG	TERIVI 4
	SCALE		SCALE		SCA	LE		SCAL	E	
OBJECTIVE / THEME / ACTIVITY	1 2 3	COMMENT	1 2 3	COMMENT	1 2	3	COMMENT	1 2	3	COMMENT
3.3 SDP										
* The school analyses the external and internal environment when they do strategic planning										
* The school identifies the needs of learners, educators, others.										
* The school prepares strategic plans with the intention of achieving the goals of the Department.										
* The school has a School Development Plan.										
* All relevant stakeholders were involved in the development of the SDP.										
* The SDP add value to the Vision and Mission of the school.										
* The SDP is aligned to the school's annual budget and School Improvement Plan.										
3.4 Effective functioning of the SMT										
> Systems are in place to monitor and support the SMT										
> The SMT understand their roles and functions						-				
> Systems are in place to manage members of the SMT.						+		_		
> SMT members are involved in the decision-making processes at school					-	-				
> Systems are in place and implemented to deal with conflict resolution										
> The SMT attends to complaints from parents, learners and other officials.						H				
> SMT have contingency plans in place when a teacher is absent/not in class during teaching hours										
> Academic noise vs ordinary noise (unsupervised learners) is monitored										
> SMT manage, monitor and support their Learning Areas effectively										
DE DATE OF THE CONTRACT OF THE					-	-				
3.5 Registration forms of Grade 12 learners submitted to district.						-				
a.c. First artification of contract and contract to					-	-				
3.6 First verification of registered Grade 12 learners.								_		
3.7 Second (final) verification of registered Grade 12 learners.					-	+		_		
3.7 Second (ilitar) verification of registered Grade 12 learners.					-	-				
3.8 TEACHING AND LEARNING										
All teachers trained on CAPS for Grade 4 to 6 and 11					-	+		_		
Traning on multi-grade teaching done if multi-grade are in the school					-	-				
* The SMT ensures stability in the teaching and learning environment of the school.								_		
* The principal and SMT monitor education delivery for the purposes of both accountability and improvement.										
* Progress report on Academic Improvement Plan (APIP) is available										
* The library period / reading period is utilised										
* The School Composite Timetable is aligned with CAPS (and NCS where appropriate) requirements.										
3.9.1 The school has developed timetables for:						-				
> Educators					-	-				
> Classes > Learning areas										
> Grades						+		_		
> Relief and duty rosters										
> Homework										
> The school has a Duty Roster for Specific extra-curricular activities.										
> The school has made provision for learners to attend SSIP classes (secondary schools only).										
3.9.2 The school has a management plan for each Learning Area , which reflects the following:					н					
> Learning Area Workshops and Seminars are indicated on the plan										
> The plan caters for monitoring processes to evaluate the achievement of Learning Outcomes										
> Work allocation of staff is available, in line with PAM.										
> Duty sheets for each staff member are available.										
> SMT attendance register, minutes and reports available										
> Curriculum support by SBST, DBST and LFS is taking place (minutes and reports) - [Early identification						H				
> Curriculum time tables are CAPS compliant (and NCS compliant where appropriate)						H				
> Planning of SMT in place (class visits, meetings, control of teachers work)										

INDICATORS	RATII	TERM 1	RATING SCALE	TERM 2	2	RAT	ING	TERM 3		RATING SCALE		TERM 4
OBJECTIVE / THEME / ACTIVITY	1 2	COMMENT	1 2 3	COMME	NT 1		3	COMMENT	1	2		COMMENT
4 IMPROVED LEARNER PERFORMANCE										Ħ		
4.1 Assessment												
* The annual assessment programme has been developed in collaboration with all stakeholders												
* Assessment plan communicated to all learners and parents.												
* Assessment comply with NCS requirements.												
4.2 The school has a functional School Assessment Team which ensures that the following are in place, using												
appropriate management plans:							_					
* Internal / External Examination procedures to conduct examinations							_					
* All recommendations of Learning Facilitators implemented as per their reports.						+	_		-		_	
* Finalisation of Internal moderation processes and preparation for external processes.						+	_		-		_	
 Finalisation of Possible retention schedules in consultation with district office. The correct processes were employed in the moderation of summative results for all learners (according to 						٠	_		_		-	
NCS & CAPS).												
