



**ANNUAL DISTRICT PLANNING, MANAGEMENT AND MONITORING TOOL - TO BE FILLED IN
 BY MANAGERS RESPONSIBLE FOR DISTRICT OPERATIONS - TERM ONE**

PURPOSE

The purpose of this tool is to monitor and evaluate district performance and district support, and guide planning, and management of districts. It is envisaged that this tool will be used on an annual basis and used for reporting purposes at the end of the term. The information required in this tool will be collected from a District Director by a manager responsible for district functions. Green indicates that all is well.

A. BACKGROUND INFORMATION					
<i>Pre-populated information should be verified.</i>					
1.	Province				
2.	District Name		3. GPS Coordinates		
4.	District Director's Name				
5.	Postal Address (<i>Please leave blank if Not Applicable</i>)				
6.	Physical Address:				
	Building				
	Street Address				
	Town or City				
	Postal Code				
7.	Telephone Number: 1		8. Fax Number		
9.	Director Cell Number		10. E-mail Address		
11.	Please indicate the name and contact details of CES/Deputy Directors in your district office.				
	Name	Division (e.g. Curriculum, etc.)	Contact numbers		E-mail
Telephone			Cell		
11.1					
11.2					
11.3					
11.4					
11.5					
11.6					
11.7					
11.8					
11.9					
11.10					

B. INFRASTRUCTURE & RESOURCES					
<i>The following questions relate to infrastructure and resources in the district. Please select the appropriate response by making an (X) in the correct box OR by completing the requested information.</i>					
12.	Are the district officials accommodated in one building?			Yes	No
13.	Where are the other officials housed? Please select the appropriate option(s).				
	Satellite offices	Circuit offices	Provincial offices	Municipal offices	Other: Please Specify.
14	What infrastructure resources are available, and in which condition?				
	Resources	Number required	Number available	Condition of resource	
14.1	Office building				
14.2	Available offices/ workstations				
14.3	Desks/Tables				
14.4	Chairs				
14.5	Cupboards/Cabinets				
14.6	Telephones				
14.7	Cellular phones				
14.8	Fax machines				
14.9	Desktop computers				
14.10	Laptops				
14.11	Photocopiers				
14.12	Internet connectivity (for desktop computers)				
14.13	Email service				
14.14	3G cards				
14.15	GG cars				
14.16	Subsidised cars				
15.	If the district receives additional allocation, what are the priority issues that would be addressed?				

C. STAFF ESTABLISHMENT									
<i>The following questions relate to personnel in the district. Please select the appropriate response by making an (X) in the correct box OR completing the requested information.</i>									
16.	Please indicate the number of CS posts that are filled and unfilled.								
16.1.1	District Director	Filled posts			Unfilled posts				
16.1.2	CES/Deputy Directors	Filled posts			Unfilled posts				
16.1.3	Circuit Managers	Filled posts			Unfilled posts				
16.1.4	DCES	Filled posts			Unfilled posts				
16.1.5	Subject Advisors (SES)	Filled posts			Unfilled posts				
17.	Please indicate the number of Public Service Staff that are filled and unfilled.								
17.1.1	Deputy Director	Filled posts			Unfilled posts				
17.1.2	Assistant Director	Filled posts			Unfilled posts				
17.1.3	Chief Admin Advisor	Filled posts			Unfilled posts				
17.1.4	Chief Accounting Clerk	Filled posts			Unfilled posts				
17.1.5	Chief HR Officer	Filled posts			Unfilled posts				
17.1.6	Chief Provisional Admin Officer	Filled posts			Unfilled posts				
17.1.7	Chief Registry Clerk	Filled posts			Unfilled posts				
17.1.8	Senior Admin Officer	Filled posts			Unfilled posts				
17.1.9	Secretary	Filled posts			Unfilled posts				
17.1.10	Admin Officer	Filled posts			Unfilled posts				
17.1.11	Personal Assistant	Filled posts			Unfilled posts				
17.1.12	Accounting Clerk	Filled posts			Unfilled posts				
17.1.13	HR Officer	Filled posts			Unfilled posts				
17.1.14	Provision Admin Officer	Filled posts			Unfilled posts				
17.1.15	Registry Clerk	Filled posts			Unfilled posts				
17.1.16	Typist	Filled posts			Unfilled posts				
17.1.17	Operator	Filled posts			Unfilled posts				
17.1.18	Network Controller	Filled posts			Unfilled posts				
17.1.19	Librarian Assistant	Filled posts			Unfilled posts				
17.1.20	Messenger	Filled posts			Unfilled posts				
17.1.21	Telecom Operator	Filled posts			Unfilled posts				
17.1.22	Heavy Duty Driver	Filled posts			Unfilled posts				
17.1.23	Driver	Filled posts			Unfilled posts				
17.1.24	Factotum	Filled posts			Unfilled posts				
17.1.25	Cleaner	Filled posts			Unfilled posts				
17.1.26	General worker	Filled posts			Unfilled posts				
18.	Please indicate the number and employment status of the following district officials.								
18.1	District Director	Permanent			Seconded				
18.2	CES/Deputy Directors	Permanent	Temporary	18.3 DCES		Permanent	Temporary		
18.4	Circuit Managers	Permanent	Temporary	18.5 Subject Advisors		Permanent	Temporary		
18.6	Administrative staff	Permanent	Temporary	18.7 Secretary		Permanent	Temporary		
19.	Please indicate the number of approved posts and subject advisors per subject.								
	Phase	Number of approved posts			Subjects		Number of posts		
		Filled	Vacant	Total			Filled	Vacant	Total
19.1.1	Foundation				19.2.1	Mathematics			
19.1.2	Intermediate				19.2.2	Languages			
19.1.3	Senior				19.2.3	Physical Science			
19.1.4	FET				19.2.4	Technology			

