

2022
School Monitoring Survey

SUMMARY REPORT

October 2024

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Introduction

In 2012 the Minister of Basic Education approved the release of a sector plan for basic education, the *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The Action Plan mapped out sector priorities, goals and indicators providing a long-term planning resource for education. Three Action Plans have been developed to date: 2014, 2019 and the 2024. The Action Plan to 2024 reiterates many of the priorities outlined in the previous plans, yet incorporates recent sector developments, lessons learnt, and the President's strategic priorities towards the NDP. Furthermore, in line with the National Development Plan (NDP), the planning horizon has shifted from 2025 to 2030.

In an effort to measure education sector performance, the Department of Basic Education (DBE) commissioned the School Monitoring Survey (SMS) 2011/12, the second SMS in 2017 (DBE, 2017) and the third SMS in 2021 (DBE, 2021).

The aim of the School Monitoring Survey is to monitor progress towards the achievement of some of the goals and indicators set out in the sector plan, Action Plan to 2024: *Towards the Realisation of Schooling 2030* (Action Plan 2019) and the Delivery Agreement for Outcome 1: Improved quality of basic education. Specifically, the SMS focusses on a set of key indicators for which information is not available in other systems, such as the Education Management Information System (EMIS). More importantly, the SMS also intends to help inform planning and to highlight areas that require improvement.

The SMS 2022 focused the following indicators:

1. The percentage of schools where allocated teaching posts are all filled;
2. The average number of hours per year that teachers spend on professional development activities;
3. The percentage of teachers absent from school on an average day;
4. The percentage of learners with access to the required textbooks and workbooks for the entire school year;
5. The percentage of learners in schools with a library or media centre meeting certain minimum standards;
6. The percentage of schools with the minimum set of management documents at the required standard;
7. The percentage of schools where the School Governing Body (SGB) meets the minimum criteria of effectiveness;
8. The percentage of learners in schools that are funded at the minimum level;
9. The percentage of schools which comply with nationally determined minimum physical infrastructure standards;
10. The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs;
11. The percentage of schools visited at least twice a year by district officials for monitoring and support purposes; and
12. The percentage of school principals rating the support services of districts as being satisfactory.

The SMS 2022 also gathered information about the following priority areas:

- P1. Education Assistants;
- P2. Reading;
- P3. The Decolonisation of History as a subject;
- P4. Assessment in schools;
- P5. COVID impact and learning losses;
- P6. Establishing ECD and Grade R in schools;

- P7. School violence and safety; and
- P8. Inclusive Education

Methodology

The methodology applied in the 2022 SMS was derived from the 2022 Terms of Reference provided by the DBE (2021) and designed to be nationally representative. For the quantitative study, the sample was based on 1000 ordinary public schools offering Grade 6 and 1000 public schools offering Grade 12. The sample was stratified to produce similar confidence intervals around statistics for each province. Furthermore, all 'Special Needs Education' schools, Specialisation schools and private schools were excluded.

Data was collected using a set of interview schedules: (i) Principal Interview Schedule; (ii) Grade 3; (iii) Grades 6, 9 and 12 Educator Interview Schedule; (iv) Inclusive Education Interview Schedule; (v) Document Analysis Schedule; and (vi) School Observation Schedule. The majority of items in the instruments were based on the same items applied in the 2017 survey, and to a large extent, that of the 2011 survey.

Data collection commenced on 17 August 2022, with the last of the schools visited in the first week of November 2022. All sampled schools were given advanced notification regarding the purpose of the 2022 SMS survey and were requested to assist the field workers by providing the information required. Moreover, the service provider contacted schools to arrange for, and also to confirm, visits on dates that suited the schools, and provided all schools with a list of documents that were required.

All questions were programmed on tablets, which in all cases were operated by the relevant field worker only. Completion of each interview schedule on the tablet was set up to enhance accuracy of the information captured.

Of the 2000 schools sampled, data was collected from all but one secondary school. However, because of a range of difficulties, the realised sample for the different instruments varied slightly for the different instruments.

The R software was used to analyse the data to respond to the questions posed in the quantitative report. School weights were used for reporting when the indicator referred to the percentage of schools, while learner weights were used when the indicator referred to the percentage of learners.

For each indicator and priority area, the indicator value for 2022 as well as the trends between 2011, 2017 and 2022 were reported.

In addition to the quantitative survey, qualitative data was collected in 90 primary schools across all nine provinces. A detailed qualitative report is available.

Findings from the 2022 SMS

Indicator 1: The percentage of schools where allocated teaching posts are all filled

Indicator Value for 2022: 78% (primary and secondary schools combined)
Indicator trend from 2017 to 2022: 78% to 78%
Source: Principal Interview
Weight: School Weight
Calculation: Indicator value = number of posts filled / number of posts allocated X 100

(a) Context, importance and rationale

Goals 14 to 17 from the Action Plan to 2024 (DBE, 2020) all relate to teachers who will be required to fill the allocated posts per school and make use of the resources and skills that should make teaching and learning in classrooms productive. The chances of achieving these ideals improve when every allocated post is filled with an educator who can maintain teaching quality.

Goal 15 addresses allocation and filling of posts directly. It draws attention to the context within which teacher availability and teacher utilisation, has to take note of. The Action Plan to 2024 states that over-sized classes in the schooling system remain an ongoing concern. Key to implementing this policy is a thorough understanding of how many vacancies exist, where they are, and what the most recent trend is over time.

(b) Situation in 2022

The survey results showed that 78% of primary and secondary schools combined had all their teaching posts filled in 2022. A marginally higher proportion of primary schools (80%), compared to secondary schools (73%) had all their allocated teaching posts filled. Temporary teachers, such as substitution staff where maternity leave applies, have been counted in determining the exact numbers of teachers per school.

Schools in all provinces were in the range of the national average with between 70% and 85% of all allocated teaching posts being filled. The Free State (82%), the Northern Cape (84%) and the Western Cape (85%) reported the highest proportions of all posts filled, with the North West (70%) having the lowest proportion. Quintile 4 schools, at 67%, had the lowest proportion that had all their allocated posts filled.

(c) Changes from 2017 to 2022

In both 2022 and 2017, 78% of schools nationally had all their allocated posts filled. Schools in the Eastern Cape showed the largest increase from 2017 to 2022 (64% to 79%), whereas schools in Kwazulu-Natal showed the largest decrease from 2017 to 2022 (89% to 76%). The changes between 2017 and 2022 for the other provinces, whether up or down, were generally marginal.

Schools in Quintiles 1 to 3 remained relatively stable between 2017 and 2022 (with slight increases in 2022). Schools in Quintile 4 and 5 showed the largest decreases in the proportions of schools that had all their allocated posts filled between 2017 and 2022: quintile 4 schools decreased with about 13 percentage points and Quintile 5 schools with a lower proportion (6 percentage points).

