

ANNUAL SCHOOLS SURVEYS: REPORT FOR ORDINARY SCHOOLS 2010 AND 2011



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL SCHOOLS SURVEYS: REPORT FOR ORDINARY SCHOOLS 2010 AND 2011



FOREWORD



The Department of Basic Education (DBE) is pleased to release, the Annual Schools Survey: Report for Ordinary Schools 2010 and 2011. The report is the 4th such publication since 2007. The publication contains statistics on national schooling from Grade R to Grade 12 – ordinary schools.

As it is known the Department conducts two school censuses annually, namely, the tenth-school-day (SNAP) survey and the annual school survey (ASS). The SNAP survey is published through the well known School Realities and Education Statistics in South Africa statistical reports. This publication is its third and is based on the ASS.

The availability of education data acquired through the ASS for the past 13 years facilitates the analysis of trends in the education system over time, comprehensively. The statistics also serve as a measure of the success of education policies, and as proof that the DBE and the provincial education departments (PEDs) have been achieving their objectives.

Using the ASS this publication details much more comprehensively the shape and size of the education system in South Africa, not only in regard to numbers of learners, educators and schools but further profiles schools and learners according to: subjects offerings; LOLT, HOLT and FAL; age; population group, as its contents spell out. This means that education planners and decision makers and those entrusted with monitoring, evaluating and accounting for progress in the schooling system will have access to the necessary statistical evidence that will enable them to act in a suitable manner in order to achieve key education objectives and to increase efficiency and effectiveness in the system.

This publication is in service of the identified market Segment: National government (Including Treasury); Provincial governments; Parliament; Research Organisation; Education Institution (e.g., university); Community Based Organisation; International agency; Private company; Media; General public; Constitutional institution/major public entity and other stakeholders, who are welcome to utilise the information in their effort to improve the delivery of education in the country.

The report analyses yearly changes of variables such as learner enrolment and repeater rates; percentage and distribution of schools with multi-grade classes; school incomes; language of learning; school fees inter alia

In the quest to improve the quality of education data, a random sample of institutions in the country is selected for external auditing of their data. The results of the audit are reported to the Council of Education Ministers and, via the PEDs, to the institutions. Therefore, I would like to remind all institutions that, as sources of education information, they might be selected at random to have their data audited to determine the accuracy of the information that they keep and on which they report.

This publication would not have been possible without the contribution of the heads of the nine provincial Education Management Information Systems (EMIS) units and their staff, regional and district officials, school principals, special school principals, who had the challenging task of setting up, managing and maintaining the management information systems that yielded its contents. We also remain indebted to other partners in the education environment, whose ongoing feedback and recommendations will provide the basis for the further development and improvement of statistical reporting on education in South Africa.

I thank the provinces yet again for their efforts, in 2010, towards the collection of education information

MR PB SOOBRAYAN
DIRECTOR-GENERAL

DATE:05/2013

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ABBREVIATIONS

ABET	Adult Basic Education and Training
ASS	Annual Survey Schools
Cell	Cellular
DBE	Department of Basic Education
EC	Eastern Cape
ECD	Early Childhood Development
EMIS	Education Management Information System
EXAM	Examination
Fax	Facsimile
FET	Further Education and Training
FS	Free State
GET	General Education and Training
GIS	Geographic Information System
GP	Gauteng
HEDCOM	Heads of Education Departments Committee
HL	Home language
KZN	KwaZulu-Natal
LCR	Learner:computer ratio
LURITS	Learner Unit Record Information Tracking System
LP	Limpopo
LOLT	Language of Learning and Teaching
MP	Mpumalanga
NC	Northern Cape
NW	North West
PED	Provincial Education Department
SASA	South African School Act
SA-SAMS	South African School Administration and Management System
WC	Western Cape

SUMMARY OF NATIONAL STATISTICS AS OBTAINED FROM THE 2010 AND 2011 ANNUAL SCHOOL SURVEYS

SCHOOL INFORMATION	2010	2011
Number of ordinary schools	25 870	25 747
Number and percentage of schools with multi-grade classes	6 694 (26%)	5 339 (20.7%)
Average class size		29.8
Number of schools with Grade R	15 838	18 493 (88.4%)
Percentage of schools that do not charge school fees		20 383 (83.9%)
National average income from school fees	R15 003 121 890	21 656 396 482
Number of single medium language schools	10 657	10 771
Number of parallel medium language schools	13 000	13 214

LEARNER INFORMATION	2010	2011
Number of learners in ordinary schools	12 195 509	12 270 622
Number of Grade 1 learners who attended Grade R	698 880	769 993
Number of learners in ordinary schools attending Grade 1 for the first time	954 358	1 024 924
Number of learners undertaking Mathematics in the FET phase	1 081 717	1 108 107
Number of learners undertaking Physical Science in the FET phase	768 818	781 416
Number of learners undertaking Accounting in the FET phase	661 662	674 403
Number of learners in ordinary schools whose parent/s are deceased (either a single parent or both parents deceased)	2 082 224	2 000 675
Number of learners in ordinary schools who passed away in the previous year	11 113	8 618
Number of learners in ordinary schools who fell pregnant in the previous year	45 276	36 702
Number of learners in ordinary schools who receive social grants	3 110 688	3 165 333

1. INTRODUCTION

This publication is based on data collected via the 2010 and 2011 *Annual Survey for Ordinary Schools*¹ (ASS). The survey was undertaken by the Department of Basic Education (DBE) together with provincial education departments (PEDs). The ASS is conducted in March every year, in all ordinary schools, both public and independent.

The data obtained for the ASS is from the survey forms completed by school. The ASS collects aggregated school-level data about the school and its learners as well as individual educator information. It is important to draw attention to the fact that the ASS does not collect data about individual learners, however, this will be possible in the near future. This report however, does not include information about educators.

This is the Department's fourth report on the ASS – a reflection of its growing confidence in the quality of data provided by schools to the Education Management Information System (EMIS). Previous reports, published according to the years can be found on the Departmental website.

This report contains information aimed largely at supporting the national and provincial education departments, as well as other government departments, in planning and decision-making. Additionally, it serves as a rich source of information for the research community as well as the public in general. In this regard, it is perhaps useful to point out that this report provides only simple, basic and descriptive analysis of the data as obtained from the ASS. It does not seek to confirm the veracity of the data by comparison with other data sources or to other research. Nor does it attempt to explain the phenomena represented by the data in any detailed way. In some instances though, the report does assess the findings

1. An ordinary school is a school that is not a special school. A special school caters for learners who have special education needs due to severe learning difficulties, physical disabilities or behavioural problems.

with policy imperatives. The department hopes that the research community would undertake deeper analysis of the data obtained from the ASS.

In the main, the report provides information obtained from the 2010 and 2011 ASS. However, certain sections may consider trends over a longer period, for comparative purposes. The Department also publishes reports based on other surveys that it conducts, such as the 10th day survey (SNAP). This report is more comprehensive as more variables are included.

2. METHODOLOGY

2.1 Questionnaire development

The ASS questionnaire is designed at national level, but undergoes a number of approval processes involving PEDs prior to its finalisation, including approval by the Committee of Heads of Education Departments (HEDCOM). The questionnaire is also piloted in a few schools prior to finalisation. Only core data essential for an education management information system are reflected in the questionnaire.

The questionnaire development process hinges on standards of data quality prepared by the Department, the definition of terms adopted by the Department, the definition of terms adopted by the Department, national standards on code classifications as well as user consultations. These ensure cross-provincial alignment and uniformity in data collection and data processing methods.

2.2 Data collection

Completion of the ASS questionnaire and its submission to the PEDs occurs in three different ways:

- a) **By completing a paper version of the ASS questionnaire:** In this instance, school principals complete a printed version of the ASS provided PEDs offices. Upon completion, principals submit the survey to the district/regional office which is expected to verify the information provided by the school before submitting it to the provincial Head Office for capturing. In some PEDs, the information from the survey is captured at district level.
- b) **By completing an electronic version of the ASS questionnaire:** In this case, schools are provided with an electronic version of the ASS questionnaire (either via e-mail or by CD), on which they capture their data. The completed files are then submitted to the PEDs either via email or by CD.
- c) **By downloading data from software programmes such as the South African School Administration and Management System (SA-SAMS):** In provinces where the SA-SAMS and similar such programmes are widely used, the method of collecting data for the ASS is based on downloading data from SA-SAMS, into a database. Most schools in the Free State and the Western Cape provide data to the PEDs in this way.

The data obtained for the ASS is self-reported by school principals, but is verified by district/region officials. Unfortunately, the extent and quality of this verification process is uneven across PEDs, hence the accuracy of the data in some instances may be questionable.

2.3 Integration of data

PEDs provide their individual ASS databases to the national department, which, in turn, establishes a national database and consolidate the provincial data. The DBE processes and assesses the data for anomalies with the aid of tools that it has developed specifically for the ASS, and engages with PEDs to deal with anomalies. The DBE does not “clean”, “edit”, or impute data received from provinces. These processes are done in provincial level.

2.4 Unit response rate

Table 1 shows the unit response rate for the 2010 and 2011 ASS. In 2011, the unit response rate for the ASS was 99.7%. This means that, in total, 99.7% of schools that received the survey responded. However, there were relatively minor variations in response rates across provinces, ranging between 98.7% and 100%. Six provinces (the Eastern Cape, Gauteng, Limpopo, Mpumalanga, the Northern Cape and North West) had a 100% unit response rate, while Free State, KwaZulu-Natal and Limpopo had a 99% response rate.

The unit response rate for the ASS was very high and can be considered to be a positive indication of good data quality

Table 1: Unit response rate, by province, in 2010 and 2011

Year	Percentage									
	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
2010	99	100	100	96	100	100	100	100	99	99
2011	100	99.5	100	98.7	99.7	100	100	100	100	99.7

2.5 Item response rate

The item response rate is the percentage of schools responding to an item in a questionnaire in relation to number of responding schools eligible to have responded to the item. The response rate for each item can be found in Table 1 in **Appendix A**. Given the variation in response rates across each of the questions in the ASS questionnaire, and given that the department does not impute the data it receives from provinces, it should be anticipated that the total number of schools in the country reflected in each of the tables of this report will not be the same. Differences in the total number of schools in each of the tables are therefore a reflection of the item response rate of the survey.

2.6 Analysis

The department developed a tabulation plan to serve as a guide for analysing and interpreting information collected through the ASS. This report is based on descriptive statistics and two-way cross-tabulation. The data was analysed using excel pivot tables, including the calculation of percentages.

It is important to note that the results from the ASS are often different from those of the department's own Snap Survey because the two surveys are conducted at different times. While the Snap Survey is undertaken on the 10th day after schools re-open at the beginning of the year, the ASS is conducted a month later, at a time when schools are more settled. The relative comprehensiveness of the ASS could also be a contributory factor to the results of the two surveys being different.

3. FINDINGS: SCHOOL LEVEL INFORMATION

3.1 Number of ordinary schools²

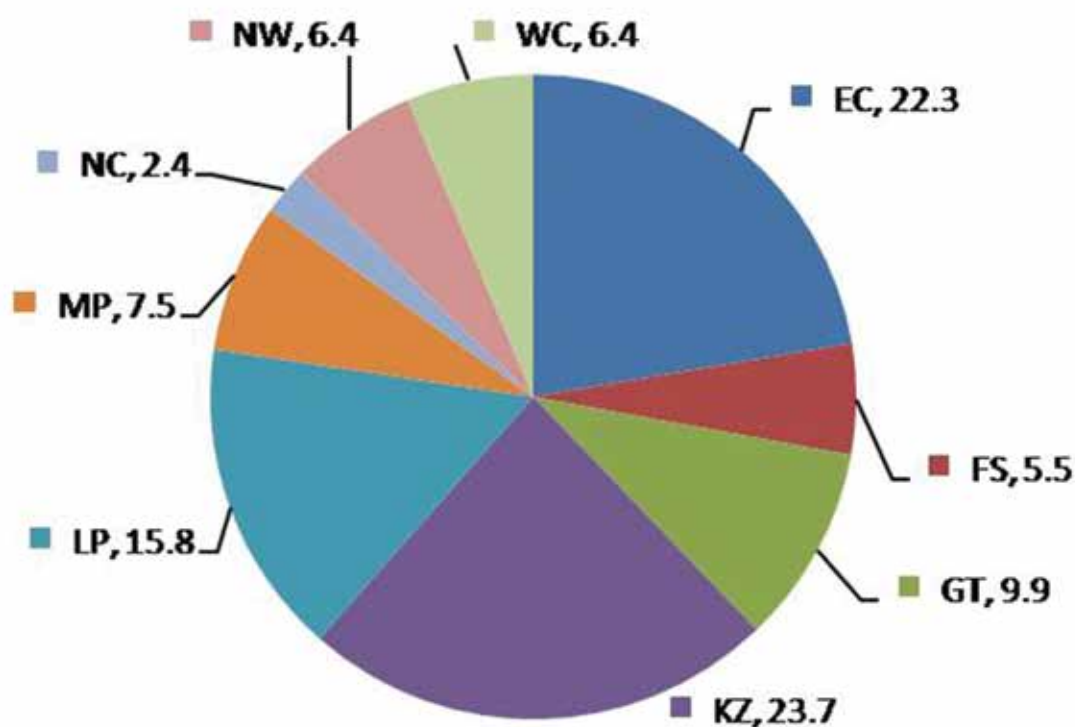
This section reports on the number of ordinary schools in South Africa, disaggregated by province, school level and funding type (independent and public).

Figure 1 and Table 2 show that, there were 25 747 ordinary schools in South Africa in 2011. Of these 25 747 ordinary schools, the majority (6107 or approximately 24%) were found in KwaZulu-Natal followed by the Eastern Cape with 5 753 (approximately 22%), while the Northern Cape, at 607, had the lowest number of schools.

Table 2 also reflects a slight decrease in number of schools from 25 870 in 2010 to 25 747 in 2011.