	Phase	Number of posts				Phase	Number of posts		
		Filled	Vacant	Total			Filled	Vacant	Total
19.1.5	Psychologist				19.2.5	Accounting			
19.1.6	Social Worker				19.2.6	Geography			
19.1.7	Physiotherapist				19.2.7	History			
19.1.8	Speech Therapist				19.2.8	Life Sciences			
19.1.9	Occupational Therapist				19.2.9	Other:			
19.1.10	Professional Nurse				19.2.10	Other:			
20.	Do all the officials have job descriptions and work plans? <i>(if no please elaborate)</i>						Yes	No	
	Please Elaborate.								
21	Please indicate the number of schools in the district (per type of school).								
	Type of school	Number of PUBLIC SCHOOLS by QUINTILE					Number of INDEPENDENT SCHOOLS	Total	
	1	2	3	4	5				
21.1	Primary								
21.2	Intermediate								
21.3	Combined								
21.4	Junior Secondary								
21.5	Secondary								
21.6	Senior Secondary								
21.7	Special Schools								
21.8	ECD Centres								
21.9	Total								
22.	Please indicate the number of vacant posts at Public school level (per type of school).								
	Type of school	Number of vacant posts							
		Principal	Deputy Principal	HoD	Teacher				
22.1	Primary								
22.2	Intermediate								
22.3	Combined								
22.4	Junior Secondary								
22.5	Secondary								
22.6	Senior Secondary								
22.7	Special Schools								
22.8	Total:								

D. DISTRICT IMPROVEMENT PLAN

The following questions relate to the district improvement plan (DIP). Please select the appropriate response by making an (X) in the correct box OR completing the requested information.

23.	Does the district have a district improvement plan (DIP)?	Yes	No
23.1	If the answer to question 23 is yes, what is the status of the DIP? Please select the appropriate response by making an (X) in the correct box.	Development phase	
		Finalised but not yet implemented	
		Implementation phase	
23.2	If the answer to question 23 is yes, please indicate the main elements of the DIP . This should be substantiated by evidence. <i>The features that have been mentioned should be marked with an (X). Further, there should be an indication of what evidence was provided.</i>		
	Main elements of the DIP	Stated?	Evidence provided?
23.1.1	Alignment to the Minister's Delivery Agreement and Action Plan to 2014		
23.1.2	Alignment to own provincial priorities, strategies and targets		
23.1.3	Based on school improvement plans or annual academic reports		
	Main elements of the DIP	Stated?	Evidence provided?
23.1.4	Focused on curriculum provision and resources		
23.1.5	Consists of the implementation of CAPS		
23.1.6	Consists of curriculum coverage		
23.1.7	Consists of in-school (classroom) monitoring		
23.1.8	Includes curriculum monitoring tools		
23.1.9	Entails data for each of the schools including a support plan for subjects that are found to be more challenging		
23.1.10	Includes plans to ensure credible curriculum choice decisions by schools		
23.1.11	Focused on the provisioning and utilisation of LTSMs		
23.1.12	Includes retrieval of textbooks		
23.1.13	Focused on the quality of teaching & learning, and teacher development		
23.1.14	Entails detailed plans for school visits by district/circuit officials		
23.1.15	Includes teacher and SMT development		
23.1.16	Consists of a timetable for collection of key data and feedback to schools and SMTs		
23.1.17	Includes monitoring teacher attendance in class		
23.1.18	Focused on learner achievement		
23.1.19	Includes a learner performance improvement plan for the district		
23.1.20	Includes plans to support schools identified as underperforming (and served with a written notice in terms of Section 58b of SASA) including mentorship		
23.1.21	Includes subject-specific interventions		
23.1.22	Focused on ANA analysis, preparation and support to schools		
23.1.23	Focused on NSC analysis, preparation and support to schools		
23.1.24	Entails infrastructure plans		
23.1.25	Focused on leadership, management and communication		
23.1.26	Entails clearly outlined responsibilities for individuals and teams to carry out the tasks		