Indicator 2: The average hours per year spent by teachers on professional development activities

Indicator Value for 2022: 45 hours per year (primary and secondary schools combined)
Indicator trend from 2011 to 2017 to 2022: 36 hours to 40 hours to 45 hours
Source: Educator Interviews
Weight: Educator Weights
Calculation: Indicator value = sum of hours recorded for five types of professional development

(a) Context, importance and rationale

The Director-General of the DBE, in the foreword to the Action Plan 2024 (DBE, 2022), amongst others, made specific reference to monitoring and innovation in critical areas such as teacher professional development. As further cited in the Action Plan (DBE, 2020), the National Development Plan (NDP) states that “a deficit in skills and professionalism affects all elements of the public service” (p. 42).

During the quantitative survey, information was collected on the training educators received: whether it was formal or informal training, who provided the training, the nature of the training, and so forth.

The types of training included self-initiated training, school-initiated training, externally-initiated training (by departments, teacher unions and associations) and training initiated by others. There were also specific questions about the number of hours per category of training, and how training hours contribute to Continuing Professional Teacher Development (CPTD) points. Teachers were also asked about their participation in Professional Learning Communities (PLC's).

(b) Situation in 2022

In 2022, teachers in primary and secondary schools combined, on average spent 45 hours on professional development as at and up till the period of the survey. Teachers in KwaZulu-Natal, the Northern Cape and the Western Cape were above the national average (ranging between 50 and 59 hours). Teachers in Limpopo and Mpumalanga spent the least amount of time on professional development (about 31 hours).

There were no differences across quintiles in terms of the amount of time teachers spent on professional development.

(c) Changes from 2011 to 2017 to 2022

There was a substantive change in the average number of hours teachers spent on professional development, with 36 hours in 2011, and 40 hours in 2017 and an increase to 45 hours in 2022.

The Western Cape, which had a substantial rise in 2017 (76 hours) from 50 hours in 2011, has declined to 59 hours in 2022. A similar pattern emerges for teachers in Gauteng. The Eastern Cape, KwaZulu-Natal, and the Northern Cape are also showing increases, with average teacher professional development hours above the 2022 national average.

In relation to quintiles, there were notable improvements in some quintiles, over the three rounds of the survey, in terms of the number of hours teachers spent on capacity development. In Quintile 3 there was a substantial increase from 34 hours (in 2011 and 2017) to 48 hours (in 2022), and in Quintile 2, an increase from 36 hours in 2017 to 43 hours in 2022.

Indicator 3: The percentage of teachers absent from school on an average day

Indicator Value for 2022: 5% (primary and secondary schools combined)
Indicator trend from 2011 to 2017 to 2022: 8% to 10% to 5%
Source: Principal Interview and Document Analysis
Weight: Learner Weights
Calculation: Indicator value = number of educators present/number employed at the school

(a) Context, importance and rationale

The percentage of teachers absent from school on an average day is located within Goal 17 as Indicator 17 in the Action Plan to 2024. This brings attention to teacher well-being and job satisfaction and the underlying factors that can lead to absenteeism.

The indicator, constructed to reflect teacher absence on a typical day in 2022, was based on information from the school registers regarding the number of teachers present on the day of the data-collection visit as well as information from the principal on the number of teachers employed at the school.

Additional information, also based on the attendance registers, covered teacher absence on the Wednesday and Friday of the previous week. The information obtained on the day of the visit was also verified with the school principal. The process also takes into account that, at some schools, there are teachers present but had not yet signed the educators' attendance registers (on the day that they were present).

(b) Situation in 2022

The national teacher absence percentage for primary and secondary schools combined was 5% in 2022. Schools in the North West had the lowest absence rate (4%) while the Northern Cape (with 7%), had absence rates above the national average.

Schools in Quintile 1 and 2 had teacher absence rates marginally above the national average, while schools in Quintile 4 and 5 were marginally below the national average.

(c) Changes from 2011 to 2017 to 2022

Teacher absenteeism declined in all provinces from either their 2011 levels or 2017 levels. Teacher absence fell to 5% in 2022 in comparison to 8% in 2011 and 10% in 2017. Compared to 2011, the largest decreases, of about 4 percentage points, were observed in the Eastern Cape, KwaZulu-Natal and the North West. Similar to the trends for provinces, teacher absence in all quintiles declined. Teacher absence at Quintile 5 schools showed the largest decrease, from 7% in 2011, 11% in 2017, down to 4% in 2022.

Additional analysis was conducted to ascertain the effect of the different dates when data was collected across the 2011, 2017 and 2022 surveys. The average rates of teacher absenteeism were significantly higher between weeks 43 and 47 – when data was collected for the 2017 survey, as well as between weeks 48 and 52, albeit to a lesser extent, when data was collected for the 2011 survey. Thus, it is very likely that the substantial decrease noted in the teacher absenteeism rate could be explained by the period during which data was collected in 2022 (weeks 33 to 44 of the school year).

Indicator 4: The percentage of learners having access to the required textbooks and workbooks for the entire school year

Indicator Value for 2022: Textbooks: 79% (Gr 6, 9, 12); Workbooks: 85% (Gr 3)
Indicator trend from 2017 to 2022: Textbooks: 83% to 79% Workbooks: 81% to 85%
Source: Textbooks: Educator Interviews (Grades 6, 9 and 12) Weight: Learner Weight
Source: Workbooks: Educator Interviews (Grade 3) - as observed in the classroom Weight: Learner Weight
Calculation: Textbooks: Indicator value = The (qualitative) proportion of access to the relevant subject grade textbook converted to % (0%, 25%, 50%, 75% and 100%), and then aggregated
Calculation: Workbooks: Indicator value = (Show of learners' hands in classroom) / total number of learners in classroom) x 100

(a) Context, importance and rationale

Goal 19 of the Action Plan to 2024 describes the task as to “ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy” (DBE, 2020, p. 114).

The ToR for the SMS 2021/2022 states that information about workbooks and supplementary textbooks is to be gathered so that it is possible to evaluate how far there is access to appropriate materials at the various grades, and to differentiate between textbooks provided by the DBE and by others.

While the approach used in the SMS 2022 was in many respects similar to that of the SMS 2017, there were some material changes: The LTSM Questionnaire did not form part of the SMS 2022. Certain aspects of the LTSM Questionnaire of 2017 were incorporated into the other questionnaires in the SMS 2022. For example, in the SMS 2022, information on access to workbooks and textbooks all formed part of the Educator Questionnaire/s. One of the primary purposes of this change was to reduce survey length.