* School assist District/Circuit manager to conduct an internal assessment audit to verify NCS & CAPS												
compliance in all grades												
* School assist District/Circuit manager to conduct an Assessment Criteria meeting in October to ensure NCS												
compliance on promotion and progression												
* Copy of Promotion Schedule is available at school												
* Quarterly analysis of learner results is available.												
* Learners received progression reports at the end of the term.												
* Annual academic performance report is drafted for final SGB meeting												
* Subject Improvement Plans drafted and captured in School Improvement Plan												
* Promotion and progression requirements correctly applied according to NCS						т						
* Internal moderation process of educator and Learner portfolios.						т						
* External (Provincial) moderation of educator and learner portfolios												
* Detailed management plan for final assessment in place												
* Special staff meeting held by principal to ensure correct invigilation processes and the application of NCS												
compliant promotion and progression requirements.												
* Moderation of assessment is taking place (marks adjusted up or down)												
						т						
4.3 Implement EMSTA (Learners Enrichment Project)												
English, Maths, Science, Technology and Accounting are managed as per EMSTA guidelines												
Attendance register, minutes and reports available												
4.4 Implement Foundations for Learning (ANA)												
All grade 3, 6 and 9 learners benchmarked for improved academic performance												
Reading hour grades 1 - 6 in place												
 Assessment results are submitted to the District Office as per District Office Assessment Plan. 												
Meetings are scheduled to discuss the exam analysis for grades 3, 6 and 9												
4.5 Implement E-Education White Paper roll out plan, if applicable												
Roll out plan is implemented												
4.6 Implement Inclusive Education White Paper												
School applied for formal concession regarding grade 12 learners												
Tuition time table available for learners with learning barriers												
Correct referral procedures followed												
4.7 Implement ELITS (library policy)												
Library policy available at school and implemented												
4.8 Implement SSIP							-					
* The school provides examination support services and Gr.12 intervention where necessary.												
Extra classes are conducted in the under-performing subjects / learning areas												
All grade 12 learners benchmarked for improved academic performance												
Principal submitted a SIP/ASIP/SSIP to district (underperforming schools)												

INDICATORS	RATING SCALE	TERM 1		TING ALE	TERM 2	RAT			ATING	TERM 4
OBJECTIVE / THEME / ACTIVITY	1 2 3	COMMENT		2 3	COMMENT		3		2	3 COMMENT
4.9 Implement climate of high expectation										
Educators believe all learners can achieve - no child is left behind										
Educators believe that they have the capacity to help learners.										
Learners careeer guidance through Life Orientation										
4.10 Psycho Social Services										
Early identification of learners who experience barriers to learning.										
4.11 GPLS - province Primary Learning Strategy										
> School received the required LRP resource packs							_			
> School ensures maximum utilization of LRP resource packs							_			
> School conducts common assessment tasks/tests							_			
> School participates in Readathon & Spellathon competitions						_	_			
4.12 Numeracy/Math strategy				_		_	+			
> School received the required LTSM resource packs/books										
> School conducts common assessment tasks							_			
> School ensures maximum utilization of MST resource packs										
							_			
* The charles have been been been been been been been be										
* The school implements provincial building policies and manage departmental assets.										
5.1 The school has:										
* Sufficient classrooms										_
* Sufficient ablution Facilities * Sufficient precipitet prome (or Science labe)			_	_		-	+			
* Sufficient specialist rooms (eg Science labs) * Security Measures										
* province-On-Line						_	+			
5.2 The school ensures that the condition of the following is maintained:						_	+			
* Cleanliness of ablution Facilities						_	+		Н	
* School Building (clean walls, class rooms, etc.)				_			+			
* An intact school fence							+			
* Windows (indicate number of broken windows)										
* No broken or collapsed ceilings										
* No broken doors.										
* No damaged blackboards										
* No broken / damaged floors in the classrooms										
* No electrical wire(s) exposed							_			
* No leaking pipes							_			
* No broken lights						_	+			
* No leaking roofs * No open manholes, sewerage systems, drains or holes in the ground				_		_	+			
			_	_		-	+			
* Grass on the premises is cut - The sports grounds are maintained - The school premises are clean			_	_			+	_		
* The school is entered for the School Beautification competition						_	_			
All of the aforementioned are applicable to Hostels.				_		_	+			
The school liaises with the Physical Planner on the above matters			_	_		_	+-			
The school has basic amenities such as:						_	+			_
* Running water * Electricity				_		_	+			
* Telephone Services							+			
relephone services				_			+			
6 FINANCE				_						
* The school has a Finance Policy, ratified/approved by district director.										