2. Information in Figure 1 and Table 2 have been obtained from the Master List for reporting from the 2011 ASS database.

Figure 1: Number of ordinary schools, by province, in 2011



Source: 2010 and 2011 Annual School Survey

Table 2: Number and percentage of ordinary schools, by province, in 2010 and 2011

Province	2010		2011	
	Number of schools	Percentage of schools	Number of schools	Percentage of schools
Eastern Cape	5 745	22.2	5 753	22.3
Free State	1 712	6.6	1 425	5.5
Gauteng	2 483	9.6	2 559	9.9
KwaZulu-Natal	6 008	23.2	6 107	23.7
Limpopo	4 084	15.8	4 073	15.8
Mpumalanga	1 927	7.4	1 928	7.5
Northern Cape	617	2.4	607	2.4
North West	1 678	6.5	1 655	6.4
Western Cape	1 616	6.2	1 640	6.4
National	25 870	100.0	25 747	100.0

Source: 2010 and 2011 Annual School Survey

3.2 Ordinary independent and public schools

A public school is one that is contemplated in Chapter 3 of the South African Schools Act (SASA), No. 84 of 1996, while an independent school is one that is registered or deemed to be registered in terms of section 46 of the South African Schools Act, No. 84 of 1996. Independent schools are established by private persons/organisations and must register with PEDs to be recognised as such.

Table 3 indicates the number and percentage of schools, by sector and province in 2009 and 2010. In 2011, there were

24 292 (approximately 94.3%) ordinary public schools and 1 455 (approximately 6%) ordinary independent schools in the country. The majority of independent schools (522) were situated in Gauteng followed by the Western Cape with (189) schools. Gauteng also had the highest proportion of independent schools with about 20% of its schools being independent.

The number of ordinary independent schools had increased, from 1 338 in 2010 to 1 455 in 2011.

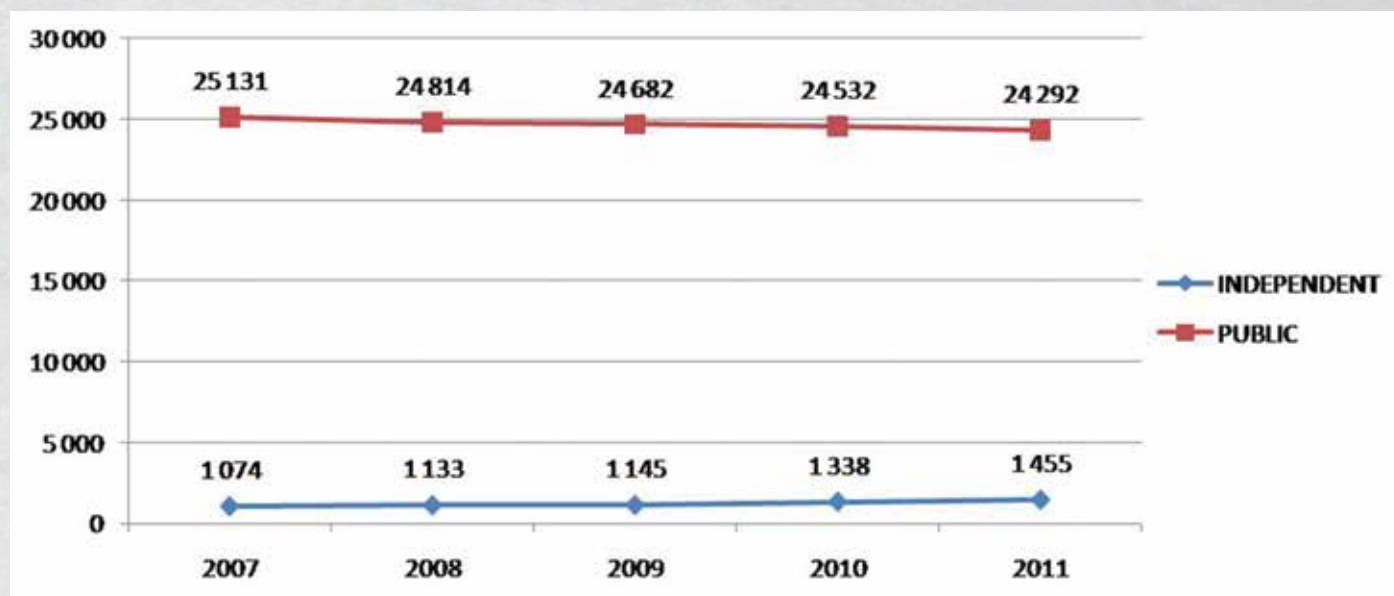
Table 3: Number of schools, by province and sector, in 2010 and 2011

Province	Number and percentage of schools											
	2010						2011					
	Independent		Public		Total		Independent		Public		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
EC	155	2.7	5 590	97.3	5 745	100.0	163	2.8	5 590	97.2	5 753	100.0
FS	76	4.4	1 636	95.6	1 712	100.0	69	4.8	1 356	95.2	1 425	100.0
GP	471	19.0	2 012	81.0	2 483	100.0	522	20.4	2 037	79.6	2 559	100.0
KZN	163	2.7	5 845	97.3	6 008	100.0	187	3.1	5 920	96.9	6 107	100.0
LP	142	3.5	3 942	96.5	4 084	100.0	140	3.4	3 933	96.6	4 073	100.0
MP	99	5.1	1 828	94.9	1 927	100.0	110	5.7	1 818	94.3	1 928	100.0
NC	20	3.2	597	96.8	617	100.0	20	3.3	587	96.7	607	100.0
NW	52	3.1	1 626	96.9	1 678	100.0	55	3.3	1 600	96.7	1 655	100.0
WC	160	9.9	1 456	90.1	1 616	100.0	189	11.5	1 451	88.5	1 640	100.0
SA	1 338	5.2	24 532	94.8	25 870	100.0	1 455	5.7	24 292	94.3	25 747	100.0

Source: 2010 and 2011 Annual School Survey

Figure 2 indicates the number of ordinary schools, by sector, from 2007 to 2011. The general trend between 2007 and 2011 was a drop in the number of public ordinary schools from 25 313 in 2007 to 24 292 in 2011. On the other hand, the number of ordinary independent schools increased between 2007 and 2011 from 1 074 in 2007 to 1 455 in 2011.

Figure 2: Number of schools, by sector, from 2007 to 2011



Source: 2007 to 2011 Annual School Survey

3.3 Multi-grade classes

A multi-grade class is one in which learners in more than one grade are taught in the same classroom at the same time. Multi-grade classes are most common in rural and farm schools where there are not enough learners to justify separate classes. In some instances though, the problem could be attributed to a shortage of classrooms.

Table 4 shows the number and percentage of schools with multi-grade classes by province, in 2010 and 2011.

In 2011, approximately 21% (5 339) ordinary schools in the country had multi-grade classes. The majority of these schools were in the Eastern Cape (1 929) followed by KwaZulu-Natal with 815 schools.

About one third (approximately 34%) of the ordinary schools in the Eastern Cape reported that they had multi-grade classes, while close to 30% of ordinary schools in the Northern Cape did so. Gauteng reported the least (approximately 12%) proportion of schools with multi-grade classes in 2011.

Nationally, there was a decrease in number of schools with multi-grade classes from 6 694 in 2010 to 5 339 in 2011 which is approximately 14% decrease. However, four provinces (the Gauteng, the Mpumalanga, North West and the Western Cape) showed a slight increase in number of schools with multi-grade classes over this two year period.

Table 4: Number and percentage of schools with multi-grade classes, by province, in 2010 and 2011

Province	2010			2011		
	Number of schools with multi-grade classes	Total number of schools	% of schools with multi-grade classes	Number of schools with multi-grade classes	Total number of schools	% of schools with multi-grade classes
Eastern Cape	2 087	5 745	36.3	1 929	5 753	33.5
Free State	813	1 712	47.5	380	1 425	26.7
Gauteng	276	2 483	11.1	302	2 559	11.8
KwaZulu Natal	1 331	6 008	22.2	815	6 107	13.3
Limpopo	829	4 084	20.3	523	4 073	12.8
Mpumalanga	468	1 927	24.3	500	1 928	25.9
Northern Cape	202	617	32.7	178	607	29.3
North West	316	1 678	18.8	327	1 655	19.8
Western Cape	372	1 616	23.0	385	1 640	23.5
National	6 694	25 870	25.9	5 339	25 747	20.7

Source: 2010 and 2011 Annual School Survey

Table 5 indicates the distribution of schools with multi-grade classes, by school size and province. The majority (over 5 000) of schools with multi-grade classes can be classified as small schools. The majority of these schools were situated in the Eastern Cape (1 658) and KwaZulu-Natal (759).

Table 5: Distribution of ordinary schools with multi-grade classes, by province and school size, in 2010 and 2011

Province	2010						2011					
	<=100	101-300	301-500	501-700	701-1000	>1000	<=100	101-300	301-500	501-700	701-1000	>1000
Eastern Cape	610	1 080	291	66	26	12	676	980	192	53	27	10
Free State	514	67	20	11	15	5	265	64	18	16	27	15
Gauteng	42	74	34	31	44	51	59	69	35	36	60	81
KwaZulu Natal	352	730	135	51	26	13	303	456	38	10	2	3
Limpopo	243	397	99	48	34	8	243	260	13	4	3	0
Mpumalanga	211	150	44	26	28	9	208	155	58	35	36	20
Northern Cape	125	65	9	0	2	1	115	63	0	0	0	0
North West	135	155	18	3	2	3	117	177	38	15	20	7
Western Cape	206	116	19	12	11	8	212	127	13	13	13	7
National	2 438	2 834	669	248	188	110	2 198	2 351	384	152	145	105

Source: 2010 and 2011 Annual School Survey

Table 6 indicates the number of schools with multi-grade classes by, school-level and province, in 2010 and 2011.

Of the approximately 5 300 ordinary schools with multi-grade classes in the country, close to 4000 were primary schools, while only 193 were secondary schools.

Table 6: Number of schools with multi-grade classes, by province and school level in 2010 and 2011

Province	2010				2011			
	Combined	Primary	Secondary	Total	Combined	Primary	Secondary	Total
Eastern Cape	870	1 175	42	2 087	802	1087	40	1929
Free State	98	710	5	813	87	291	2	380
Gauteng	74	160	42	276	89	156	57	302
KwaZulu Natal	235	1 039	57	1 331	149	660	6	815
Limpopo	70	676	83	829	38	464	21	523
Mpumalanga	74	371	23	468	84	380	36	500
Northern Cape	31	168	3	202	21	152	5	178
North West	53	239	24	316	53	251	23	327
Western Cape	72	298	2	372	79	303	3	385
National	1 577	4 836	281	6 694	1 402	3 744	193	5 339

Source: 2010 and 2011 Annual School Survey

3.4 Average Class size

The average class size is the average number of learners per class. It is calculated by dividing the total number of learners enrolled in schools by the total number of classes that exist in schools.

Table 7 indicates that in 2011, the national average class size in ordinary schools was 30. However this figure hides the impact of low class sizes in independent schools on the national average. If one considers public schools only, the average national class size is 37.

Furthermore, the national average conceals interprovincial inequities. For instance, public schools in Limpopo had the highest average class size of 41 followed by KwaZulu-Natal and Gauteng with average class sizes of 40 and 38. Mpumalanga had the lowest average class size of 31 in its public schools. On average though, all provinces fall within the acceptable class size norm of 40 learners per classroom.

Table 7: Average class size in ordinary schools, by province and sector, in 2011

Province	INDEPENDENT	PUBLIC	Total
EC	24.7	35.1	29.9
FS	19.0	32.6	25.8
GT	22.8	38.1	30.5
KZ	24.2	39.5	31.9
LP	28.0	41.4	34.7
MP	17.7	31.2	24.5
NC	21.8	35.2	28.5
NW	18.2	36.2	27.2
WC	19.9	36.2	28.1
SA	22.7	36.9	29.8

Source: 2011 Annual School Survey

3.5 Schools that offer Grade R

Grade R is the reception year for learners in a school or an ECD Centre, that is, the grade immediately before Grade 1. Grade R serves as a bridging year between pre-school and Grade 1. The government introduced Grade R primarily to address school unpreparedness of children entering Grade 1.

Table 8 indicates that, in 2011, about 16 000 ordinary schools that offered Grade 1, offered Grade R. This figure comprises approximately 88% of South African schools that offered Grade 1.

The Eastern Cape had the highest proportion of its schools that offered Grade 1 and offered Grade R, with approximately 97% (4 757), followed by KwaZulu-Natal and Limpopo with 96% (4 019) and 94% (2 553) respectively. The Free State had the least proportion of schools which offered Grade 1 and Grade R with about 56% (581) in 2011.

The number of schools with Grade 1 that also offer Grade R increased from 15 838 in 2010 to 16 355 in 2011 which is approximately a three percent increase.

Table 8: Number and percentage of schools that have Grade 1 and offer Grade R, by province, in 2010 and 2011

Province	2010			2011		
	Number of schools that offer Grade R	Total number of schools	% of schools	Number of schools that offer Grade R	Total number of schools	% of schools
Eastern Cape	4 564	4 751	96.1	4 598	4 757	96.7
Free State	584	1 099	53.1	581	1 046	55.5
Gauteng	1 330	1 733	76.7	1 435	1 770	81.1
KwaZulu Natal	3 917	4 093	95.7	4 019	4 198	95.7

Province	2010			2011		
	Number of schools that offer Grade R	Total number of schools	% of schools	Number of schools that offer Grade R	Total number of schools	% of schools
Limpopo	2 345	2 554	91.8	2 398	2 553	93.9
Mpumalanga	1 028	1 339	76.8	1 070	1 341	79.8
Northern Cape	305	459	66.4	334	452	73.9
North West	865	1 129	76.6	908	1 120	81.1
Western Cape	900	1 243	72.4	1 012	1 256	80.6
National	15 838	18 400	86.1	16 355	18 493	88.4

Source: 2010 and 2011 Annual School Survey

3.6 School fees³

3.6.1 No- fee schools

The *No-Fee School Policy* is an initiative aimed at improving education access for poor learners. The No-Fee School Policy of the department stipulates that schools that have a “no-fee” status are not permitted to charge fees to parents (though it does not prevent parents from making voluntary contributions or for schools to raise funds via fund-raising events).

Table 9 indicates the number and percentage of ordinary public schools that do not charge school fees, by province. In 2011, over 20 000 (approximately 84%) of public schools reported that they did not levy any school fees.

As Table 9 indicates, close to 98% of Limpopo’s ordinary schools did not charge school fees in 2011; while about 46% of the Western Cape’s ordinary schools did not levy any school fees.