In 2022, the questions pertaining to access to textbooks and workbooks focussed on the following subjects:

- Grade 3 - Mathematics and Home Language
- Grade 6 & 9 - (English) Home Language, (English) First Additional Language, and Mathematics
- Grade 12 - (English) Home Language, (English) First Additional Language, Mathematics and Mathematical Literacy

(b) Situation in 2022

Eighty-five (85%) percent of Grade 3 learners had access to all four workbooks (DBE Mathematics workbook 1 and workbook 2 and DBE language workbook 1 and workbook 2). Limpopo recorded the highest access to workbooks with 96%, while over 90% of learners in the Free State, Mpumalanga and Northern Cape had access to all four workbooks. Only the Eastern Cape and North West were below the national average with 72% and 76%, respectively.

Access to workbooks for grade 3 were similar across all quintiles, ranging between 81% and 87%, within range of the national average of 85%.

Seventy-nine (79%) percent of learners in Grade 6, 9 and 12 have access to their specified textbooks (English Home Language, English) First Additional Language, Mathematics and Mathematical Literacy). The Eastern Cape and Mpumalanga had the lowest percentages, both at 62%. Gauteng (89%), Limpopo (84%), North West (85%) and Western Cape (91%) are above the national average. The remaining provinces, Free State, KwaZulu-Natal and Northern Cape are in close range of the national average of 79%.

Learner access to textbooks in quintile 5 schools, at 90%, was well above the national average, with quintile 4 schools slightly higher at 83%. Only three quarters of learners in quintiles 1-3 schools had access to textbooks in Grade 6, 9 and 12.

(c) Changes from 2017 to 2022

There was a slight overall increase in the percentages of Grade 3 learners that had access to workbooks between 2017 and 2022. Increases were noted in Kwazulu-Natal (68 to 86%), Limpopo (89 to 96%) and the Northern Cape (79 to 90%). Decreases were, however, noted in the Eastern Cape (77 to 72%), the North West (86 to 76%) and the Western Cape (91 to 81%). An increase in the percentage of Grade 3 learners accessing all four workbooks was observed in all the quintiles.

With regards to text books for Grade 6, 9 and 12 learners, the overall percentage of learners that had access decreased from 83% (in 2017) to 79% (in 2022). Substantial decreases were noted for the Eastern Cape and Mpumalanga (10 percentage points) and smaller differences were noted in Free State and Gauteng.

In terms of quintile levels, in comparison to access in 2017, lower percentages of Grade 6, 9 and 12 learners had access to textbooks across all levels in 2022.

Indicator 6: The percentage of schools producing the minimum set of management documents at the required standard¹

Indicator Value for 2022: 49% (primary and secondary schools combined)
Indicator trend from 2011 to 2017 to 2022: 58% to 44% to 49%
Source: Document Analysis Schedule
Weight: School Weight
Calculation: Indicator value = having each of a list of nine required documents in place

(a) Context, importance and rationale

Goal 21 of the Action Plan to 2024 (DBE, 2020), translates into Indicator 6 of the SMS, which assesses the school's ability to produce a minimum set of management documents. These documents

¹In the administration of the 2022 survey, the question on the existence of a central library (and/or media centre) and mobile library for the school was conflated with an additional question added regarding the existence of classroom libraries for Grade 3, 6, 9 and 12. The consequence was that a large percentage of responses conflated access to a central library for all learners with access to the central library for only learners from the specific grades 3, 6, 9 and 12. This information was not reliable and thus findings for this indicator could not be reported.

provide a reasonable form of evidence that schools have management processes in place that contribute towards a functional school environment.

(b) Situation in 2022

A school is only classified as compliant when all nine documents are available. The full set of nine management documents were observed in 49% of schools. Schools in the Gauteng (61%), Mpumalanga (66%), the North West (63%) and the Western Cape (61%), were substantially above the national average. Schools in the Eastern Cape (34%), KwaZulu-Natal (42%) and the Northern Cape (46%), were below the national average.

Schools in Quintile 1 and 2 were below the national average. Quintile 4 schools had the highest compliance followed by Quintile 5 schools, both well above the national average at 66% and 60%, respectively.

Compliance was higher if only eight out of the nine documents were considered, on average 69% of schools had eight of the documents.

(c) Changes from 2011 to 2017 to 2022

At the national level, compliance to produce the full set of the nine management documents, showed a small increase from a compliance level of 44% (in 2017) to 49% (in 2022), but still lower than the compliance levels of 58% in 2011.

Wide variations across the different provinces were noted with the largest improvements between 2017 and 2022 seen in Free State (40% to 58%) and Limpopo (38% to 55%). A decline was noted in Kwazulu-Natal (48% in 2017 to 42% in 2022). Between 2017 and 2022, increases were noted in Quintile 1 (36 to 43%), Quintile 3 (43 to 51%) and Quintile 4 (52% to 66%) schools. Similarly, decreases were noted in Quintile 2 (48% to 45%) and Quintile 5 schools (67% to 60%) schools.

Indicator 7: The percentage of schools where the School Governing Body (SGB) meets the minimum criteria in terms of effectiveness

Indicator Value for 2022: 62% (primary and secondary schools combined)
Indicator trend from 2011 to 2017 to 2022: 61% to 65% to 62%
Source: Principal Interview and Document Analysis
Weight: School Weight
Calculation: Indicator value = confirming all 4 functions (listed below) and having at least SGB minutes for two quarters

(a) Context, importance and rationale

The Action Plan to 2024 (DBE, 2020) promotes strong SGBs that play a key role in improving the quality of schooling. Specifically, Goal 22 of the Action Plan to 2024 (DBE, 2020, p.42) highlights the importance of community participation in the running of schools. The Plan cites the successful running of SGB elections as a demonstration of the schooling system’s ongoing commitment to involving parents and communities in educational improvement in public schools.

Principals rated the following SGB functions on a four-point scale: promoting the best interests of the school in ensuring increased education quality; supporting all staff in their professional functions; managing school property (e.g., buildings, grounds and hostels); and encouraging voluntary service among its stakeholders (staff, learners and parents). Administrative matters such as minutes of SGB meetings also had to be in order.

Data for the SMS 2022 was collected over a 12-week period beginning mid-August 2022. For the 2017 and 2011 surveys, data was collected in October and November, respectively. Given the different periods of data collection, it is highly likely that minutes for the third quarter for the SMS 2022 were not available or meetings were not yet held. This would result in schools not meeting the required criteria of three sets of minutes in 2022. Thus, the criteria used in 2022 was revised to the minutes of the first two quarters only, while calculations for 2011 and 2017 were also revised.