Agendas, attendance registers and minutes of meetings are available.										
* The school priporitises activities in terms of costs and education needs in preparation for strategic										
planning.										
* The school plan their budget in trems of a medium term expenditure framework (MTEF).										
* The school manages their projects within the set budget.										
* The principal advises the SMT and relevant stakeholders on the planning, utilisation and monitoring of										
budgets in order to meet school objectives.										
* The school maintains records to disseminate information for financial accountability.										
Approved budget is submitted to District Office by 31 January of the new year										
BAS reports (spending) are analysed every month by Section 20 schools										
School Finance Committee tables a financial report to the SGB & Finance Committee monthly										
* The school submitted its Annual Audited Financial Statement to the district by 30 th June as required by										
SASA										
* Procurement is done (LTSM, etc) in accordance with the plan by Section 21 Schools.										

* District Office is informed of the procurement needs of the school if Section 20 school.					
* Auditors report is available and discussed with parents by 30 May					
* Auditors report and audited financial statements are submitted to District Office by 30 June					
* Accounting Official accounting officer, SGB treasurer and external auditor are appointed in writing by SGB					

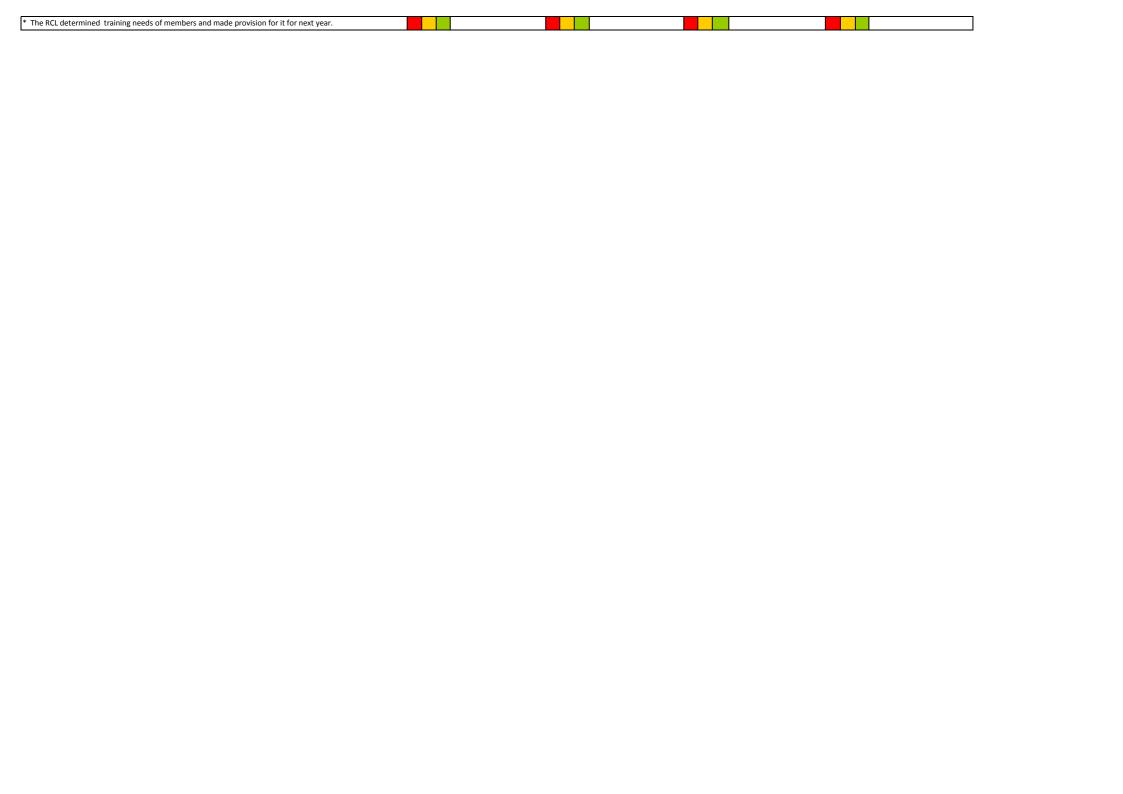
INDICATORS	RATING SCALE	TERM 1	RATING SCALE	TERM 2	RATING SCALE	TERM 3	RATING SCALE	TERM 4
OBJECTIVE / THEME / ACTIVITY	1 2 3	COMMENT						
Schools received their indicative budget allocation (from the district) for the following year								
* Internal financial audit is conducted once per year, every second year, before 30 September to verify the								
correct application of financial directives and principles by using a financial management instrument.								