Table 9: Number and percentage of ordinary public schools that do not charge school fees, by province, in 2011

Province	2011		
	Number of no- fee schools	Total number of public schools	% of no- fee schools
Eastern Cape	5 112	5 590	91.4
Free State	1 166	1 356	86.0
Gauteng	1 495	2 037	73.4
KwaZulu Natal	4 764	5 920	80.5
Limpopo	3 836	3 933	97.5
Mpumalanga	1 584	1 818	87.1
Northern Cape	421	587	71.7
North West	1 339	1 600	83.7
Western Cape	666	1 451	45.9
South Africa	20 383	24 292	83.9

Source: 2011 Annual School Survey

3. **Note:** Information provided by schools about school fees is not always verifiable

3.6.2 Income from school fees

Table 10 indicates that ordinary schools in the country, both public and independent, received approximately R21 billion from school fees in 2011. Independent schools received about R7 billion in 2011, while public schools received about R14 billion. The average income received from school fees ranged from R117 million to R8 billion.

Gauteng received the highest income from school fees (about 8 billion) followed by the Eastern Cape with approximately R5 billion.

Income from school fees increased from close to R15 billion in 2010 to about R21 billion in 2011, reflecting an increase of close to 31% over this period. One province, namely, Mpumalanga showed a decrease in income received from school fees between 2010 and 2011.

Table 10: Average income from school fees in fee-paying ordinary schools, by province and funding type, in 2010 and 2011

Province	2010			2011		
	Independent	Public	Total	Independent	Public	Total
EC	R385 723 993	R 803 947 257	R1 189 671 250	R411 080 843	R4 595 715 972	R5 006 796 814
FS	R 9 281 201	R125 587 227	R134 868 428	R14 843 829	R182 173 819	R197 017 648
GP	R3 901 552 263	R3 502 840 880	R7 404 393 143	R4 376 902 505	R3 991 303 341	R8 368 205 846
KZN	R722 768 687	R1 438 289 958	R2 161 058 645	R993 301 582	R2 523 212 987	R3 516 514 569
LP	R202 920 293	R205 982 992	R408 903 285	R361 780 540	R263 837 563	R625 618 103
MP	R209 164 496	R679 867 012	R889 031 508	R149 691 750	R423 895 754	R573 587 504
NC	R12 853 709	R32 923 729	R45 777 437	R25 363 369	R92 000 176	R117 363 545
NW	R132 381 248	R 218 724 553	R351 105 801	R96 735 478	R306 811 458	R403 546 935
WC	R809 566 630	R1 608 745 763	R2 418 312 393	R1 065 335 587	R1 782 409 931	R2 847 745 518
SA	R6 386 212 519	R8 616 909 372	R15 003 121 890	R7 495 035 483	R14 161 360 999	R21 656 396 482

Source: 2010 and 2011 Annual School Survey

3.7 Single and parallel medium ordinary schools

3.7.1 Single medium ordinary schools

A single medium school is one which uses one medium of instruction for all learners in all grades.

Table 11 indicates the number of single medium schools, by province in 2010 and 2011. In 2011, there were 10 771 single medium schools in the country. The majority of these schools were English medium schools (8 677) followed by Afrikaans medium schools (1 550). The majority of Afrikaans single medium schools were situated in the Western Cape (666) followed by Gauteng and the Eastern Cape with 217 and 192 respectively, while KwaZulu-Natal (15) and Limpopo (26) had the least number of Afrikaans medium schools.

Of the indigenous languages offered in single medium schools, isiXhosa (260) is the dominant, followed by isiZulu (130). Overall, there was a slight increase in number of single medium schools in the country, from 10 657 in 2010 to 10 771 in 2011 which is a 1.4% increase.

Table 11: Number of single medium ordinary schools, by province, in 2010 and 2011

Language	Year	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
English	2010	1 327	220	1 300	2 354	1 530	666	83	541	411	8 432
	2011	1 247	254	1 447	2 446	1 542	716	91	495	439	8 677
Afrikaans	2010	203	69	222	18	41	69	182	64	675	1 543
	2011	192	68	217	15	26	61	247	58	666	1550
isiNdebele	2010	0	0	1	2	2	8	0	0	0	13
	2011	0	0	1	0	0	9	0	0	0	10
isiXhosa	2010	253	0	3	5	0	0	2	0	0	263
	2011	252	0	1	2	0	1	4	0	0	260
isiZulu	2010	2	1	15	131	0	23	0	0	0	172
	2011	0	1	2	105	0	22	0	0	0	130
Sepedi	2010	0	0	8	0	56	10	0	0	0	74
	2011	0	0	0	0	17	5	0	0	0	22
Sesotho	2010	1	31	5	0	0	1	0	0	0	38
	2011	3	27	1	0	0	0	0	0	0	31
Setswana	2010	0	4	7	0	1	2	12	8	0	34
	2011	0	1	0	0	2	1	7	16	0	27
Seswati	2010	0	0	1	0	0	25	0	0	0	26
	2011	0	0	1	0	0	30	0	0	0	31
Tshivenda	2010	0	0	0	0	27	0	0	0	0	27
	2011	0	2	0	0	10	0	0	0	0	12
Xitsonga	2010	0	0	1	0	20	14	0	0	0	35
	2011	0	0	0	0	5	16	0	0	0	21
Total (2010)		1 786	325	1 563	2 510	1 677	818	279	613	1 086	10 657
Total (2011)		1 694	353	1 670	2 568	1 602	861	349	569	1 105	10 771

Source: 2010 and 2011 Annual School Survey

3.7.2 Parallel medium schools

A parallel medium school is one that offers two or more medium of instruction in different classes in the same grade across all grades of the school. Table 12 indicates the number of parallel medium schools, by language and province, in 2010 and 2011.

For the purpose of this report, a parallel medium school has been selected to be one that offered English as one medium of instruction together with other languages. English was selected as a basis for comparison since it is the most commonly used medium of instruction in schools.

Table 12 indicates that, there were about 13 000 parallel medium ordinary schools (schools that offers English together with other language of instruction) in 2011. The majority of such parallel medium schools in the country provided the combination of English and isiXhosa (3 650) in 2011 followed by English and isiZulu (3 294).

Table 12: Number of parallel medium ordinary schools, by province, in 2010 and 2011

Language	Year	EC	FS	GP	KZN	LP	MP	NC	NW	WC	SA
English /Afrikaans	2010	147	79	164	60	51	71	101	49	371	1 093
	2011	143	84	163	44	56	78	78	53	367	1 066
English/isiNdebele	2010	1	11	3	2	12	40	3	3	0	75
	2011	0	11	2	1	18	54	0	7	0	93
English/isiXhosa	2010	3 560	4	15	134	1	1	4	4	125	3 848
	2011	3 650	7	18	140	0	0	3	3	120	3 941
English/isiZulu	2010	3	37	117	2 968	1	306	0	0	0	3 432
	2011	0	12	129	3 294	3	298	0	0	0	3 736
English/Sepedi	2010	0	1	45	0	1 375	79	0	1	0	1 501
	2011	0	0	57	0	1355	70	0	0	0	1 482
English/Sesotho	2010	21	584	90	1	1	8	0	16	2	723
	2011	19	513	94	4	2	4	0	16	2	654
English/Setswana	2010	3	42	107	0	35	35	129	892	0	1 243
	2011	1	38	117	0	38	35	152	871	0	1 252
English/SiSwati	2010	0	0	0	0	7	262	0	0	0	269
	2011	0	0	0	0	4	245	0	0	0	249
English/Tshivenda	2010	0	0	7	0	431	1	0	0	0	439
	2011	0	4	10	0	357	1	0	0	0	372
English/Xitsonga	2010	0	0	12	0	277	88	0	0	0	377
	2011	0	1	12	0	270	86	0	0	0	369
Total (2010)		3 735	758	560	3 165	2 191	891	237	965	498	13 000
Total (2011)		3 813	670	602	3 483	2 103	871	233	950	489	13 214

Source: 2010 and 2011 Annual School Survey

4. FINDINGS: LEARNER INFORMATION

4.1 Learner enrolment patterns

Figure 3 and Table 13 shows the number of learners in ordinary schools, distributed between public and independent schools and province, in 2010 and 2011.

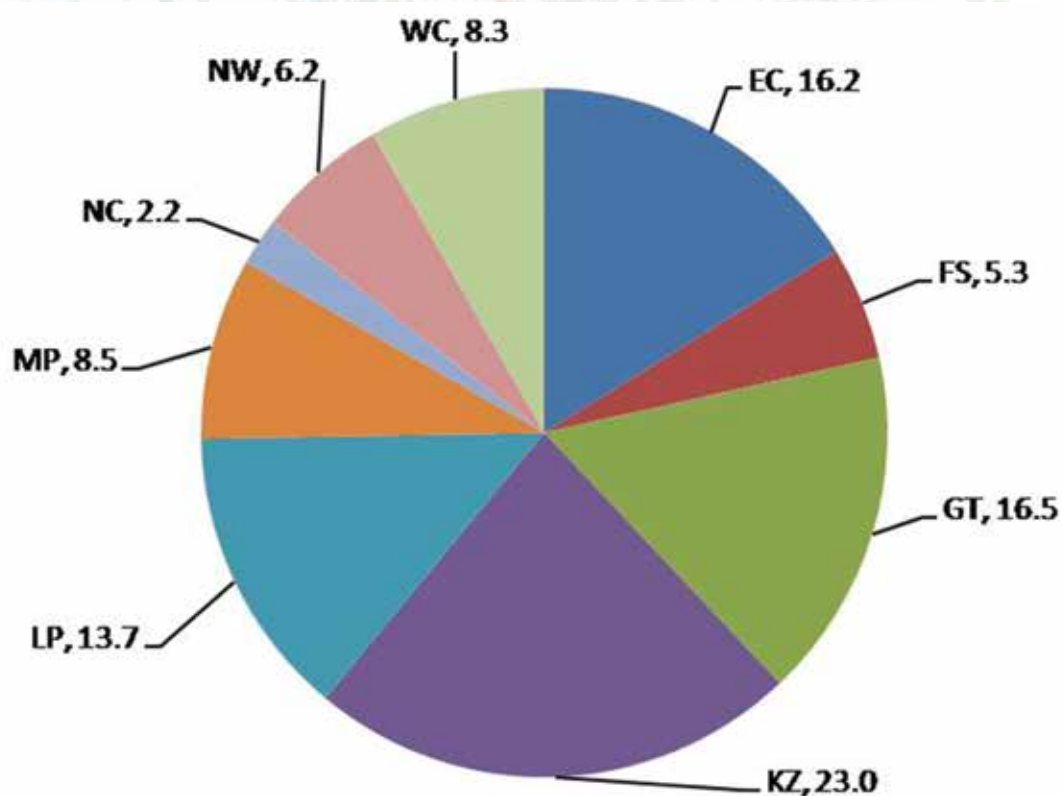
In 2011, there were a total of 12 270 622 learners in ordinary schools in the country as a whole. KwaZulu-Natal had the highest number of learners with 2 824 791 (approximately 23%) followed by the Gauteng with 2 022 814 (approximately 17%). Three provinces (The Free State, the Northern Cape, and North West) had less than a million learners in their ordinary schools with 653 542 (5%), 274 416 (2%) and 759 728 (6%) respectively.

Of the 12 270 622 learners in the country, close to 500 000 were enrolled in independent schools, comprising of approximately 4% of learners in ordinary schools.

In terms of numbers, Gauteng had the highest number of learners (212 797) in ordinary independent schools followed by the Eastern Cape with 54 924 in 2011.

The number of learners in ordinary schools showed a slight increase from 12 195 509 in 2010 to 12 270 622 in 2011.

Figure 3: Percentage of learners in ordinary schools, by province, in 2011



Source: 2011 Annual School Survey

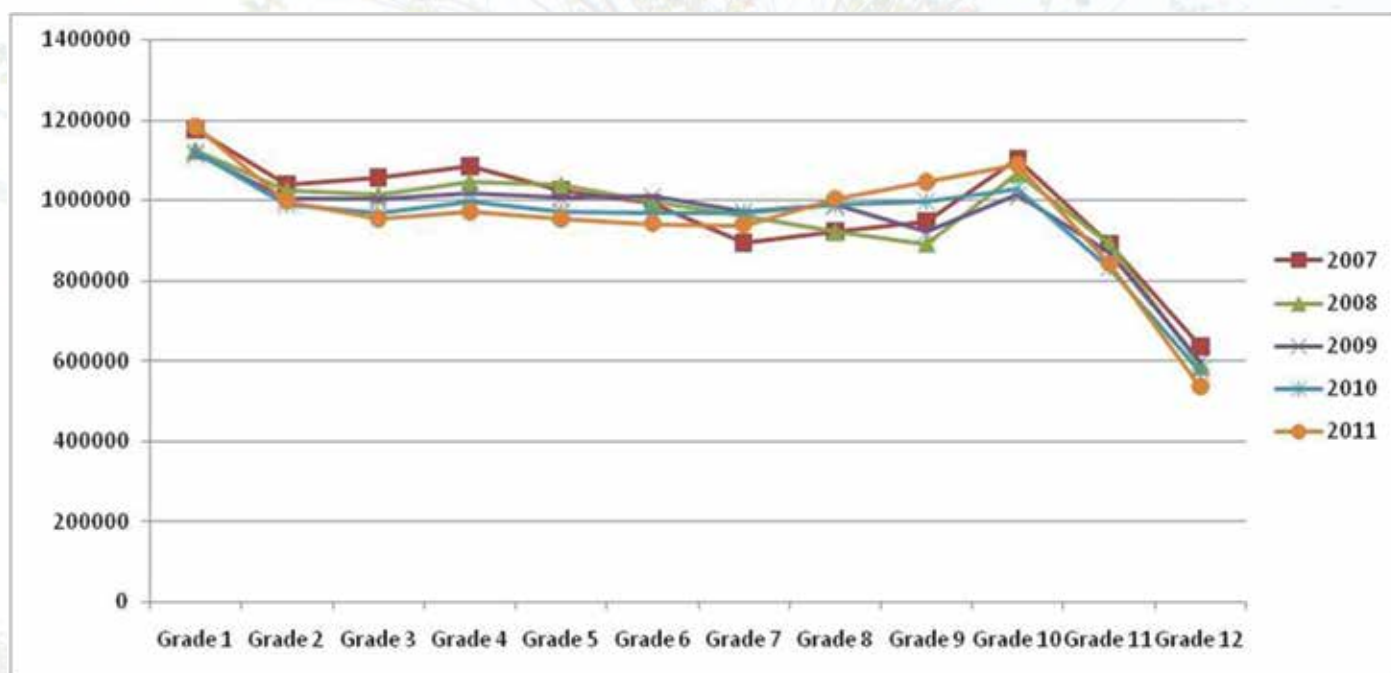
Table 13: Number of learners in ordinary schools, by province and funding type, in 2010 and 2011