29	Does the district have a record of the textbooks ordered by each of the schools in the district?	Yes	No						
30	Does the district have a record of the textbooks delivered to each of the schools in the district?	Yes	No						
31	How many schools have been provided with textbooks in the district?								
32.	Please indicate the number of schools (in the district) that require (have a shortage of) books (DBE workbooks and CAPS-aligned textbooks) per subject and Grade.								
	Subject	Gr.R	Gr.1-3	Gr.4	Gr.5	Gr.6	Gr.10	Gr.11	Gr.12
32.1	Grade R workbook								
32.2	Gr.1-3 Graded Readers (10 packs)								
32.3	Gr.1-3 Basic Books								
32.4	Gr.1-3 Phonics								
32.5	Natural Sciences workbook								
32.6	Life Skills								
32.7	Mathematics/Numeracy								
32.8	English FAL								
32.9	Home Language								
32.10	Physical Sciences								
32.11	Life Sciences								
32.12	Mathematics Literacy								
32.13	Accounting Mind the Gap Study Guide								
32.14	Geography Mind the Gap Study Guide								
32.15	Economics Mind the Gap Study Guide								
32.16	Life Sciences Mind the Gap Study Guide								
32.17	Other. Please specify the subjects below.								

District Director's Signature:.....

Signature of Monitor:.....

F. DISTRICT ROLES					
33. The following relate to district roles. Please indicate the status of each by marking with a (X) in the appropriate box, and provide supporting evidence					
33.1	1. Planning	G	Y	R	Comments/Evidence
33.1.1	Collecting and analysing school, circuit and district data to inform planning.				
33.1.2	Assisting schools with compiling school improvement or development plans.				
33.1.3	Integrating school improvement or development plans into district plans.				
	Sub Total				
33.2	2. Support	G	Y	R	Comments/Evidence
33.2.1	Providing an enabling environment and targeted support for education institutions within the district to do their work in line with education law and policy.				
33.2.2	Assisting school principals and educators to improve the quality of teaching and learning in their institutions by school visits, classroom observation, consultation, cluster meetings, suitable feedback reports and other means.				
33.2.3	Serving as an information node for education institutions on education law, policy and administration.				
33.2.4	Facilitating ICT connectivity in all institutions within the district. Providing an enabling environment and organising provision and support for the professional development of managers, educators and administrative staff members.				
	Sub Total				
33.3	3. Oversight and accountability	G	Y	R	Comments/Evidence
33.3.1	Holding principals of education institutions in the district to account for their performance.				
37.3.2	Accounting to the PED for the performance of education institutions in the district.				
33.3.3	Accounting to the PED in terms of performance agreements that stipulate the roles, functions and responsibilities of district officials in line with relevant policies.				