(b) Situation in 2022

Nationally, the SGBs of 62% of schools met their governance and support responsibilities (hereinafter referred to as SGB effectiveness). Schools in the Eastern Cape, Limpopo Province, Mpumalanga and the North West had compliance levels above the national average. Schools in all quintiles, besides Quintile 4 (56%), were generally in proximity of the national average.

(c) Changes from 2011 to 2017 to 2022

Compliance of schools in terms of SGB effectiveness revealed minimum change between 2011 (61%), 2017 (65%) and 2022 (62%) in the national average. Substantial variations were, however, evidenced across the provinces within the different rounds of the SMS.

Schools in the Eastern Cape remained relatively stable across the three rounds of the SMS (63%). The Limpopo Province, after a decline (from 64% in 2011 to 50% in 2017), showed an increase in 2022 (to 71%). The Northern Cape showed an increased from 34% in 2011 to 58% in 2022. In Gauteng, a substantial drop was noted, from 61% (in 2011 and 2017) to 47% in 2022. Trends in the SGB effectiveness indicator by quintile showed consistency from 2011 to 2022 in all of the quintiles besides Quintile 5 schools, which showed a decline, from 77% in 2017 to 64% in 2022.

Indicator 8: The percentage of learners in schools that are funded at the minimum level

Indicator Value for 2021: 73% of learners in schools received expected funds or more
Indicator trend from 2010 to 2016 to 2021: 79% to 75% to 73%
Source: Principal Interview / Document Analysis (schedule)
Weight: Learner Weight
Calculation: Indicator value = direct reporting of selected item-level response distributions

(a) Context, importance and rationale

The National Norms and Standards for School Funding policy provides a statutory basis for school funding. Section 39(7) of SASA requires the Minister of Education to annually determine the national quintiles for public schools or part of such quintiles by notice in the Government Gazette. These, in

turn, have to be used by the Provincial Education Departments when allocating funds to the schools and to identify schools that may not charge school fees. An important element of this dynamic is the monetary transfers made to schools in the form of the per-learner allocation. Exact amounts, not only for the next year but also projected to subsequent years, are specified on an annual basis in the Government Gazette. It is the provinces that determine the final allocation for each financial year, for schools in their province.

During interviews, school principals were requested to provide information about whether the expected amount had actually been transferred to the school. It could reasonably be expected that for the 2021 school year, the expected amount had been received by the time the survey was done, That would not be the case for 2022, as the survey was conducted in mid-August until October, and it was possible that some schools were still to receive their allocated amount for the 2022 school year. Thus, results are reported for the previous schooling year (namely, 2021).

(b) Situation in 2022

For the 2021 school year, the expected amount or more, was transferred to schools, providing for 73% of learners. Eighty-five (85%) percent of learners in Quintile 4 schools had received their expected allocation or more for the 2021 school year. For the other quintiles, approximately a quarter were in schools that had not received their full allocated amounts.

(c) Changes from 2011 to 2017 to 2022

Schools receiving their previous year allocations showed moderate decreases between 2010, 2016 and 2021. In 2010, 79% of learners were in schools where the expected amount or more had been transferred, in 2016 it was 75% and in 2021 it was 73%.

Schools in the Eastern Cape reported the worst trend, with results indicating only 20% of learners in 2021 were in schools receiving their allocations. The Northern Cape and the North West remained stable (both averaging at about 90% over the three rounds of the survey). The Free State showed a substantial increase in percentage of learners that were in schools receiving the minimum required funding, 72% in 2016 to 97% in 2021.

Only learners in Quintile 4 schools showed increases from 2010 (77%), to 2016 (78%) to 2021 (85%), in receiving their expected (or more) allocations.

Indicator 9: The percentage of schools which comply with nationally determined minimum physical infrastructure standards

<p>Indicator Value for 2022: 67% of school complied with the nationally determined minimum physical infrastructure standards (based on the three-component, 2016 targets) and 43% of schools comply with the 2020 targets (based on four infrastructure components)</p>
<p>Indicator trend from 2011 to 2017 to 2022: 57% to 60% to 67% (2016 targets) Indicator trend from 2011 to 2017 to 2022: 40% to 38% to 43% (2020 targets)</p>
<p>Source: Principal Interview / School Observation (schedule)</p>
<p>Weight: School Weight</p>
<p>Calculation: Indicator value (2016 targets) = Comply with all <u>three</u> of the following nationally determined minimum physical infrastructure standards: (i) working electricity, (ii) running water, and (iii) separate toilets for boys, girls and teachers.</p>

Indicator value (2020 targets) = Comply with all four of the following nationally determined minimum physical infrastructure standards: (i) working electricity, (ii) running water, (iii) separate toilets for boys, girls and teachers, and (iv) adequate classrooms that could accommodate all learners at the school with a maximum of 40 learners per classroom.

(a) Context, importance and rationale

The Norms and Standards for minimum school infrastructure (as gazetted in Regulation 920 of 2013), envisages four key goals achievable by all schools. For 2022, this indicator has been computed in the same manner as done in 2017, based on all four of the requirements: (i) running water; (ii) working electricity; and (iii) separate toilets for boy learners, girl learners and teachers (targets set for 2016) and (iv) the existence of adequate classrooms to accommodate all learners at the school with a maximum of 40 learners per classroom (target set for 2020). For the 2016 targets, compliance is required for three of the four requirements above, excluding classroom adequacy.

(b) Situation in 2022

Nationally, 43% of schools complied with the nationally determined minimum physical infrastructure standards set for 2020 and 67% complied with the minimum physical infrastructure standards set for 2016. Across all provinces, the findings indicate that on the day of the visit, 93% of schools had electricity that was working, 81% had running water, 87% had separate toilets for boys, girls and educators, and 68% had adequate classrooms. Loadshedding was evident in 41% of the schools on the day that the observation scheduled was administered.

Schools in the Western Cape (at 78%) had the highest levels of compliance for the four 2020 infrastructure requirements, followed by the Northern Cape (75%) and Free State (68%). Schools in the Eastern Cape, KwaZulu-Natal, the North West and Mpumalanga had compliance levels lower than the national average, ranging between 27% and 39%. Schools in Quintile 5 had the highest compliance (80%) and substantially above the national average.

Free State, Gauteng, the Northern Cape and the Western Cape had infrastructure compliance above 80% to the infrastructure requirements set for 2016. Only the Eastern Cape (42%) and KwaZulu-Natal (61%) had compliance below the national average of 67%. Quintile 3 to 5 schools exceeded the national average.

