
**AN INVESTIGATION OF THE KEY MECHANISMS THAT
PROMOTE WHOLE SCHOOL DEVELOPMENT IN A
SECONDARY SCHOOL PILOT PROJECT CONTEXT**

VOLUME TWO: APPENDICES

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by

Susan Fiona Westraad

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Supervisor
Professor George Euvrard

LIST OF APPENDICES

VOLUME TWO: APPENDICES

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<p>WOW What is our dream?</p>	<p>NOW What is the situation currently?</p>	<p>HOW What do we need TO DO?</p>	<p>POW What has changed? When (dates) and Who (details such as names or groups)</p>
<p>1. To have a mission statement that is developed and supported by all stakeholders.</p>	<p>There is no mission statement for the newly formed school.</p>	<ol style="list-style-type: none"> 1. Call a meeting of reps of all stakeholders, and explain the process. 2. Mr Z send letters for parents out with learners, letters to RCL, SGB, etc. 3. Choose someone to facilitate the meeting. 4. Decide on resources needed and make plans to get what is needed. 5. Secretary to get funds from Head for newsprint. 	<ol style="list-style-type: none"> 1. On 31 July a vision crafting workshop was held. 2. At that workshop a new school vision and mission statement was decided and agreed on. 3. The meeting was attended by 2 members of the SGB, four members of the RCL, 36 staff (33 educators & 3 non educators). 4. It was agreed that two copies of the vision statement would be printed on posters, laminated and displayed.

Appendix 1 : Example of focus area completed 'wow-now-how-pow' table

AREA 2: LEADERSHIP, MANAGEMENT AND COMMUNICATION

WOW The dream	NOW Where we are now							HOW Action plan			
	Not true	Little bit true	Mostly true	Very true	Date	Description of where we are	Needs urgent action?	Description of action steps	Who	By when	Comments
Key Issue: 1 Vision and mission statement											
1. The school has a clearly stated vision and mission statement which was formulated or has been revisited within the last 5 years.											
2. The school leaders, staff, learners and parents participated in the formulation or revisiting of the vision and mission statements.											
3. It provides the school with clear direction.											
4. It is appropriate for this particular school at this time.											
5. The vision and mission statement is well known to the whole school community.											
6. It is understood and supported by the school community.											
7. It is prominently displayed in school buildings and documentation.											
8. It is referred to when deciding on school policy and practice.											

AREA 2: LEADERSHIP, MANAGEMENT AND COMMUNICATION

WOW The dream	NOW Where we are now							HOW Action plan			
Key Issue: 2 Policies and procedures	Not true	Little bit true	Mostly true	Very true	Date	Description of where we are	Needs urgent action?	Description of action steps	Who	By when	Comments
1. Policies required by law are in place.											
2. All of these policies are supported by relevant procedures and are aligned to the school vision and mission.											
3. The methods by which policies are implemented and administered are well defined and understood.											
4. Systems are in place to ensure that the school's resources are used in line with its aims and policies and for the benefit of the learners.											
5. Good systems exist for monitoring and evaluating the school's performance and that of individual educators.											
6. School finances are run according to policy, and strict record keeping exists.											
7. Minutes are kept of all governance, management, staff, RCL and LAC meetings.											

AREA 2: LEADERSHIP, MANAGEMENT AND COMMUNICATION

WOW The dream	NOW Where we are now						HOW Action plan				
Key Issue: 3 Leadership and management	Not true	Little bit true	Mostly true	Very true	Date	Description of where we are	Needs urgent action?	Description of action steps	Who	By when	Comments
1. The Principal consults the SMT when appropriate before finalising decisions											
2. The Principal consults the teaching staff when appropriate before finalising decisions.											
3. The Principal is willing to take action if necessary.											
4. Management supports the development of staff.											
5. The management structure of the school is clear, well understood and participative.											
6. Management proactively looks for ways of improving the school.											
7. Management ensures that the best efforts are made for sufficient staff and material resources.											
8. Management co-operates with parents and the local community in the interests of the learners.											
9. Management sets a personal and a professional example to staff and learners.											

AREA 2: LEADERSHIP, MANAGEMENT AND COMMUNICATION

WOW The dream	NOW Where we are now						HOW Action plan				
Key Issue: 3 (cont.) Leadership and management	Not true	Little bit true	Mostly true	Very true	Date	Description of where we are	Needs urgent action?	Description of action steps	Who	By when	Comments
10. Management communicates clearly with staff and parents to keep them in the picture with developments.											
11. Management relates to staff in such a way that they feel valued members of the school with an important contribution to make.											
12. Staff feel welcome to consult management on school matters.											
13. Principal does his/her best to ensure that staff are positively motivated.											
14.											
15.											

AREA 2: LEADERSHIP, MANAGEMENT AND COMMUNICATION

WOW The dream	NOW Where we are now							HOW Action plan			
	Not true	Little bit true	Mostly true	Very true	Date	Description of where we are	Needs urgent action?	Description of action steps	Who	By when	Comments
Key Issue: 4 Learner discipline											
1. The school complies fully with regulations and legislation relating to learner discipline.											
2. There is a clear code of conduct.											
3. The code of conduct is well known to the school community.											
4. There are clear procedures for dealing with learner discipline problems, and these are well known to the school community.											
5. Learner discipline is active and consistent.											
6. Discipline records are up to date and regularly monitored.											
7. There is clear and constant communication with parents so that they can support school efforts											
8. The relevant school policies, e.g. code of conduct and disciplinary procedures, are revisited at regular intervals by management, staff and learners to ensure that they are fair and effective.											

WHOLE SCHOOL EVALUATION INSTRUMENT
Based on the South African National Whole School
Evaluation policy (2001)



*GM South Africa
Foundation*



LEARNING SCHOOLS INITIATIVE



AREA 1: BASIC FUNCTIONALITY OF THE SCHOOL

Key Issue 1.1: Basic Functionality of the school											
Please indicate which of the following you have in place at your school:						Yes					
A1a1	The following documents										
A1a1.1	Vision & mission										
A1a1.2	Admission policy;										
A1a1.3	Language policy;										
A1a1.4	Discipline policy;										
A1a1.5	Code of conduct for learners;										
A1a1.6	Code of conduct for educators. (SACE)										
A1a2	An elected SGB										
A1a3	A timetable										
A1a4	An accounting and auditing system for the management of the school finances										
A1a3	A system for monitoring the attendance, absence and lateness of:										
A1a3.1	Learners										
A1a3.2	Educators										
Please indicate to what extent you agree with the following statements:											
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree					
A1b1	The school has sound leadership and management in place.					1	2	3	4	5	
A1b2	The school has a positive organisational culture that supports the continuous growth and development of educators, learners and the school.					1	2	3	4	5	
A1b3	Teaching and learning is central to the school and its activities (e.g. it is not compromised by non teaching activities).					1	2	3	4	5	
A1b4	Learners show interest in education and are motivated to learn.					1	2	3	4	5	
A1b5	Educators are committed and motivated to ensuring quality teaching and learning.					1	2	3	4	5	
A1b6	School facilities, buildings and resources are well maintained.					1	2	3	4	5	
A1b7	School facilities, buildings and resources are sufficient for teaching and learning to take place.					1	2	3	4	5	
A1b8	School finances are managed in an accountable and responsible manner.					1	2	3	4	5	
A1b9	There is no serious misconduct, (e.g. drugs, abuse, vandalism, disciplinary problems, etc.) on the part of:					1	2	3	4	5	
A1b9.1	Learners					1	2	3	4	5	
A1b9.2	Educators					1	2	3	4	5	
A1b10	The set of core values for the school are supported by all stakeholders				N.A.	1	2	3	4	5	
A1b11	The code of conduct is satisfactorily adhered to by:										
A1b11.1	Learners				N.A.	1	2	3	4	5	
A1b13.2	Educators				N.A.	1	2	3	4	5	
A1b14	The SGB effectively carries out its roles and responsibilities.					N.A.	1	2	3	4	5

A1b15	The system for monitoring and responding to attendance, absence and punctuality are efficient with regard to:							
A1b15.1	Learners	N.A.	1	2	3	4	5	
A1b15.2	Educators	N.A.	1	2	3	4	5	
A1b18	The school timetable accommodates effective teaching and learning.		1	2	3	4	5	
A1b19	The accounting and auditing systems are adequate for the management of the school finances.	N.A.	1	2	3	4	5	
Key issue 1.1 summary:								
A1c	What is your overall rating of the basic functionality of the school?		1	2	3	4	5	
If you have indicated a need for support or improvement, please describe your needs:								
A1d1								
A1d2								
A1d3								

Sources of information to complete tables:

- Interviews with school community (i.e. educators, non-educators, parents, learners, SGB, SMT, Department of Education officials).
- Minutes of meetings held by SMT, SGB and RCL.
- School attendance records for educators and learners.
- School timetable.
- School policies.
- School records of learner conduct.
- School financial records (e.g. budget, income and expenditure statements and audited statements).
- Building and grounds inventory lists and maintenance plans.

AREA 2: LEADERSHIP, MANAGEMENT & COMMUNICATION

Key Issue 2.1: Vision & mission statements							
Please indicate which of the following you have in place at your school:						Yes	
B1a1	A written vision statement						
B1a2	A written mission statement						
B1a3	Aims and goals in line with the school vision and mission						
If No, please proceed with Key Issue 2.2							
Please indicate to what extent you agree with the following statements:		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
B1b1	The vision & mission statements have been written or revisited within the past 5 years.	N/A	1	2	3	4	5
B1b2	The school leaders, staff, learners and parents participated in the writing or revisiting of the vision & mission statements.		1	2	3	4	5
B1b3	The vision & mission statements provide the school with clear direction and motivation.		1	2	3	4	5
B1b4	The vision & mission statements are well known to and supported by the school community.		1	2	3	4	5
B1b5	The vision & mission statements are displayed for all to see in the school building and important documents.		1	2	3	4	5
B1b6	The vision & mission statements are referred to when deciding on school policy and practice.		1	2	3	4	5
B1b7	The school has well-established achievable aims and goals in line with its vision and mission.		1	2	3	4	5
Key issue 2.1 summary:		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding	
B1c	What is your overall rating of the school's vision & mission statement?	1	2	3	4	5	
If you have indicated a need for support or improvement, please describe your needs:							
B1d1							
B1d2							
B1d3							

Key Issue 2.2: Policies and procedures							
Please indicate which of the following policies & procedures you have in place at your school:					Yes		
B2a1	Admission						
B2a2	Assessment (assessment of learners)						
B2a3	Assistance to learners with learning difficulties (LSEN)						
B2a4	Awards						
B2a5	Code of conduct for Educators (SACE)						
B2a6	Code of conduct for Learners						
B2a7	Discipline						
B2a8	Excursions						
B2a9	Finance						
B2a10	HIV/AIDS						
B2a11	Homework						
B2a12	Language						
B2a13	Orientation of new learners						
B2a14	Stock control						
B2a15	Labour saving devices (e.g. duplicators, telephone, fax, overhead projectors, etc.).						
B2a16	Use of private motor vehicles by staff						
B2a17	Pregnancy						
B2a18	Religion						
B2a19	Safety						
B2a20	Subject/learning areas						
B2a21	IQMS is being implemented by the school						
Please indicate to what extent you agree with the following statements:							
			Strongly disagree	Disagree	Neutral	Agree	Strongly agree
B2b1	The school policies are supported by the necessary guidelines and procedures.	N.A.	1	2	3	4	5
B2b2	The school's policies are a valuable source of reference and are implemented as required						
B2b3	These policies are in keeping with the school's vision and mission statements.						
B2b4	The school finances are run according to policy and strict record keeping exists.						
B2b5	The systems in place for monitoring and evaluating the performance of the school and individual educators are fair and effective (links to IQMS).						