Province	2010						2011					
	Independent	%	Public	%	Total	%	Independent	%	Public	%	Total	%
EC	50 955	2.5	2 020 326	97.5	2 071 281	100	54 924	2.8	1 928 763	97.2	1 983 687	100
FS	16 346	2.5	638 131	97.5	654 477	100	17 070	2.6	636 472	97.4	653 542	100
GP	200 118	10.1	1 776 134	89.9	1976252	100	212 797	10.5	1 810 017	89.5	2 022 814	100
KZN	47 011	1.7	2 687 711	98.3	2734722	100	60 231	2.1	2 764 560	97.9	2 824 791	100
LP	46 266	2.7	1 657 836	97.3	1704102	100	49 065	2.9	1 635 715	97.1	1 684 780	100
MP	22 777	2.2	1 017 273	97.8	1040050	100	26 003	2.5	1 020 900	97.5	1 046 903	100
NC	3 014	1.1	262 524	98.9	265538	100	3 222	1.2	271 194	98.8	274 416	100
NW	12 788	1.7	732 213	98.3	745 001	100	13 671	1.8	746 057	98.2	759 728	100
WC	39 028	3.9	965 058	96.1	1 004 086	100	45 027	4.4	974 934	95.6	1 019 961	100
SA	438 303	3.6	11 757 206	96.4	12 195 509	100	482 010	3.9	11 788 612	96.1	12 270 622	100

Source: 2010 and 2011 Annual School Survey

Figure 4 indicates the number of learners in ordinary schools, by grade, between 2006 and 2011. A comparison of enrolment by grade in ordinary schools shows that, between 2006 and 2011, the highest number of learners in ordinary schools enrolled in Grade 1, while the lowest number the lowest number of learners were in Grade 12. As learners move to higher grades within the schooling system, the number of learners decreases. However, the number of learners increased between Grade 9 and Grade 10, and then a steady drop between Grade 10 and Grade 12.

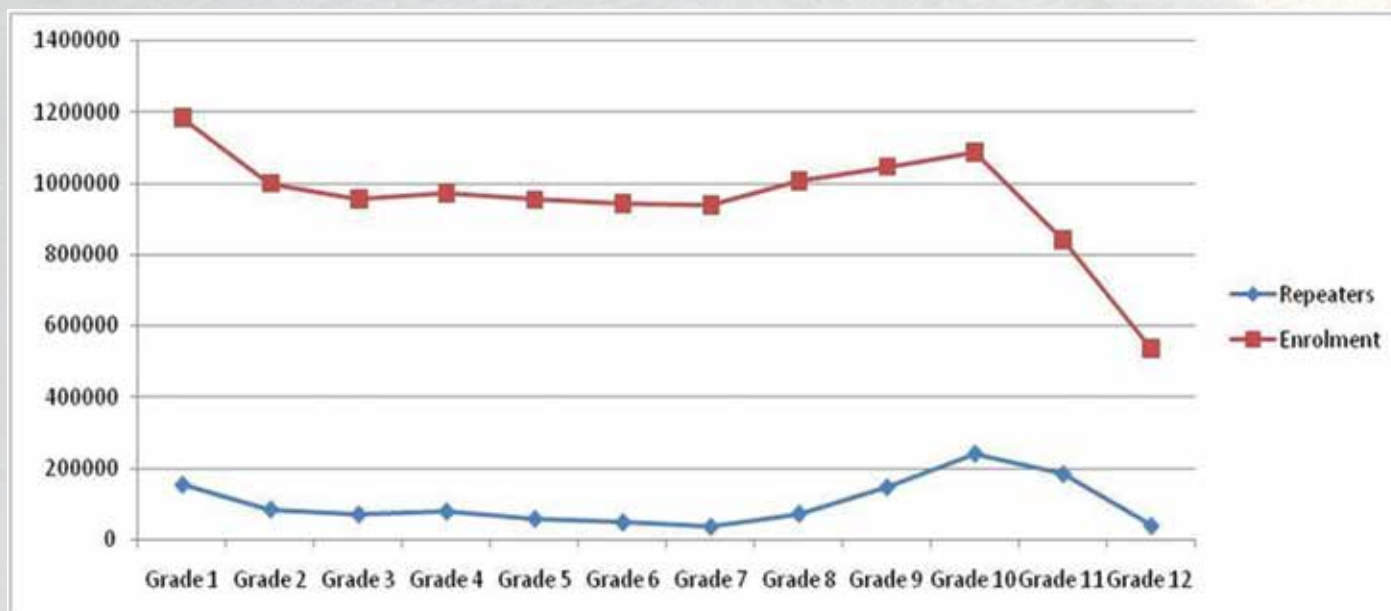
Figure 4: Number of learners, by grade, in 2011



Source: 2007 to 2011 Annual School Survey

Figure 5 compares enrolment by grade against number of repeaters by grade in 2011. It shows that in 2011, the majority of learners were repeating Grades 1 and 10. This explains high enrolment in Grades 1 and 10. The drop in enrolment and repeaters between Grades 10 and 12 can be explained by learners leaving the schooling system to FET colleges or dropping out.

Figure 5: Comparison between learner enrolment and repeaters, by grade, in 2011



Source: 2011 Annual School Survey

4.2 Population group of learners

Table 14 and Figure 6 reflect the number and percentage of learners in ordinary school, by province, in 2010 and 2011. The majority of learners in ordinary schools were Blacks (10 453 374 or approximately 85%) followed by Coloureds at approximately 8%. These figures closely reflect the overall population demographics of the country.

The racial composition of learners at provincial level reflects provincial demographics. For example, in 2011, the majority of learners in the Western Cape 578 116 (approximately 57%) were Coloured compared to Blacks (Africans), who comprised close to 30% of the Western Cape learner population.

Northern Cape also has a relatively high proportion of Coloured learners (123 082 or approximately 45%) in relation to Blacks (136 902 or approximately 50%).

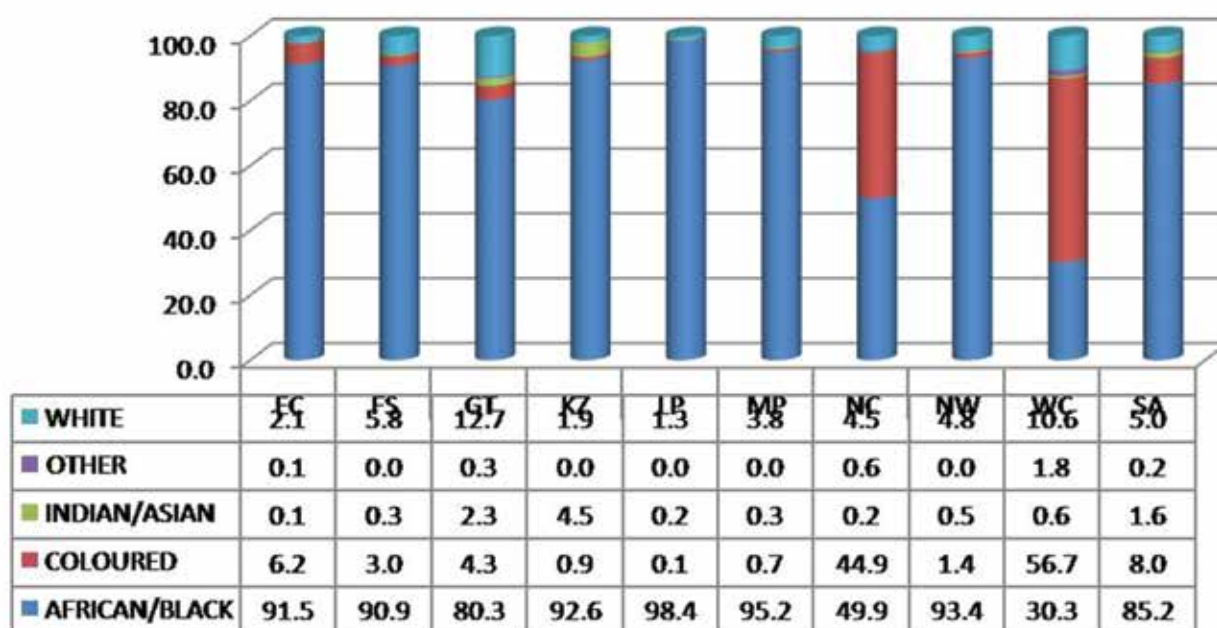
The majority of Indian learners that were enrolled in ordinary schools in the country, (127 394 or approximately 65%) were located in KwaZulu-Natal, followed by Gauteng with 47 220 (approximately 24%).

Table 14: Number of learners in ordinary schools, by population group and province, in 2010 and 2011

Province	2010						2011					
	African/ Black	Coloured	Indian/ Asian	Other	White	Total	African/ Black	Coloured	Indian/ Asian	Other	White	Total
EC	1 914 567	118 168	2 833	995	43 603	2 080 166	1 814 214	123 033	2 796	1 360	42 284	1 983 687
FS	588 011	18 974	2 522	373	37 199	647 079	593 635	19 497	2 033	305	37 764	653 234
GP	1 507 401	83 463	43 638	7 604	257 501	1 899 607	1 625 286	86 384	47 220	6 727	257 197	2 022 814
KZN	2 566 387	24 552	127 804	1 890	48 122	2 768 755	2 616 332	25 902	127 394	1 391	53 529	2 824 548
LP	1 692 041	2 679	2 020	421	22 490	1 719 651	1 652 181	1 884	3 317	191	21 692	1 679 265
MP	990 800	8 790	4 179	220	42 478	1 046 467	996 841	7 199	2 890	311	39 916	1 047 157
NC	128 449	115 964	301	1 801	11 379	257 894	136 902	123 082	449	1 667	12 316	274 416
NW	721 573	12 327	2 720	481	41 061	778 162	709 116	10 404	3 556	356	36 156	759 588
WC	286 774	569 070	5 723	15 071	102 784	979 422	308 867	578 116	6 626	18 148	108 204	1 019 961
SA	10 396 003	953 987	191 740	28 856	606 617	12 177 203	10 453 374	975 501	196 281	30 456	609 058	12 264 670

Source: 2010 and 2011 Annual School Survey

Figure 6: Number of learners in ordinary schools, by population group and province, in 2011



Source: 2011 Annual School Survey

4.3 Attendance of Grade 1 learners at pre-primary programme

Table 15 and Figure 7 indicate the number and percentage of Grade 1 learners who attended pre- primary programmes. A pre-primary programme involves any education programme prior to Grade 1

In 2011, close to 65% (769 993) of Grade 1 learners in ordinary schools attended pre-primary programmes.

The gender pattern shows that in 2011, more Grade 1 male learners (392 726) attended pre-primary programme than female learners (382 651). The Eastern Cape had the highest proportion of its Grade 1 learners who attended a pre-primary programme, at 74%, followed by KwaZulu-Natal at 71%.

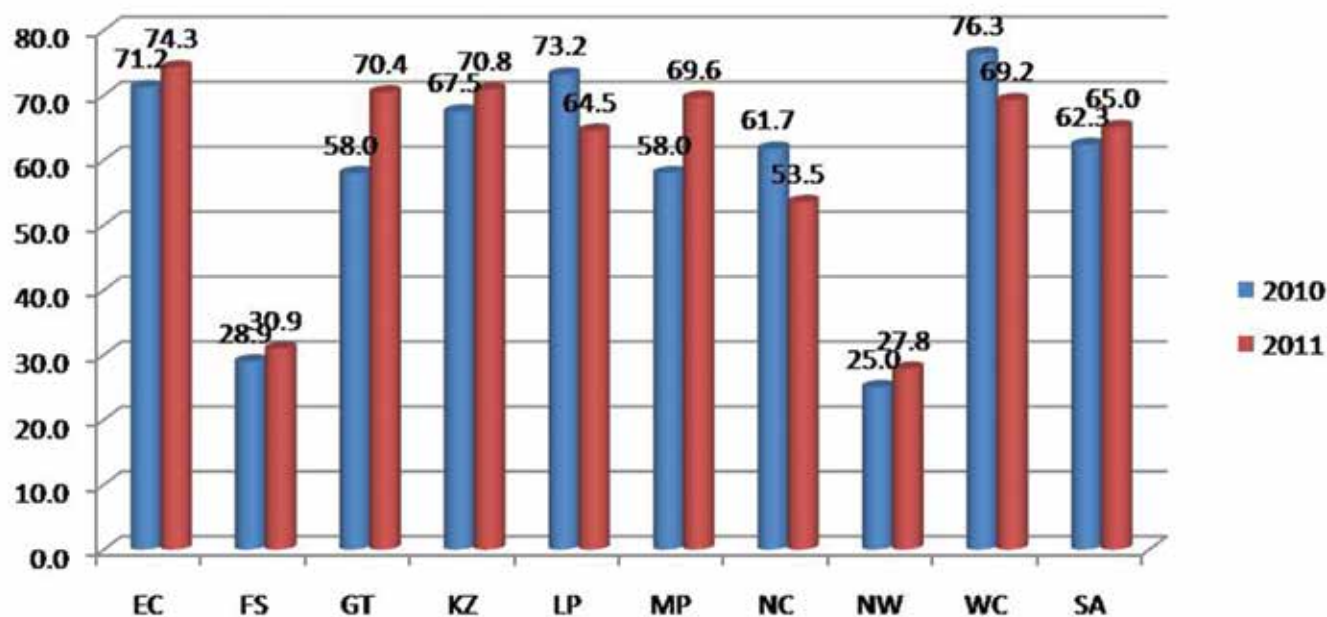
The number of Grade 1 learners who attended a pre-primary programme increased from 698 880 in 2010 to 769 993 in 2011, reflecting 9% increase over this period.

