

7. Technical Indicator Descriptions

PROGRAMME 1: ADMINISTRATION

Indicator details	1.1.1. Percentage of service provider invoices within the procurement unit paid within 30 days.
Short definition	The number of invoices paid within 30 days of receipt by the institution against the total number of invoices received by the institution. Procurement Unit refers to officials that operate on LOGIS, therefore only invoices of suppliers paid through LOGIS are regarded as invoices paid within the Procurement Unit.
Purpose/Importance	To enable suppliers to have sufficient funding to operate their business and to comply with PFMA (S30)
Source/Collection of data	<ul style="list-style-type: none"> Data sourced from the Basic Accounting System (BAS)
Method of calculation	$\frac{\text{Total number of invoices paid within 30 days of receipt by the institution}}{\text{Total number of invoices received by the institution}} \times 100$
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	100% compliance with PFMA S(30)
Indicator responsibility	Branch A: Finance and Administration

Indicator details	1.1.2. Percentage of received 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 Collective 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	<ul style="list-style-type: none"> 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	$\frac{\text{Total number of misconduct cases finalised within the 90 days period}}{\text{Total number of formal misconduct cases received}} \times 100$
Data limitations	Postponements of cases have a negative impact on compliance with the timeframe.
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	All disciplinary cases should be finalised within the specified period on 90 days
Indicator responsibility	Branch A: Finance and Administration

Indicator details	1.1.3. Percentage of received grievances cases resolved within 30 days
Short definition	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.
Purpose/importance	To ensure sound human relations and avoid extended disgruntlement among employees in the work place.
Source/collection of data	<ul style="list-style-type: none"> • A list of formal grievances submitted by officials to the Directorate: Labour Relations. • The list of grievance cases resolved by the Directorate: Labour Relations
Method of calculation	$\frac{\text{Total number of grievance cases finalised within the 30 days period/}}{\text{Total number of formal grievances received}} \times 100.$
Data limitations	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.
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	Reduction of the number of grievances and that all reported grievances are finalised within the specified period of 30 days.
Indicator responsibility	Branch A: Finance and Administration

PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

Indicator details	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 or other learning materials. The digital files are packaged and distributed to provinces annually. In 2018/19 the following content packs will be distributed to provinces: <ol style="list-style-type: none"> 1. Grade R Resource Pack 2. Grade R – 7 Worksheets 3. Grade 1 – 3 Graded Readers & Big books 4. Grade 4 – 6 Natural Science & Technology textbooks 5. Grade 4 – 6 Mathematics textbooks & Teacher Guide 6. Grade 7 – 9 Technology textbooks 7. Grade 7 – 9 Natural Science textbooks 8. Grade 7 – 9 Mathematics textbooks 9. Grade 10–Life Science textbook & Teacher Guide 10. Grade 10 – 11 Technical Mathematics Learner Book & Teacher Guide 11. Grade 10 – 11 Technical Science textbooks & Teacher Guide 12. Grade 10 – 12 Mathematics textbooks 13. Grade 10 – 12 Physical Science textbooks 14. Grade 10 – 12 Study Guides 15. Grade 10 – 12 Agricultural Technology textbooks
Purpose/Importance	To provide additional LTSM in digital format and complement implementation of ICT in schools
Source/Collection of data	<ul style="list-style-type: none"> • Signed distribution register/Delivery note. • Copies of offline content packs delivered to provinces
Method of calculation	Count the number of packages distributed to provinces
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative year end
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public schools with ICT infrastructure to have access to digital content resources.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator details	2.1.2. Number of schools per province monitored for utilisation of ICT resources
Short definition	To monitor all the nine provinces on the utilisation of ICT resources in schools. The monitoring will include visits to three identified schools per province. Three schools in each province will be drawn from ongoing ICT projects.
Purpose/Importance	To determine the status of ICT implementation in each of the provinces.
Source/Collection of data	<ul style="list-style-type: none"> • Completed monitoring instruments from all the selected schools • A consolidated monitoring status report will be submitted at the end of the year
Method of calculation	Count the number of schools monitored per province
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: Curriculum Policy, Support and Monitoring