Key issue 2.2 summary:		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
B2c	What is your overall rating of the school's policies & procedures?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
B2d1						
B2d2						
B2d3						

Key Issue 2.3: Overall leadership & management of the school						
Please indicate which of the following you have at your school:						Yes
B3a1	The school has a permanent principal					
B3a2	All SMT positions are filled.					
B3a3	A copy of the Education Law and Policy handbook					
B3a4	A copy of the South African Schools Act (SASA) & amendments					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
B3b1	The principal is a good motivational leader who is aware of weak and strong areas and uses praise and disciplinary action appropriately.	1	2	3	4	5
B3b2	The principal, SMT and SGB work well together to lead and manage the school.	1	2	3	4	5
B3b3	There is an emphasis on consultation and delegation with senior staff and learners empowered to manage effectively.	1	2	3	4	5
B3b4	The management structure of the school is clearly defined and understood ensuring that policies are implemented.	1	2	3	4	5
B3b5	Management proactively looks for ways of improving the school.	1	2	3	4	5
B3b6	Management ensures that the best possible use is made of existing human and capital/material resources (staff, equipment and other resources).	1	2	3	4	5
B3b7	Management actively liaises with the Department of Education and other agencies to obtain assistance as required.	1	2	3	4	5
B3b8	Management sets a personal and a professional example to staff and learners.	1	2	3	4	5
B3b9	Management relates to staff in such a way that they feel valued members of the school with an important contribution to make.	1	2	3	4	5
B3b10	Relevant legislation (e.g. SASA, Employment of Educators Act) is used to guide the management of learners, staff, financial and physical resources.	1	2	3	4	5
B3b11	Clear instructions and sound guidelines enable staff to do what is expected of them.	1	2	3	4	5
B3b12	Mentoring and support is provided as needed by educators.	1	2	3	4	5
Key issue 2.3 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
B3c	What is your overall rating of the school's overall leadership & management of the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						

B3d1	
B3d2	
B3d3	

Key Issue 2.4: Administration of resources and records							
Please indicate which of the following you have in place at your school:						Yes	
B4a1	A School Improvement Plan for the current school year						
B4a2	Systems for managing and tracking school development.						
B4a3	A budget for the current school year.						
B4a4	Financial statements that are audited at least once a year.						
B4a5	A school fee register						
B4a6	A petty cash register						
B4a7	A school stock control register						
B2a8	Minutes are taken at all meetings (i.e. SGB, SMT, RCL, etc.).						
Please indicate to what extent you agree with the following statements:							
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
B4b1	Resources are administered efficiently and effectively	1	2	3	4	5	
B4b2	Adequate records are kept to support the administration of resources	1	2	3	4	5	
B4b3	The school budget ensures sound administration of resources	N.A.	1	2	3	4	5
B4b4	The school budget is strictly adhered to		1	2	3	4	5
B4b5	Auditing has revealed few errors in the financial statements	N.A.	1	2	3	4	5
B4b6	The controlling and monitoring systems for administration fulfils their purpose	N.A.	1	2	3	4	5
B4b7	Minutes of all governance, management, staff, SGB, SMT, RCL and other meetings are adequate, filed and easily accessible.	N.A.	1	2	3	4	5
Key issue 2.4 summary:							
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding	
B4c	What is your overall rating of the school's administration of resources and records?	1	2	3	4	5	
If you have indicated a need for support or improvement, please describe your needs:							
B4d1							
B4d2							
B4d3							

Key Issue 2.5: Communication						
Please indicate which of the following you have in place at your school:						Yes
B5a1	A list of what must be communicated to parents during the school year (e.g. school fees, SGB elections, sports activities, collection of reports, etc.).					
B5a2	A list of what must be communicated to learners during the course of the year.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
B5b1	The principal co-operates with the parents in the best interests of the learners.	1	2	3	4	5
B5b2	The principal co-operates with the local community in the best interests of the learners.					
B5b3	Educators are notified of decisions and changes taken at a SGB and management level.					
B5b4	Departmental circulars and other relevant information are consistently brought to the attention of the staff in good time.					
B5b5	Learners give input and feedback on important school issues.					
B5b6	Educators give input and feedback on important school issues.					
B5b7	The principal establishes and monitors structures and processes to promote both a top-down and bottom-up flow of information.					
B5b8	Communication takes place in suitable advance of events so that parents, educators, learners can organise themselves accordingly.					
Key issue 2.5 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
B5c	What is your overall rating of communication at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
B5d1						
B5d2						
B5d3						

Sources of information to complete tables:

- Interviews with school community (i.e. educators, non-educators, parents, learners, SGB, SMT, Department of Education officials).
- The school vision and mission statements.
- School policies, guidelines and procedures.
- Minutes of meetings held by staff, SMT, SGB and RCL.
- School financial records (e.g. budget, income and expenditure statements and audited statements).
- School management planning, recording and reports.

AREA 3: GOVERNANCE AND RELATIONSHIPS

Key Issue 3.1: Composition and functioning of the School Governing Body as a structure						
Please indicate which of the following you have in place at your school:						Yes
C1a1	The SGB has an elected:					
C1a1.1	Chairperson					
C1a1.2	Treasurer					
C1a1.3	Secretary					
C1a2	All stakeholders are represented on the SGB (e.g. parents, educators, non-educators employed by school, learners in the Grade 8 or higher).					
C1a3	The SGB has a constitution.					
C1a4	The SGB meets regularly (at least once a term)					
C1a5	The SGB has a code of conduct					
C1a6	The SGB has established all relevant committees (e.g. finance, fundraising, etc.).					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
C1b	The SGB keeps minutes that are confirmed and acted upon.					1 2 3 4 5
C1b4	SGB members have received the necessary training to participate as effective members of this body.					1 2 3 4 5
Key issue 3.1 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
C1c	What is your overall rating of the composition and meeting of the School Governing Body?					1 2 3 4 5
If you have indicated a need for support or improvement, please describe your needs:						
C1d1						
C1d2						
C1d3						

Key Issue 3.2: Roles and responsibilities of the School Governing Body						
Please indicate which of the following is in place at your school:						Yes
C2a1	The SGB presents a report on its activities to the parents, learners, educators and other staff of the school at least once a year					
C2a2	The SGB has determined the times of the school day.					
C2a3	The SGB prepares an annual budget for the school					
C2a4	The SGB monitors funds received and spent by the school					
C2a5	The SGB has appointed an auditor to audit the records and financial statements of the school					
C2a6	The SGB has designed or approved all relevant policies that fall under its brief (e.g. admissions and language) and a code of conduct for learners.					
Please indicate to what extent you agree with the following statements:		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
C2b1	The SGB assists with providing strategic leadership for the school without interfering in school management.	1	2	3	4	5
C2b2	The SGB works with the principal to monitor and support the quality of teaching and learning in the school.	1	2	3	4	5
C2b3	The SGB effectively recommends the appointment of educators and non-educators.	1	2	3	4	5
C2b4	The SGB allows reasonable use of the school property by other organisations.	1	2	3	4	5
C2b5	The SGB assists in constructively resolving any disputes or issues that arise in the school.	1	2	3	4	5
C2b6	The SGB effectively monitors the financial operations of the school.	1	2	3	4	5
C2b7	The SGB is actively involved in fundraising for the school.	1	2	3	4	5
C2b8	The SGB fulfils its responsibility in dealing with learner disciplinary matters.	1	2	3	4	5
C2b9	The SGB has a good relationship with school stakeholders	1	2	3	4	5
Key issue 3.2 summary:		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
C2c	What is your overall rating of the roles and responsibilities of the School Governing Body?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
C2d1						
C2d2						
C2d3						

AREA 4: QUALITY OF TEACHING AND LEARNING AND EDUCATOR DEVELOPMENT

Key Issue 4.1: Educator development processes and structures						
Please indicate which of the following you have in place at your school:						Yes
D1a1	A Staff Development Team (SDT)					
D1a2	A schedule for the implementation of the Quality Management System based on two developmental cycles					
D1a3	A Development Support Group (DSG) for each educator					
D1a4	A Personal Growth Plan (PGP) for each educator.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
D1b1	The SDT fulfils its roles and responsibilities	1	2	3	4	5
D1b2	The SDT prepares adequate reports on the implementation of relevant aspects of the IQMS	1	2	3	4	5
D1b3	Educators readily participate in self-evaluation processes and relevant professional development programmes	1	2	3	4	5
D1b3	The DSG's are of great benefit to the educators	1	2	3	4	5
D1b4	The PGP's are put into action.	1	2	3	4	5
Key issue 4.1 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
D1c	What is your overall rating of the school's educator development processes and structures?					
If you have indicated a need for support or improvement, please describe your needs:						
D1d1						
D1d2						
D1d3						

Key Issue 4.2: Lesson planning, preparation and presentation
(Assessment of levels 1-4 educators)

Please indicate which of the following you have in place at your school: Yes

D2a1	Preparation records are kept by educators.	
D2a2	Lesson preparation is based on the NCS requirements.	
D2a3	Each educator has a portfolio of evidence for each learning area/subject they teach.	

Please indicate to what extent you agree with the following statements:

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
D2b1	Educators maintain adequate records of short and long term planning.	1	2	3	4	5
D2b2	Comprehensive records are kept of learner progress	1	2	3	4	5
D2b3	Learning programmes include a wide range of teaching and assessment strategies (e.g. group work, cooperative learning, investigative learning, individual work, direct instruction, discussion, problem-solving, etc.) that develop the required knowledge, skills, attitudes and values.	1	2	3	4	5
D2b4	Educators have well-structured schemes of work that indicate how they will develop the required knowledge, values and skills over a year and term.	1	2	3	4	5
D2b5	Lessons are well structured, build on previous lessons and anticipate future learning activities.	1	2	3	4	5
D2b6	There is evidence of learner-centeredness and high expectations of learners in planning and management of the learning programme	1	2	3	4	5
D2b7	Educators are able to diagnose learner needs and to develop appropriate learning programmes.	1	2	3	4	5
D2b8	There is a balance between the goals of the learning programme and learner needs, interests and background.	1	2	3	4	5

Key issue 4.2 summary:

		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
D2c	What is your overall rating of the lesson planning, preparation and presentation (Assessment of levels 1-4 educators) at the school?	1	2	3	4	5

If you have indicated a need for support or improvement, please describe your needs:

D2d1	
D2d2	
D2d3	

Key Issue 4.3: Educator's knowledge of curriculum and learning programmes (Assessment of levels 1-4 educators)						
Please indicate which of the following you have in place at your school:						Yes
D3a1	All educators are appropriately qualified for the Learning Areas/subjects that they teach.					
D3a2	Each educator has a copy of the RNCS/NCS for the learning area/s and/or subject/s that they teach.					
D3a3	Each educator has a copy of the programme guidelines for the learning area/s and/or subject/s that they teach.					
D3a4	Each educator has a copy of the assessment guidelines for the learning area/s and/or subject/s that they teach.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
D3b1	Educators have a good understanding of the National Curriculum Statements and Learning Programmes related to their areas of teaching.	1	2	3	4	5
D3b2	Educators know how to develop the required knowledge, concepts, skills and values in their area of teaching.	1	2	3	4	5
D3b3	Educators are able to design learning experiences that assist learners to develop new knowledge, skills and values.	1	2	3	4	5
D3b4	Educators establish realistic goals for learners to accomplish specified outcomes within curriculum timeframes.	1	2	3	4	5
D3b5	Educators assist learners to monitor their progress against learning outcomes.	1	2	3	4	5
Key issue 4.3 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
D3c	What is your overall rating of the knowledge of curriculum and learning programmes at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
D3d1						
D3d2						
D3d3						

Key Issue 4.4: Educators' use of teaching strategies (Assessment of levels 1-4 educators)						
Please indicate which of the following you have in place at your school:					Yes	
D4a1	Educators use a variety of teaching methods to meet outcomes.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
D4b1	Learning programmes include a wide range of teaching and assessment strategies (e.g. group work, cooperative learning, investigative learning, individual work, direct instruction, discussion, problem-solving, etc.).	1	2	3	4	5
D4b2	Learners who require assistance in the use of particular teaching strategies are supported.	1	2	3	4	5
D4b3	Teaching strategies are used appropriately and relevantly to develop identified knowledge, skills and values.	1	2	3	4	5
Key issue 4.4 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
D4c	What is your overall rating of educators' use of teaching strategies at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
D4d1						
D4d2						
D4d3						

Key Issue 4.5: Educators' use of resources (Assessment of levels 1-4 educators)						
Please indicate which of the following you have in place at your school:						Yes
D5a1	Educators have access to a range of resources.					
D5a2	Educators know how to use a computer.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
D5b1	Educators organise their classrooms and other learning areas (e.g. library, hall) in a stimulating way that supports individual and group learning activities (physical layout).	1	2	3	4	5
D5b2	Educators are able to effectively use available teaching and learning resources to develop learners' knowledge, skills and values (Resources include: textbooks, visual aids, computers and other electronic resources)	1	2	3	4	5
Key issue 4.5 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
D5c	What is your overall rating of educators' use of resources at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
D5d1						
D5d2						
D5d3						

Key Issue 4.6: Learning environment created by educators (Assessment of levels 1-4 educators)						
Please indicate which of the following you have in place at your school:						Yes
D6a1	The school's classrooms are welcoming learning environments.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
D6b1	Educators establish a good rapport and encourage learners to participate actively in learning programmes.	1	2	3	4	5
D6b2	Learners are engaged in relevant activities that develop learning programmes outcomes.	1	2	3	4	5
D6b3	Educators provide positive reinforcement of learners' achievements.	1	2	3	4	5
D6b4	Educators are able to effectively organise, manage and discipline learners.	1	2	3	4	5
D6b5	Educators provide support for learners with special needs and different abilities.	1	2	3	4	5
D6b6	Educators promote respect for individuality and diversity in their learning environments	1	2	3	4	5
Key issue 4.6 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
D6c	What is your overall rating of learning environment created by educators at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
D6d1						
D6d2						
D6d3						