(c) Changes from 2011 to 2017 to 2022

Compliance with the minimum infrastructure requirements showed an increase in 2022 with national averages of 40% in 2011, 38% in 2017 (decline), and 43% (incline) in 2022. The 2016 pattern was fairly similar when compared to that of the 2020 targets, compliance with the minimum infrastructure requirements showed a steady upward trend from 2011 to 2022, with 57% in 2011, 60% in 2017 and 67% in 2022, for the three 2016 infrastructure targets.

Compared to the previous rounds of the SMS, 86% of schools (2011) and 90% (2017) had working electricity, 81% and 76% had running water in 2011 and 2017, respectively. Seventy-four percent (74%) of schools (2011) and 80% (2017) had separate toilets for boys, girls and educators, and 69% (2011) and 68% (2017) of schools had adequate classrooms.

Indicator 10: The percentage of schools with at least one educator who has received specialised training in the identification and support of learners experiencing learning barriers

Indicator Value for 2022: 78% (primary and secondary schools combined)
Indicator trend from 2017 to 2022: 78% to 78%
Source: Inclusive Education Interviews (previously, the LSEN Questionnaire)
Weight: School Weight
Calculation: Indicator value = at least one teacher who has formal/informal training or an LSEN qualification

(a) Context, importance and rationale

The Action Plan to 2024 (DBE, 2020, pp. 125-126) sets as Goal 26 to “increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.”

A key challenge is to utilise existing capacity among teachers in schools properly. Principals need to ensure that time, structures and physical resources are allocated to this end. Formal content was given to the foregoing in 2014 with the release of Government Notice 293. This aligned with a draft policy document on screening, identification, assessment and support for special needs education and in support of standardised educational support services in line with the integrated school health policy.

(b) Situation in 2022

Nationally, 78% of schools had at least one educator with formal/informal training or an LSEN qualification, thus confirming that they had received specialised training in the identification of learning barriers and support of learners who are experiencing learning barriers.

Schools in the Eastern Cape (65%) had the lowest compliance in relation to the national average. Schools in the Free State, Gauteng and the Western Cape, all reported indicator levels in the 90% range. Schools in quintiles 4 and 5 had compliance percentages in the 90% range, whereas quintiles 1 to 3 schools were slightly below the national average.

(c) Changes from 2017 to 2022

At a national level, there was no change between 2017 and 2022, both reporting an average of 78%. Trends across provinces reveal notable increases in Gauteng, Limpopo, the Northern Cape and the North West, while decreases were noted in the Eastern Cape and KwaZulu-Natal. For schools in the different quintile categories, uptrends were noted in Quintile 4 (86% to 94%) and Quintile 5 (84% to 90%) schools and a downward trend in Quintile 3 (83% to 76%).

Indicator 11: The percentage of schools visited at least twice a year by district officials for monitoring and support purposes

Indicator Value for 2022: 84% (primary and secondary schools combined)
Indicator trend from 2011 to 2017 to 2022: 85% to 84% to 84%
Source: Principal Interview
Weight: School Weight
Calculation: Indicator value = receiving at least two visits during the survey year

(a) Context, importance and rationale

Sub-goals 27.1 and 27.2 from the Action Plan to 2024 (DBE, 2020) were used as Indicators 11 and 12 for the SMS 2022 (which remained unchanged from the Action Plan to 2019). The two sub-goals focus on districts' monitoring and support task, carried out through the district office as key role player in relation to assessment policy, practice and use; accountability and reporting; monitoring curriculum coverage (in line with Goal 18 of the Action Plan 2019); and enhancing inclusive education through district-based support teams (in line with Goal 26).

The National Education Policy Act (27 of 1996), Government Notice 300 of 2013, in particular ("Policy on the Organisation, Roles and Responsibilities of Education Districts") specifies the roles and responsibilities of the district offices vis-à-vis support for schools. Section 20.2 (2) identifies school visits, classroom observation, consultation, cluster meetings, suitable feedback reports and other approaches as appropriate. Section 50 identifies assistance with curriculum, management (and governance), learner assessment and operations support teams.

(b) Situation in 2022

At the national level, 84% of schools had been visited at least twice a year by district officials for monitoring and support purposes. A larger percentage of secondary schools (94%) than primary schools (82%) received at least two visits from district officials.

In the Eastern Cape, only two-thirds of schools received at least two visits. The schools in the other eight provinces all were either in close range of or above the national average. Only Quintile 1 schools (79%) were below the national average.

Across all provinces, the highest percentage who reported receiving two or more visits, was Grade 12 teachers. Here too, large variations were noted with the Eastern Cape at 39% and Gauteng and the North West at 77%, respectively. Approximately half of Grade 3 and 6 teachers, two-fifths of Grade 9 teachers and a quarter of Grade 12 teachers, reported that they did not receive any visits.

(c) Changes from 2011 to 2017 to 2022

For primary and secondary schools combined, the national percentage of schools receiving at least two monitoring and support visits from district officials revealed no substantial differences over the period of the three rounds of the survey, with percentages remaining stable between 84%-85%. Although the status quo was maintained over the period, differential upward and downward trends were noted across the provinces. Compared to 2017, Quintile 3 schools reported an upward trend (81% to 89%), while Quintile 4 schools revealed a downward trend (97% to 92%).

Indicator 12: The percentage of school principals rating the support services of districts as being satisfactory

Indicator Value for 2022: 87% (primary and secondary schools combined)
Indicator trend from 2017 to 2022: 77% to 87%
Source: Principal Interview
Weight: School Weight
Calculation: Indicator value = responses of “Satisfied” and “Very satisfied” entailed satisfaction

(a) Context, importance and rationale

The rating of the district officials’ visits is against the background of the number and purpose of the visits, and the (supportive) nature of thereof. The various motivations and background information can be consulted under Indicator 11 as it describes the background and context against which to view Indicator 12.

The information collected for Indicator 12 is more subjective in the sense of being linked to recipients’ perceptions of the intended benefits and about how well the district officials succeeded in their task. There is also a greater emphasis on gaps and challenges and on possible remedies proposed by the intended beneficiaries.

(b) Situation in 2022

Nationally, 87% of principals, of primary and secondary schools, were satisfied with the visits from district officials for monitoring and support purposes. Principals’ ratings, of their satisfaction with district support visits were not substantially different between primary schools and secondary schools.

A substantially lower percentage of Eastern Cape principals (78%) were satisfied with the visits. In contrast, in the Free State, Gauteng, and Mpumalanga, a higher percentage of principals were satisfied with the visits, reporting figures of 90% and above. Quintile 1 and Quintile 4 schools had the highest percentage of satisfaction (90%). The other quintile categories, all had satisfaction percentages within the range of the national average, ranging between 84% and 86%.