Indicator details	2.1.3. Number of off-line digital content resources developed annually
Short definition	The existing print-ready PDF files are converted into digital content resources. In 2018/19 the following digital content resources will be developed: <ol style="list-style-type: none"> 1. Grade 4 Natural Science & Technology (Learner Book) 2. Grade 5 Natural Science & Technology (Learner Book) 3. Grade 6 Natural Science & Technology (Learner Book) 4. Grade 7 Technology (Learner Book) 5. Grade 8 Technology (Learner Book) 6. Grade 9 Technology (Learner Book) 7. Grade 8 Natural Science (Learner Book) 8. Grade 9 Natural Science (Learner Book)
Purpose/Importance	To create a pool of digital content resources that can be used for teaching and learning in schools.
Source/Collection of data	Developed content resources
Method of calculation	Count the number of offline digital content resources developed
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	All schools with ICT infrastructure are provided with digital content.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator details	2.2.1. Percentage of public schools with Home Language workbooks for learners in Grades 1–6.										
Short definition	Public Schools refer to schools offering Grades 1 to 6 and which have placed Home Language workbook orders according to the provincial data submitted to the DBE. Grade 1-6 workbooks are produced and delivered as follows: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Item</th> <th rowspan="2">Description</th> <th colspan="2">Delivery Plan</th> </tr> <tr> <th>Volume 1</th> <th>Volume 2</th> </tr> </thead> <tbody> <tr> <td>Grades 1 to 6</td> <td>Home language</td> <td>Oct - Nov 2018</td> <td>Jan - Feb 2019</td> </tr> </tbody> </table>	Item	Description	Delivery Plan		Volume 1	Volume 2	Grades 1 to 6	Home language	Oct - Nov 2018	Jan - Feb 2019
Item	Description			Delivery Plan							
		Volume 1	Volume 2								
Grades 1 to 6	Home language	Oct - Nov 2018	Jan - Feb 2019								
Purpose/Importance	To improve languages outcomes in Grades 1 to 6.										
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.										
Method of calculation	$\frac{\text{Total number of public ordinary schools provided with Home Language workbooks/}}{\text{Total number of public ordinary schools that have ordered Grades 1-6 workbooks}} \times 100.$										
Data limitations	Late learner admission; Rationalisation/merging of small schools; Schools placing order on items not provided by DBE; Schools changing Language of Teaching and Learning after place workbook order; provinces submitting outdated data on learner number per grade; Omission of some grades or schools on the data submitted.										
Type of indicator	Output										
Calculation type	Non-cumulative: based on the time specified under short definition										
Reporting cycle	Annually										
New indicator	No										
Desired performance	Public schools with Grades 1-6 which have placed orders have access to Home Language workbooks in the correct language.										
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring										

Indicator details	2.2.2. Percentage of public schools with Mathematics workbooks for learners in Grades 1–9			
Short definition	Public Schools refer to schools offering Grades 1 to 9 and which have placed Mathematics workbook orders according to the provincial data submitted to the DBE. Grade 1-9 workbooks are produced and delivered as follows:			
	Item	Description	Delivery Plan	
			Volume 1	Volume 2
	Grades 1 to 9	Mathematics	Oct - Nov 2018	Jan - Feb 2019
Purpose/Importance	To improve mathematical outcomes in Grades 1 to 9			
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.			
Method of calculation	<u>Total number of public ordinary schools provided with Mathematics workbooks in Grades 1-9/</u> Total number of public ordinary schools that have ordered Grades 1-9 workbooks X 100.			
Data limitations	Late learner admission; Rationalisation/merging of small schools; Schools placing order on items not provided by DBE; Schools changing Language of Teaching and Learning after place workbook order; provinces submitting outdated data on learner number per grade; Omission of some grades or schools on the data submitted.			
Type of indicator	Output			
Calculation type	Non-cumulative: based on the time specified under short definition			
Reporting cycle	Annually			
New indicator	No			
Desired performance	Public schools with Grades 1–9 which have placed orders have access to Mathematics workbooks.			
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring			

Indicator details	2.2.3 Percentage of public schools with workbooks for Grade R.		
Short definition	Public Schools refer to schools offering Grade R and which have placed workbook orders according to the provincial data submitted to the DBE. Grade R workbooks are produced and delivered as Volume 1-4 as follows:		
	Grades	Description	Delivery Plan
	Grade R	Book 1	Oct – Nov 2018
		Book 2	
		Book 3	Jan – Feb 2019
		Book 4	
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	<u>Total number of public ordinary schools provided with Grade R workbooks/</u> Total number of public ordinary schools that have ordered Grade R workbooks X 100.		
Data limitations	Late learner admission; Rationalisation/merging of small schools; Schools placing order on items not provided by DBE; Schools changing Language of Teaching and Learning after place workbook order; provinces submitting outdated data on learner number per grade; Omission of some grades or schools on the data submitted.		
Type of indicator	Output		
Calculation type	Non-Cumulative: based on the time specified under short definition.		
Reporting cycle	Annually		
New indicator	No		
Desired performance	Public schools with Grade R and which placed workbook orders have access to workbooks		
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring		