Key Issue 4.7: Learner assessment and achievement (Assessment of levels 1-4 educators)						
Please indicate which of the following you have in place at your school:						Yes
D7a1	Assessment is guided by national guidelines.					
D7a2	Educators keep assessment records for each learner.					
D7a3	Assessment records are easily accessible.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
D7b1	Educators keep accurate assessment records.	1	2	3	4	5
D7b2	Assessment records provide insight into individual learner's progress.	1	2	3	4	5
D7b3	Learners receive regular feedback on their progress.	1	2	3	4	5
D7b4	Feedback is insightful, consistent and motivates learners to improve their performance.	1	2	3	4	5
D7b5	Based on assessment results teachers take required steps to assist at risk learners	1	2	3	4	5
D7b6	Educators have a good knowledge of different assessment techniques.	1	2	3	4	5
D7b7	Assessments cater for learners with special needs.	1	2	3	4	5
D7b8	Assessment is regularly undertaken, is included in learning programmes and lesson plans and is relevant to the learning outcomes (i.e. continuous assessment).	1	2	3	4	5
D7b9	Assessment is accurate, fair and consistent.	1	2	3	4	5
D7b10	A variety of assessment techniques are used to cater for learners from diverse backgrounds, for multiple intelligences, learning styles and physically challenged learners.	1	2	3	4	5
Key issue 4.7 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
D7c	What is your overall rating of learner assessment and achievement at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
D7d1						
D7d2						
D7d3						

Key Issue 4.8: Educators' use of homework (Assessment of levels 1-4 educators)						
Please indicate which of the following you have in place at your school:						Yes
D8a1	The school provides a venue for learners to do their homework in.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
D8b1	Homework, assignments and projects are marked.	1	2	3	4	5
D8b2	Homework, assignments and projects support the development of curriculum knowledge, skills and values.	1	2	3	4	5
D8b3	Clear instructions for homework, assignments and projects are given.	1	2	3	4	5
D8a4	Adequate time is allowed for learners to complete their homework assignments.	1	2	3	4	5
Key issue 4.8 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
D8c	What is your overall rating of educators' use of homework at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
D8d1						
D8d2						
D8d3						

Key Issue 4.9: Educators' use of appropriate processes to evaluate the success of lessons (Assessment of levels 1-4 educators)										
Please indicate which of the following you have in place at your school:						Yes				
D9a1	Educators make use of learner feedback to refine their lessons.									
D9a2	Educators keep records of their reflection on lessons.									
Please indicate to what extent you agree with the following statements:										
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree				
D9b1	Educators assess the strengths and weaknesses of their lessons and learning programmes.					1	2	3	4	5
D9b2	Educators make use of peer feedback to refine their lessons.					1	2	3	4	5
D9b3	Educators adjust lesson plans and learning programmes according to feedback received and learner ability and interest.					1	2	3	4	5
D9b4	Educators determine learner involvement and progress in lessons.					1	2	3	4	5
Key issue 4.9 summary:										
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding				
D9c	What is your overall rating of educators' use of appropriate processes to evaluate the success of lessons at the school?					1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:										
D9d1										
D9d2										
D9d3										

Key Issue 4.10: Professional development and participation in professional bodies (Assessment of levels 1-4 educators)						
Please indicate which of the following you have in place at your school:						Yes
D10a1	Educators participate in cluster and other meetings.					
D10a2	Educators participate in professional bodies.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
D10b1	Educators participate positively in activities that foster professional growth.	1	2	3	4	5
D10b2	Educators work with other LA/subject teachers to improve practice.	1	2	3	4	5
D10b3	Educators are aware of current education issues and developments.	1	2	3	4	5
D10b4	Educators have a positive attitude towards their professional development.	1	2	3	4	5
D10b5	Educators work towards achieving their PGP	1	2	3	4	5
Key issue 4.10 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
D10c	What is your overall rating of the professional development and participation in professional bodies at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
D10d1						
D10d2						
D10d3						

Sources of information to complete tables:

- Interviews with school community (i.e. educators, non-educators, parents, learners, SGB, SMT, Department of Education officials).
- Minutes of meetings held by SMT, SGB and RCL.
- School records of learners' academic achievement (e.g. Continuous Tasks of Assessment, Continuous Assessment, General Education and Training Certificate results, Further Education and Training Results).
- Records of learners' achievement in extra curricula activities.
- Educator planning and assessment records and Educator Portfolios.
- Observation of lessons.
- Observation of staff room interaction.
- Professional body registration.
- Viewing of classroom environments (e.g. layout, cleanliness, display, etc.)
- Action plan for implementation of IQMS.
- Record of Developmental Support Groups.
- Educators Personal Growth Plans.

AREA 5: CURRICULUM, PROVISIONING AND RESOURCES

Key Issue 5.1: Adherence to National and Provincial curriculum and guidelines										
Please indicate whether the following is true about your school:						Yes				
E1a1	The school follows the South African National Curriculum for schools.									
Please indicate to what extent you agree with the following statements:										
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree				
E1b1	The school's learning programmes provide a balance between a national and local context.					1	2	3	4	5
E1b2	All assessment policies and practices are in line with the national and provincial curriculum and guidelines.					1	2	3	4	5
Key issue 5.1 summary:										
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding				
E1c	What is your overall rating of the school's adherence to the national and provincial curriculum and guidelines?					1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:										
E1d1										
E1d2										
E1d3										

Key Issue 5.2: Structure and planning of the school's curriculum

Please indicate whether the following is true about your school: **Yes**

E2a1	Copies of all learning programmes are kept on record and monitored against delivery	
E2a2	The school liaises with feeder or receiver schools regarding the Grade 7 to Grade 8 transition	

Please indicate to what extent you agree with the following statements:

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
E2b1	HOD's and teachers meet regularly to plan and evaluate the structure and implementation of the curriculum	1	2	3	4	5
E2b2	The curriculum caters for the needs of all learners.	1	2	3	4	5
E2b3	The timetable accommodates effective curriculum delivery.	1	2	3	4	5
E2b4	Learners are prepared to cope with current and post-school challenges and environments (e.g. relationships, education, etc.).	1	2	3	4	5
E2b5	The overall school curriculum and activities are structured to develop the whole learner.	1	2	3	4	5

Key issue 5.2 summary:

		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
E2c	What is your overall rating of the structure and planning of the school's curriculum?	1	2	3	4	5

If you have indicated a need for support or improvement, please describe your needs:

E2d1	
E2d2	
E2d3	

Key Issue 5.3: Provision of co-curricular and extra-curricular activities to enhance the curriculum						
Please indicate which of the following you have in place at your school:						Yes
E3a1	The school has a list of sporting and cultural activities that are held at the school.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
E3b1	A broad range of sporting activities are provided which cater for the majority of learners interests.	1	2	3	4	5
E3b2	A broad range of cultural activities are provided which cater for the majority of learners interests.	1	2	3	4	5
E3b3	Activities are arranged in a way that learners can participate in a range of activities.	1	2	3	4	5
E3b4	Sports coaches provide high quality coaching	1	2	3	4	5
E3b5	Cultural activity facilitators provide high quality skill development.	1	2	3	4	5
E3b6	Opportunities are provided for learners to gain additional knowledge and skills in areas related to living and learning (e.g. Toastmasters, first aid, life skill workshops, etc.).	1	2	3	4	5
Key issue 5.3 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
E3c	What is your overall rating of the provision of co-curricular and extra-curricular activities to enhance the curriculum at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
E3d1						
E3d2						
E3d3						

Key Issue 5.4: Resources to support the curriculum.						
Please indicate which of the following you have in place at your school:						Yes
E4a1	Each educator has sufficient textbooks to support their teaching.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
E4b1	Sufficient resource materials are easily accessible for use by the teachers (e.g. paper, chalk, cardboard, magazines, etc.).	1	2	3	4	5
E4b2	Learners have access to relevant resources to support learning (e.g. books, magazines, people, etc.).	1	2	3	4	5
E4b3	Available technology (computers, satellite, videos, television) is used to support the curriculum.	1	2	3	4	5
Key issue 5.4 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
E4c	What is your overall rating of resources to support the curriculum at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
E4d1						
E4d2						
E4d3						

Sources of information to complete tables:

- Interviews with school community (i.e. educators, non-educators, parents, learners, SGB, SMT, Department of Education officials).
- National Curriculum Statements (e.g. Revised National Curriculum Statement GET and National Curriculum Statement FET).
- National and Provincial Learning Programme guidelines.
- Curriculum support material supplied by the District Office.
- Minutes of meetings held by Heads of Departments.
- Resources and materials used in the learning programmes.

AREA 6: LEARNER ACHIEVEMENT

Key issue 6.1: Learner achievement of the expected levels in literacy, numeracy and life skills						
Please indicate whether the following is true about your school:						Yes
F1a1	Diagnostic assessments are used to assist with putting developmental support programmes in place to support learner achievement.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
F1b1	Most learners can read and write fluently in their primary language according to their developmental stage.	1	2	3	4	5
F1b2	Most learners read and write fluently in an additional language according to their developmental age.	1	2	3	4	5
F1b3	Most learners speak well and confidently.	1	2	3	4	5
F1b4	Most learners have good listening skills.	1	2	3	4	5
F1b5	Most learners can work with numbers and solve mathematical problems according to their age and ability.	1	2	3	4	5
F1b6	Most learners achieve according to their potential in their learning area/subjects (including gifted and LSEN).	1	2	3	4	5
F1b7	Most learners reach their full potential in sporting and cultural activities.	1	2	3	4	5
F1b8	Most learners are able to build on information previously learned.	1	2	3	4	5
F1b9	Most learners are able to find information, analyse and order it and produce well formulated solutions.	1	2	3	4	5
F1b10	Most learners work confidently in groups, co-operating and respecting others' values, opinions and cultural differences.	1	2	3	4	5
Key issue 6.1 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
F1c	What is your overall rating of learner achievement of the expected levels in literacy, numeracy and life skills at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
F1d1						
F1d2						
F1d3						

Key Issue 6.2: Learner achievement in learning area/subject outcomes						
Please indicate whether the following you have in place in your school:						Yes
F2a2	A profile for each learner which documents and monitors their academic achievement.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
F2b1	Most learners are able to make good progress in their learning areas/subjects with little supervision.	1	2	3	4	5
F2b2	Most learners fare well in internal assessments and CASS.	1	2	3	4	5
F2b3	Most learners fare well in external exams and assessment s (e.g. CTA's, GET certificate and FET certificate).	1	2	3	4	5
F2b4	Learners are performing to their potential in all learning areas/subjects.	1	2	3	4	5
F2b5	Learners are motivated to learn	1	2	3	4	5
F2b6	Tracking of past learners indicates that they perform well socially, economically and in further studies.	1	2	3	4	5
Key issue 6.2 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
F2c	What is your overall rating of learner achievement in learning area/subject outcomes at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
F2d1						
F2d2						
F2d3						

Key Issue 6.3: Learner achievement in extra curricula activities						
Please indicate which of the following you have in place at your school:						Yes
F3a1	(linked to F2a) A profile for each learner that documents and monitors their achievement in extracurricular activities.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
F3b1	Most learners are able to make good progress in extra curricula activities with little supervision.	1	2	3	4	5
F3b2	Learners are performing to their potential in all extra curricula activities.	1	2	3	4	5
F3b3	Most learners fare well when competing against other schools and learners from other schools.	1	2	3	4	5
F3b4	Learners are motivated to participate in extra curricula activities.	1	2	3	4	5
Key issue 6.3 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
F3c	What is your overall rating of learner achievement in extra curricula activities at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
F3d1						
F3d2						
F3d3						

Sources of information to complete tables:

- Interviews with school community (i.e. educators, non-educators, parents, learners, SGB, SMT, Department of Education officials).
- Language assessments
- Numeracy assessments
- Critical outcome assessments
- National systemic assessments as a measuring stick (Grades 3, 6,9 and 12)
- External assessment results (e.g. General Education and Training Certificate and Further Education and Training Certificate results).
- Learner profiles, learner portfolio and tracking of learners.