(c) Changes from 2017 to 2022

Trend analysis will be focussed on changes between 2017 and 2022 only as there were considerable differences in the data collection instruments in the 2011 survey. For primary and secondary schools combined, principals’ satisfaction with support visits by district officials showed a substantial difference from 2017 to 2022, with an increase from 77% (in 2017) to 87% (in 2022).

A number of provinces showed notable increases from 2017 to 2022, with the largest increases from principals of schools in the Eastern Cape and Limpopo, followed by the Northern Cape, KwaZulu-Natal, Mpumalanga and the North West. The Free State, Gauteng and Mpumalanga all moved into the 90% range in 2022.

With the exception of Quintile 5 schools, a substantial increase in levels of principal satisfaction were noted for Quintile 1 to 4 schools. Both Quintile 1 and Quintile 4 schools reached satisfaction ratings of 90% in 2022.

Priority Area 1: Education assistants

Key Values: 98% of primary and secondary schools combined employed General School Assistants and Education Assistants. Education assistants were most likely to assist educators supporting learners with group activities (76%) and administrative tasks (75%).
Source: Principal and educator interviews
Weight: School Weights

(a) Context, importance and rationale

The DBE in collaboration with PEDs implemented Phase I of the Basic Education Employment Initiative (BEEI), also known as the Presidential Youth Employment Initiative (PYEI), from 1st December 2020, and subsequently Phase II and III. Through the BEEI, about 200 000 Education Assistants (EAs) and 100 000 General School Assistants (GSAs) were placed in public schools across the country. The PEDs provided training in five key areas: Curriculum, Reading, Psychosocial Support, Information and Communication Technology (ICT) and Infrastructure.

The purpose of this priority area is to obtain information on the overall perceptions of the BEEI, the tasks performed by the Education Assistants and principals, teachers' perceptions around the usefulness of the Education Assistants.

(a) Status of priority area in 2022

In the past two years, from December 2020, 98% of primary and secondary schools combined, employed General School Assistants and Education Assistants.

Schools in all the provinces had employment averages of over 90%. At the quintile level, only schools at Quintile level 5 were below 90% with an 84% employment average of general school assistants and education assistants over the past two years.

The tasks that education assistants were most likely to assist educators with were: (i) assist learners with group activities (76%), (ii) administrative tasks (75%), (iii) organise classrooms (74%), and (iv) assist learners with independent work (74%). The activity that education assistants were least likely to be tasked with, was to teach a class (22%).

Only 33% of educators were of the view that "most of the education assistants had the relevant skills for the tasks they had to carry out in the classroom". This perception was consistent across the provinces with percentages ranging between 29% and 40%.

Both principals (93%) and teachers (91%) were equally supportive of the view that the DBE should continue with the BEEI to have education assistants employed at schools.

Priority Area 2: Reading

Key Values: The national average for Grade 3 teachers having access to daily home language lessons is 92%. Approximately 71% of Grade 3 teachers stated that they had a classroom library or reading corner in their classroom,
Source: Grade 3 Educator Interview
Weight: School Weights

(a) Context, importance and rationale

The Action Plan to 2024 has added early grade reading as a key area of innovation. The DBE, along with partner organisations, has undertaken research to produce South African specific knowledge about early grade reading. The research project, known as the Early Grade Reading Study (EGRS) aims to build evidence about what works to improve the learning and teaching of early grade reading in South African schools.

The focus of this priority area was on home language reading at the school of the Grade 3 educator. Information gathered were about: access to daily lesson plans, the provider of these lesson plans, the usefulness of these plans, whether the teacher had a classroom library in their class, the number of books in their classroom library, and reading-related programmes the teachers participated in.

(b) Situation in 2022

The national average for Grade 3 teachers having access to daily home language lesson plans is 92%. The prevailing view was that 79% of the Grade 3 educators found the daily lesson plans ‘very useful’ with some variations across provinces. The trend was fairly similar at Quintile level.

About 71% of Grade 3 educators stated that they had a classroom library or reading corner in their classroom; seven of the nine provinces were above the national average, with the Western Cape reporting the highest percentage at 95%. The Eastern Cape (at 49%) and KwaZulu-Natal (at 64%) were the lowest.

The number of books in the classroom library/reading corner varied considerably. Of those Grade 3 educators that stated they have a classroom library, 28% stated that there were 0-25 books in the classroom library and 27% stated that there were 26-50 books. The remaining 45% was for 51-75 books, 76-100 books, and more than 100 books. About 84% of Grade 3 educators participated in the ‘Drop everything and read’ reading programme, and 77% participated in the ‘Primary School Reading Improvement Programme’ (PSRIP).

Priority Area 3: History as a subject taught in schools

Key Values: 62% of schools offer history at the FET phase and 67% of principals expressed the view that history should be a compulsory subject for Grades 10 to 12.
Source: Principal and Grade 6, 9 and 12 educators
Weight: School Weights

(a) Context, importance and rationale

In 2018 the Ministerial Task Team on History recommended that history be made a compulsory subject in all schools so as to enable “learners to become more active and critical citizens by being able to engage critically with the influence and impact of colonialism, apartheid, and the liberation struggle on their lives”.

The purpose of this Priority Area is to obtain views and perceptions of teachers regarding: the current status of history in secondary schools; making history a compulsory subject in the FET phase given that it is already taught until Grade 9; and knowledge of issues relating to the decolonisation of the curriculum debate.

(b) Status of priority area in 2022

Nationally, 62% of schools offer history at the FET phase and 67% of principals expressed the view that history should be a compulsory subject for Grades 10 to 12.

Of the secondary schools that offered history in the FET phase, there are on average, 1,6 qualified History teachers per secondary school; 86 learners enrolled for History at Grade 10 per school, 70 learners at Grade 11 and 59 learners at Grade 12.

Approximately 20% of principals and 22% of Grade 6, 9 and 12 teachers reported that they were not aware of the ‘decolonising the curriculum’ debate. Of those teachers that shared their views on ‘decolonising the curriculum’, there was high level of agreement regarding the following: Issues of decolonisation should be taught at school for learners in primary schools (81%); Decolonising the curriculum in South Africa can help address key challenges in the country (87%), and the decolonisation of the curriculum can address how issues of inequality in South Africa are understood (89%).

Priority Area 4: Assessment in the schooling sector

Key Values: Approximately 90% of teachers and principals supported the use of examinations for diagnostics purposes and to assist learners to select subjects for Grade 10. Approximately 88% of principals and approximately 75% of educators reported they had received the Assessment for Learning (AfL) circular.
Source: Principal and Grade 3, 6, 9, 12 Interview
Weight: School Weights

(a) Context, importance and rationale

The current initiative within the Department of Basic Education for improving the assessment system focuses on the implementation of a National Integrated Assessment Framework to address several limitations that hinder the effective use of assessment data for improving learning and teaching.