Indicator details	2.3.1 Number of schools monitored on the implementation of the reading norms
Short definition	This refers to the number of public ordinary schools that offer Grades R-9 monitored on Reading Norms. These are standardised benchmarks for reading and writing that are aligned to the curriculum for Home Language and First Additional Language for Grades R to 9. School visits and desktop monitoring will be used. 10 School visits will be conducted and 10 schools will be evaluated using desktop monitoring. The desktop 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 and submit the evaluation tools 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 tools
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is dependent on information from provinces which the Department cannot confirm the accuracy thereof.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	To improve reading proficiency levels in public schools. To achieve the targets in the Action Plan to 2019
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator details	2.3.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages nationally
Short definition	The IIAL strategy is aimed at promoting the utilisation of previously marginalised African languages in all schools that are not offering an African Language in Grades 1-9. School visits and desktop monitoring will be used. 10 School visits will be conducted and 10 school visits will be evaluated using the desktop monitoring. The desktop monitoring will entail emailing the monitoring instrument to the relevant schools. District offices will verify the information submitted by completing the relevant sections on the evaluation tool during their school visits. The DBE will further verify the information submitted during the provincial oversight visits.
Purpose/Importance	The IIAL is aimed at enhancing multilingualism and social cohesion.
Source/Collection of data	Completed monitoring tools
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is dependent on information from provinces which the Department cannot confirm the accuracy thereof
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	To achieve the targets in the Action Plan to 2019
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator details	2.3.3 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. Monitoring will be done through school visits and desk-top analysis. School visits will be conducted and schools will be evaluated using the desktop monitoring method. The desktop 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. The DBE will further verify the information submitted during the provincial oversight visits.
Purpose/Importance	The EGRA is aimed at improving reading and literacy outcomes in Grades R to 9.
Source/Collection of data	Completed monitoring tools
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is dependent on information from provinces which the Department cannot confirm the accuracy thereof.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	To improve reading proficiency levels in public schools. To achieve the targets in the Action Plan to 2019
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator details	2.4.1 Number of Mathematics, Science and Technology lesson plans monitored for the Intermediate, Senior and FET Phases
Short definition	<p>Following the completion of the lesson plans' development in 2017/18, monitoring of the utilisation of these lesson plans is key in tracking curriculum implementation. During 2018/19, the implementation of the following lesson plans will be monitored:</p> <ol style="list-style-type: none"> 1. Technical Mathematics – FET Phase: Grade 10; 2. Technical Mathematics – FET Phase: Grade 11; 3. Technical Mathematics – FET Phase: Grade 12; 4. Technical Science – FET Phase: Grade 10; 5. Technical Science – FET Phase: Grade 11; and 6. Technical Science – FET Phase: Grade 12. <p>Some Lesson Plans might have the Teacher Guides included in them and vice versa.</p>
Purpose/Importance	To assist the teachers in meeting the requirements of curriculum in Mathematics, Science and Technology at Intermediate, Senior and FET Phases.
Source/Collection of data	<ul style="list-style-type: none"> • Completed monitoring instruments • Consolidated monitoring report on the implementation of lesson plans in addressing curriculum coverage
Method of calculation	Count the number of lessons plans monitored for implementation
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	Improvement of learner performance in Mathematics, Natural Sciences and Technology
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator details	2.4.2 Number of Mathematics, Science and Technology teacher guides developed for the Intermediate, Senior and 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. During 2018/19, the following teacher guides will be developed: 1. Technical Mathematics – FET Phase: Grade 12; and 2. Technical Science – FET Phase: Grade 12. Some Teacher Guides might have the Lesson Plans included in them and vice versa.
Purpose/Importance	To improve teaching delivery so as to improve learner performance in Mathematics, Science and Technology at Senior and FET Phases.
Source/Collection of data	Teacher guides developed for Senior and FET Phases
Method of calculation	Count the number teacher guides developed within the financial year
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	Improvement of learner performance in Mathematics, Natural Sciences and Technology at Intermediate Phase, Technology at Senior Phase and Mathematics at Further Education and Training (FET) Phase.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator details	2.4.3 Number of Mathematics training sessions/workshops monitored
Short definition	Monitoring of the Mathematics training sessions to improve learning outcomes in the Senior Phase
Purpose/Importance	To monitor the training sessions aimed at improving the teaching and learning of Mathematics in the Senior Phase
Source/Collection of data	<ul style="list-style-type: none"> • Completed monitoring instruments • Attendance registers of participants • Proof of communication from the DBE to the PEDs • A list of the number of training sessions planned to be monitored in 2018/19
Method of calculation	Count the number of training sessions 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: Curriculum Policy, Support and Monitoring

Indicator details	2.4.4 Number of training sessions of CAPS for Technical subjects monitored
Short definition	Monitoring visits are conducted to assess the progress made with regard 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 in Grade 12 in 2018.
Purpose/Importance	To improve teaching of technical subjects in schools
Source/Collection of data	<ul style="list-style-type: none"> Completed monitoring instruments Attendance registers of the training sessions A list of the number of training sessions planned to be monitored in 2018/19
Method of calculation	Count the number of training sessions monitored
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: Curriculum Policy, Support and Monitoring