AREA 7: SCHOOL SAFETY, SECURITY AND DISCIPLINE LEARNER ACHIEVEMENT

Key Issue 7.1: Provision of a safe learning environment						
Please indicate whether the following is true about your school:						Yes
G1a1	The school has a school safety committee in place that oversees safety and security policies and issues and reports to the principal and SGB accordingly.					
G1a2	Safety and security regulations, policies and practice are prominently displayed in appropriate places.					
G1a3	The school keeps detailed records of all safety and security incidents.					
G1a4	The school has a first aid kit.					
G1a5	Emergency equipment in place (e.g. fire hydrants, sand buckets) and checked regularly					
G1a6	The school has an emergency plan and procedures in place (e.g. fire, natural disasters, etc.).					
G1a7	Regulations for the transporting and supervision of learners on school trips/outings are in place.					
G1a8	Procedures are in place to effectively deal with teachers abusing or having inappropriate relationships with learners.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
G1b1	Staff members and learners know how to react in instances of emergency and disaster, including transport arrangements (e.g. emergency practice drills are held regularly).	1	2	3	4	5
G1b2	Classes and laboratories are safe and secure.	1	2	3	4	5
G1b3	The school grounds (e.g. playgrounds) are safe and secure.	1	2	3	4	5
G1b4	The school ensures that learners and staff on school premises are safe from outside dangers e.g. potentially violent criminals.	1	2	3	4	5
G1b5	The school safety policy indicates clear ways of dealing with drugs and weapons.	1	2	3	4	5
G2b6	The local community contributes towards the safe keeping of the schools premises.	1	2	3	4	5
G1b7	The school has good relationships with local police, traffic department and fire brigade.	1	2	3	4	5
G1b8	All staff members relate positively to the learners (e.g. there is no verbal or physical abuse of learners)	1	2	3	4	5
G1b9	Educators and learners are not threatened by each other or their peers but work together in a caring environment.					

Key issue 7.1 summary:		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
G1c	What is your overall rating of the provision of a safe learning environment at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
G1d1						
G1d2						
G1d3						

Key Issue 7.2: Contribution towards the welfare of learners						
Please indicate whether the following is true about your school:					Yes	
G2a1	The school has a record of all learners who are orphans and/or staying with guardians.					
G2a2	The school has a policy and procedures in place for supporting orphans, children at risk (e.g. abused children) and teenage pregnancy.					
G2a3	A feeding scheme is in place for malnourished learners					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
G2b1	The school has strong links with the Social Welfare Department, NGO's and other relevant organisations in the area (e.g. Lifeline, Famsa, child line, etc.).	1	2	3	4	5
G2b2	Appropriate structures are in place in the school for counselling and referral of learners.	1	2	3	4	5
G2b3	Appropriate structures and programmes are in place to mentor and support learners who are at risk	1	2	3	4	5
G2b4	The school environment caters and protects LSEN learners as well as educators and learners with disabilities.	1	2	3	4	5
Key issue 7.2 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
G2c	What is your overall rating of the contribution towards the welfare and safety of learners by the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
G2d1						
G2d2						
G2d3						

Key Issue 7.3: Learner discipline policy and procedures						
Please indicate which of the following you have in place at your school:						Yes
G3a1	A learner discipline policy is in place.					
G3a2	A number of alternative discipline procedures (i.e. not corporal punishment) are in place.					
G3a3	Disciplinary procedures for learners requiring and reporting discipline are in place.					
G3a4	Up to date discipline records and related minutes that are regularly monitored.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
G3b1	The learner discipline policy and procedures are in keeping with the SA constitution and related legislation.	1	2	3	4	5
G3b2	The learner discipline policy and procedures are known and supported by the school community.	1	2	3	4	5
G3b3	The discipline policy is active and used in a consistent way.	1	2	3	4	5
G3b4	The discipline that takes place in the school is in keeping with related legislation	1	2	3	4	5
G3b5	Discipline methods and procedures are effective.	1	2	3	4	5
G3b6	Positive discipline is also applied (e.g. rewarding of learners who always obey school rules).	1	2	3	4	5
G3b7	There is clear and constant communication with parents so that they can support discipline efforts.	1	2	3	4	5
G3b8	The relevant policies e.g. code of conduct and disciplinary procedures are revisited at regular intervals by management, staff and learners to ensure that they are effective.	1	2	3	4	5
G3b9	Procedures are in place to effectively deal with learners' bullying or abuse of other learners.	1	2	3	4	5
Key issue 7.3 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
G3c	What is your overall rating of the learner discipline policy and procedures at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
G3d1						
G3d2						
G3d3						

Sources of information to complete tables:

- Interviews with school community (i.e. educators, non-educators, parents, learners, SGB, SMT, Department of Education officials).
- Minutes of School Safety Committee.
- Safety policy.
- Discipline policy.
- Learners at risk policy.
- Safety equipment inventory and maintenance plans.
- Checking of emergency equipment.
- Records of any accidents, breaches of security, emergency incidents.
- Emergency evacuation plans for fire and disaster.
- Records of emergency drills

AREA 8: SCHOOL INFRASTRUCTURE/RESOURCES

Key Issue 8.1: School buildings and teaching facilities						
Please indicate which of the following you have in place at your school:					Yes	
H1a1	An inventory (list) of school buildings and facilities that need to be repaired					
H1a2	Maintenance plans for the school buildings and facilities					
H1a3	Piped water supply.					
H1a4	Taps in the learner toilets					
H1a5	Taps in the staff toilets					
H1a6	Electricity					
H1a7	There are no dangerous health or other risks (e.g. stagnant water, dangerous buildings).					
Please indicate to what extent you agree with the following statements:		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
H1b1	There are sufficient classes and other buildings for teaching, learning and school administration.	1	2	3	4	5
H1b2	Buildings are in good state of repair, are clean and are regularly and well maintained.					
H1b3	The school makes good use of the buildings and teaching facilities that they have.					
H1b4	The inventory (list) of what needs to be repaired is regularly updated.	1	2	3	4	5
H1b5	Buildings and facilities are repaired according to maintenance plans	1	2	3	4	5
H1b6	Sufficient finances are allocated to support maintenance and development of buildings and facilities.	1	2	3	4	5
H1b7	Boarding accommodation is well maintained and provides a healthy environment for learners.					
H1b8	The school has adequate water supply.	1	2	3	4	5
H1b9	The school has sufficient toilets for its learners	1	2	3	4	5
H1b10	The school has sufficient toilets for its staff.	1	2	3	4	5
H1b11	The learner toilets are clean and hygienic	1	2	3	4	5
H1b12	The staff toilets are clean and hygienic	1	2	3	4	5
H1b13	Fundraising campaigns contribute towards the improvement of infrastructure.					

Key issue 8.1 summary:		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
H1c	What is your overall rating of the school buildings and teaching facilities?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
H1d1						
H1d2						
H1d3						

Key Issue 8.2: Extra curricula facilities and grounds						
Please indicate which of the following are in place at your school:						Yes
H2a1	Sports fields and related facilities.					
H2a2	An inventory (list) of what needs to be repaired at the sports fields and related facilities.					
H2a3	Maintenance plans for the sports fields and related facilities.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
H2b1	There are sufficient sports fields and other extra curricula facilities.	1	2	3	4	5
	Sports fields and related facilities are in a good state and are regularly and well maintained.	1	2	3	4	5
H2b2	The inventory (list) of what needs to be repaired is regularly updated.	1	2	3	4	5
H2b3	Sports fields are maintained and repaired according to maintenance plans	1	2	3	4	5
H2b4	Sufficient finances are allocated to support the maintenance and development of sports facilities and school grounds.	1	2	3	4	5
H2b5	Fundraising campaigns contribute towards the maintenance and improvement of extra curricula facilities and grounds.	1	2	3	4	5
H2b6	The school makes good use of the sports facilities and grounds that they have	1	2	3	4	5
Key issue 8.2 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
H2c	What is your overall rating of the extra curricula facilities and grounds at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
H2d1						
H2d2						
H2d3						

Key Issue 8.3: Equipment and resources										
Please indicate which of the following you have in place at your school:						Yes				
H3a1	An inventory (list) of all equipment is kept.									
H3a2	An inventory (list) of all equipment that needs repairs is kept.									
H3a3	A library									
H3a4	A plan for the future acquisition of resources.									
Please indicate to what extent you agree with the following statements:										
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree				
H3b1	All equipment is regularly maintained and repaired.					1	2	3	4	5
H3b2	Equipment is repaired according to an inventory.					1	2	3	4	5
H3b3	The school library is well-maintained					1	2	3	4	5
H3b4	Sufficient finances are allocated to support the maintenance and development of equipment and resources.					1	2	3	4	5
H3b5	All necessary equipment needed to support teaching and learning is in place.					1	2	3	4	5
H3b6	All available resources are used effectively and efficiently.					1	2	3	4	5
H3b7	The school is able to access transport to support curriculum and extra-curriculum activities.					1	2	3	4	5
H3b8	Fundraising campaigns contribute towards the acquisition and improvement of resources.					1	2	3	4	5
Key issue 8.3 summary:										
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding				
H3c	What is your overall rating of the school's equipment and resources ?					1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:										
H3d1										
H3d2										
H3d3										

Key Issue 8.4: Staffing

Please indicate which of the following you have in place at your school: **Yes**

H4a1	A list of all current staff at the school (including contact and other details)	
H4a2	A staff attendance register	
H4a3	A list of duties for non-educator staff	

Please indicate to what extent you agree with the following statements:

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
H4b1	There are sufficient teachers to provide a reasonable teacher/learner ratio.	1	2	3	4	5
H4b2	There are sufficient teachers in all learning areas and subjects.	1	2	3	4	5
H4b3	The school employs a sufficient number of non-educators (e.g. secretary and cleaners).	1	2	3	4	5
H4b4	The non-educators' performance management and development systems functions satisfactorily	1	2	3	4	5
H4b5	Non-educator staff performs their duties effectively and efficiently.	1	2	3	4	5
H4b6	Non-educators readily participate in the quality management process.	1	2	3	4	5
H4b7	Non-educators readily participate in professional development programmes.	1	2	3	4	5

Key issue 8.4 summary:

		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
H4c	What is your overall rating of staffing at the school?	1	2	3	4	5

If you have indicated a need for support or improvement, please describe your needs:

H4d1	
H4d2	
H4d3	

Sources of information to complete tables:

- Interviews with school community (i.e. educators, non-educators, parents, learners, SGB, SMT, Department of Education officials).
- Discussions with non-educator staff such as caretaker(s) and cleaners.
- On-site visits and inspections.
- Records of educators employed at school and timetable allocation (e.g. is there a balance workload and sufficient suitably qualified teachers for the learning areas and subjects offered by the school).
- School budget and income and expenditure statements.
- School asset register, records of state of buildings and maintenance plans.

AREA 9: PARENTS AND COMMUNITY

Key Issue 9.1: Communication with parents										
Please indicate which of the following you have in place at your school:						Yes				
I1a1	Written reports on learners' progress are sent to parents (once a term).									
I1a2	Consultations and meetings with parents are organised to discuss learners' progress and other issues.									
I1a3	Parents are notified of their children's successes and positive achievements.									
I1a4	Parents are notified and counselled regarding their children's behavioural problems									
Please indicate to what extent you agree with the following statements:										
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree				
I1b1	There are good channels of communication between the parents and the school.					1	2	3	4	5
I1b2	Information on the school and its teaching and learning activities is clearly communicated to the parents on a regular basis.					1	2	3	4	5
I1b3	The system of reporting to parents regarding their children's progress works well.					1	2	3	4	5
I1b4	Parents react to communication from the school (e.g. invitations to parent meetings, requests for fundraising assistance, etc.).					1	2	3	4	5
Key issue 8.1 summary:										
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding				
I1c	What is your overall rating of the school's communication with parents?					1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:										
I1d1										
I1d2										
I1d3										

Key Issue 9.2: Parents and community involvement in school activities						
Please indicate which of the following are in place at your school:					Yes	
I2a1	Parents are represented on the SGB.					
I2a2	Parents are involved in fundraising activities.					
I2a3	Parents assist with school maintenance.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I2b1	A sufficient number of parents partake in school activities.	1	2	3	4	5
I2b2	Parents offer their skills to assist the school to function as a caring and high quality education community.	1	2	3	4	5
I2b3	Parents' suggestions are taken seriously.	1	2	3	4	5
I2b4	The school community plays a valuable role in supporting school activities.	1	2	3	4	5
I2b5	Where the parents do not contribute school fees they support the school in other ways.	1	2	3	4	5
I2b6	School and parents work together to guide and develop learners.	1	2	3	4	5
Key issue 9.2 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
I2c	What is your overall rating of parents and community involvement in school activities?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
I2d1						
I2d2						
I2d3						

Key Issue 9.3: Development opportunities for parents and the community						
Please indicate which of the following you have in place at your school:						Yes
I3a1	The school has a list of the skills that parents can offer to assist in school maintenance, development and activities (e.g. repairs, coaching, class sitting, baking, etc.).					
I3a2	The school has some development/skills programmes in place for parents.					
Please indicate to what extent you agree with the following statements:						
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I3b1	The school is aware of parents' (and where applicable the community's) educational and developmental needs.	1	2	3	4	5
I3b2	The school assists parents to meet their education and developmental needs.	1	2	3	4	5
I3b3	The parents and community make use of development opportunities offered by the school.	1	2	3	4	5
I3b4	The school plays an active role in the local community.	1	2	3	4	5
I3b5	Where needed the school is able to draw other funders and organisations into these activities.	1	2	3	4	5
Key issue 9.3 summary:						
		Needs urgent support	Needs improvement	Acceptable	Good	Outstanding
I3c	What is your overall rating of development opportunities for parents and the community at the school?	1	2	3	4	5
If you have indicated a need for support or improvement, please describe your needs:						
I4d1						
I4d2						
I4d3						



Sources of information to complete tables:

- Interviews with school community (i.e. educators, non-educators, parents, learners, SGB, SMT, Department of Education officials).
- Minutes of meetings held by SMT, SGB and RCL
- Learner reports prepared for parents.
- General newsletters, reports or feedback sessions to the parents.
- Notes of parent consultations.
- Evidence of community interventions and projects.
- Inclusion of community outreach in school learning programmes.