Table 15: Number of Grade 1 learners who attended Grade R, by province and gender, in 2010 and 2011

Province	2010			2011		
	Female	Male	Total	Female	Male	Total
EC	72 151	77 772	149 923	74 363	78 681	153 044
FS	8 503	8 903	17 406	9 722	10 111	19 833
GT	52 907	54 265	107 172	68 662	70 446	139 108
KZ	82 678	86 394	169 072	94 221	98 580	192 801
LP	44 396	46 431	90 827	43 069	44 756	87 825
MP	25 732	26 891	52 623	33 803	35 347	69 150
NC	5 034	11 091	16 125	7 187	7 426	14 613
NW	8 824	9 437	18 261	10 384	10 994	21 378
WC	37 282	40 189	77 471	35 856	36 385	72 241
SA	337 507	361 373	698 880	377 267	392 726	769 993

Source: 2010 and 2011 Annual School Survey

Figure 7: Percentage of Grade 1 learners who attended Grade R, by province in 2010 and 2011



Source: 2010 and 2011 Annual School Survey

Table 16 indicates the number of learners in ordinary schools attending Grade 1 for the first time. It shows in 2011, about 87% (1 024 924) of Grade 1 learners were attending Grade 1 for the first time.

KwaZulu-Natal had the highest number of learners entering Grade 1 for the first time followed by the Eastern Cape and Gauteng. There was a slight increase in number of learners entering Grade 1 for the first time from 954 358 in 2010 to 1 024 924 in 2011.

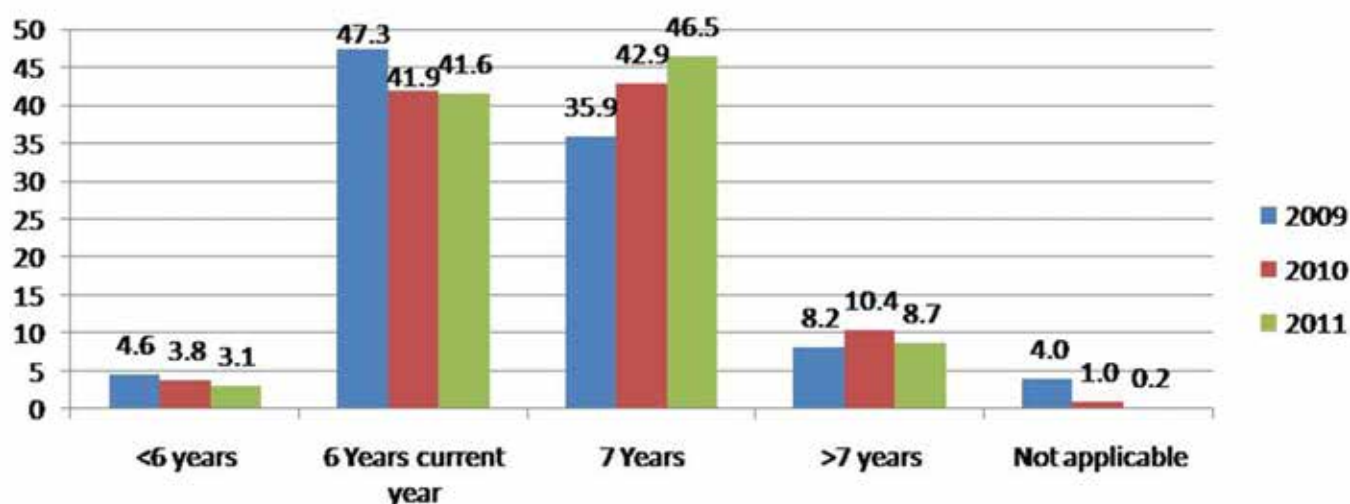
Table 16: Number of learners in ordinary schools attending Grade 1 for the first time, by gender and province, in 2010 and 2011

Province	2010			2011		
	Female	Male	Total	Female	Male	Total
EC	85 176	91 345	176 521	91 005	97 472	188 477
FS	22 511	23 575	46 086	24 923	25 648	50 571
GT	86 522	91 270	177 792	90 231	94 231	184 462
KZ	103 184	111 617	214 801	111 548	119 760	231 308
LP	52 661	55 582	108 243	61 699	64 453	126 152
MP	34 071	36 861	70 932	37 879	39 902	77 781
NC	10 637	11 262	21 899	11 514	12 028	23 542
NW	27 398	28 614	56 012	28 233	29 446	57 679
WC	40 872	41 200	82 072	42 342	42 610	84 952
SA	463 032	491 326	954 358	499 374	525 550	1 024 924

Source: 2010 and 2011 Annual School Survey

Figure 8 indicates that, between 2010 and 2011, majority of the learners entering Grade 1 for the first time were 6 or 7 years of age (ranging between 83% and 88%). Figure 7 also shows a decline in under-aged and over-aged learners entering Grade 1 for the first time.

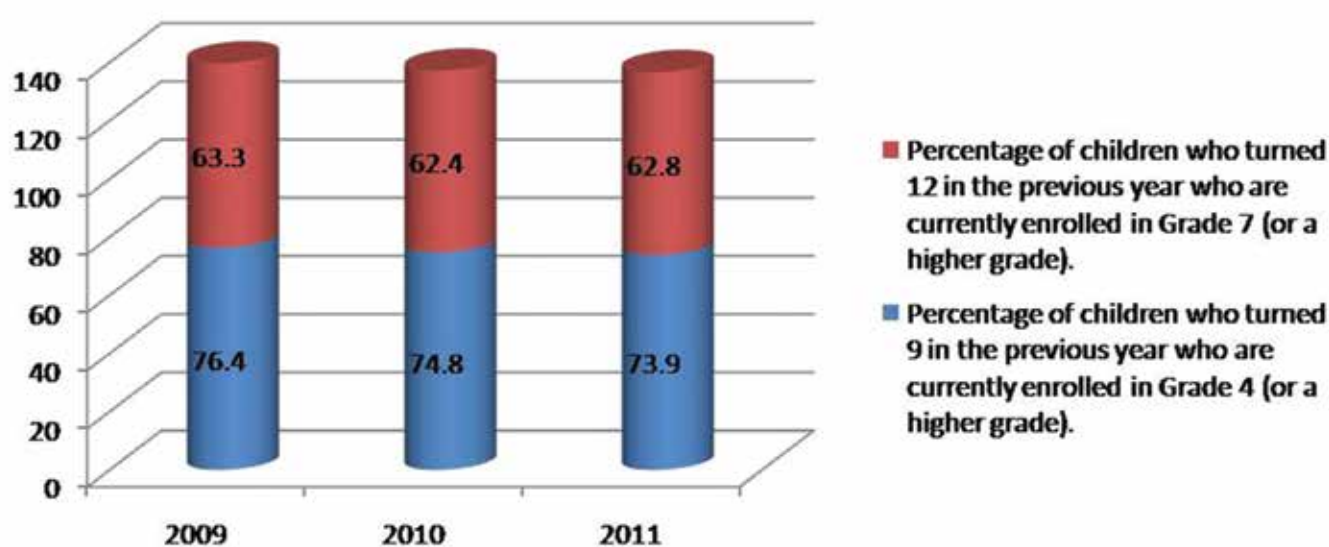
Figure 8: Percentage of learners entering Grade 1 for the first time, by age, 2009 to 2010



Source: 2009 and 2011 Annual School Survey

Figure 9 indicates the percentage of learners who turned 12 in the previous year who are currently in Grade 7 (or higher) and percentage of learners who turned 9 in the previous year who are currently in Grade 4 (or higher), between 2009 and 2011.

Figure 9: Percentage of children who turned 12 in the previous year who are currently enrolled in Grade 4 or higher, and percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 or higher, in 2009 to 2011

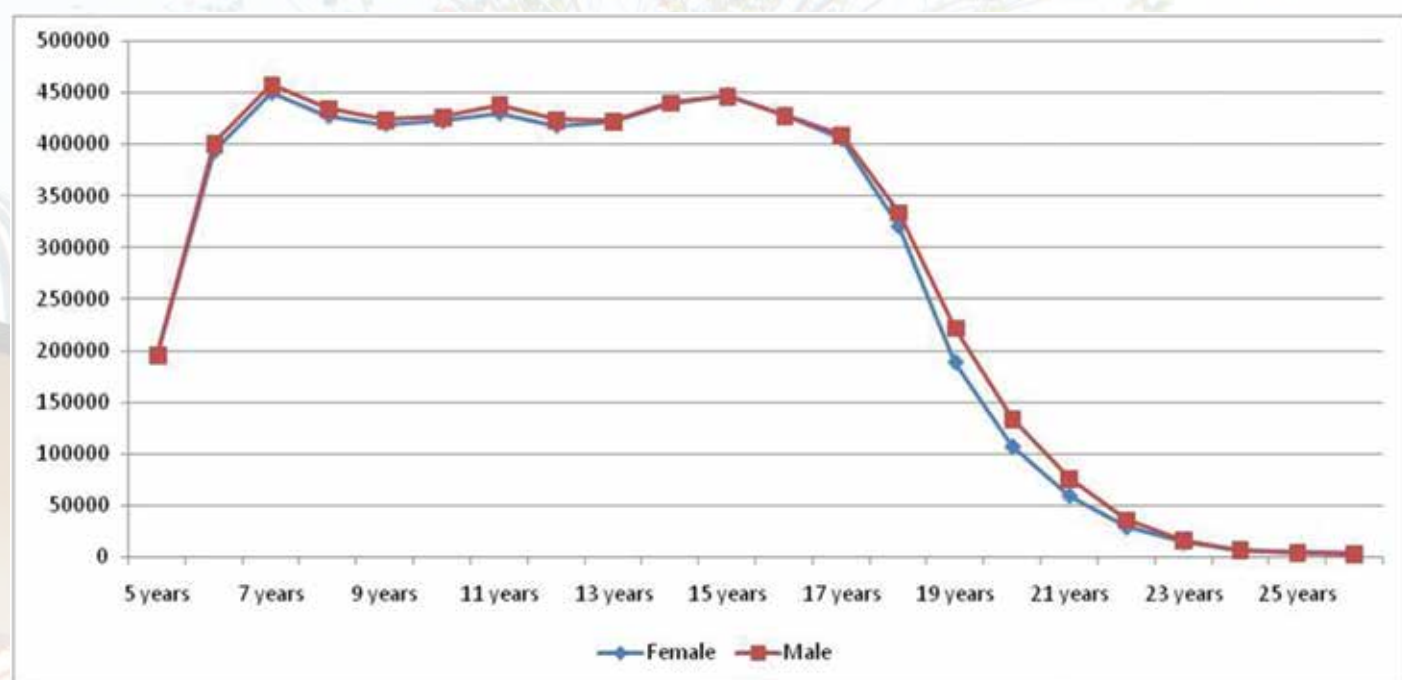


Source: 2009 to 2011 Annual School Survey

4.4 Learners by age

Figure 10 shows the number of learners by age and gender, in 2011. It shows that, in 2011, the number of girls and boys in the schooling system was almost equal, between the ages of 5 and 17 years. The drop in number of female learners in ages 18 years and above suggests that, among other things, female learners complete Grade 12 at an early age compared to male learners.

Figure 10: Number of learners, by age and gender, in 2011



Source: 2011 Annual School Survey

According to the department's *Age Admission Policy*, a learner could be either 5 years old or 6 years old when they enroll in Grade 1 at the beginning of the school year. This implies that, in reality, there are two age norms for each grade (if one considers year of birth as a measure of age).

Table 17 shows the percentage of learners in ordinary schools, by age and grade in 2011. The areas highlighted in yellow show the ages a learner should be per grade, in accordance with the expectations of the age admission policy. Thus, the two ages highlighted in yellow for each grade reflects the ideal ages of learners for that grade.

Table 17 also shows that compliance with the ideal age norm per grade diminishes as the grades get higher. For example, while approximately 84% of learners were of the ideal age in Grade 1, only approximately 46% of learners reflected an ideal norm in Grade 12. This deviation from the norm could be attributed to high levels of repetition in the system. It is interesting to note that approximately 20% of Grade 12 learners were aged 20 and above. The high proportion of learners who were older than the expected norm could be explained either by learner repetition or by learners dropping out of school for a short period, and then re-enrolling thereafter.

Table 17: Percentage of learners, by age and grade, in 2011

Age	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
0-3	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4 years	4.6	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5 years	45.5	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6 years	44.7	36.7	1.8	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7 years	3.9	47.6	29.5	1.9	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
8 years	0.7	10.7	46.3	26.0	1.8	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9 years	0.2	1.9	15.9	43.8	22.7	1.8	0.2	0.0	0.0	0.0	0.0	0.0	0.0
10 years	0.0	0.6	4.4	18.2	40.8	21.5	2.1	0.2	0.0	0.0	0.0	0.0	0.0
11 years	0.0	0.2	1.4	6.5	20.3	39.7	20.7	1.6	0.1	0.0	0.0	0.0	0.0
12 years	0.0	0.1	0.4	2.1	8.5	19.7	37.6	18.6	1.4	0.1	0.0	0.0	0.0
13 years	0.0	0.0	0.2	0.8	3.3	9.5	19.7	37.8	15.3	1.4	0.1	0.0	0.0
14 years	0.0	0.0	0.1	0.3	1.4	4.3	10.7	20.9	37.9	12.3	1.2	0.1	0.0
15 years	0.0	0.0	0.0	0.1	0.6	2.0	5.1	11.5	21.9	35.5	10.1	1.2	0.2
16 years	0.0	0.0	0.0	0.0	0.2	0.8	2.3	5.3	12.2	22.2	31.7	8.0	1.5
17 years	0.0	0.0	0.0	0.0	0.1	0.3	0.9	2.4	6.4	14.1	22.4	31.9	10.3
18 years	0.0	0.0	0.0	0.0	0.0	0.1	0.3	0.9	2.9	7.7	14.9	21.2	35.9
19 years	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.4	1.2	3.9	9.6	15.5	22.0
20 years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.4	1.6	5.3	10.2	13.7
21 years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.7	2.7	6.2	8.2
22 years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	1.1	3.1	4.3
23 years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.4	1.4	2.1
24 years	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.6	0.9
25 years	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.3	0.4
26 years and	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.2	0.3
Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Source: 2011 Annual School Survey