	Sub Total				
33.4	4. Public engagement	G	Y	R	Comments/Evidence
33.4.1	Informing and consulting with the public in an open and transparent manner.				
33.4.2	Upholding <i>Batho Pele</i> principles in all dealings with the public.				
	Sub Total				
	TOTAL				
34.	G. DISTRICT DELEGATIONS <i>The following relate to district delegations. Please indicate the status of each by marking with a (X) in the appropriate box, and provide supporting evidence</i>				
34.1	1. Human resource management	G	Y	R	Comments/Evidence
34.1.1	Authority to appoint any person or to promote or transfer any educator (including substitutes) or public servant under the District Director's area of jurisdiction.				
34.1.2	In the case of a new school, until the relevant SGB is established, authority to appoint, promote or transfer a staff member in a temporary capacity to any suitable post on the school's establishment.				
34.1.3	Authority to institute disciplinary proceedings and impose a sanction on an educator or public servant within the District Director's area of jurisdiction in accordance with the relevant disciplinary code and procedures.				
	Sub Total				
34.2	2. School governance				Comments/Evidence
34.2.1	Authority to dissolve an ineffective SGB.				
34.2.2	Authority to allocate or withdraw, on reasonable grounds, a function from a SGB.				
	Sub Total				
34.3	3. Financial management	G	Y	R	Comments/Evidence
34.3.1	Authority to manage the assets and liabilities of the PED in the district, including the safeguarding and maintenance of assets;				

34.3.2	Authority to procure goods and services, including equipment, up to a value of R500 000;				
34.3.3	Authority to take appropriate disciplinary steps against any official under the District Director's authority who commits an act of financial misconduct in terms of the PFMA.				
	Sub Total				
34.4	4. Are Delegations:	G	Y	R	Comments/Evidence
34.4.1	Communicated by letter to the delegate;				
34.4.2	Circulated within the PED, published on the PED's website and made available, on request, to a principal, SGB chairperson or member of the public;				
34.4.3	Clear and precise;				
34.4.4	Appropriate to the function concerned;				
34.4.5	Consistent with the appropriate legislation;				
34.4.6	Accompanied by sufficient resources;				
34.4.7	Subject to appropriate limitations; and				
34.4.8	Accompanied by a reporting schedule.				
	Sub Total				
	Total				
35.	H. DISTRICT ORGANISATION AND FUNCTIONS <i>The following relate to district organisation and functions. Please indicate the status of each by marking with a (X) in the appropriate box, and provide supporting evidence.</i>				
35.1	District Curriculum Support.	G	Y	R	
35.1.1	Provincial curriculum policies and guidelines are implemented in accordance with national mandates				
35.1.2	Leadership and direction for curriculum management takes place				
35.1.3	Teachers are supported and orientated on the Learning Area/Programme/Subject Content				
35.1.4	Work Plans and Work Plan agreements are developed and implemented				
35.1.5	Curriculum materials are developed and distributed to schools				

35.1.6	Teachers are provided with on-site support				
35.1.7	Teachers are assisted in curriculum planning and delivery				
35.1.8	Professional development of teachers is promoted				
35.1.9	Curriculum structures are established and maintained				
35.1.10	Communication strategies are developed				
35.1.11	Statistical databases are established and maintained				
35.1.12	Curriculum programmes are monitored and evaluated				
35.1.13	A recording and reporting instrument has been developed by the curriculum official in support of the purpose identified				
35.1.14	Successes and challenges are identified in the implementation of the CAPS				
35.1.15	Good classroom practices are recognised as well as areas in the need of improvement				
35.1.16	Reports are available for monthly/weekly/quarterly school visits				
35.1.17	CAPS training workshops have taken place				
35.1.18	Teachers are supported for continuous growth and development				
35.1.19	The secondary school improvement plan is in place and being implemented				
35.1.20	Dinaledi schools received additional training and resources				
35.1.21	The MST strategy is implemented				
35.1.22	Foundations for Learning (milestones) implemented in primary schools				
35.1.23	Systemic Evaluation results for baseline of LA analysis available				
35.1.24	ANA results are analysed				
35.1.25	Learners receive their ANA reports.				
35.1.26	Item analysis of ANA is disseminated.				
	Sub Total				
35.2	<i>District Management and Governance Support</i>	G	Y	R	Comments/Evidence
35.2.1	What is the frequency of DMT meetings?				