Indicator details	2.4.5 Number of schools visited for monitoring CAPS implementation in 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 regard to the implementation of the CAPS for Technical Schools and to institute improvement plans where applicable. A total of 54 schools will be visited for the 2018/19 year.
Purpose/Importance	To assess the extent of implementation of the CAPS for Technical Schools at identified schools.
Source/Collection of data	<ul style="list-style-type: none"> Completed monitoring instruments Copy of school log books for the visits List of all the schools visited per quarter A list of the number of training sessions planned to be monitored in 2018/19
Method of calculation	Count the number of actual schools visited for monitoring
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: Curriculum Policy, Support and Monitoring

Indicator details	2.5.1. Number of schools with Multi-Grade classes implementing the Multi-Grade Toolkit monitored
Short definition	A multi grade class is a class consisting of learners of more than one grade. The Multi-Grade Toolkit is a resource kit that was developed to support curriculum delivery in schools with Multi-Grade classes. The Multi-Grade Toolkit caters for all subjects in the General Education and Training Band from Grades 1 to 9. A total of 140 School visits will be conducted and the schools will be evaluated using the monitoring tool.
Purpose/Importance	To provide teachers with Multi-Grade Annual Teaching Plans, lesson plans and assessment tasks geared to enhance the mediation of the curriculum in schools with Multi-Grade classes.
Source/Collection of data	<ul style="list-style-type: none"> • Sample Multi-Grade Toolkit • Completed monitoring instruments • List of schools with Multi-Grade classes • List of schools monitored per quarter • A report on findings of the monitoring
Method of calculation	Count the number of schools monitored
Data limitations	Provinces will also provide data on schools monitored
Type of indicator	Output
Calculation type	Cumulative year end
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	To achieve improved curriculum coverage in schools with Multi-Grade classes
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator details	2.5.2. Number of advocacy campaigns conducted on the Rural Education Policy in the provinces
Short definition	An advocacy campaign is an event where stakeholders are being consulted on important policy positions taken by the department. The Rural Education Policy has been developed aimed at improving the quality of education in rural areas.
Purpose/Importance	To improve the quality of education in small rural schools and to ensure that the provisioning of education is responsive to the needs of learners in rural areas.
Source/Collection of data	<ul style="list-style-type: none"> • List of advocacy campaign events conducted • Attendance registers • A report on the advocacy campaign
Method of calculation	Count the number of campaign events conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative year end
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	Improved quality of education in rural schools, schools with Multi-Grade classes, and in small schools.
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator details	2.6.1. Number of learners obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year
Short definition	<p>Subject passes towards a NSC or extended SC by accessing resources from the Second Chance Matric Programme which provides the following models of support:</p> <ul style="list-style-type: none"> • Direct tuition • Radio and television broadcasting • Online Digital Programme (DBE Cloud and Vodacom E School) • Print resources <p>These learners include:</p> <ul style="list-style-type: none"> • Supplementary learners (including those who did not meet the NSC requirements for Diploma or Degree pass) who will sit for the March examinations • Progressed learners who modularised and will sit for the June examinations • Candidates writing the extended Senior Certificate in June • Part time NSC candidates writing the November examinations (including candidates upgrading their pass status)
Purpose/Importance	To increase learner retention and improve NSC (including upgrading certificates) and extended SC passes
Source/Collection of data	<ul style="list-style-type: none"> • List of learners enrolled on the examinations database. • List of results of learners who have achieved subject passes towards a Bachelors Degree, Diploma, or certificate verdict towards NSC or an extended Senior Certificate. This includes learners who have upgraded their Grade 12.
Method of calculation	Count the number of learners who have subject passes through the Second Chance Matric Programme for NSC and amended SC using the examinations database
Data limitations	<ul style="list-style-type: none"> • The DBE is reliant on data from external sources - Examinations Database, registration of learners, Data from DBE Cloud/website and Vodacom E School, District offices, Data from Broadcasters which is not learner specific. • Learners accessing support are unable to provide examination or ID numbers at venues. • The target achieved in the fourth quarter emanates from the supplementary examinations which are written in February/ March of the 2018/19 academic year. However, results are only available in May 2019. • Out of school candidates do not take all subjects but a few subjects a year and will therefore not necessarily obtain an NSC in one year. However their subject passes are still an achievement as they are credited towards the qualification.
Type of indicator	Output
Calculation type	Cumulative year end
Reporting cycle	Bi-annually
New indicator	No
Desired performance	High number of learners passing NSC and extended SC or upgraded NSC pass which will improve opportunities at tertiary institutions
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator title	2.7.1. Number of Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) who utilise the Learning Programme for C/LSPID
Short definitions	A number of children/learners of school-going age with severe to profound intellectual disability are not enrolled in schools but in registered and unregistered special care centres. Unlike other children of the same age, these learners do not follow a nationally approved learning programme
Purpose of indicator	This indicator is intended to show an improvement in the number of children of school-going age with severe to profound intellectual disability who are enrolled and are participating in the Learning Programme for C/ LSPID
Source/Collection of data	The data will come from targeted care centres and captured by PEDs using EMIS systems
Method of calculation	Count the number of Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) who utilise the Learning Programme for C/LSPID
Data limitations	The General Household data does not provide statistical information on the number of C/LSPID who are out of school. This makes it difficult to determine the extent to which the intervention provided by the Grant is contributing in reducing the number of C/LSPID who are not accessing the Learning Programme for C/ LSPID nationally.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New Indicator	Yes
Desired performance	An increase in the number of C/LSPID who are enrolled on the Learning Programme for C/LSPID
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