Two key initiatives recently introduced include the implementation of the Assessment for Learning as a pedagogical strategy, which foregrounds the use of formative assessment for supporting teachers enhance their pedagogical practices, and plans to implement the General Education Certificate at the end of Grade 9.

This priority area focused on the perceptions regarding the role and use of examinations, practices regarding the use of assessments data, and the response of schools to the recently announced Assessment for Learning Pedagogical Strategy. Information was also obtained on views regarding the formative assessment guidelines and its use in schools.

(b) Situation in 2022

The findings indicate significant consensus for the use of national examinations for diagnostic purposes (approximately 90%) among both teachers and principals. Similarly, 94% of teachers and principals supported the use of a national Grade 9 examination to assist learners to select subjects for Grade 10. The majority of principals in all provinces, except the Eastern Cape, noted that they used the results of end-of-term test most often to monitor performance of learners in their schools.

Compared to principals (approximately 88%), substantially less teachers across Grades 3, 6, 9, and 12 (approximately 75%), reported they had received the Assessment for Learning circular.

With regards to the need for additional support by schools and teachers to implement the Assessment for Learning pedagogical strategy, similar percentage of principals in primary and secondary schools noted that most of their teachers need support. Additionally, a higher percentage of Grade 3 teachers indicated that they would need lots of support.

Principals and teachers were also asked to indicate their understanding regarding the primary purpose of formative assessment. Just over half of the principals in both primary and secondary schools selected the correct response. In contrast, 60% of Grade 3 and 58% of Grade 9 teachers selected the accurate response compared to 51% of Grade 6 and 12 teachers.

Views of principals regarding the use of examination results, compared to that of teachers, were similar for each of the questions listed. When compared to the 2017 findings, the percentage of respondents who felt that *‘schools should be held responsible for learner performance’* increased substantially, from 73% to 90% for principals and from 65% to 78% for teachers. Similar trends were noted for the question on whether *‘teachers should be held responsible for learner performance’*, with principals showing an increase of 12 percentage points and teachers an increase of 16 percentage points.

Priority Area 5: COVID and Learning Loss

<p>Key Values: 84% of principals confirmed that that their schools had received the DBE School Recovery Plan. 32% of principals stated that between 40-60% of learning and teaching days had been lost in the 2021 schooling year, whereas 30% stated that it was between 21-40% of days lost.</p>
<p>Source: Principal and Grade 3, 6, 9, 12 Interview</p>
<p>Weight: School Weights</p>

(a) Context, importance and rationale

The focus of this indicator is to understand the extent to which the COVID-19 pandemic impacted teaching and learning across schools, focussing on loss of learning and teaching time and how schools mitigated the impact of the pandemic.

Within the schooling sector, the DBE released the School Recovery Plan in response to COVID19 (June 2020) that provided: (i) revised Annual Teaching Plans (ATPs) that outline the ‘trimmed’ or ‘reduced’ curriculum, focussing on the core concepts to be covered for each subject and grade; and (ii) revised assessment guidelines that decreased the number of formal assessments required and allowed schools to cancel several scheduled examinations.

(b) Status of indicator in 2022

Nationally, 84% of principals confirmed that their schools had received the DBE School Recovery Plan. More than 90% of Quintile 4 and 5 schools had received the School Recovery Plan, compared to between 80% and 85% of Quintile 1 to 3 schools.

Sixty percent (60%) of principals indicated that implementing the School Recovery Plan over a three-year period ‘will make teaching easier’. Approximately three-quarters of principals were in agreement that the trimmed curriculum (ATPs) would enable teachers to spend more time on supporting learners understanding the content.

At a national level, 4% of principals reported that more than 60% of learning and teaching days were lost in the 2021 school year, 32% stated that between 40-60% of days had been lost, 34% stated between 21-40%, 22% indicated less than 20 days were lost and, 9% noted that no days were lost. Sixty-four percent (64%) of principals reported that ‘Learners being absent when they should be at school’ was having a ‘strong impact’ on the loss of learning and teaching time. Teacher absenteeism ‘when they should be in school’ was stated by 54% of principals as having a ‘strong impact’ on the loss of learning and teaching time.

Priority Area 6: Early Childhood Development

Key Values: Nationally, 89% of schools had at least one Grade R class in 2022. The learner-teacher ratio, had decreased from 34 learners in 2017 to 29 learners in 2022.
Source: Principal Interview
Weight: School Weights

(a) Context, importance and rationale

The Action Plan to 2024, identifies the provision of two years of Early Childhood Development (ECD) before Grade 1 (DBE, 2020) as one of the key priorities of the DBE. Acknowledging the significance of the first ECD Census, the Minister of Education noted that the survey “is instrumental for our planning and will allow us to prioritise the poorest children most in need of public assistance” (DBE, 2022).

Information obtained included questions about the number of primary schools that offer Grade R, enrolment numbers, source of funding for Grade R learners, and Grade R fees. Trend analysis is possible for 2017 and 2022.

(b) Status of priority area in 2022

Nationally 89% of schools had at least one Grade R class in 2022. No significant changes were detected from 2017 with average number of Grade R classes at 1.7 per school, an average of 50 learners and 1.7 teachers per school. However, the learner-teacher ratio, had decreased from 34 learners in 2017 to 29 learners in 2022.

The majority of principals (87%), indicated that salaries were paid by Provincial Department of Education (PED) via PERSAL or a subsidy to the school, while the rest indicated that salaries were paid by the SGB (and/or from other sources).

While 64% of principals reported that they had received training to support Grade R teachers, 26% were of the view that the Foundation Phase Head of Department had ‘no experience of Grade R’, while 40% of principals reported that they had received a support visit from a curriculum advisor regarding Grade R, in 2022. In addition, 58% of principals stated they had an appropriate outdoor fenced-off space where Grade R children can play, separately from older learners.

Priority Area 7: School violence and safety

Key Values: 81% of principals at primary schools and 73% at secondary schools reported feeling safe at their school. 74% percent of primary school teachers and 62% of secondary school teachers reported feeling safe at their schools.
Source: Principal and Grade 3, 6, 9, 12 Interview
Weight: School Weights

(a) Context, importance and rationale

The provision of safe schools for all learners and staff in South Africa comprises a key part of the National Development Plan, which calls for all “people living in South Africa... feel safe at home, at school and at work, and they enjoy an active community life free of fear” (NDP 2030, 2012, p. 73). Over recent years, the increase in number of acts of violence in schools, between and among learners and teachers has been a growing concern impacting all role-players in South Africa.