Appendix 4: Key issue summary statement table

KEY ISSUE SUMMARY STATEMENTS

1. BASIC FUNCTIONALITY OF THE SCHOOL					
Key Issue	Summary	Assessment Status			
		Out-standing	Good	Needs Improve.	Needs Urgent Improve.
1. Basic functionality of the school					

2. LEADERSHIP, MANAGEMENT AND COMMUNICATION

<i>Key Issue</i>	<i>Summary</i>	<i>Assessment Status</i>			
		<i>Out-standing</i>	<i>Good</i>	<i>Needs Improve.</i>	<i>Needs Urgent Improve.</i>
<i>1. Vision and mission statements</i>					
<i>2. Policies and procedures</i>					
<i>3. Overall leadership and management of the school</i>					
<i>4. Administration of resources and records</i>					
<i>5. Personnel (management)</i>					
<i>6. Decision making and accountability</i>					
<i>7. Leadership, management and servicing the SGB</i>					
<i>8. Strategic planning and EMD</i>					

3. Governance and relationships

Key Issue	Summary	Assessment Status			
		Out-standing	Good	Needs Improve.	Needs Urgent Improve.
1. Composition and meeting of the School Governing Body					
2. Roles and responsibilities of the School Governing Body					
3. The SGB's relationship with the school					

4. Quality of teaching and learning and educator development

Key Issue	Summary	Assessment Status			
		Out-standing	Good	Needs Improve.	Needs Urgent Improve.
1. Educator development processes and structures					
2. Creation of positive learning environment and use of resources					
3. Knowledge of curriculum and learning programmes					
4. Lesson planning, preparation, and presentation					
5. Learner assessment and achievement					
6. Professional development and participation in professional bodies					
7. Human relations and contribution to school development					
8. Extra curricula and co-curricula participation					

5. Curriculum, provisioning and resources

Key Issue	Summary	Assessment Status			
		<i>Out-standing</i>	<i>Good</i>	<i>Needs Improve.</i>	<i>Needs Urgent Improve.</i>
1. National and Provincial curriculum guidelines					
2. The school's curriculum is well structured and well planned					
3. Resources to support the curriculum					

6. Learner achievement

Key Issue	Summary	Assessment Status			
		<i>Out-standing</i>	<i>Good</i>	<i>Needs Improve.</i>	<i>Needs Urgent Improve.</i>
1. Learners achieve the expected levels in literacy, numeracy and life skills					
2. Learner achievement in learning area / subject outcomes					
3. Learner achievement in extra curricula activities					

7. School safety, security and discipline

Key Issue	Summary	Assessment Status			
		<i>Out-standing</i>	<i>Good</i>	<i>Needs Improve.</i>	<i>Needs Urgent Improve.</i>
1. The school provides a safe learning environment					
2. The school contributes positively towards the welfare and safety of its learners					
3. Learner discipline policy and procedures					

8. School Infrastructure / resources

Key Issue	Summary	Assessment Status			
		<i>Out-standing</i>	<i>Good</i>	<i>Needs Improve.</i>	<i>Needs Urgent Improve.</i>
1. School buildings and teaching facilities					
2. Extra-curricula facilities and grounds					
3. Equipment and resources					
4. Staffing					

9. Parents and community

Key Issue	Summary	Assessment Status			
		<i>Out-standing</i>	<i>Good</i>	<i>Needs Improve.</i>	<i>Needs Urgent Improve.</i>
1. Communication with parents					
2. Parents and community involvement in school activities					
3. Development opportunities for parents and the community					

Appendix 5: Priority problem identification sheet template

PRIORITY PROBLEM IDENTIFICATION SHEET TEMPLATE

Key Issue	Problem Statement	Rating ¹	Project to address issue/s ²	Needs urgent improvement (SIP)	Acceptable for now, but needs improvement (Build into SDP)	
				Yr 1	Yr 2	Yr 3

1. Basic Functionality of the school						
2.1 Vision & mission statements.						
2.2 Policies & procedures						
2.3 Overall leadership and management of the school						
2.4 Administration of resources & records						
2.5 Personnel (management)						
2.6 Decision making & accountability						

¹ Performance Rating Scale

5 = outstanding, 4 = good, 3 = acceptable, 2 = needs improvement, 1 = needs urgent improvement

² If a project addresses more than one key issue please highlight linkages.

2.7 Leadership, management & servicing of SGB						
2.8 Strategic planning & EMD						
3.1 Composition and meeting of the School Governing Body						
3.2 Roles and responsibilities of the School Governing Body						
3.3 The SGB's relationship with the school						
4.1 Educator development processes and structures						
4.2 Creation of positive learning environment and use of resources						
4.3 Knowledge of curriculum and learning programmes						
4.4 Lesson planning, preparation, and presentation						
4.5 .Learner assessment and achievement						

4.6 Professional development and participation in professional bodies						
4.7 Human relations and contribution to school development						
4.8 Extra curricula and co-curricula participation						
5.1 National and Provincial curriculum guidelines						
5.2 The school's curriculum is well structured and well planned						
5.3 Resources to support the curriculum						
6.1 Learners achieve the expected levels in literacy, numeracy and life skills						
6.2 Learner achievement in learning area / subject outcomes						
6.3 Learner achievement in extra curricula activities						

7.1 The school provides a safe learning environment						
7.2 The school contributes positively towards the welfare and safety of its learners						
7.3 Learner discipline policy and procedures						
8.1 School buildings and teaching facilities						
8.2 Extra-curricula facilities and grounds						
8.3 Equipment and resources						
8.4 Staffing						
9.1 Communication with parents						

9.2 Parents and community involvement in school activities						
9.3 Development opportunities for parents and the community						

Appendix 6: Priority problem analysis example: Infrastructure

PROBLEM CAUSES & SOLUTIONS EXAMPLE: INFRASTRUCTURE

AREA: *School Infrastructure & Resources*

PRIORITY PROBLEM: *Buildings*

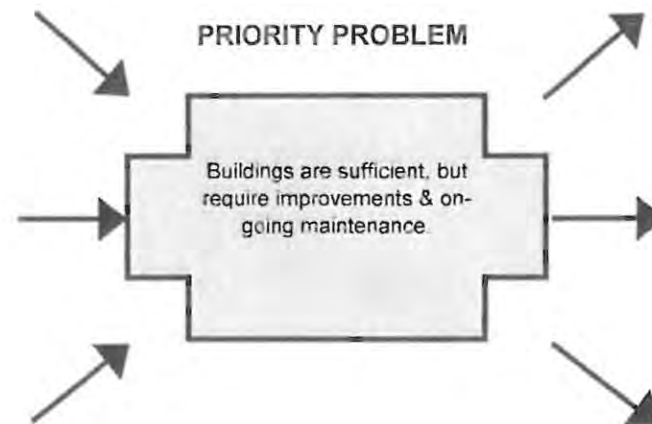
ANALYSIS OF PRIORITY PROBLEM:

CAUSES (List & Highlight Core Cause)

1. Funds
2. Caretaker
3. Maintenance
4. Vandalism

SOLUTIONS (List & Highlight Best)

1. Skilled Parents
2. Outsource to Company
3. Learners



PROJECT DESCRIPTION:

To improve the general condition of all School buildings by introducing on-going maintenance measures undertaken by skilled parents.

Appendix 7: Project planning example: Infrastructure

AREA: School Infrastructure & Resources

PROJECT NAME: Building Together

PROJECT PLAN:

	Activities	Who	Jan-05	Feb-05	Mar-05	Apr-05	May-05	Jun-05	Jul-05	Aug-05	Sep-05	Oct-05	Nov-05	Dec-05	Jan-06	Cost
BUILDING REGISTER																
1	Prepare a Format for Register	Proj Team														
2	Complete & Maintain Register	Caretaker		ongoing												
SCHEDULE OF SKILLED PARENTS																
3	Invite Parents to a Meeting	Proj Team														R 2,000
4	Request Parents to Register Interest	Proj Team														
5	Prepare Schedule of Skilled Parents	Proj Team														
MAINTENANCE PLAN																
6	Prepare List of on-going Maintenance Tasks	Caretaker														
7	Request Parents to Submit Tenders	Proj Team														
8	Prepare Maintenance Plan & Cost	Proj Team														Budget
9	Obtain Approval	SMT & SGB														
10	Evaluate Tenders & Appoint Successful Parents															
11	Supervise & Monitor on-going Maintenance Tasks	Caretaker								ongoing						
LIST OF IMPROVEMENTS																
12	Prepare List of Urgent Improvements	Caretaker														
13	Request Parents to Submit Tenders	Proj Team														
14	Prepare Improvements Plan & Cost	Proj Team														Budget
15	Obtain Approval	SMT & SGB														
16	Evaluate Tenders & Appoint Successful Parents	Proj Team														
17	Supervise & Monitor Improvement Tasks	Caretaker								ongoing						
BUDGET																
18	Prepare an Annual Budget for Maintenance & Improvements	Proj Team														
19	Obtain Approval	SMT & SGB														
POLICIES																
20	Prepare policies relating to the usage of all Buildings	Proj Team														
21	Obtain Buy-In & Approval	Proj Team														
22	Apply Policies relating to usage of all Buildings	Caretaker								ongoing						

Appendix 8: Summative evaluation (July 2006)

SUMMATIVE EVALUATION

PRIORITY	AREA*	List the key issues (if any) related to the area that need to be addressed in order of priority. Do not list more than 3 key issues for each area.	Please supply specific details of what needs to be addressed and possible solutions/projects.
HIGH	1		
	2		
	3		
MEDIUM	4		
	5		
	6		
LOW	7		
	8		
	9		

AREA*	Key Issue
Basic Functionality of the school	Leadership Organisational Culture Core values Policies Systems Teaching & Learning Timetable Serious misconduct Facilities SGB Finances
Leadership, management and communication	Vision & mission statements Policies & procedures Administration of resources & records Communication
Governance & relationships	Composition & meeting of the SGB Roles & responsibilities of the SGB
Quality of teaching and learning and educator development	Educator development processes and structures. Lesson planning, preparation and presentation. Knowledge of curriculum & learning programmes. Educators use teaching strategies that accommodate all learners. Educators use resources effectively. Educators create a positive learning environment. Learner assessment & achievement. Educators make good use of homework. Educators make use of appropriate processes to evaluate the success of lessons. Professional development & participation in professional bodies.
Curriculum, provisioning and resources	National and provincial curriculum & guidelines. The school curriculum is well structured & planned. The school provides co-curricula and extra-curricula activities to enhance the curriculum. There are resources to support the curriculum.
Learner Achievement	Learners achieve expected levels in literacy, numeracy & lifeskills Learners achieve sufficiently in learning areas/subjects. Learners achieve sufficiently in curricula activities.
School, safety, security and discipline	The school provides a safe learning environment. The school contributes towards the welfare and safety of its learners. Learner discipline policy and procedures are in place.

School infrastructure/resources	School buildings & teaching facilities. Extra curricula facilities & grounds. Equipment & resources. Staffing.
Parents & community	Communication with parents Parents and community involvement in school activities. Development opportunities for parents and the community.