* Budgets compiled for following academic year and tabled at AGM before 30 November (SGB)								
AGM agenda's, attendance registers and minutes of meetings are available								
T. FURNITURE								
FURNITURE The school has enough and appropriate furniture for educators (class room, staff room; admin block)								
* The school has enough and appropriate furniture for all grades and phases (also in specialist class rooms)								
* The school reported all damaged furniture to the Facilities Unit at the District- and or Head Office								
* The school has taken stock of all assets and the asset register is updated								
* The school manages furniture shortages and/or surplusses								
8 HUMAN RESOURCES								
8.1 Post establishment of CS staff								
> The school has filled the required number of posts as allocated by GDE.								
> The educator workloads are according to specific qualifications/ learning areas								
> Each staff member has a personalised Job Description.								
> The key performance indicators are measured and monitored for each member								
8.2 Post Establishment of PS staff								
> The school has filled the required number of posts as allocated by GDE.								
> The workloads are more or less equal and according to expertise and competency.								
> Each staff member has a personalised Job Description.								
> The key performance indicators are measured and monitored for each member								
8.3 Grievance Procedures (Code of Professional Ethics)								
* The protocol is followed.								
8.4 Professional Development								
8.4.1 The Management Plan for conducting the first cycle of DA and PMDS is in place and makes provision								
for the following:								
> Establishment and review of the DSG structure(s)								
 Dates when the following activities took place: Staff/ class observation, completion of first cycle, compilation and implementation of PGP's /PDP's, submission of summative results 								
> All new members inducted / trained								
> A progress report is available w.r.t the completion of the First Developmental Cycle as outlined in the SIP.								
8.4.2 The Management Plan for conducting the second cycle of DA and PMDS is in place and makes provision								
for the following:								
> Establishment and review of the DSG structure(s)								
> Dates when the following activities took place: Staff/ class observation, completion of second cycle ,								
compilation and implementation of PGP's /PDP's, submission of summative results								
8.4.3 SMT training needs								
> SMT's developmental needs were identified and facilitated								
> Systems and procedures were implemented to monitor the progress of the SMT's developmental needs.								
8.5 Vacant temporary/permanent posts								
Vacant temporary/permanent posts have been advertised and correct procedures followed								
Developed a management plan for shortlisting and interviews.				•		•		-
* Shortlisting and interview minutes kept.								
8.6 Induction of new staff								
* New staff is inducted by relevant line managers.								

INDICATORS	SCALE	TERM 1	SCALE	TERM 2	SCALE	TERM 3	SCAL	E	TERM 4
OBJECTIVE / THEME / ACTIVITY	1 2 3	COMMENT	1 2 3	COMMENT 1	2 3	COMMENT		3	COMMENT
9 LEARNER SUPPORT SERVICES									
9.1 Learner absenteeism is controlled, investigated and support provided where necessary.									
9.2 Systems and procedures are in place to deal with the following:									
> disruptive/disturbing behaviour in class (Boys/Girls Town Content Methodology)									
> drug and alcohol abuse								4	
safety in class rooms and on school premises accommodating learners with special needs			_				_	_	
> referral of learners with special needs			_					++	
> how to deal with pregnant learners/prevention of pregnancy									
10 EDUCATIONAL RESOURCES (LTSM)									
* The principal facilitates and co-ordinates the delivery of equipment and resources to the school.								4	
Verify LTSM * All learners have workbooks which are DBE-approved and distributed									
* All learners have workbooks (CAPS Aligned) or from the National Catalogue							_	\vdash	
All leathers have textbooks (CAFS Aligned) of Holli the National Catalogue									
* Educators received and are using the Teaching resources									
* All LTSM are recorded in the stock and asset register									
* The school has a functional LTSM committee and policy, which outlines the following:									
> Ordering; Criteria for purchasing curricular resources; Selection criteria.									
> Retrieval - Annual Statistics.									
> Distribution strategy & Effective record-keeping.									
> Procedure for replacing lost items. > List of approved service providers.						 		\vdash	
> Provision for storage facilities.									