This priority area sought to uncover issues linked to the acts of violence and bullying in and around schools involving school staff and learners, exposure of learners to dangerous weapons at school, number of learners in contact with the justice system and the number of violent incidents experienced by learners on their way to or from school.

(b) Status of the priority area in 2022

Eighty-one percent (81%) of primary school principals and 73% of secondary school principals reported feeling safe at their schools while 74% percent of primary school teachers and 62% of secondary school teachers reported feeling safe at their schools.

In all categories of the incidents of safety affecting learners, the number of incidents at secondary schools are substantively higher than that primary schools. That is, 27% versus 58% of incidents involving learners that carried weapons; 28% versus 61% learners experienced some form of violence while walking to or from school; 8% versus 33% of principals reported between 1-5 incidents involving the South African Police Services (SAPS).

With regards to ‘intimidation or verbal abuse among learners’, 14% of primary and 22% of secondary school teachers reported this as a moderate problem. Similarly, 4% of primary and 8% of secondary school teachers reported that ‘intimidation or verbal abuse among teachers’ was a moderate/major problem at their school.

Approximately a quarter of primary and secondary school principals reported that the ‘physical environment of the school (e.g., lack of fences, gates; poor condition of building)’ was a problem. Four percent (4%) and 7% of primary and secondary school principals, respectively, reported that ‘liquor outlets within the vicinity of the schools’ were a problem.

Priority Area 8: Inclusive education

Key Values: 34% percent of primary schools and 23% of secondary schools have an Individualized Education Programme (IEP) in place.
Source: ELSEN Interview schedule
Weight: School Weights

(a) Context, importance and rationale

The importance of Inclusive Education has been addressed in Indicator 10. For this priority area, the focus was on the extent to which the school is able to identify and support learners experiencing specific learning barriers.

Information was obtained through interviews conducted with the School-Based Support Team (SBST) coordinator responsible for Inclusive Education at the school. The interviews, among others, covered the training received by the designated Inclusive Education educator, how the district office can improve support provided to schools and the overall school environment to identify and support learners experiencing learning barriers and and/or experiencing physical disabilities.

(b) Status of priority area in 2022

Sixty-eight percent (68%) of educators at primary schools had received training on identifying and supporting learners experiencing learning barriers, 38% on identifying and supporting learners experiencing physical disabilities, 54% on curriculum differentiation for learners experiencing learning barriers, 40% on setting assessments for learners experiencing learning barriers.

With regards the specific barriers to learning that learners experienced, 74% of schools reported learners experiencing difficulties with remembering and concentrating, 62% communication difficulties (understanding others, and making themselves understood), and 44% difficulties with fine motor skills such as writing, fastening buttons on clothes.

At the national level, 52% of schools indicated they were able to screen ‘some’ learners, 18% ‘most’ or ‘all’ learners, and 30% indicated not being able to screen any learners for learning barriers. However, 34% of primary schools and 23% of secondary schools reported that they had an Individualized Education Programme (IEP) in place for learners experiencing learning barriers.

Summary of Key findings

Tables A and B provide the summary of findings for the 12 Indicators and eight Priority Areas in the 2022 SMS.

Table A: Key findings for the 12 indicators

Indicator	Trend results 2011 to 2017	Trend results 2017 to 2022
1. The percentage of schools where allocated teaching posts are all filled.	No comparable data	No change - 78% to 78%
2. The average number of hours per year that teachers spend on professional development activities.	Improved: 36 hours to 40 hours	Improved: 40 to 45 hours
3. The percentage of teachers absent from school on an average day.	Decline: 8% to 10%	Improved 10% to 5%
4. The percentage of learners with access to the required workbooks and textbooks for the entire school year.	No comparable data	Workbooks: Improved from 81% to 85% Textbooks: Decline from 83% to 79%;
6. The percentage of schools with the minimum set of management documents at the required standard.	Decline	No significant change from 2011 to 2017 to 2022: 58% to 44% to 49%
7. The percentage of schools where the School Governing Body (SGB) meets the minimum criteria of effectiveness.	No change	No significant change from 2011 to 2017 to 2022: 61% to 65% to 62%
8. The percentage of learners in schools that are funded at the minimum level.	Decline	Decline from 2010 to 2016 to 2021: 79% to 75% to 73%
9. The percentage of schools which comply with nationally determined minimum physical infrastructure standards.	Improved	Improved from 2011 to 2017 to 2022: 40% to 38% to 43%
10. The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs.	No change	No change from 2017 to 2022: 78% to 78%
11. The percentage of schools visited at least twice a year by district officials for monitoring and support purposes;	No change	No change from 2011 to 2017 to 2022: 85% to 84% to 84%
12. The percentage of school principals rating the support services of districts as being satisfactory.	Improved	Improved from 2017 to 2022: 77% to 87%

Table B: Key findings for 8 priority indicators

Priority area	Key findings
1. Education Assistants	In the past two years, from December 2020, 98% of primary and secondary schools employed General School Assistants and Education Assistants.
2. Reading	The national average for Grade 3 teachers having access to daily home language lesson plans is 92%. Seventy one percent (71%) of Grade 3 teachers reported that they had a classroom library or reading corner in their classroom, while 92% had access to daily home language lesson plans
3. Decolonisation of History as a subject	Nationally, 62% of secondary school principals reported that they offer history at the FET phase, while 67% also expressed the view that history should be a compulsory subject for Grades 10 to 12.
4. Assessments in schools	There was significant consensus (approximately 90%) across the different grades for the use of national examinations for diagnostic purposes, and for using results of the national grade 9 examination to assist learners to select subjects for grade 10.
5. COVID learning losses and dropout	At a national level, 4% of principals reported that more than 60% of learning and teaching days were lost in the 2021 school year, 32% stated that between 40-60% of days had been lost , 34% stated between 21-40%, 22% indicated less than 20 days were lost and, 9% noted no days were lost.
6. The ECD migration	Nationally 89% of primary schools had at least one Grade R class in 2022. Of these schools, the average number of Grade R classes was 1.7 per school, and an average of 50 learners and 1.7 teachers per school.
7. School violence and safety	Eighty-one (81%) percent of primary school principals and 73% of secondary school principals reported feeling safe at their schools, while 74% percent of primary school teachers and 62% of secondary school teachers reported feeling safe at their schools.
8. Inclusive Education	With regards to the training that teachers has received, 68% of teachers in primary schools and 59% in secondary schools had received training on identifying and supporting learners experiencing learning barriers, 38% primary and 33% secondary on identifying and supporting learners experiencing physical disabilities, 54% primary and 59% secondary on curriculum differentiation for learners experiencing learning barriers, and 40% primary and 27% secondary on setting assessments for learners experiencing learning barriers.