35.2.2	Are minutes of the DMT meetings available?				
35.2.3	Does the District Director empower personnel during these meetings?				
35.2.4	What intervention strategies are proposed at DMT meetings?				
35.2.5	How are those interventions implemented?				
35.2.6	Training and support is given to HoDs and Deputy Principals				
35.2.7	What training and support is given to SGBs on the following:	G	Y	R	
35.2.7.1	- Finance				
35.2.7.2	- Roles and responsibilities				
35.2.7.3	- Policy development				
35.2.7.4	- All basic building blocks in schools (timetables, budget, rosters, schedules, etc.)				
35.2.8	Parental involvement promoted in schools?	G	Y	R	
35.2.9	Parents are made aware of the Action Plan and Schooling 2014?				
35.2.10	All schools received their funding allocation?				
35.2.11	School infrastructure conducive for teaching and learning?				
35.2.12	Specialist services are available to schools				
35.2.13	Monitoring and support services been provided to schools through e-Education?				
35.2.14	All schools received the necessary resources in time? When?				
35.2.15	Learner attendance is closely monitored?				
35.2.16	District database of learner attendance statistics is available				
35.2.17	Learner attendance is analysed, intervention strategies take place and support is given where necessary				
	Sub Total				
35.3	District Learner Support	G	Y	R	Comments/Evidence
35.3.1	District is supporting Grade 12 learners through distribution of study guides and examples of examination papers				
35.3.2	Guidance to Grade 12 learners given through radio and television				
35.3.3	Support given to Grade 10 and 11 learners to prepare for Grade 12				

35.3.4	Motivating Grade 12 learners				
35.3.5	Has a district-wide Grade 12 examination report				
35.3.6	Every learner has access to a minimum set of textbooks and workbooks required according to the national policy				
35.3.7	Access to computers for learners increased				
35.3.8	Access to libraries for all learners				
35.3.9	Functional Learner Representative Councils in all secondary schools				
35.3.10	Overall well-being of learners are considered through programmes such as Nutrition, Scholar Transport, School Health Programmes and Sport				
35.3.11	Education White Paper 6 is implemented in all schools (Full-service schools)				
35.3.12	Longitudinal studies of learners achievement takes place				
	Sub Total				
35.4	District Operations	G	Y	R	Comments/Evidence
35.4.1	Database on schools is managed				
35.4.2	Records of district units are kept				
35.4.3	Critical information for EMIS is collected and verified				
35.4.4	Professional development needs of staff members are assessed through questionnaires, informal methods and development appraisals				
35.4.5	Staff development activities are supported				
35.4.6	Staff development success/challenges/problems are evaluated in terms of the goals of the institutions and Department				
35.4.7	Capacity building programmes for SGBs and SMTs are assessed				
35.4.8	Support is provided for professional growth of educators within an appraisal programme				
35.4.9	Projects are managed within the set budget				
35.4.10	Principals/SGBs/SMTs are advised on budget planning and procurement processes				
35.4.11	Records are maintained to disseminate information got				

	financial accountability				
35.4.12	All circulars and other relevant information are made available to staff members and schools				
35.4.13	Liaises with other education offices for the purpose of coordination				
35.4.14	Procurement of goods and services take place				
35.4.15	Strategic plans are prepared with the intention of achieving the goals of the Department				
35.4.16	Management plans are prepared to achieve targets as well as the needs of the learners and school staff				
35.4.17	Guidance on strategic planning is provided to institutions				
35.4.18	Policies are formulated for operational reasons				
35.4.19	Policies are disseminated to staff members and schools				
35.4.20	Policies are analysed				
35.4.21	Policies are implemented				
35.4.22	Policy compliance is monitored				
35.4.23	Circuit Managers are trained to provide effective support and supervision to Cluster Leaders and institutions				
35.4.24	General office administration in circuits				
	Sub Total				
35.5	Examination and Assessment	G	Y	R	
35.5.1	Administering Annual National Assessment (ANA)				
35.5.2	Administering National Senior Certificate (NSC)				
35.5.3	Administering Continuous Assessment (CASS)				
	Sub Total				
	Total				
35.6	Batho Pele	G	Y	R	
35.6.1	Consults with stakeholders and clients				
35.6.2	Sets and keeps to service standards				
35.6.3	Increases access to services				
35.6.4	Ensures courteous behaviour				
35.6.5	Provides the requires information to the public				
35.6.6	Acts openly and honestly				
35.6.7	Redress sub-standard performance				
35.6.8	Ensures value for money				

NAME OF DISTRICT DIRECTOR:

SIGNATURE:

DATE:

NAME OF MONITOR:

SIGNATURE:

DATE:

NAME OF WITNESS:

SIGNATURE:

DATE:

STAMP

DRAFT



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DISTRICT PLANNING, MANAGEMENT AND MONITORING TOOL TO BE FILLED IN BY MANAGERS RESPONSIBLE FOR DISTRICT OPERATIONS FOR TERMS 2-4

PURPOSE

The purpose of this tool is to monitor and evaluate district performance and district support, and guide planning, and management of districts. It is envisaged that this tool will be used once a term (between the 2nd and 4th terms). The information required in this tool will be collected from a District Director by a **manager responsible for district functions** and used for reporting purposes at the end of each term. Green indicates all is well.