Indicator title	2.7.2. Number of Children/Learners with Severe to Profound Intellectual Disability (C/LSPID) with access to therapeutic and psycho-social support services that will enable them to improve their participation in learning
Short definitions	A number of children/learners of school-going age with severe to profound intellectual disability are not enrolled in schools but in registered and unregistered special care centres, and do not have access to public funded therapeutic intervention that enable optimal participation in learning development.
Purpose of indicator	This indicator is intended to show an improvement in the number of C/LSPID who are participating in the Learning Programme for C/LSPID, and have access to therapeutic and psycho-social support services.
Source/Collection of data	The data will come from targeted care centres and be captured by PEDs using EMIS systems
Method of calculation	Count the number of Children/Learners with Severe to Profound Intellectual Disability (C/LSPID) with access to therapeutic and psycho-social support services
Data limitations	The General Household data does not provide statistical information on the number of C/LSPID who are out of school. This makes it difficult to determine the extent to which the intervention provided by the Grant is contributing in reducing the number of C/LSPID who are not accessing the Learning Programme for C/ LSPID nationally.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New Indicator	Yes
Desired performance	An increase in the number of C/LSPID who are enrolled on the Learning Programme for C/LSPID that have access to therapeutic and psycho-social services
Indicator responsibility	Branch C: Curriculum Policy, Support and Monitoring

PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

Indicator details	3.1.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness.
Short definition	Number of schools where School Governing Bodies (SGB) 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.
Purpose/Importance	To measure the effectiveness of SGBs in schools.
Source/Collection of data	<ul style="list-style-type: none"> • Completed survey tools • List of sampled schools • Lists of schools that meet the minimum criteria
Method of calculation	$\frac{\text{Total number of schools sampled that meet the minimum criteria}}{\text{Total number of schools sampled}} \times 100$
Data limitations	Reliability of data from schools
Type of indicator	Output
Calculation type	Non-cumulative: Results of survey conducted once a year
Reporting cycle	Annually
New indicator	No
Desired performance	All schools should have effective SGBs to support effective teaching and learning.
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator details	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.
Short definition	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.
Purpose/Importance	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 serves as an indication a functional school.
Source/Collection of data	<ul style="list-style-type: none"> • List of sampled schools • Completed survey tools • List of schools with the minimum set of management documents
Method of calculation	$\frac{\text{Total number of schools from the sample selected found to be functional by having produced the basic set of documents}}{\text{Total number of schools surveyed}} \times 100$
Data limitations	Officials conducting the survey may not interpret the findings in a uniform manner
Type of indicator	Impact
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	All schools must be able to produce minimum management documents
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator details	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 students selected according to the criteria set
Purpose/Importance	To measure the number of beneficiaries of the Funza Lushaka Bursary programme.
Source/Collection of data	<ul style="list-style-type: none"> • A list of beneficiaries of Funza Lushaka Programme • National Student Financial Aid Scheme (NSFAS) quarterly reports and proof of receipt (email)
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 the exact number enrolled.
Type of indicator	Output
Calculation type	Non-cumulative: a list of enrolled students 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: Teachers, Education Human Resources and Institutional Development

