

*2022*  
*School Monitoring Survey*

*SUMMARY REPORT*

*October 2024*

## Introduction

The aim of the School Monitoring Survey (SMS) is to monitor progress towards the achievement of selected goals and indicators set out in the sector plan, to help inform planning and to highlight areas that require improvement.

The SMS 2022 focused on 12 key indicators specified in the Action Plan to 2024: *Towards the Realisation of Schooling 2030*, as well as eight additional priority areas.

For the quantitative study, the SMS was nationally representative, the sample was based on 1000 public ordinary schools offering Grade 6 and 1000 public schools offering Grade 12. Data was collected using the following four interview schedules: Principal, Grade 3 educator, Grade 6, 9 and 12 educators, and the Inclusive Education Facilitator. In addition, a Document Analysis and School Observation Schedule were also administered.

The majority of items in the instruments were based on the same items applied in the 2017 survey, and to a large extent, 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 questions were programmed on tablets, which in all cases were completed by the relevant field worker.

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

## Findings from the 2022 SMS<sup>1</sup>

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

The survey results showed that 78% of primary and secondary schools combined had all their teaching posts filled in 2022. There was no change in the percentage of teaching posts filled between 2017 and 2022.

### Indicator 2: Average hours per year spent by teachers on professional development activities

In 2022, an average of 45 hours were spent on professional development. The average number of hours teachers spent on professional development in 2011 was 36 hours in 2011 and 40 hours in 2017.

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

The national average for teacher absence was 5% in 2022 for primary and secondary schools combined. Teacher absence 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. However, the earlier time period when data collection started, August instead of October, may have had an impact on the 2022 findings.

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<sup>1</sup> Findings for Indicator 5 could not be reported as data reported for school libraries was conflated with data reported for classroom libraries.

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

Data for access to workbooks was obtained directly from Grade 3 classrooms by counting the number of workbooks learners had. Eighty-five (85%) percent of Grade 3 learners had access to all four DBE workbooks in 2022, compared to 81% in 2017.

For textbooks, 79% of learners in Grade 6, 9 and 12 had access to their relevant English Home Language, English First Additional Language (EFAL), Mathematics or Mathematical Literacy textbooks in 2022 compared to 83% in 2017.

#### **Indicator 6: The percentage of schools producing the minimum set of management documents at the required standard**

A school is only classified as compliant when all nine documents are available. At the national level, compliance to produce the full set of nine documents for 2022 was 49%, while for eight documents it was 69%. Compared to 44% in 2017 and 58% in 2011, produced the full set of nine documents.

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

Nationally, the SGBs of 62% of schools met their governance and support responsibilities. Minimum changes were noted between 2011 (61%), and 2017 (65%). Substantial variations were, however, evidenced across the provinces within the different rounds of the SMS.

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

In the previous financial year (2021), 73% of learners were in schools where the expected amount of funds or more had been transferred, compared to 79% for the 2010 financial year and 75% for the 2016 financial year.

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

To meet this indicator, a school had to comply with all four of the following minimum physical infrastructure requirements for the 2020 targets: running water; separate toilets for boys, girls and teachers; functioning electricity; and adequate classrooms. Nationally, 43% of schools complied with the 2020 targets and 67% complied with the minimum physical infrastructure standards set for 2016 (running water, adequate toilets and functioning electricity).

The findings indicate that on the day of the visit, 93% of schools had electricity that was working (after taking loadshedding into account), 81% had running water, 87% had separate toilets for boys, girls and educators, and 68% had adequate classrooms, that is classrooms that could accommodate all learners at the school with a maximum of 40 learners per classroom.

Compared to the previous rounds of the SMS, 86% of schools in 2011 and 90% in 2017 had working electricity; 81% and 76% had running water in 2011 and 2017, respectively; 74% of

schools in 2011 and 80% in 2017 had separate toilets for boys, girls and educators, while 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**

Nationally, 78% of schools had at least one educator with formal/informal training supporting learners who are experiencing learning barriers. There was no change between 2017 and 2022.

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

For primary and secondary schools combined, 84% of schools reported having been visited at least twice a year by district officials for monitoring and support purposes. Over the three rounds of the SMS, the percentages remained stable at around 84%-85%.

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

Nationally, 87% of principals of primary and secondary schools were satisfied with the visits from district officials for monitoring and support purposes, compared to 77% in 2017.

**Priority Area 1: Education assistants**

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

The education assistants were most likely to assist educators with: (i) learner group activities (76%), (ii) administrative tasks (75%), (iii) classroom management (74%), and (iv) supporting learners undertaking independent work (74%).

**Priority Area 2: Reading**

The national average for Grade 3 teachers having access to daily home language lesson plans is 92%. About 71% of Grade 3 teachers stated that they had a classroom library or reading corner in their classroom.

**Priority Area 3: History as a subject taught in schools**

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.

Of the secondary schools that offered history in the FET phase, there are an average of 2,4 qualified History teachers per secondary school while an average of 86 learners per school were enrolled for History in Grade 10, 70 learners in Grade 11 and 59 learners in Grade 12.

Moreover, 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.

#### **Priority Area 4: Assessment in the schooling sector**

The findings indicate 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.

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 (AfL) circular. A similar percentage of principals in primary and secondary schools (over 85%) noted that most of their teachers need support to implement the AfL strategy.

#### **Priority Area 5: COVID and Learning Loss**

Nationally, 84% of principals confirmed that their schools had received the DBE School Recovery Plan. About three-quarters (76%) of schools were in agreement that the trimmed curriculum (ATPs), would enable schools to spend more time on supporting learners to understand 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, while 9% noted that no days were lost.

#### **Priority Area 6: Early Childhood Development**

Nationally 89% of primary schools had at least one Grade R class in 2022 and 91% in 2017. Of the schools that offered Grade R in 2022, the average number of Grade R classes was 1.7 per school, and an average of 50 learners and 1.7 teachers per school. Compared to 2017, no differences were noted, 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 salaries were paid by the SGB (and/or from other sources)

Sixty-four (64%) percent of principals reported that they had received training to support Grade R teachers.

#### **Priority Area 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.

In all categories of the incidents of safety affecting learners, the number of incidents at secondary schools are substantively higher than that at primary schools.

## **Priority Area 8: Inclusive education**

With regards to the training received by teachers, 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.

Thirty-four (34%) percent of primary schools and 23% of secondary schools have an Individualized Education Programme (IEP) in place for learners experiencing learning barriers.

At the national level, 52% of schools indicated they were able to screen ‘some’ learners and 30% indicated not being able to screen any learners.