A. BACKGROUND INFORMATION			
<i>Pre-populated information should be verified.</i>			
1.	Province		
2.	District Name	3. GPS Coordinates	
4.	District Director's Name		
5.	Postal Address (<i>Please leave blank if Not Applicable</i>)		
	SAPO* Village		
	PO Box		
	Private Bag		
	Post Office	Postal Code	
6.	Telephone Number	7. Fax Number	
8.	District Director's Cell Number	9. E-mail Address	

10. Please indicate the post filled in the current term in terms of vacancies identified at the start of the year - of approved posts and subject advisors per subject.					
	Phase	Number of approved posts	Subjects (please fill-in)		Number of Advisors
10.1.1	Foundation		10.2.1		
10.1.2	Intermediate		10.2.2		
10.1.3	Senior		10.2.3		
2.1.4	FET		10.2.4		
10.1.5	Psychologist		10.2.5		
10.1.6	Social Worker		10.2.6		
10.1.7	Physiotherapist		10.2.7		
10.1.8	Occupational Therapist		10.2.8		
10.1.9	Speech Therapist		10.2.9		
10.1.10	Professional Nurse		10.2.10		

11. B. DISTRICT ROLES The following relate to district roles. Please indicate the status of each by marking with a (X) in the appropriate box, and provide supporting evidence											
11.1		Term 2			Term 3			Term 4			Comments
1. Planning		G	Y	R	G	Y	R	G	Y	R	
11.1.1	Collecting and analysing school, circuit and district data to inform planning.										
11.1.2	Assisting schools with compiling school improvement or development plans.										
11.1.3	Integrating school improvement or development plans into district plans.										
11.1.4	Sub Total										
11.2		G	Y	R	G	Y	R	G	Y	R	
11.2.1	Providing an enabling environment and targeted support for education institutions within the district to do their work in line with education law and policy.										

		Term 2			Term 3			Term 4			Comments
		G	Y	R	G	Y	R	G	Y	R	
11.2.2	Assisting school principals and educators to improve the quality of teaching and learning in their institutions by school visits, classroom observation, consultation, cluster meetings, suitable feedback reports and other means.										
11.2.3	Serving as an information node for education institutions on education law, policy and administration.										
11.2.4	Facilitating ICT connectivity in all institutions within the district. Providing an enabling environment and organising provision and support for the professional development of managers, educators and administrative staff members.										
	Sub Total										
11.3	3. Oversight and accountability	G	Y	R	G	Y	R	G	Y	R	
11.3.1	Holding principals of education institutions in the district to account for their performance.										
11.3.2	Accounting to the PED for the performance of education institutions in the district.										
11.3.3	Accounting to the PED in terms of performance agreements that stipulate the roles, functions and responsibilities of district officials in line with relevant policies.										
	Sub Total										
11.4	4. Public engagement	G	Y	R	G	Y	R	G	Y	R	Comments/Evidence
11.4.1	Informing and consulting with the public in an open and transparent manner.										
11.4.2	Upholding <i>Batho Pele</i> principles in all dealings with the public.										
	Sub Total										
	TOTAL										

12.	C. DISTRICT DELEGATIONS <i>The following relate to district delegations. Please indicate the status of each by marking with a (X) in the appropriate box, and provide supporting evidence.</i>										
12.1	1. Human resource management	Term 2			Term 3			Term 4			Comments/Evidence
12.1.1	Authority to appoint any person or to promote or transfer any educator (including substitutes) or public servant under the District Director's area of jurisdiction.										
12.1.1	In the case of a new school, until the relevant SGB is established, authority to appoint, promote or transfer a staff member in a temporary capacity to any suitable post on the school's establishment.										
12.1.2	Authority to institute disciplinary proceedings and impose a sanction on an educator or public servant within the District Director's area of jurisdiction in accordance with the relevant disciplinary code and procedures.										
	Sub Total										
12.2	2. School governance	G	Y	R	G	Y	R	G	Y	R	
12.2.1	Authority to dissolve an ineffective SGB.										
12.2.2	Authority to allocate or withdraw, on reasonable grounds, a function from a SGB.										
	Sub Total										
12.3	3. Financial management	G	Y	R	G	Y	R	G	Y	R	
12.3.1	Authority to manage the assets and liabilities of the PED in the district, including the safeguarding and maintenance of assets;										
12.3.2	Authority to procure goods and services, including equipment, up to a value of R500 000;										
12.3.3	Authority to take appropriate disciplinary steps against any official under the District Director's authority who commits an act of financial misconduct in terms of the PFMA.										
	Sub Total										