Indicator details	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, through manual assessments. 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. The tests may be administered at the provinces by provincial officials, or self-administered online. The copies of the tests are at provincial offices.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> • Attendance registers of teachers that participated in the assessments • Marked scripts/tests • List of teachers who undertook manual assessments
Method of calculation	Count the number of teachers who volunteer to take the assessments
Data limitations	Willingness of teachers to volunteer to take the diagnostic test.
Type of indicator	Output
Calculation type	Non-cumulative:
Reporting cycle	Annually
New indicator	No
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator details	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, either manually or online (computer-based). 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. The tests may be administered at the provinces by provincial officials, or self-administered online. The copies of the tests are at provincial offices.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> Attendance registers of teachers that participated in the assessments. Marked scripts/tests List of teachers who undertook manual/online assessments
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	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator details	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, either manually or online (computer-based). 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. The tests may be administered at the provinces by provincial officials, or self-administered online. The copies of the tests are at provincial offices.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> Attendance registers of teachers that participated in the assessments. Marked scripts/tests List of teachers who undertook manual/online assessments
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	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator details	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, either manually or online (computer-based). 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. The tests may be administered at the provinces by provincial officials, or self-administered online. The copies of the tests are at provincial offices.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> Attendance registers of teachers that participated in the assessments. Marked scripts/tests List of teachers who undertook manual/online assessments
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	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator details	3.4.1 Number of PEDs 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 in a minimum of three schools, a district office and the provincial office in each of the 6 identified PEDs.
Purpose/Importance	To monitor the implementation of IQMS in PEDs, in order to strengthen the accountability of school-based educators.
Source/Collection of data	<ul style="list-style-type: none"> 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, district and provincial office.
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	Learning and teaching improved through enhanced implementation of IQMS.
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

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 each of the 6 identified 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	<ul style="list-style-type: none"> 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	Learning and teaching improves through enhanced implementation of PMDS.
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

Indicator details	3.5.1. Number of PEDs that had their post provisioning process assessed for compliance with the post provisioning Norms and Standards
Short definition	<p>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.</p> <p>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.</p> <p>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.</p>
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	<ul style="list-style-type: none"> PED post-provisioning plans Report on findings of the monitoring visits using the approved template.
Method of calculation	Count the number of PEDs assessed
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	All PEDs visited and their implementation processes assessed.
Indicator responsibility	Branch T: Teachers, Education Human Resources and Institutional Development

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.
Short definition	The bank is a pool of assessment test items prepared in a year, so that assessment tasks or tests may be drawn from such a pool of items. A total of 200 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 it is finalised to be stored in the item bank.
Purpose/importance	Banked items will meet the changing purposes of the assessment. Items will be selected to develop an assessment tasks/test according to the test framework. It assesses whether learning and teaching takes place and informs targeted intervention strategies.
Source/collection of data	<ul style="list-style-type: none"> • A list of number of items produced per Grade • Proof of moderation of 200 test items produced
Method of calculation	Count the number of test items produced
Data limitations	The actual tests items will not be provided until the tests items are released to the PEDs
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	Maintenance of a valid and credible test database.
Indicator responsibility	Branch P: Planning, Information and Assessments

Indicator details	4.2.1 Number of NSC reports produced.
Short definition	The NSC reports will contain data on learner performance based on the National Senior Certificate examination. The reports will be in the form of a Diagnostic and Technical report which will contain details on overall performance and problem areas of the assessment.
Purpose/importance	To evaluate the NSC examinations and remedial action to be taken to improve on learner performance.
Source/collection of data	National NSC reports on learner performance (database hosted by SITA mainframe).
Method of calculation	Count the number of NSC Reports produced
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	Maintenance of a valid and credible NSC database
Indicator responsibility	Branch P: Planning, Information and Assessments

Indicator details	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 question papers.
Purpose/importance	To set high quality question papers.
Source/collection of data	<ul style="list-style-type: none"> Number of question papers set Copies of question papers set for the academic year in question after the exam has been written
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
Reporting cycle	Annually
New indicator	No
Desired performance	Administration of valid and credible NSC examination.
Indicator responsibility	Branch P: Planning, Information and Assessments

Indicator details	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 infrastructure that meet the Norms and Standards for Public School infrastructure
Source/Collection of data	<ul style="list-style-type: none"> Practical Completion Certificates
Method of calculation	Count the number of schools that have reached practical completion on the ASIDI programme.
Data limitations	None
Type of indicator	Output
Calculation type	<p>Non-cumulative</p> <p>At the end of the Financial Year, a total figure of the project will be given from when the ASIDI programme started until the end of the last Financial Year</p>
Reporting cycle	Annually
New indicator	No
Desired performance	All identified schools provided with appropriate buildings
Indicator responsibility	Branch I: Infrastructure

Indicator details	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: <ul style="list-style-type: none"> • Water borne sanitation • Septic or Conservancy Tank system • Ventilated Improved Pit Latrine • Composting Toilets • Small Bore Sewer Reticulation
Purpose/Importance	To provide adequate sanitation to schools as per the Norms and Standards for Public School Infrastructure.
Source/Collection of data	<ul style="list-style-type: none"> • Practical Completion Certificates
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	Non-cumulative 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 identified schools to comply with nationally determined minimum sanitation standards.
Indicator responsibility	Branch I: Infrastructure