> Utilisation of LTSM budget.									
* Available resources are used optimally (SASA and ELITS library policy)									
* Serialised resources (e.g. computers, data projectors, interactive white boards) are issued out quarterly to									
teachers, recorded in the distribution register.									
* Subject related resources (e.g. maps, charts) issued out to teachers as per the subject policies and as									
reflected in the distribution register. * Available library resources are captured on a stock register, displayed in accordance with the Dewey			_				_	_	
System and distributed to educators once per quarter. Check the distribution register.									
* The school has a Management Plan for the distribution of LTSM & educator teaching resources									
* The school takes stock of textbooks at the end of each term.							_	\vdash	
* The school follows the procedure for replacing lost items, as per LTSM policy.									
* The school follows up on LTSM orders placed with service provider.									
* School retrieved all learner textbooks									
* School retrieved all (Educator) teaching resources									
* The school ensures service provider delivers all LTSM before school closes in December									
* All LTSM are recorded in the asset register									
11 NUTRITION									
* The school has a register of learners who benefit from the School Nutritional Programme.									
* The school has facilities available for preparation and storage of food.									
* Equipment is in good working order.									
12 SCHOLAR TRANSPORT									
* The school has a register of learners who make use of Departmental School Transport Services, which also									
reflects the distances travelled.									
13 MANAGING THE PERFORMANCE OF THE PRINCIPAL									
* The principal monitors the basic functioning of the school.								4	
* The school participates in national, provincial and district quality assurance initiatives.									
13.1 Evaluate the performance of the principal									
> The correct process was followed in evaluating the principal's performance									
> Systems are in place to monitor and support the principal's performance									
> The principal's summative evaluation was moderated									
13.2 Facilitate the development of the principal								44	
> The principal's developmental needs were identified and facilitated									
> Systems and procedures are in place to monitor the progress of the principal						ži			

SCALE SCALE SCALE SCALE SCALE SCALE SCALE COMMENT 1 2 3 COMMENT 1 2 3 COMMENT 1 2 3 COMMENT

* All policies are updated and signed off by the relevant person, i.e. the principal or Chairperson of the SGB and finally the District/Circuit manager (assisted by the legal section) who must verify that the policies are compliant with legislation

INDICATORS	RATIN		TERM 1	ING ALE	TERM 2		TING CALE	TERM 3		TING	TERM 4
OBJECTIVE / THEME / ACTIVITY	1 2		COMMENT	3	COMMENT		2 3	COMMENT	1	2 3	COMMENT
* The Learner Attendance Policy is implemented and adhered to.		3									
> Each class has a class register and a period control register.											
> Learners are punctual and attend regularly							_			_	
> The school follows the standard procedures for recording, managing and monitoring learner											
attendance.											
> All policies pertaining to absenteeism, late-coming, time-off, school discipline and truancy are up to											
							_				
15.2 Learners * The class register is marked in the registration period on each school day in accordance with the		+					_			_	
 The class register is marked in the registration period on each school day in accordance with the instructions in Schedule 1 											
* A period register is marked at least once per month or more frequently (in every period) as determined by the principal											
* The school stores learner attendance data in an electronic administration system, but must ensure that:									H		
> Attendance data is captured on the electronic system at least once a week											
> A hard copy is generated monthly for the previous month, signed by the principal and filed for audit											
purposes											
> Quarterly attendance returns are generated and submitted to district office										-	
> They adapt and apply paragraphs 39 – 47 as per Attendance Policy.										Æ	
15.3 Educators		+								_	
* Educators sign the time book upon arrival at/dismissal from school											
* Principal monitors the time book regularly.											
* Educators complete late arrival/early departure register, when applicable											
* Educators understand the 8-week rule w.r.t leave of absence											
* Principal ensures leave forms are completed and submitted to the district office weekly/ regularly.											
15.4 Functionality of the SGB	_	\bot									
* The school has systems in place to support SGBs in promoting effective school governance.		\vdash									
* The school has a functional SGB. The SGB has a full compliment of members.		+					_			_	
* The SGB has a Constitution.		+					_			_	
* SGB developed a Code of Conduct for learners.							_			_	
* The SGB members were trained on the following:											
> Roles, functions and duties;											
> Formulating a vision and mission for the school											
> Financial Management											
* Parental involvement in the activities of the school											
* The management plan, yearplan and School Development Plan are available and they are aligned to the Budget.											