12.4	4. Are Delegations:	G	Y	R	G	Y	R	G	Y	R	
12.4.1	Communicated by letter to the delegate.										
12.4.2	Circulated within the PED, published on the PED's website and made available, on request, to a principal, SGB chairperson or member of the public.										
12.4.3	Clear and precise.										
12.4.4	Appropriate to the function concerned.										
12.4.5	Consistent with the appropriate legislation.										
12.4.6	Accompanied by sufficient resources.										
12.4.7	Subject to appropriate limitations.										
12.4.8	Accompanied by a reporting schedule.										
	Sub Total										
	Total										
D. DISTRICT ORGANISATION AND FUNCTIONS											
13.	<i>The following relate to district functions. Please indicate the status of each by marking with a (X) in the appropriate box, and provide supporting evidence. Guidance to Grade 12 learners given through radio and television.</i>										
13.1	District Curriculum Support	Terms 2			Term 3			Term 4			Comments
		G	Y	R	G	Y	R	G	Y	R	
13.1.1	Provincial curriculum policies and guidelines are implemented in accordance with national mandates.										
13.1.2	Leadership and direction for curriculum management takes place.										
13.1.3	Teachers are supported and orientated on the Learning Area/Programme/Subject Content.										
13.1.4	Work Plans and Work Plan agreements are developed and implemented.										

13.1.5	Curriculum materials are developed and distributed to schools.									
13.1.6	Teachers are provided with on-site support.									
13.1.7	Teachers are assisted in curriculum planning and delivery.									
13.1.8	Professional development of teachers is promoted.									
13.1.9	Curriculum structures are established and maintained.									
13.1.10	Communication strategies are developed.									
13.1.11	Statistical databases are established and maintained.									
13.1.12	Curriculum programmes are monitored and evaluated.									
13.1.13	A recording and reporting instrument has been developed by the curriculum official in support of the purpose identified.									
13.1.14	Successes and challenges are identified in the implementation of the CAPS.									
13.1.15	Good classroom practices are recognised as well as areas in the need of improvement.									
13.1.16	Reports are available for monthly/weekly/quarterly school visits.									
13.1.17	CAPS training workshops have taken place.									
13.1.18	Teachers are supported for continuous growth and development.									
13.1.19	The secondary school improvement plan is in place and being implemented.									
13.1.20	Dinaledi schools received additional training and resources.									
13.1.21	The MST strategy is implemented.									
13.1.22	Foundations for Learning (milestones) implemented in primary schools.									
13.1.23	Systemic Evaluation results for baseline of LA analysis available.									
13.1.24	ANA results are analysed.									

13.1.25	Learners receive their ANA reports.									
13.1.26	Item analysis of ANA is disseminated.									
	Sub Total									
13.2	District Management and Governance Support	G	Y	R	G	Y	R	G	Y	R
13.2.1	What is the frequency of DMT meetings?									
13.2.2	Are minutes of the DMT meetings available?									
13.2.3	Does the District Director empower personnel during these meetings?									
13.2.4	What intervention strategies are proposed at DMT meetings?									
13.2.5	How are those interventions implemented?									
13.2.6	Training and support is given to HoDs and Deputy Principals									
13.3	What training and support is given to SGBs on the following:	G	Y	R	G	Y	R	G	Y	R
13.3.1	- Finance									
13.3.2	- Roles and responsibilities									
13.3.3	- Policy development									
13.3.4	- All basic building blocks in schools (timetables, budget, rosters, schedules, etc.)									
13.4	Parental involvement promoted in schools?	G	Y	R	G	Y	R	G	Y	R
13.4.1	Parents are made aware of the Action Plan and Schooling 2014?									
13.4.2	All schools received their funding allocation?									
13.4.3	School infrastructure conducive for teaching and learning?									
13.4.4	Specialist services are available to schools									