Indicator details	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: <ul style="list-style-type: none"> • Taps • Boreholes • Water tanks
Purpose/Importance	To provide water to schools as per the Norms and Standards for Public School Infrastructure.
Source/Collection of data	<ul style="list-style-type: none"> • Practical Completion Certificates
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	Non-cumulative 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 identified schools to be provided with water.
Indicator responsibility	Branch I: Infrastructure

Indicator details	4.3.4 Number of schools provided with electricity through ASIDI.
Short definition	Number of public ordinary schools that have electricity.
Purpose/Importance	To provide electricity to schools as per the Norms and Standards for Public School Infrastructure.
Source/Collection of data	<ul style="list-style-type: none"> • Certificate of compliance
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 implementing agencies
Type of indicator	Output
Calculation type	Non-cumulative At the end of the Financial Year a total figure of the project will be given from when the ASIDI programme started until end of the last Financial Year
Reporting cycle	Annually
New indicator	No
Desired performance	All identified schools to have access to electricity.
Indicator responsibility	Branch I: Infrastructure

Indicator details	4.4.1 Percentage of public schools using the standardised school administration system, SA- SAMS for reporting.
Short definition	South African School Administration and 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 the DBE. As a standardised application, it is designed to capture and record unit school administrative data and is the primary source of information in LURITS. SA-SAMS also assists schools with quarterly or ad hoc reporting as required by the circuit/district, provincial departments and the 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	<ul style="list-style-type: none"> • A summary report of all provinces for public schools using SA-SAMS. • Consolidated National list of all public schools using SA-SAMS (numerator) • Consolidated National list of schools provided by provinces (denominator) • An analysis of the quality of information as reported by DQA.
Method of calculation	$\frac{\text{Total number of public schools reporting using SA-SAMS/}}{\text{Total number of public schools (reported by provinces) excluding Western Cape}} \times 100.$ <p>This indicator will be measured using the school year and not the Financial Year. In this case the 2018 school year.</p>
Data limitations	Currently the Western Cape does not report through the SA-SAMS. Therefore no reports will be received from the Western Cape
Type of Indicator	Output
Calculation type	Non-cumulative: A new school may be reported every year at the end of academic year (31 st December).
Reporting cycle	Annually
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: Planning, Information and Assessments

Indicator details	4.4.2 Number of provinces monitored by DBE officials for implementation of LURITS annually
Short definition	Provinces are required to upload quality learners, schools and educator's information onto LURITS on a quarterly basis. The monitoring of implementation of LURITS includes, implementation report with recommendations on quality outputs, improvement in relation to data uploaded onto LURITS, including all five EMIS priorities (SA-SAMS, LURITS, Data Quality Audits, Geographical Information System (GIS) and Business Intelligence (BI)).
Purpose/Importance	To measure performance of provinces in implementation of LURITS, in order to identify areas where provinces are struggling, with DBE providing support and training.
Source/Collection of data	<ul style="list-style-type: none"> Monitoring visits schedule Monitoring tools One (1) national monitoring report covering the 9 provinces
Method of calculation	Count the number of provinces monitored
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	All provincial EMIS offices visited by DBE officials for monitoring, support and training purpose at least once a year.
Indicator responsibility	Branch P: Planning, Information and Assessments

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	<p>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 underperforming districts are taken through a mentoring programme. The mentor holds sessions with the mentee and sometimes with officials in the district office.</p> <p>DBE has the prerogative to also lead the mentoring programme through workshops and seminars of affected districts and circuits</p> <p>Districts performing below the national benchmark in the NSC refer to districts performing below 65% in the NSC results.</p>
Purpose/Importance	To assist districts to perform optimally and support their schools to improve learning outcomes.
Source/Collection of data	<ul style="list-style-type: none"> Annual Report from mentors Attendance registers of district directors and district officials attending a mentoring session/workshop/ seminar
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: Planning and Delivery Oversight Unit

Indicator details	4.5.2 Percentage of school principals rating the support services of districts as being satisfactory.
Short definition	Survey measuring the level of satisfaction of school principals on the support they receive from district offices. Satisfaction is measured through responses provided on a scale expressing satisfaction or lack thereof (See method of calculation below). Data is collected using a random sample (120 schools per province) representative of the school principals population of primary and secondary schools nationally stratified by province.
Purpose/Importance	To measure how principals view the support provided to their schools by school facing district officials, e.g. Circuit Managers and Subject Advisors.
Source/Collection of data	<ul style="list-style-type: none"> • Database of school principals participating in the survey • Criteria for rating as satisfactory
Method of calculation	<u>Total number of school principals expressing satisfaction/</u> Total number of principals participating in the survey X 100.
Data limitations	Schools not participating resulting in low response rate for reporting.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	Schools must receive optimum support from education districts, especially in areas of management and governance, curriculum provision as well as learner welfare to ensure that all schools provide quality basic education across the province. At least 75% of principals should rate the support received as satisfactory.
Indicator responsibility	Branch PDOU: Planning and Delivery Oversight Unit