Appendix 9: Needs analysis of initial two pilot secondary schools

BONTHOOGTE

Focus Area	School	GMSAF	Other Agency
<i>Leadership & Management</i>	Finalise vision & mission		
<i>Leadership & Management</i>	Vision integration	Integration of V & M (George)	
<i>Leadership & Management</i>	Collect policies	Policy writing (Andre)	
<i>Leadership & Management</i>		Content of policies (Andre)	PCRD
<i>Leadership & Management</i>	Central Filing		
<i>Leadership & Management</i>	Newsletter		Communication within school (levels)
<i>Leadership & Management</i>	Postive media reports	Media contacts (Adele)	
<i>School Governance</i>	SGB Election	SGB sub-coms & training (Andre/Paula)	
<i>School Governance</i>	Fundraising	Fundraising (Adele)	
<i>School Governance</i>	RCL Training	RCL Training	
<i>Quality of T & L</i>	IQMS	IQMS	
<i>Quality of T & L</i>		Motivation workshops (Pam/George)	
<i>Quality of T & L</i>		Time Management	
<i>Quality of T & L</i>		ACE (LAC)	NMMU
<i>Quality of T & L</i>		Maths (Piet)	
<i>Quality of T & L</i>		Life Skills	NMMU/other
<i>Curriculum</i>	Links with feeder schools		
<i>Curriculum</i>	FET preparation	Edwin/Beulah	DoE
<i>Curriculum</i>	Library	support	
<i>Curriculum</i>	Media equipment	liase	Shuttleworth
<i>Learner achievement</i>	Numeracy, literacy interventions	Beulah/Piet	NMMU (lifeskills)
<i>Learner achievement</i>	Grade 8 testing	Liaison	APAP unit & ACE course NMMU
<i>Learner achievement</i>	LSEN learners	Organise form/workshops	
<i>Learner achievement</i>	Increase sporting/cultural activities		
<i>Learner achievement</i>	Rolemodel talks for learners		
<i>Learner achievement</i>	Merit system		
<i>Safety & Security</i>	Draw up evacuation plan & practice		
<i>Safety & Security</i>	Safety policy & plan (see L&M)		
<i>Safety & Security</i>	Welfare policy (see L&M)	Andre	
<i>Safety & Security</i>	First Aid training & sick bay	Liaise	ST Johns Ambulance/Ght

			agency
<i>Safety & Security</i>	Discipline policy and procedures	Andre	PCRD
<i>Infrastructure</i>	Supervision of classes (absent teachers)		
<i>Infrastructure</i>	Secure substitute teachers		
<i>Infrastructure</i>	Upgrade toilets, etc. (Maintenance plan)		
<i>Infrastructure</i>	School Hall planning	Fundraising (Adele)	
<i>Infrastructure</i>	Upgrade sportsfields (Maintenance plan)		
<i>Parents & Community</i>	Parent/learner meetings		
<i>Parents & Community</i>	Drug policy (L&M)	Andre	PCRD
<i>Parents & Community</i>	Feeding (Soup kitchen)	Liaison	Department of Social Development
<i>Parents & Community</i>	Market school premises		

MASIHAMBE

Focus Area	School	Delta Foundation	Other Agency
<i>Leadership & Management</i>	Vision integration	Vision integration (George)	
<i>Leadership & Management</i>		Policy writing (Andre)	
<i>Leadership & Management</i>	HOD Structure		
<i>Leadership & Management</i>	RCL Training	RCL Training	
<i>School Governance</i>		SGB Training (Andre/Paula)	
<i>Quality of T & L</i>	IQMS	IQMS	
<i>Quality of T & L</i>	Class Attendance	Attendance analysis & presentation	
<i>Quality of T & L</i>		ACE/LAC	NMMU
<i>Quality of T & L</i>		Computer Training	Shuttleworth
<i>Quality of T & L</i>	FET Subject selection & preparation	Edwin/Beulah	DoE
<i>Curriculum</i>	Textbooks		
<i>Curriculum</i>	Teacher identification (FET?)		
<i>Learner achievement</i>	Literacy, numeracy & lifeskills interventions	Beulah/Piet	NMMU (lifeskills)
<i>Learner achievement</i>	APAP testing Gr 8	liaise	APAP unit & ACE course NMMU
<i>Safety & security</i>	Health Box	liaise	Department of social development
<i>Safety & security</i>	Adopt-a-cop		Walmer police station
<i>Safety & security</i>	Safety policy & plan	liaise	PCRD
<i>Safety & security</i>	HIV/AIDs policy	liaise	PCRD
<i>Safety & security</i>	Discipline policy	liaise	PCRD
<i>Safety & security</i>	Security of infrastructure		
<i>Infrastructure</i>	Building repairs		
<i>Infrastructure</i>	Maintenance Register		
<i>Infrastructure</i>	Ground maintenance		
<i>Infrastructure</i>	Recycling	liaise	agency
<i>Infrastructure</i>	Fundraising	Fundraising (Adele)	
<i>Infrastructure</i>	Staffing		
<i>Infrastructure</i>	Textbook control		
<i>Parents & community</i>	Communication structures		
<i>Parents & community</i>	Parent learner profile	Assist with collation of info and survey	
<i>Parents & community</i>	Garden/feeding scheme	liaise	Department of social development

BONTHOOGTE WHOLE SCHOOL EVALUATION & DEVELOPMENT TRACKING AND PLANNING

FOCUS AREA	COMPLETED PROJECTS (2004)	ONGOING PROJECTS	PROJECTS 2005/2006
1. QUALITY OF TEACHING AND LEARNING	<ol style="list-style-type: none"> 1. Needs identification instrument 2. Motivation: Sessions with George Euvrard 3. IQMS Orientation & PGP Self Analysis 4. Maths: Piet Human (US) 	<ol style="list-style-type: none"> 1. PGP – IQMS 2. ACE programme 3. Maths Literacy 4. Life Orientation 	<ol style="list-style-type: none"> 1. IQMS – fully functional 2. Lesson & learning programmes (UPE) 3. ACE Mentorship 4. Maths & LO
2. LEARNER ACHIEVEMENT	<ol style="list-style-type: none"> 1. Numeracy & Literacy testing (APAP) 2. Grade 8 classes were tested over a period of 3 days. Results will be reported by UPE. A report was written. At the end of each day a comparison was made w.r.t. March results. Same group will be tested in 2005. 	<ol style="list-style-type: none"> 1. Sport & Cultural activities 2. Learner motivation 3. Merit system 4. LSEN & gifted learners 	<ol style="list-style-type: none"> 1. Curriculum expansion 2. New subjects to be investigated 3. Travel & Tourism 4. Technical drawings 5. IT 6. Look at learner motivation
3. PARENTS AND COMMUNITY	<ol style="list-style-type: none"> 1. S.O.S. Village Peer Educators 2. Cancer awareness amongst learners 3. HIV/AIDS awareness 4. HIV Policy 5. YMCA Organisation 6. (Learners, Educators & Parents) visiting the Frail & Aged 	<ol style="list-style-type: none"> 1. S.O.S. Peer Educators 2. YMCA Peer Educators 3. School Drug Policy 4. HIV/AIDS awareness 5. School Feeding (Bread) 	<ol style="list-style-type: none"> 1. Soup Kitchen 2. Fundraising 3. Learner, Parent, Teacher meetings with all grades 4. (2006) Market availability of school premises: ABET & Computer Lab.

<p>4. LEADERSHIP, MANAGEMENT & COMMUNITY</p>	<ol style="list-style-type: none"> 1. Regular publication of newsletter: to facilitate and improve communication with parents 2. Leadership. Management, Motivational issues at Pine Lodge 3. Policies: HIV Aids 	<ol style="list-style-type: none"> 1. Distribution of various vision & mission statements for comparative purposes 2. Re-visiting existing policies to bring in line with Seaview Vision Crafting 	<ol style="list-style-type: none"> 1. Regular motivational sessions 2. Central location for revised policy 3. Minutes of various learning are meetings 4. Monitoring: Intervention & communication at school 5. Liaise with André Forbes – Delta Foundation
<p>5. CURRICULUM</p>	<ol style="list-style-type: none"> 1. Liaise with feeder schools about learning programmes 	<ol style="list-style-type: none"> 1. Re-organisation of Library: viz. sorting catalogue 	<ol style="list-style-type: none"> 1. Expansion of the Curriculum (FET & GATEWAY subjects) 2. Collaborate with feeder schools about early identification with LSEN learners 3. Multi-media room

6. INFRASTRUCTURE	<ol style="list-style-type: none"> 1. Relocation of Tuck shop & undercover area 2. Stone guards 3. Perimeter fence 	<ol style="list-style-type: none"> 1. Upgrade of toilets, staff room & kitchen 2. Foster care – supervision 	<ol style="list-style-type: none"> 1. Upgrade of sports fields for winter codes 2. Multi purpose room/hall 3. Overhead projectors in each room with screens 4. Resource room for YMCA/TADA/RCL etc.
7. SAFETY & SECURITY	<ol style="list-style-type: none"> 1. Servicing of Fire extinguishers 2. Security guard between school hours 3. Perimeter fence 4. Detention 5. Alarm system 6. Code of Conduct 	<ol style="list-style-type: none"> 1. Further upgrade of security measures 	<ol style="list-style-type: none"> 1. Revise evacuation plan and access control 2. First Aid Training 3. Making sick bay fully operational
8. GOVERNANCE	<ol style="list-style-type: none"> 2. Elections of Office Bearers 3. Induction of SGB 4. Parent meeting to discuss Budget & School Fees 5. Workshops 6. S.A. Schools Act & DC procedures 	<ol style="list-style-type: none"> 1. Fundraising Workshop 	<ol style="list-style-type: none"> 1. Activate Sub-committees to build capacity of SGB 2. Develop instruments to sustain progress

Appendix 11: Masihambe's achievements and plans example

MASIHAMBE ACHIEVEMENTS AND PLANS 2004-2006

Leadership, management and relationships	
Achievements 2004 – 2005	Plans 2006
<ul style="list-style-type: none"> • 2004 – managed to provide school with vision and mission statement • 2005 – compiled school policy BUT not accepted by SGB and not yet taken to learners • Language policy was developed, and presented by ACE teachers BUT reached parents and learners • Exam policy completed • Other policies being worked on – bereavement and curriculum • Important should have management represented on this focus group 	<ul style="list-style-type: none"> • Draft a code of conduct for the learners • Collect data: e.g. <ul style="list-style-type: none"> ○ Policies from other focus areas ○ File these policies • Evaluate old policies and make necessary changes <p>Monitor communication channels – so principal can be aware of all out-going communication</p>
Governance and relationships	
Achievements 2004 – 2005	Plans 2006
<ul style="list-style-type: none"> • Elections conducted (2004) • SGB members were contacted (2005) • Communications improved • SGB functioned • School policy presented to the SGB BUT could not be adopted • Two parents' meetings were held and these were chaired by SGB members 	<ul style="list-style-type: none"> • RCL elections • RCL induction and training (make use of SADTU Education Desk) • Appoint new teacher reps to SGB • All teachers are involved in school SGB (not only from this committee) • Ensure that there is allowance for teachers to attend these meetings • SGB elections towards end of 2006 • Use information from Parents' Profiles to determine training needs • Undertake training of new SGBs • Drafting of SGB constitution: Focus on <ul style="list-style-type: none"> ○ Aids ○ LSEN (Mr Kani to help here) • Ensure SGB scrutinize and adopt all school policies <ul style="list-style-type: none"> ○ Language ○ Discipline ○ Sport ○ Admission ○ Fund raising ○ HIV AIDS <p>Facilitate auditing of school finances (request UPE to assist here)</p>

Quality of teaching and learning and educator development	
Achievements 2004 – 2005	Plans 2006
<ul style="list-style-type: none"> • Attendance research – BUT needs management to follow-up • IQMS training (vocation and implementation) • Workshops for <ul style="list-style-type: none"> ○ LO ○ Life Line ○ Maths Literacy ○ ACE • RECOMMENDATIONS: <ul style="list-style-type: none"> ○ Follow-up on results from attendance research ○ Follow-up training needed for LAC ACE teachers 	<ul style="list-style-type: none"> • Attendance register for both teachers and learners – need to be followed-up from leadership and management • Teacher and learner portfolios to be monitored termly – again need support from SMT • IQMS • Ensure maximum use of resources at school by teachers, e.g. <ul style="list-style-type: none"> ○ DStv ○ Readers ○ Graphic calculator ○ Videos ○ Internet <p>LAC ACE educators</p>
Learner achievement	
Achievements 2004 – 2005	Plans 2006
<ul style="list-style-type: none"> • LAC ACE – teachers are part of this focus area • APAP – learner testing (still marking Gr 9 papers) • Used these results to develop reading programme • Tried to collect exam papers and memos and schedules for future reference • GOALS: <ul style="list-style-type: none"> ○ Prize-giving in March 2006 ○ Student cards ○ Selection of learners – according to their performance; help learners to select most suitable career direction 	<ul style="list-style-type: none"> • Develop learner achievement policy • Draw up a programme for quarterly awards assembly (prize giving) • Assist learners in selection of subjects (Gr 9 & Gr 10) • Also help in selection of HG and SG learners • Generate student cards • Request all educators to submit exam papers and memos for safe-keeping • Consider promotions and condonations <p>Continue with APAP!!</p>
Curriculum and resources	
Achievements 2004 – 2005	Plans 2006
<ul style="list-style-type: none"> • Collected policy documents on FET NCS • Helped organize awareness campaign to guide learners and parents and educators re. subject choices • Ordered the books needed for FET 	<ul style="list-style-type: none"> • Research on necessary resources needed by different learning areas • Plan together <i>re</i> resources that school can afford • Research on the expansion of the curriculum

Safety, security and discipline	
Achievements 2004 – 2005	Plans 2006
<ul style="list-style-type: none"> • Electronic payments of school fees • Health Box – supervised by social workers and pastor • Random checks of school by SAPS • Collected dangerous weapons from learners • Support group for HIV/AIDS learners • Ran a girls rape and crime awareness campaign 	<ul style="list-style-type: none"> • Finalise school HIV and AIDS policy <ul style="list-style-type: none"> ○ Contact NMMU law department to help with legal aspects of this policy • Finalise school safety policy <ul style="list-style-type: none"> ○ Need approval of SGB ○ Obtain buy-in from teachers and learners • Improve electronic payment system • Practise fire drills <ul style="list-style-type: none"> ○ Obtain co-operation from learners and educators ○ Obtain help from Fire Station (GMSAF?) • Develop booklet on school rules and regulations, print and distribute to every learner of school • Develop a school pledge which learners can recite at assemblies and other appropriate occasions • SANCA to deal with alcohol abuse problems of learners
Infrastructure and resources	
Achievements 2004 – 2005	Plans 2006
<ul style="list-style-type: none"> • Wall of fame • Some windows, doors and locks repaired – BUT not all of them • Install cable for computers & internet • Cleaning of toilets by Kangela Cleaning Co. • Have a maintenance plan communicated to staff • Generated money from re-cycling 	<ul style="list-style-type: none"> • Major fundraising activity – Fete • Continuation of repairing: <ul style="list-style-type: none"> ○ Windows, ○ Ceilings ○ Doors ○ Toilets ○ Walls • Have a plenary session to set definite goals on renovations 2006 • Develop a plan to deal with issue of the cleanliness of the school PLAN FOR SCHOOL HALL??