13.4.5	Monitoring and support services been provided to schools through e-Education?									
13.4.6	All schools received the necessary resources in time? When?									
13.4.7	Learner attendance is closely monitored?									
13.4.8	District database of learner attendance statistics is available.									
13.4.9	Learner attendance is analysed, intervention strategies take place and support is given where necessary..									
Sub Total										
13.5	District Learner Support	G	Y	R	G	Y	R	G	Y	R
13.5.1	District is supporting Grade 12 learners through distribution of study guides and examples of examination papers.									
13.5.2	Guidance to Grade 12 learners given through radio and television.									
13.5.3	Support given to Grade 10 and 11 learners to prepare for Grade 12									
13.5.4	Motivating Grade 12 learners.									
13.5.5	Has a district-wide Grade 12 examination report.									
13.5.6	Every learner has access to a minimum set of textbooks and workbooks required according to the national policy.									
13.5.7	Access to computers for learners increased.									
13.5.8	Access to libraries for all learners.									
13.5.9	Functional Learner Representative Councils in all secondary schools.									
13.5.10	Overall well-being of learners are considered through programmes such as Nutrition, Scholar Transport, School Health Programmes and Sport.									
13.5.11	Education White Paper 6 is implemented in all schools (Full-service schools).									
13.5.12	Longitudinal studies of learners achievement takes place.									
Sub Total										

13.6	District Operations	G	Y	R	G	Y	R	G	Y	R	
13.6.1	Database on schools is managed.										
13.6.2	Records of district units are kept.										
13.6.3	Critical information for EMIS is collected and verified.										
13.6.4	Professional development needs of staff members are assessed through questionnaires, informal methods and development appraisals.										
13.6.5	Staff development activities are supported.										
13.6.6	Staff development success/challenges/problems are evaluated in terms of the goals of the institutions and Department.										
13.6.7	Capacity building programmes for SGBs and SMTs are assessed.										
13.6.8	Support is provided for professional growth of educators within an appraisal programme.										
13.6.9	Projects are managed within the set budget.										
13.6.10	Principals/SGBs/SMTs are advised on budget planning and procurement processes.										
13.6.11	Records are maintained to disseminate information got financial accountability.										
13.6.12	All circulars and other relevant information are made available to staff members and schools.										
13.6.13	Liaises with other education offices for the purpose of coordination.										
13.6.14	Procurement of goods and services take place.										
13.6.15	Strategic plans are prepared with the intention of achieving the goals of the Department.										
13.6.16	Management plans are prepared to achieve targets as well as the needs of the learners and school staff.										
13.6.17	Guidance on strategic planning is provided to institutions.										

District Director's Signature:.....

Signature of Monitor:.....

13.6.18	Policies are formulated for operational reasons.									
13.6.19	Policies are disseminated to staff members and schools.									
13.6.20	Policies are analysed.									
13.6.21	Policies are implemented.									
13.6.22	Policy compliance is monitored.									
13.6.23	Circuit Managers are trained to provide effective support and supervision to Cluster Leaders and institutions.									
13.6.24	General office administration in circuits.									
	Sub Total									
13.7	Examination and Assessment	G	Y	R	G	Y	R	G	Y	R
13.7.1	Administering Annual National Assessment (ANA).									
13.7.2	Administering National Senior Certificate (NSC).									
13.7.3	Administering Continuous Assessment (CASS).									
	Sub Total									
14.	Batho Pele	G	Y	R	G	Y	R	G	Y	R
14.1	Consults with stakeholders and clients.									
14.2	Sets and keeps to service standards.									
14.3	Increases access to services.									
14.4	Ensures courteous behaviour.									
14.5	Provides the required information to the public.									
14.6	Acts openly and honestly.									

		G	Y	R	G	Y	R	G	Y	R	Comments
14.7	Redress sub-standard performance.										
14.8	Ensures value for money.										
	Sub Total										

NAME OF DISTRICT DIRECTOR: **SIGNATURE:** **DATE:**

NAME OF MONITOR: **SIGNATURE:** **DATE:**

NAME OF WITNESS: **SIGNATURE:** **DATE:**

STAMP

District Director's Signature:.....

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Signature of Monitor:.....