Indicator details	4.5.3 Percentage of district managers assessed against developed criteria.
Short definition	Conduct competency-based assessments for district managers in line with the Public Service Regulations regarding recruitment and appointment of Senior Management Service (SMS) members. The assessments will be targeted at district directors appointed during the Annual Performance Plan year under review. District directors appointed permanently but have not undergone the competency assessment and those appointed temporarily in acting positions may undergo the competency assessment as part of their professional development.
Purpose/Importance	To establish a baseline and database of the competency of district directors for support and capacity building.
Source/Collection of data	<ul style="list-style-type: none"> • Appointment letters • Individual Competency Assessment reports • Database of participating District directors (Appointed/Assessed)
Method of calculation	<u>The number of District directors assessed /</u> Total number of district directors appointed in 2017/18 X 100.
Data limitations	Non-appointments/Delay in filling vacant district director posts or incumbents appointed in acting positions.
Type of indicator	Output
Calculation type	Non-cumulative: Year End
Reporting cycle	Annually
New indicator	No
Desired performance	Baseline of district managers' directors' competencies established; and, support and capacity building provided on the basis of the competency assessment outcomes.
Indicator responsibility	Branch PDOU: Planning and Delivery Oversight Unit

PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

Indicator details	5.1.1 Number of schools monitored for the provision of nutritious meals
Short definition	The South African dietary base guideline is a national document on health nutrition from the Department of Health. All guidelines, including DBE guidelines, are derived from this national document. According to the guideline, a nutritious meal is made up of a protein, starch and a green/red/orange vegetable or a fruit. The schools that will be monitored are public ordinary schools in Quintiles 1-3 and identified special schools. It must be noted that there are also public ordinary schools in Quintiles 4 and 5 that have been identified as in need of the NSNP.
Purpose/Importance	To assess schools on compliance with minimum requirements of a nutritious meal according to the food specification and school specific menu.
Source/Collection of data	<ul style="list-style-type: none"> Completed monitoring tools List of schools monitored per quarter Report on findings of the monitoring
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 serving a nutritious meal made up of a protein, starch, green/yellow/orange vegetable or a fruit.
Indicator responsibility	Branch S: Social Mobilisation and Support Services

Indicator details	5.2.1 Number of professionals trained in the SASCE programmes
Short definition	<p>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.</p> <p>The development programme implemented is for the following professionals:</p> <p>Adjudicators: An adjudicator is a qualified individual tasked with the responsibility to score/adjudicate choristers who ascend the stage during a formal singing competition. This leg also feeds into the data- capture, whom, when the need arises, can also be trained.</p> <p>Conductors: Conductors are based in schools, training learners (choirs) on current music syllabus to prepare them for the Eisteddfod.</p>
Purpose/Importance	To capacitate and develop professionals to ensure sustainability of the Eisteddfod programme
Source/Collection of data	Attendance registers
Method of calculation	Count the number of attendees
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative:
Reporting cycle	Annually
New indicator	No
Desired performance	An increased pool of professionals trained to deliver the programme
Indicator responsibility	Branch S: Social Mobilisation and Support Services

Indicator details	5.2.2 Number of learners, teachers, officials, SGBs and community organisation members participating in social cohesion and gender equity programmes
Short definition	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 co-ordinated in collaboration with other stakeholders. Social Cohesion Programmes include: <ul style="list-style-type: none"> • GEM/BEM Clubs • Future Choices Programme • INkosi Albert Luthuli Oral History Programme • Moot Court • Bill of Responsibility Programme • Youth Citizen Action Programme (YCAP) • National Heritage Council (NHC) Programmes • Democracy and voter education Programmes • Human Rights clubs • TRC Financial Assistance Programme Democracy and voter education Programmes • TRC Financial Assistance Programme
Purpose/Importance	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.
Source/Collection of data	Participation registers of learners, teachers, officials, SGBs and community organisation members
Method of calculation	Count the number of participants
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Year End
Reporting cycle	Quarterly
New indicator	No
Desired performance	All learners, educators, officials and SGBs in the schooling system participate in the citizenship, rights and responsibilities, and constitutional values activities.
Indicator responsibility	Branch S: Social Mobilisation and Support Services

Indicator details	5.3.1 Number of Hot Spot Schools monitored towards Implementation of the NSSF.
Short definition	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)
Purpose/importance	To ensure that schools are safe, caring environments in support of learning and teaching
Source/collection of data	<ul style="list-style-type: none"> • Sample of completed monitoring tools • A database of all Hot Spot Schools • Lists of all schools monitored • School visitors' register signed
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	Reduction in the number of Hot Spot Schools
Indicator responsibility	Branch S: Social Mobilisation and Support Services