Parents and community	
Achievements 2004 – 2005	Plans 2006
<ul style="list-style-type: none"> • Survey: <ul style="list-style-type: none"> ○ Parent – learner profile ○ To find out literacy level of parents ○ To find out whether parents employed or not ○ To find out whether learners stay with biological parents or guardians ○ Skills that parents have – as alternative means of paying school fees ○ Conducted with all learners not only Gr 8 on recommendation of SGB ○ Now need to analyse the information obtained ○ Now form going to be completed when learners are admitted to school ○ GMSAF CAN HELP WITH THIS • Communication: <ul style="list-style-type: none"> ○ This has been improved ○ Notices now given to learners, churches and other community-based organisations ○ Attendance of school meetings is now much better. 	<ul style="list-style-type: none"> • Continue with 2004 – 2005 programme • Communication with parents – deal with huge rift between parents and teachers • Deal with this issue by: <ul style="list-style-type: none"> ○ Visiting community structures ○ Make school visible ○ Having talks in churches ○ Police Forum and other development forums ○ Have annual parents' day to get to know parents • Continue with gardening project • Follow-up on learner profile (parent information) – <ul style="list-style-type: none"> ○ Introduce ABET ○ Life Line to conduct parenting workshops <p>OBE workshops</p>

Appendix 12 : GMSAF summative evaluation and analysis of schools' 2006 plans and priorities

PRIORITY		PRIMARY SCHOOL 1	PRIMARY SCHOOL 2	PRIMARY SCHOOL 3	BONTHOOGTE	PRIMARY SCHOOL 4	MASIHAMBE
HIGH PRIORITY	1	School Infrastructure & Resources (school buildings renovations). DoE, fundraising, etc.	School buildings and teaching facilities	Need for achievements in literacy and numeracy:	Vision/mission consultation, finalisation and display	School Buildings & facilities (paint- funds)	Policies (discipline, finalise school policies) - language & assessment policy
			Extra-curricula facilities and grounds	Get school library running, extra reading period per class & remedial classes for numeracy.	Fundraising (Fun day/Bingo)	Extra curricula facilities & grounds.	Code of conduct for learners.
					Soup kitchen	Staffing - Development w/s for secretary	Assistance of learners with learning difficulties.
						Need a caretaker	Improve learners' reading.
						How to keep inventory for equipment repair.	
	2	Curriculum & resources. Planning & structuring guidelines from DoE.	Knowledge of Curriculum & Learning Programmes	Emergency Equipment required. Seek sponsorship	Educator development (Motivation & time management)	Need assistance to improve learner levels of literacy, numeracy & lifeskills.	Beef up SMT

		Inservice training	Educators use of teaching strategies	Emergency plan & procedures. Have regular drill practices.	Teaching strategies & create positive learning environment.	Remedial Intervention (Learners with Barriers to Learning)	SGB Training SGB Constitution (& code of conduct)
			Learner assessment		Equip library		School furniture (laboratories, desks, chairs & plumbing)
					Greater communication with feeder schools		Curriculum not cater for all needs of learners/ curriculum not develop whole learner - equip learners for post-school challenges
	3	Revisit vision & mission statement	Motivation of pupils		Fundraising to purchase resources.	Assistance with Educator development & structures; Role of PGP's and SDT not very clear.	Need for textbooks and resources.
		Staff Development in communication.			Need for more teachers		Need for emergency equipment & safety of classes & labs. First Aid Kits.

					Fundraising for aircon for computer labs.		Contribution of community in safekeeping of school.
					Staffing (librarian, bursar, social worker).		Improve relationship with police department.
					ABET for parents		Upgrading of sports & extra curricula facilities.
					Discipline procedure (as well as consistency with suspension/expulsion procedures).		Use of library & computer room to be improved.
MEDIUM PRIORITY	4	Leadership Training	Parents & community involvement in school activities	Communication - involve community leaders (e.g. churches).	Compile HIV/Pregnancy & drug policies (legalities for drug).	Develop parents & use their skills more in school.	External auditing of school finances.
		Financial training	Development opportunities for parents & community.	Involvement in school activities (Parent meetings).	SGB capacity building & finance training.	Improve communication with parents.	Need for more effective communication between parents, teachers and learners.
					Educators (latecoming, deadline & teamwork).		Building structure repairs & maintenance.

	5	Implementation of teaching & learning strategies.	Learners to achieve expected levels in literacy, numeracy & lifeskills (esp. need for remedial progs. & request for testing of learners hearing & eyesight).	Maintenance Plan	Stop & search (and smoking) Anger Management		Feeding scheme for learners.
		Motivation of educators		Upgrade sports fields & related facilities (NMMU assistance?)	Fundraising for OHP Educator from curriculum focus area onto textbook purchasing committee		Need for non-teaching staff vacancies to be filled.
					First Aid kit - gloves for each educator.		RCL Training
	6	Need remedial programmes & assistance with dealing with homework.	School provides co-curricula and extra-curricula activities to enhance the curriculum.		Upgrading learner toilets		
			Need for resources to support the curriculum.		Upgrading of fields.		
					Appointing of groundsman		
					Learner community projects (SoS village, etc.).		
					Enclosed car park (vandalism)		

LOW PRIOTIRY	7	Development of the SGB	Vision & mission statements improved upon.	Help with fundraising (Parental involvement)	Communication of need for duplication by scribes/secretaries of bodies.	Need assistance in setting up structures for counselling & referral of learners.	HOD's need regular meetings
			Policies & procedures in place	Workshops/training for SGB members	Review code of conduct for learners.	How to address needs of LSEN learners.	Leadership development
			Need for space, secretary, computer for administration of resources.		School Hall - architect plans	Programmes to mentor & support learners who are at risk.	
					Club house - cloak rooms and function facilities.		
	8	Parental involvement in the school activities (fundraising).	Roles & responsibilities of the SGB (very enthusiastic, but lack knowledge and skills).			Need relevant library books.	
						Not all educators know how to use a computer.	
	7	Need full time security	Need for fence upgrading			Need for laboratory/ science kit.	
		Code of conduct for learners & educators	Full time security				
			Each parent should receive a code of conduct for pupils each year.				



Summerstrand South Campus
Centre for Access Assessment & Research (CAAR)

RE-ASSESSMENT OF THE 2004 GRADE 8 LEARNERS: BONTHOOGTE AND MASIHAMBE HIGH SCHOOLS

This report provides feedback on the reassessment results of a sample of the 2004 Grade 8 learners at Bonthoogte and Masihambe High schools. Learners were assessed on the same battery of measures as previously. Skill areas assessed were Life Orientation, English Language, and Numeracy and Basic Mathematics. Please see Appendix A for more detailed information on the assessment measures administered.

Number of Learners Re-assessed

Table 1 presents the number of learners in each school who had assessment results for both the 2004 and 2006 assessment sessions. All learners re-assessed are currently in Grade 10. Across all the assessment measures and schools, on average, 50% of the original Grade 8 sample was re-tested. This was due to a combination of factors such as: grade failure, absence from the assessment sessions, learner drop-out, etc.

Table 1
Number of Learners Assessed

Measures	Subtests	Bonthoogte	Masihambe
<i>English Language Skills</i>	<i>Writing Skills</i>	76	97
	<i>Language Use</i>	114	103
	<i>Sentence Meaning</i>	114	103
	<i>Reading Skills</i>	114	103
<i>Numeracy & Basic Mathematics</i>		131	91
<i>Life Orientation</i>		128	103

Outline of the Report

For each of the above assessment measures, the results will be presented as follows:

- The **means** for the 1st and 2nd assessments for each school, together with whether the mean differences were significant or not (dependent t-tests, $p \leq 0.05$).

- Graphs reflecting the percentage of learners falling into the various **progress map categories**.

Please note: Although the mean scores for the measures have been included in this report, as the measures are skills-based and developmentally-oriented, emphasis should rather be placed on the progress map results for interpretation, and for planning the way forward. Please see Appendix A for the progress maps for each measure.

Assessment Results

LIFE ORIENTATION

Table 2 presents the means for each scale of the *Life Orientation* measure for the 1st and 2nd assessments and whether the difference between the two means was significant (S) or not (NS).

Table 2
Means for Life Orientation Scales

Scale	Bonthoogte			Masihambe		
	1 st Assessment %	2 nd Assessment %	S/NS	1 st Assessment %	2 nd Assessment %	S/NS
<i>About Me</i>	70.19	74.88	S	66.55	69.67	S
<i>Studying & Motivation</i>	52.34	53.52	NS	49.60	49.14	NS
<i>Organisation & Planning</i>	65.71	59.72	S	67.53	69.42	NS
<i>Memory-Training</i>	64.50	64.60	NS	55.70	62.80	S
<i>Using People & Resources</i>	55.47	52.05	NS	68.08	67.60	NS
<i>Effective Listening</i>	60.45	63.18	NS	60.80	69.78	S
<i>Note-taking</i>	64.06	69.34	S	67.72	74.52	NS
<i>Essay Writing</i>	67.29	71.09	S	58.13	72.94	S
<i>Reading for Learning</i>	57.32	62.21	S	66.63	66.87	NS
<i>Preparing for and Taking Tests/Exams</i>	70.96	72.79	NS	68.12	71.60	S

From Table 2, it is evident that there was an improvement from the 1st to 2nd assessment in the majority of scales for both schools, and this was statistically significant for half of the scales. Of the remaining scales, in which the results were lower than the 1st assessment, only one of these was statistically significant (Bonthoogte: *Organisation & Planning*). This can probably be considered as an anomaly given the upward trend found for the other scales.

Although, according to the means, there was an improvement in most of the skill areas, if one looks at the progress map categories, the picture changes. Table 3 provides more detailed information in terms of the skill levels at which the learners are functioning. For each school, and for both assessments, the percentage of learners falling into the top skill

level, "Good to Excellent", is presented, together with the percentage of learners whose 2nd assessment results indicate that there is still room for development in the skill area. This percentage ranges from 32% to 94%, and clearly illustrates the need for development in all the *Life Orientation* areas assessed.