* Governance policies are in compliance with national requirements and they are implemented eg. Admission policy, Language policy, School safety, HIV/AIDS,etc.											
* The Election of office-bearers for the new 3-year term was a democratic and transparent process.							_			_	
* The processes and procedures followed in the filling of prematurely vacated positions were democratic.						П					
* The SGB determined training needs of members and made provision for it for next year.	_	+					_			_	
* Audited financial statements are available to reflect the financial position of the institution.		+					_			_	
* The SGB considered the option of the school being a fee paying school or a non-fee paying school.		+					_				
* The budget for next year is drawn up.										Ŧ	
* The SGB finalised the school fee exemption applications.										Ŧ	
* The SGB determined the auditors for next year.											
* The SGB prepared the reports to be presented at the AGM.			-		-						
* The SGB meets once per term											
> at school and											
> at district with the director.										F	
15.4 Functionality of the RCL										Æ	
* The RCL does has the required elected structures: Chairman office-bearers, etc.										Ŧ	
* The Election of office-bearers for the new 1-year term was a democratic, transparent process.											
* The RCL has a constitution.										Ŧ	
* RCL members were trained on their roles, functions and duties.											
* RCL participate in decision-making processes.											
* The RCL is functioning well.											
* The RCL chairperson prepared the hand-over reports.		_					_			_	



INDICATORS	RATING SCALE	TERM 1	RATING SCALE	TERM 2	RATI		TERM 3		TING	TERM 4
DBJECTIVE / THEME / ACTIVITY	1 2 3	COMMENT	1 2 3	COMMENT	1 2	3	COMMENT	1	2 3	COMMENT
6 THE SCHOOL HAS SYSTEMS IN PLACE										
The school develops infromation (statistics/surveys) and communication technology as a means of										
athering and disseminating information about learners.										
The school maintains a data base of learners'/educators' needs eg. Professional development needs and										
chievements.										
nformation Systems										
The school has software to develop timetables.						<u> </u>				
The school has a timetable for the use of the computer laboratory.										
The school has a policy regarding cellphones.						_				
The school's ICT resources are in working order.						-				
The school is in partnership with the community regarding the use of ICT.						<u> </u>				
The staff is trained in basic use of ICT.						-				
The school is utilising the SA SAMS program						-			_	
The school's filing and archiving systems are effective. The school has developed a comprehensive school profile.						1			_	
Learner profiles are readily available and updated regularly (to be sent to secondary school).										
MIS data surveys						+			_	
Principal submitted snap survey on 10th school day in January.						+			_	
Principal submitted annual return by 1st Tuesday in March.						+			_	
Correctness of identified EMIS data columns as per EMIS guidelines has been verified by the diatrict.						1			_	
CD data to be submitted by principals monthly, excluding the survey month						1			_	
Quarterly Reports to be submitted by principals at the end of every quarter. Printouts that must be						+			_	
ubmitted with CD: Data base and Printed version										
ICT survey must be submitted by principals at the end of the fourth quarter						1			_	
Pass rate survey must be submitted at the end of the fourth quarter						1			_	
Tass rate survey must be submitted at the end of the fourth quarter						+			_	
7 QUARTERLY REPORTING AND FEEDBACK										
the District/Circuit manager received the following reports from the school:										
Activities planned for each term as per SIP.									_	
Reports on specific incidents that happened at school.										
Evidence of Development and Support provided to school.										
Excursions/tours completed per term.										
8 RISK MANAGEMENT										
eave register						<u> </u>				
Leave registers for Teachers and Learners (SA SAMS or Manual) is in line with the attendance register and										
eave forms Leave forms are submitted every Friday to the District Office						1			_	
Leave days are monitored and members are counselled when absent frequently.						1			_	
Early departure and late arrival registers are monitored and regularly addressed.						-			_	
he school maintains the following registers:										
Stock										
Telephone										
Attendance										
Summary				<u> </u>						<u> </u>
Asset										
Mail Register for Incoming and Outgoing mail										
Handling of orphans and vulnerable children										
Handling pregnancy of learners Injury in particular sport, in place and controlled										
ogbook										
It has the following columns: date of visit, time of arrival, purpose of visit, time of departure, signature of										
fficial/visitor, signature of principal, findings and recommendations.										
All meetings, functions, events held at the school are noted in the logbook (of the school)										

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