4.5 Languages

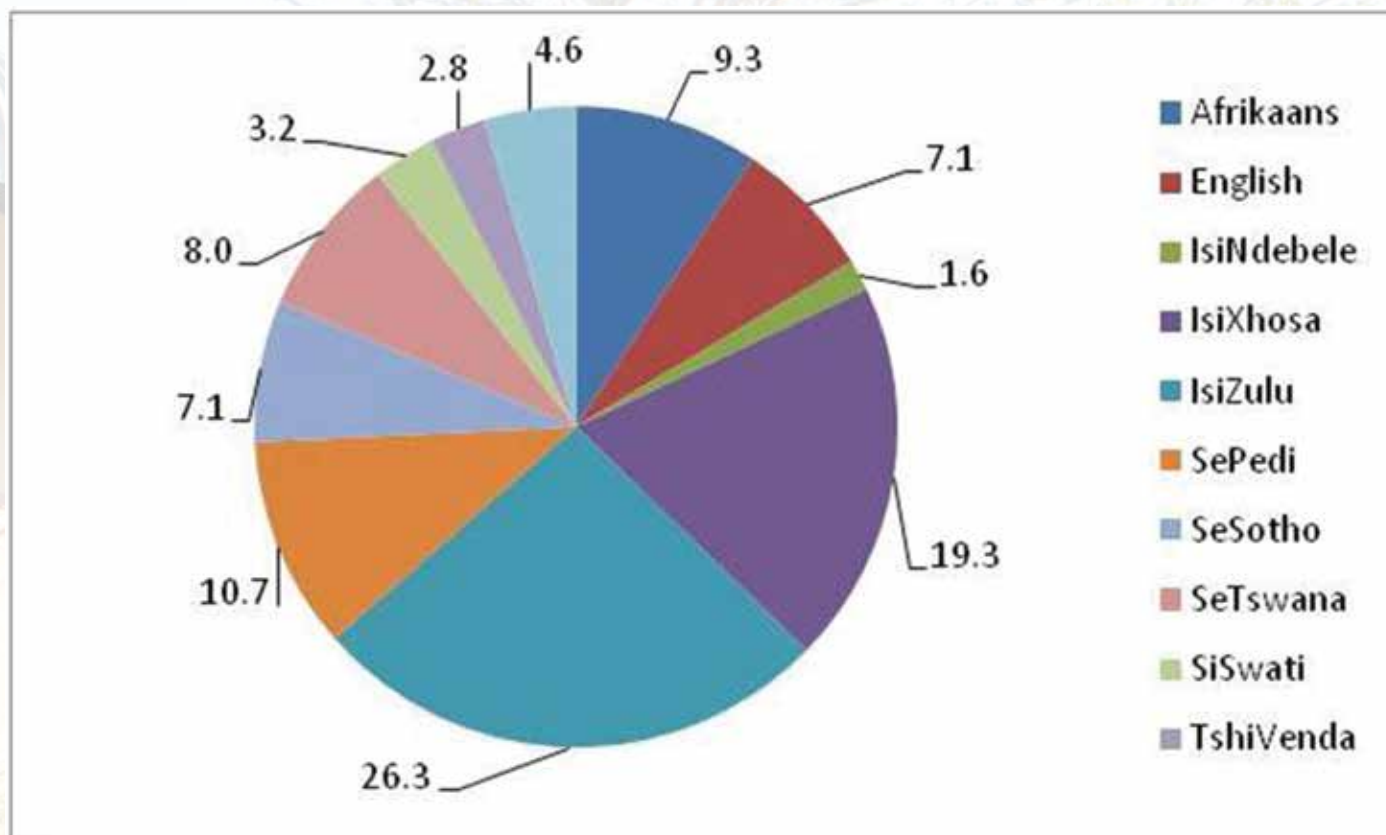
4.5.1 Home Language of learners

Home language (HL) refers to the language that is spoken most frequently at home by the learner.

Figure 11 show and Table 18 show that, in 2011, the home language of the majority of learners in the country was isiZulu (3 205 752 or approximately 26%) followed by isiXhosa, with about 2 351 402 (approximately 19%) learners.

Close to 10% of learners used Afrikaans as their home language, while only approximately 7% used English as their home language. IsiNdebele is the least spoken home language by learners in South African ordinary schools, at only about 2% of learners.

Figure 11: Percentage of learners, by home language, in 2011



Source: 2011 Annual School Survey

Table 18: Number of learners in ordinary schools, by province and home language, in 2010 and 2011

Year	Province	Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	SePedi	SeSotho	SeTswana	SiSwati	TshiVenda	Xitsonga	Total
2010	EC	125 886	78 461	211	1 808 482	5 087	20	48 738	2 279	293	38	72	2 069 567
	FS	58 263	7 640	1 311	47 903	33 037	989	461 461	39 425	716	201	847	651 793
	GT	209 435	218 758	51 309	143 846	463 045	208 876	265 195	218 377	33 050	36 887	100 777	1 949 555
	KZ	21 749	250 238	404	87 480	2 293 063	179	17 989	343	1 961	79	185	2 673 670
	LP	23 160	21 556	35 945	1 914	10 233	945 767	9 259	29 215	12 604	298 600	310 685	1 698 938
	MP	43 260	22 251	107 404	12 520	190 504	129 447	28 701	19 400	345 049	5 988	149 432	1 053 956
	NC	136 601	8 094	27	13 797	367	335	1 172	103 064	35	404	30	263 926
	NW	45 581	9 793	3 597	33 998	13 007	18 472	34 172	557 886	1 613	3 253	18 738	740 110
	WC	472 303	243 105	160	273 609	1 192	78	3 897	633	192	156	254	995 579
	SA	1 136 238	859 896	200 368	2 423 549	3 009 535	1 304 163	870 584	970 622	395 513	345 606	581 020	12 097 094
2011	EC	126 670	77 644	80	1 723 210	6 383	35	45 803	2 278	91	43	129	1 982 366
	FS	57 476	14 911	1 138	46 241	30 410	963	459 081	38 995	624	330	1 179	651 348
	GT	209 351	237 006	48 998	148 814	475 928	215 227	265 005	224 858	30 545	36 153	102 910	1 994 795
	KZ	17 622	216 112	1 569	88 718	2 468 773	117	17 883	660	1 073	96	124	2 812 747
	LP	22 310	10 586	25 981	1 519	9 657	956 158	16 977	27 620	5 802	298 034	303 026	1 677 670
	MP	44 158	29 199	110 086	13 272	201 945	116 056	24 195	15 142	346 445	3 275	138 969	1 042 742
	NC	141 496	8 602	37	15 802	366	231	1 436	104 718	23	51	41	272 803
	NW	42 545	22 289	3 138	31 367	11 098	16 583	33 748	565 760	1 353	2 956	17 184	748 021
	WC	468 489	253 097	474	282 459	1 192	70	3 906	532	175	145	263	1 010 802
	SA	1 130 117	869 446	191 501	2 351 402	3 205 752	1 305 440	868 034	980 563	386 131	341 083	563 825	12 193 294

Source: 2010 and 2011 Annual School Survey

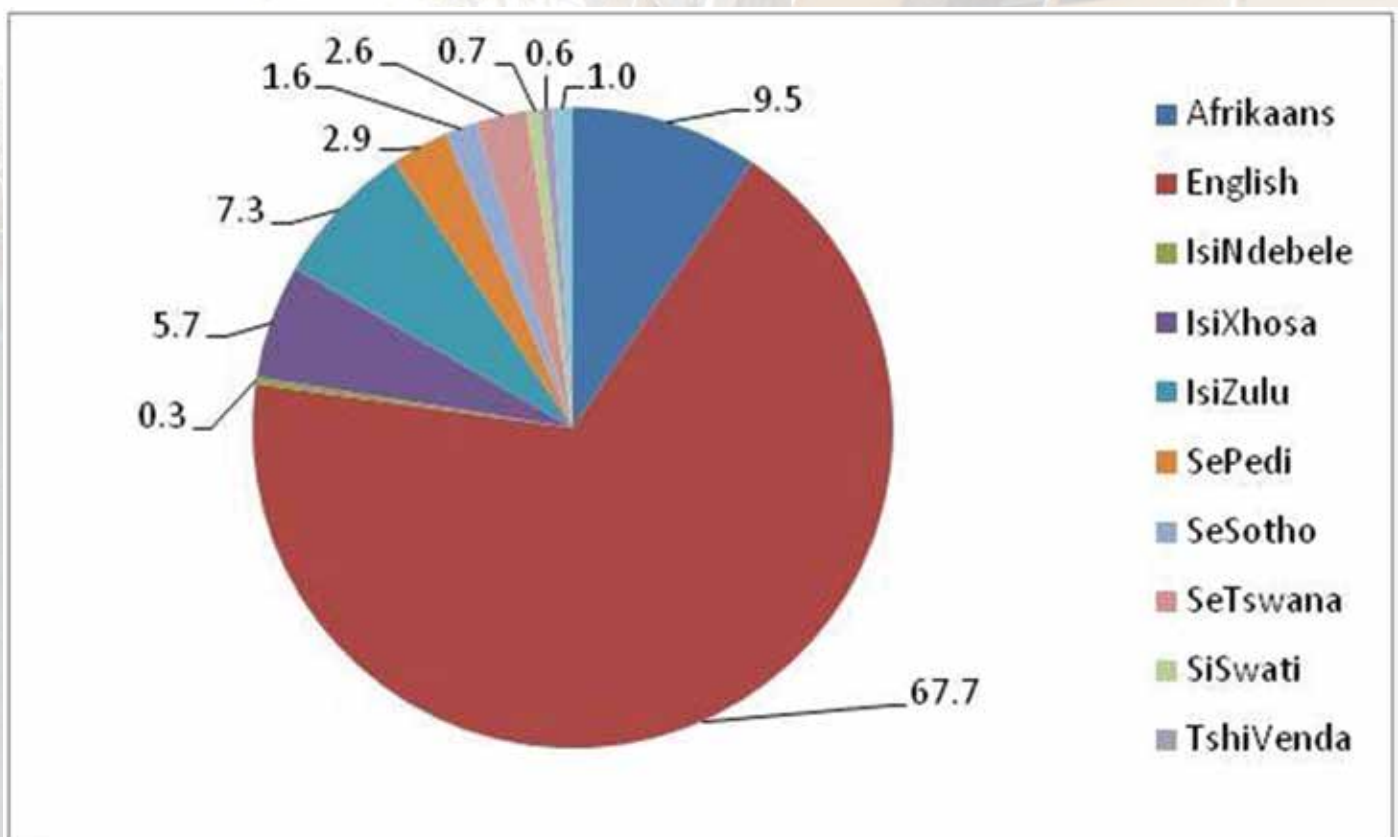
4.5.2 Language of learning and teaching of learners

The language of learning and teaching (LOLT) is the language medium through which learning and teaching, including assessment, occurs. Figure 12 indicates that in 2011, the majority of learners in ordinary schools in South Africa were taught in English (approximately 67%), followed by Afrikaans (approximately 10%) and isiZulu (approximately 7%) and isiXhosa (approximately 6%).

Table 19 shows that the majority of learners being taught in Afrikaans were in the Western Cape (455 621) followed by Gauteng (218 399) in 2011. Similarly, the majority of learners learning in isiZulu (715 540) were located in KwaZulu-Natal and Gauteng (101 539), while the majority of learners learning in isiXhosa were located in the Eastern Cape and the Western Cape.

Most provinces offer a good spread of languages, with the exception of KwaZulu-Natal, Western Cape and the Northern Cape.

Figure 12: Percentage of learners in ordinary schools, by language of learning and teaching, in 2011



Source: 2011 Annual School Survey

Table 19: Number of learners in ordinary schools, by language of learning and teaching and province, in 2010 and 2011

	Afrikaans	English	isiNdebele	isiXhosa	isiZulu	SePedi	SeSotho	SeTswana	SiSwati	Tshivenda	Xitsonga	Total
EC	132 746	1 324 358	282	595 915	1 806		14 951	982	5		228	2 071 273
FS	59 816	451 733	364	3 827	5 981	119	119 819	12 080	22	9	142	653 912
GP	232 799	1 401 350	4 457	22 009	125 058	58 777	55 935	52 016	426	3 792	17 014	1 973 633
KZN	31 956	1 964 784	1 803	19 676	686 664	0	639	0	0	3	3	2 705 528
LP	39 017	1 204 300	7 360	196	3 583	281 938	317	6 442	1 338	79 704	79 857	1 704 052
MP	74 082	683 954	31 029	594	73 047	41 828	2 276	7 134	82 535	169	37 194	1 033 842
NC	138 667	96 498	50	2 754	3	22	13	26 517	12	992	2	265 530
NW	48 388	480 820	55	2 446	39	278	5 361	205 079	3	36	46	742 551
WC	458 150	476 470	56	68 270	0	0	315	9	18	0	0	1 003 288
SA	1 215 621	8 084 267	45 456	715 687	896 181	382 962	199 626	310 259	84 359	84 705	134 486	12 153 609
EC	130 400	1 251 708	475	586 260	45		14 613	183	3	0	0	1 983 687
FS	59 510	442 674	181	4 339	5 304	126	127 255	12 861	21	122	448	652 841
GP	218 399	1 525 697	3 150	15 553	101 539	43 725	46 115	49 963	39	3 313	12 599	2 020 092
KZN	15 496	2 066 524	156	21 323	715 540	1	493	0	0	0	1	2 819 534
LP	25 016	1 217 319	3 895	87	3 058	276 928	554	6 910	617	68 435	76 302	1 679 121
MP	61 978	713 985	32 615	602	69 895	34 697	1 478	6 327	85 941	346	34 461	1 042 325
NC	147 047	93 679	0	3 190	0	0	41	30 457	0	0	0	274 414
NW	44 111	488 220	72	2 542	61	401	5 790	209 416	7	63	188	750 871
WC	455 621	493 651	159	69 460	0	0	349	11	0	0	0	1 019 251
SA	1 157 578	8 293 457	40 703	703 356	895 442	355 878	196 688	316 128	86 628	72 279	123 999	12 242 136
2010						2011						

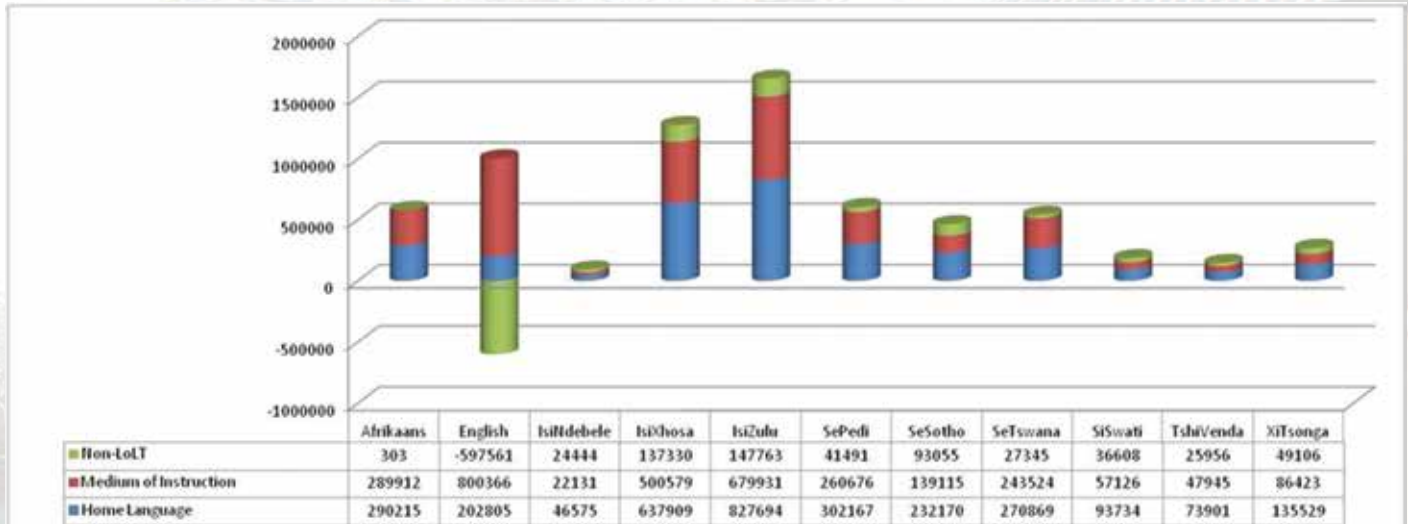
Source: 2010 and 2011 Annual School Survey

4.5.3 Comparison between home language and Language of learning and teaching

Figure 13 compares the learner's language of learning and teaching with their home language in the Foundation Phase in 2011.

Figure 13 shows that the majority of learners whose home language was not English, were learning in English. Similarly, many learners whose home language was not Afrikaans, learned in Afrikaans in 2011.

Figure 13: Comparison of home language and language of learning and teaching in the foundation phase, in 2011



4.5.4 Preferred language

The preferred language of instruction is the language preferred for instruction as indicated by the learner upon enrolment at the school. Although the department encourages learners to learn in their home language, especially in the lower grades, it is evident from Figure 14 and Table 20 that, the majority of learners prefer to be taught in English (approximately 65%) and Afrikaans (approximately 10%).

Overall, more learners prefer to be taught in English and Afrikaans, in comparison to their home language. For instance, although 26% of learners have isiZulu as their home language, only 6% of learners indicated isiZulu as their preferred language.

Figure 14: Percentage of learners, by preferred language of learning and teaching, in 2011

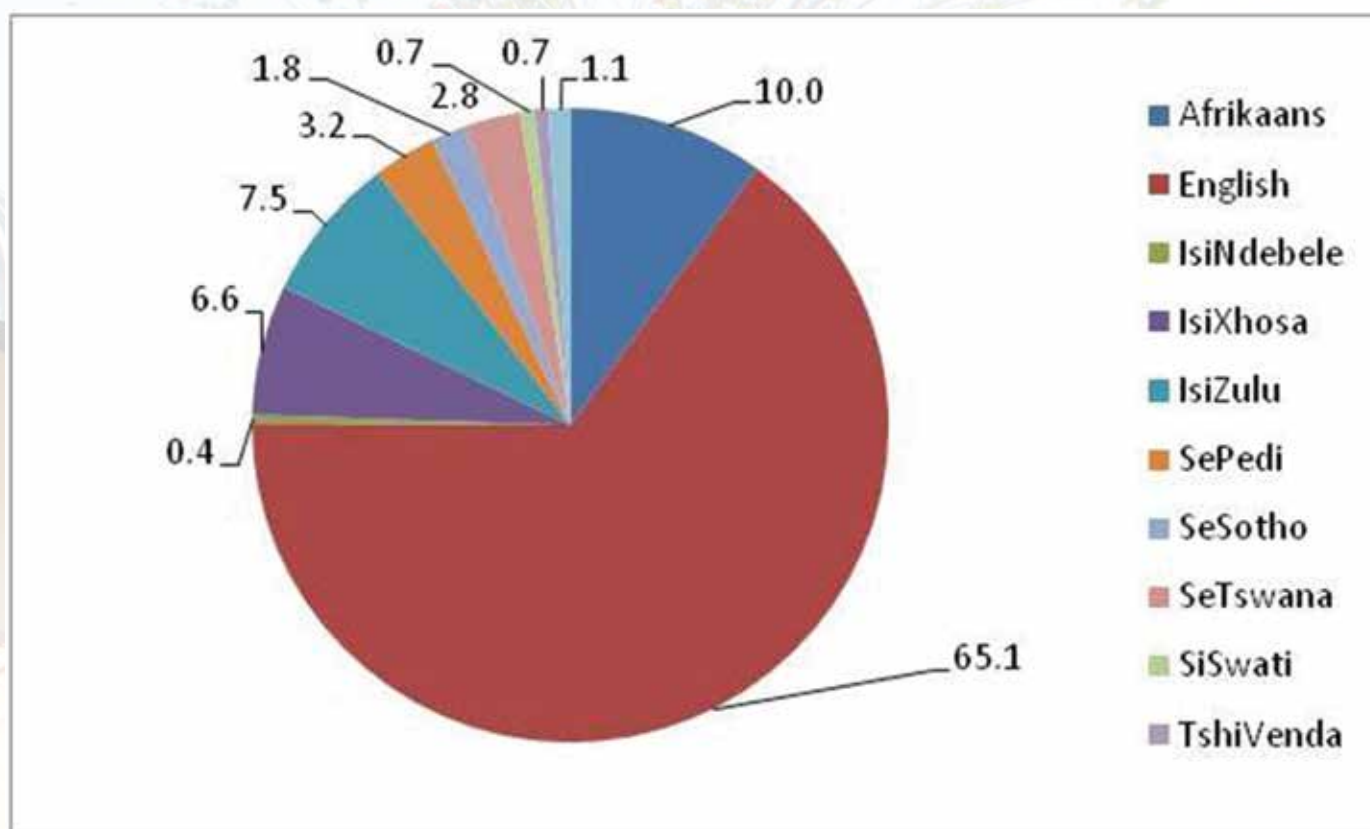


Table 20: Number of learners in ordinary schools, by preferred language of learning and teaching, in 2010 and 2011

Year	Province	Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	SePedi	SeSotho	SeTswana	SiSwati	TshiVenda	Xitsonga	Total
2010	EC	134 826	1 314 228	1 451	604 863	609		15 100	172	6			2 071 255
	FS	60 804	433 533	797	5 250	7 153	164	133 476	11 257	81	21	146	652 682
	GT	254 432	1 366 969	6 229	27 338	126 204	60 290	51 148	57 674	1 122	4 843	17 259	1 973 508
	KZ	26 751	1 557 571	698	12 492	526 500	93	657	154	13	3	1	2 124 933
	LP	40 819	1 114 405	8 471	236	3 965	314 574	845	7 171	589	111 766	100 916	1 703 757
	MP	67 574	637 865	32 165	750	73 697	40 883	2 261	7 637	101 264	413	35 884	1 000 393
	NC	137 594	92 048	148	3 387	86	39	52	31 558	24	20	559	265 515
	NW	48 816	446 723	580	3 537	799	1 999	6 090	229 544	90	948	878	740 004
	WC	462 355	386 824	36	151 766	147	5	1 211	167	208	14	32	1 002 765
	SA	1 233 971	7 350 166	50 575	809 619	739 160	418 047	210 840	345 334	103 397	118 028	155 675	11 534 812
2011	EC	131 768	1 243 812	195	589 441	2 285	4	15 731	359	30	7	8	1 983 640
	FS	60 063	429 052	635	5 815	6 312	157	137 098	12 993	63	93	359	652 640
	GT	264 581	1 402 223	5 220	24 981	124 212	59 613	57 501	58 050	1 035	3 742	18 211	2 019 369
	KZ	17 912	2 072 318	1 324	22 893	704 235	3	516	9	22	2		2 819 234
	LP	26 576	1 179 097	5 351	128	3 191	295 386	1 230	7 303	689	81 295	79 013	1 679 259
	MP	68 323	692 774	35 686	1 434	71 993	34 328	1 309	5 941	87 242	263	37 941	1 037 234
	NC	148 665	88 403	1 784	2 879	2	24	58	32 556	3	6		274 380
	NW	46 876	462 230	480	3 837	727	1 036	6 408	228 162	91	392	638	750 877
	WC	458 333	396 698	228	159 584	139	8	1 268	105	188	16	25	1 016 592
	SA	1 223 097	7 966 607	50 903	810 992	913 096	390 559	221 119	345 478	89 363	85 816	136 195	12 233 225

Source: 2010 and 2011 Annual School Survey

4.6 Other subjects

In 2006, the DBE introduced a new revised curriculum statement for grades 10, 11 and 12, which required that all learners enroll in either Mathematics or Mathematical Literacy. It was aimed at ensuring that all learners are prepared for life and work in an increasingly technological, numerical and data-driven world.

Physical Sciences and Accounting are also important subjects as more scarce skills careers require Physical Sciences or Accounting. Therefore it is important to have information on patterns of enrolment in these important subjects.

Table 21 indicates the number of learners undertaking Accounting, Mathematics, and Physical Science in grades 10, 11 and 12 (the FET band), in 2010 and 2011. In 2011, close to 700 000 learners were doing Accounting in grades 10, 11, and 12, while over 1 million learners were doing Mathematics and close to 800 000 learners were doing Physical Science in these grades.

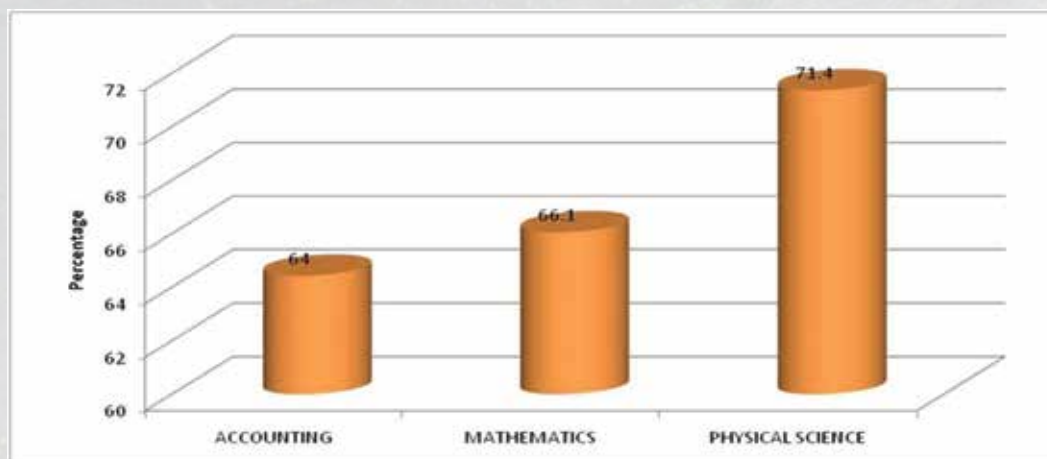
Figure 15 shows that the number of learners enrolled in these subjects tends to fall over consecutive grades. For example, less than 70% of learners who enrolled for Grade 11 Accounting and Mathematics in 2010 also enrolled for the same subjects in 2011. A similar pattern emerges with Physical Science, where approximately 71% of learners who enrolled in these subjects in Grade 11 in 2010 proceeded to Grade 12 in 2011. This implies that, more than one third of Grade 11 Accounting, Mathematics, and Physical Science learners either change their subjects, repeated Grade 11 or drop out of school between 2010 and 2011.

Table 21: Number of learners in ordinary schools undertaking Mathematics, Physical Science and Accounting in FET phase, in 2010 and 2011

Year	Grade	Accounting	Mathematics	Physical Science
2010	Grade 10	280 718	464 087	311 823
	Grade 11	225 556	365 452	263 211
	Grade 12	155 388	252 178	193 784
	Total	661 662	1 081 717	768 818
2011	Grade 10	299 158	491 367	325 392
	Grade 11	229 915	375 333	268 184
	Grade 12	145 330	241 407	187 840
	Total	674 403	1 108 107	781 416

Source: 2010 and 2011 Annual School Survey

Figure 15: Throughput rate of learners in Accounting, Mathematics and Physical science, from Grade 11 in 2010 to Grade 12 in 2011



Source: 2010 and 2011 Annual School Survey

4.7 Learners that are orphans

For the purpose of this report, an orphan is a learner who has one or both parents deceased. More specifically, a single orphan is a learner who has lost one parent, while a double orphan is one who has lost both parents.

Table 22 shows the number of learners in ordinary schools who lost their parents in 2010 and 2011. In 2011, over two million learners enrolled in ordinary schools were reported to be either single or double orphans (having lost one or both parents). This indicates that about 17% of learners in ordinary schools in South Africa were orphans.

Of the orphans in the education system, the majority were single orphans as opposed to double orphans. While there were 468 298 double orphans in ordinary schools in the country (representing 4% of all learners enrolled). Of the single orphans in the country, 967 560 learners were without fathers and 564 817 without their mothers in 2011.

In 2011, KwaZulu-Natal had the highest number of double orphans (192 110 learners) followed by the Eastern Cape (92 034 learners). Between 2010 and 2011, the number of orphans showed a slight decrease, from 2 082 224 in 2010 to 2 000 675 in 2011 which is approximately 4% decrease.

Table 22: Number of learners in ordinary schools whose parent/s are deceased, by province, in 2010 and 2011

Province	2010				2011			
	Both parents deceased	Father Deceased	Mother Deceased	Total	Both parents deceased	Father Deceased	Mother Deceased	Total
EC	92 973	190 567	112 667	396 207	92 034	184 207	108 422	384 663
FS	26 203	28 879	21 374	76 456	26 192	29 744	21 571	77 507
GP	56 742	145 676	81 070	283 488	58 321	145 864	81 786	285 971
KZN	187 225	360 088	206 279	753 592	192 110	387 513	212 769	792 392
LP	44 044	116 355	67 424	227 823	25 083	50 684	35 131	110 898
MP	49 116	100 509	61 476	211 101	48 075	100 359	60 911	209 345
NC	4 487	9 875	7 913	22 275	6 451	17 303	13 115	36 869
NW	13 242	19 208	18 671	51 121	12 629	17 033	17 193	46 855
WC	7 707	37 463	14 991	60 161	7 403	34 853	13 919	56 175
SA	481 739	1 008 620	591 865	2 082 224	468 298	967 560	564 817	2 000 675

Source: 2010 and 2011 Annual School Survey

4.8 Learner mortality⁴

Table 23 shows the number of learners who passed away, by province and causes of death, in 2009 and 2010. According to information provided by schools, about 9 000 learners passed away in 2010. The majority of learner deaths occurred in KwaZulu-Natal (2 724) followed by Gauteng with 1 403 deaths.

Deaths from illnesses seem to be the dominant causes of death amongst learners followed by accidents. KwaZulu-Natal showed the highest number of deaths caused by accidents in 2010 with 591 deaths.

Nationally there was a decrease in number of learners in ordinary schools who died, from 11 113 in 2009 to 8 618 in 2010 which is about 22% decrease.

4. Note: The ASS question on learner mortality asks the school principal for: "the number of learners who passed away the previous academic year".

Table 23: Number of learners in ordinary schools who passed away, by province and causes of death, in 2009 and 2010

Province	2009					2010				
	Accident	Illness	Suicide	Violence & homicide	Total	Accident	Illness	Suicide	Violence & homicide	Total
EC	575	1 737	106	133	2 551	400	775	78	94	1 347
FS	99	423	29	26	577	150	487	28	33	698
GP	472	1 058	82	128	1 740	356	807	127	113	1 403
KZN	566	2 577	135	125	3 403	591	1 836	155	142	2 724
LP	203	660	42	46	951	66	172	13	5	256
MP	171	711	27	33	942	190	926	42	52	1 210
NC	63	64	17	15	159	70	97	17	19	203
NW	112	238	20	19	389	136	298	26	16	476
WC	167	165	21	48	401	136	116	14	35	301
SA	2 428	7 633	479	573	11 113	2 095	5 514	500	509	8 618

Source: 2010 and 2011 Annual School Survey

4.9 Learner pregnancy⁵

Table 24 indicates that, 36 702 learners were pregnant in 2010. KwaZulu-Natal (14 340) had the highest number of learners who were pregnant, followed by the Eastern Cape (6 516). The majority of learners, who were pregnant in 2010, were in grades 10 and 11. However, significantly high numbers of grades 7, 8 and 9 learners were also pregnant.

The number of learners who were pregnant decreased between 2009 and 2010, from 45 276 to 36 702.

Table 24: Number of learners in ordinary schools who fell pregnant, by province and grade, in 2009 and 2010

Years	Province	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
2009	EC	15	15	89	176	444	916	1 469	1 964	1 862	1 470	8 420
	FS		2	5	3	18	40	90	251	235	154	798
	GP	74	67	112	43	102	283	614	1 297	1 486	1 194	5 272
	KZN	16	9	34	134	279	839	1 680	2 923	3 749	3 291	12 954
	LP	2	8	32	125	282	590	1 363	2 869	2 949	2 103	10 323
	MP	2	3	23	68	228	508	840	1 413	1 505	1 204	5 794
	NC				3	8	16	42	55	60	48	232
	NW		2		1	9	22	36	67	63	71	271
	WC		1	2	18	33	76	209	277	292	304	1 212
	SA	109	107	297	571	1 403	3 290	6 343	11 116	12 201	9 839	45 276

5. Note: The ASS question on learner pregnancy asks the school principal for: "the number of learners who got pregnant the previous academic year".

2010	EC	17	21	41	123	317	719	1 220	1 367	1 606	1 085	6 516
	FS			2	4	9	37	104	215	276	162	809
	GP		1	1	23	76	251	523	1 082	1 111	945	4 013
	KZN	4	19	41	128	318	906	1 876	3 489	4 126	3 433	14 340
	LP	2		5	9	46	149	365	639	639	456	2 310
	MP	3	6	18	62	184	477	843	1 346	1 332	1 009	5 280
	NC				4	27	93	125	227	242	211	929
	NW		1	1	3	8	19	55	109	111	65	372
	WC		3	13	27	56	169	354	483	545	483	2 133
	SA	26	51	122	383	1 041	2 820	5 465	8 957	9 988	7 849	36 702

Source: 2010 and 2011 Annual School Survey

4.10 Social grants

Table 25 and Figure 16 show that, according to information provided by school principals, about three million learners in ordinary schools (approximately 26% of total learner enrolment) were beneficiaries of social grants in 2011.

The Eastern Cape had the highest proportion of learners receiving social grants (approximately 39%) followed by Mpumalanga (approximately 33%) in 2011. Gauteng had the least number of learners receiving social grants, at about 13%.

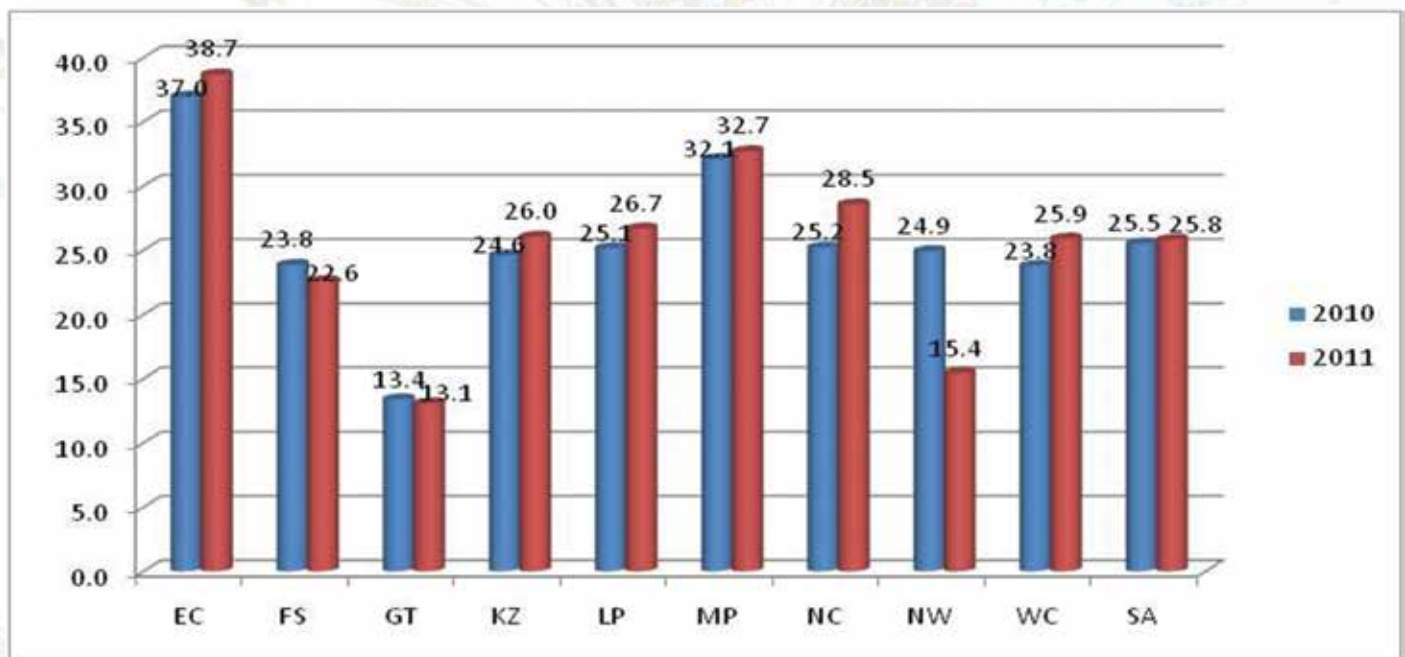
The number of learners receiving social increased between 2010 and 2011, from 3 110 688 in 2010 to 3 165 333 in 2011.

Table 25: Number of learners in ordinary schools receiving social grants, by province, in 2010 and 2011

Province	2010	2011
Eastern Cape	765 352	766 898
Free State	156 057	147 532
Gauteng	264 238	264 444
KwaZulu-Natal	671 794	735 391
Limpopo	428 376	449 360
Mpumalanga	333 615	342 233
Northern Cape	66 888	78 328
North West	185 546	117 121
Western Cape	238 822	264 026
National	3 110 688	3 165 333

Source: 2010 and 2011 Annual School Survey

Figure 16: Percentage of learners in ordinary schools receiving social grants, by province, in 2010 and 2011



Source: 2010 and 2011 Annual School Survey

GLOSSARY OF TERMS

Additional language

A language learned in addition to one's home language

Age

The number of completed years from date of birth to the year in which the survey is being undertaken. The age is calculated as at 31 December in the year of the survey.

Class size

The average number of learners per class, calculated by dividing the number of learners enrolled by the number of classes.

Combined school

A school that offers a selection of grades from Grade R to Grade 12, but such a selection is not in line with the grade limits of either a primary or secondary school.

Disability

A moderate to severe limitation in a person's ability to function or ability to perform daily life activities as a result of a physical, sensory, communication, intellectual or mental impairment.

Double shift schools

Double shift schools are schools where the school day is divided into two sessions and two different groups of learners are taught by the same educators and principal.

Further education and training

All learning and training programmes leading to qualifications on levels 2, 3 and 4 of the National Qualifications Framework.

Funding type

The funding sector to which the educational institution belongs for example independent or public.

Gender

Social distinction between males and females

Grade R

Learners in the grade before Grade 1.

Home Language

The language that is spoken most frequent at home by a learner.

Hostel

School hostel is any facility that provides accommodation, and /or food and care for learners.

Independent school

A school registered or deemed to be registered in terms of section 46 of the South African Schools Act 84 of 1996.

Item response rate

The ratio of the number of units responding to an item in a questionnaire (survey form) to the number of responding units eligible to have responded to the item.

Language of learning and teaching (LOLT)

Is a language medium through which learning and teaching, including assessment occurs.

Learner

Means any person receiving education or obliged to received education in terms of the South African Schools Act, 1996 (Act 84 of 1996).

Multi-grade classes

These are classes where learners in more than one grade are taught in the same classroom at the same time.

Ordinary school

A school that is not a special school.

Orphan

A learner who has one/both parents deceased

Post-matric

Any other classes offered after matric for learners who have completed matric.

Parallel medium school

A school that offers two or more medium of instruction in different classes in the same grade, for all grade of the school.

Preferred language of learning and teaching

The language preference for instruction as indicated on registration of a learner.

Pre-Grade R

Learners that are not yet in Grade R.

Primary school

An institution that offers formal schooling from Grade R to Grade 7. An institution that offers only a selection of grades from Grade R to Grade 7 is also referred to as a primary school.

Public School

A school contemplated in chapter 3 of the South African Schools Act, No. 84 of 1996.

School fees

Any form of contribution of monetary nature paid by a person or body in relation to the attendance or participation by learner in any programme of public school.

Small School

A school that has 51 to 120 learners.

Secondary school

An institution that offers formal schooling from Grade 8 to Grade 12. An institution that offers only a selection of grades from Grade 8 to Grade 12 is also referred to as a secondary school.

Single medium school

A school that uses one medium of instruction for all learners in all grades at that school.

Social Grants

Means a child support grant, a care dependency grant, a foster child grant, disability grant, an older person's grant, a war veteran's grant and a grant-in-aid.

SNE

Refers to a class that learner who experiences barriers to learning attend on a full time basis so that their curriculum support needs can be individually addressed. For a learner to be classified as SNE the assessment done by the school, with the permission of the parent/s, must be ratified by a, member of the district-based support team or any other relevant district official.

Staff Type

The employee categories within the Department of Education.

Unit response rate

The number of respondents who respond to a questionnaire compared to the number of respondents provided with a questionnaire expressed as a percentage.

APPENDIX

Table 1: Item response rate, by province, in 2011

Table Name	EC	FS	GT	KZ	LP	MP	NC	NW	WC	SA
Class_Numbers	93.4%	99.9%	100.0%	79.9%	95.4%	76.9%	80.2%	99.9%	92.1%	90.3%
General_Information	100.0%	100.0%	100.0%	99.8%	99.9%	100.0%	100.0%	99.9%	99.9%	99.9%
Learner_Age	99.8%	100.0%	100.0%	99.1%	99.8%	99.8%	100.0%	99.9%	100.0%	99.7%
Learner_Enrolment	99.8%	100.0%	100.0%	99.7%	100.0%	100.0%	100.0%	99.9%	100.0%	99.9%
Learner_FirstEnrolment	97.1%	89.8%	100.0%	98.9%	99.5%	92.2%	100.0%	95.8%	99.8%	97.5%
Learner_GET_Band	99.5%	80.4%	100.0%	97.3%	99.1%	94.8%	91.6%	100.0%	100.0%	97.1%
Learner_Grade1_Enrolment	94.4%	56.4%	98.8%	94.4%	84.4%	86.7%	68.0%	83.6%	96.5%	89.0%
Learner_Language	99.8%	100.0%	100.0%	99.4%	99.7%	99.8%	100.0%	99.3%	100.0%	99.7%
Learner_Race	99.8%	99.2%	100.0%	99.6%	99.8%	100.0%	100.0%	99.9%	100.0%	99.8%
Learner_Subjects	99.3%	97.4%	97.0%	98.2%	99.7%	94.1%	94.6%	100.0%	97.0%	97.9%
Learner_Orphan	92.0%	83.2%	91.5%	96.8%	73.0%	92.7%	90.9%	80.8%	93.9%	89.0%
Learner_Success	88.0%	83.7%	88.3%	88.1%	78.9%	90.8%	91.9%	92.1%	94.9%	87.4%

Table 2: Number of schools that responded, in 2011

Table Name	EC	FS	GT	KZ	LP	MP	NC	NW	WC	SA
Learner_Barriers	1081	388	849	1278	246	550	168	136	111	4807
Learner_Distribution	2591	754	2330	2186	1572	1224	380	940	1278	13255
Learner_Hostel_Boarders	177	371	115	113	642	71	99	356	127	2071
Learner_Mainstream_Disability	1347	382	1058	1530	256	802	181	138	110	5804
Learner_Mortality	927	425	615	1612	181	565	113	353	214	5005
Learner_Pregnancy	1471	182	571	1868	327	627	124	87	345	5602
Learner_SocialGrant	3948	1199	1117	3278	2865	1243	392	1222	1437	16701
School_Fees	649	115	1876	1473	236	864	166	753	1001	7133

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Notes



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