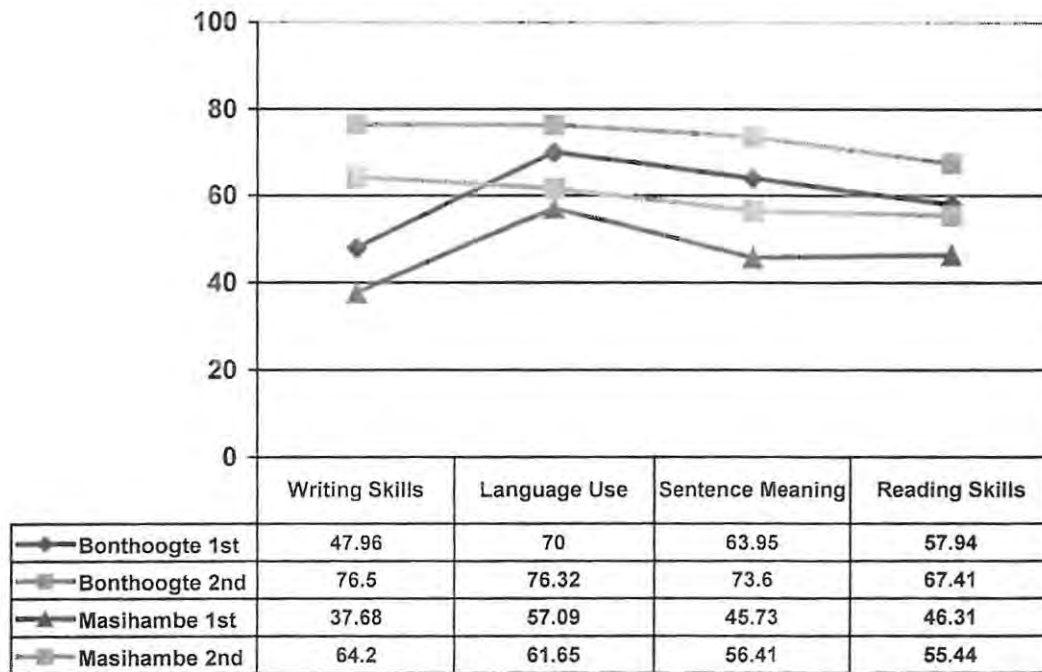
Table 3
Life Orientation Scales: Percentage of Learners in the Progress Map Categories

Scale	Bonthoogte			Masihambe		
	1st Assessment Good-Excellent (%)	2nd Assessment Good-Excellent (%)	2nd Assessment Needs development (%)	1st Assessment Good-Excellent (%)	2nd Assessment Good-Excellent (%)	2nd Assessment Needs development (%)
<i>About Me</i>	53	68	32	37	46	54
<i>Studying & Motivation</i>	14	13	87	5	6	94
<i>Organisation & Planning</i>	44	27	73	49	56	44
<i>Memory-Training</i>	27	32	68	11	22	78
<i>Using People & Resources</i>	27	27	73	52	52	48
<i>Effective Listening</i>	36	43	57	34	55	45
<i>Note-taking</i>	16	22	78	29	38	62
<i>Essay Writing</i>	50	57	43	27	62	38
<i>Reading for Learning</i>	27	40	60	52	55	45
<i>Preparing for & Taking Tests/Exams</i>	34	39	61	23	38	62

ENGLISH LANGUAGE SKILLS

Figure 1 presents the means for each subtest of the *English Language* measure for both assessment sessions. For both schools, and for all the subtests, the mean differences were significant at the $p \leq 0.05$ level.

Figure 1
Means of English Language Measures for each School and each Assessment Session

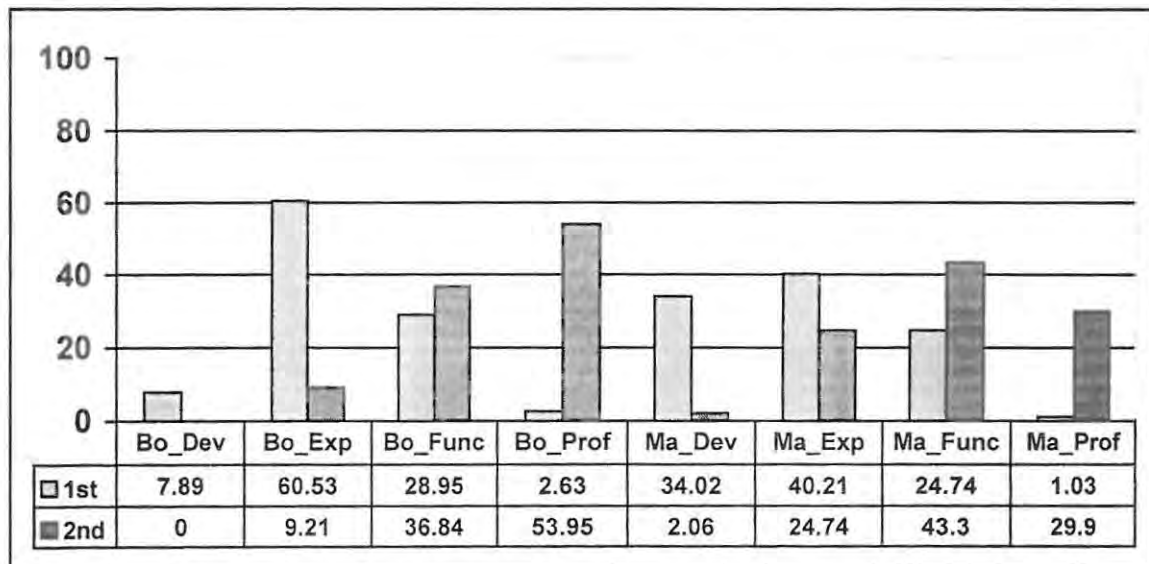


Please note: In Figures 2-6, Bonthoogte's results are designated with a "Bo" after the measure's name and Masihambe's with a "Ma". For the progress map categories, *developing* is designated by "Dev", *expanding* by "Exp", *functional* by "Func" and *proficient* by "Prof".

Writing Skills

For both schools there was a significant increase (25+ percentage points) in the mean scores obtained from the 1st to the 2nd assessment. When the skills levels of the learners in both schools are examined (Figure 2), the majority of learners are now functioning in the top two skills levels. However, note should be taken that in both schools, but especially for Masihambe (26.80%), there are still learners with writing skills that fall in the bottom two categories of the progress map.

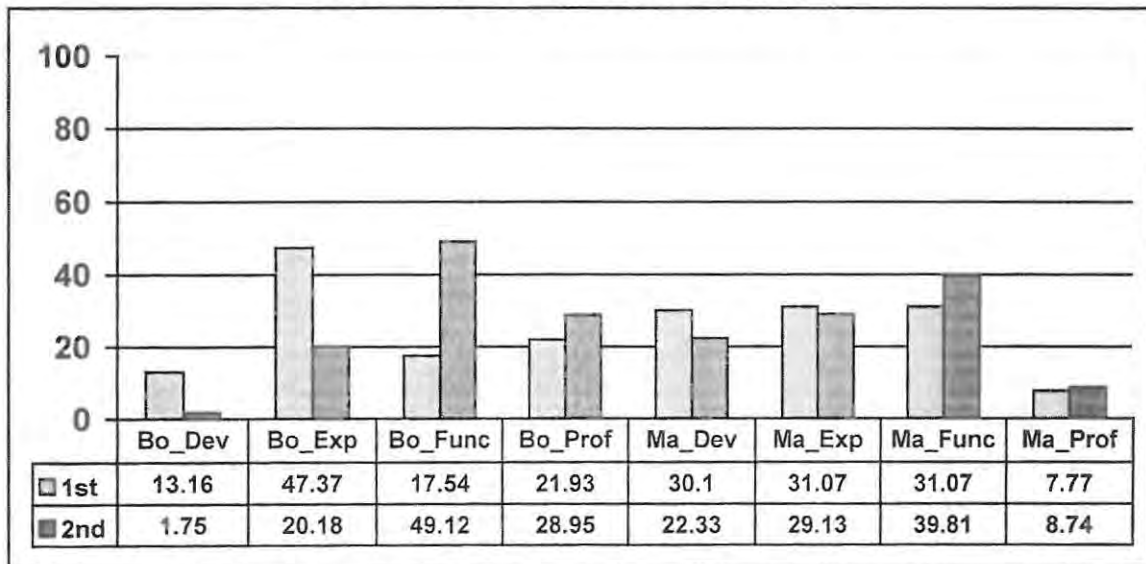
Figure 2
Progress Map Categories for Writing Skills



Language Use

For this subtest, there were also statistically significant increases in the mean scores from the first to the second assessment (Figure 1), although not as large as for Writing Skills. In Figure 3, one can see that for Bonthoogte, the majority of learners in the 2nd assessment fell in the top two categories of skills development. However, for Masihambe, just over half of the learners fell in the lower two categories, with over 20% in the bottom skill category, indicating that these learners can only sometimes recognise basic grammatical structures.

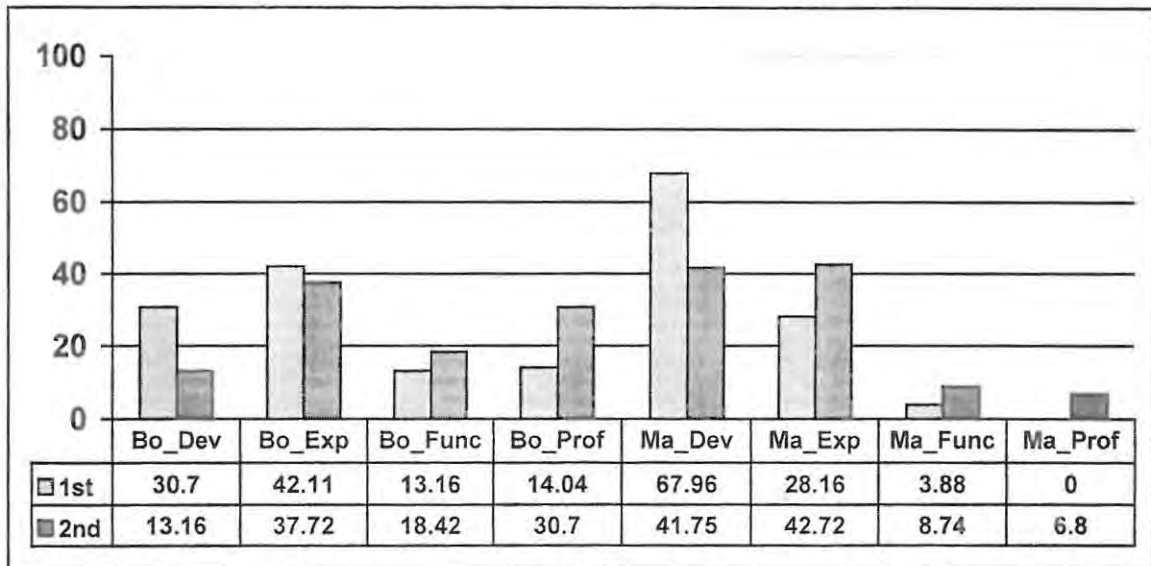
Figure 3
Progress Map Categories for Language Use



Sentence Meaning

In Figure 1, one can see that there was a statistically significant 10-point increase for both schools, from the 1st to the 2nd assessment. However, an analysis of the progress map categories indicates that with only a small percentage of learners at Masihambe falling in the two upper categories, and just under 50% of Bonthoogte learners falling in the top two categories, there is a need for further development.

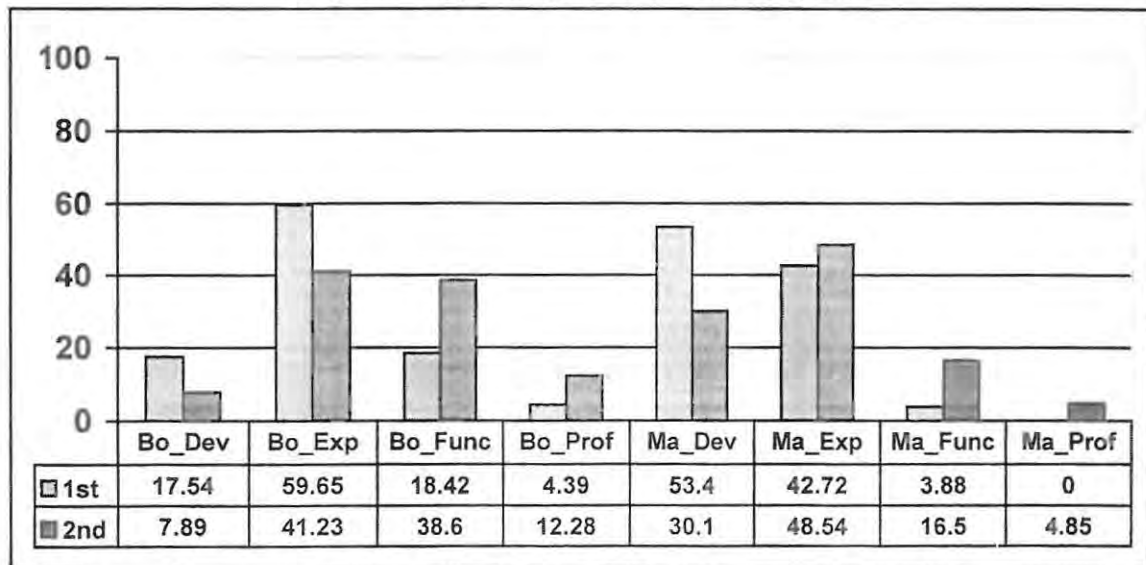
Figure 4
Progress Map Categories for Sentence Meaning



Reading Skills

For this subtest there was a statistically significant increase in the mean scores for both schools. However, the spread of scores over the four progress map categories (Figure 5) indicates a need for further development in this skill area. Of particular concern is that in the 2nd assessment, close to 80% of the Masihambe learners were still in the bottom two categories.

**Figure 5
Progress Map Categories for Reading Skills**



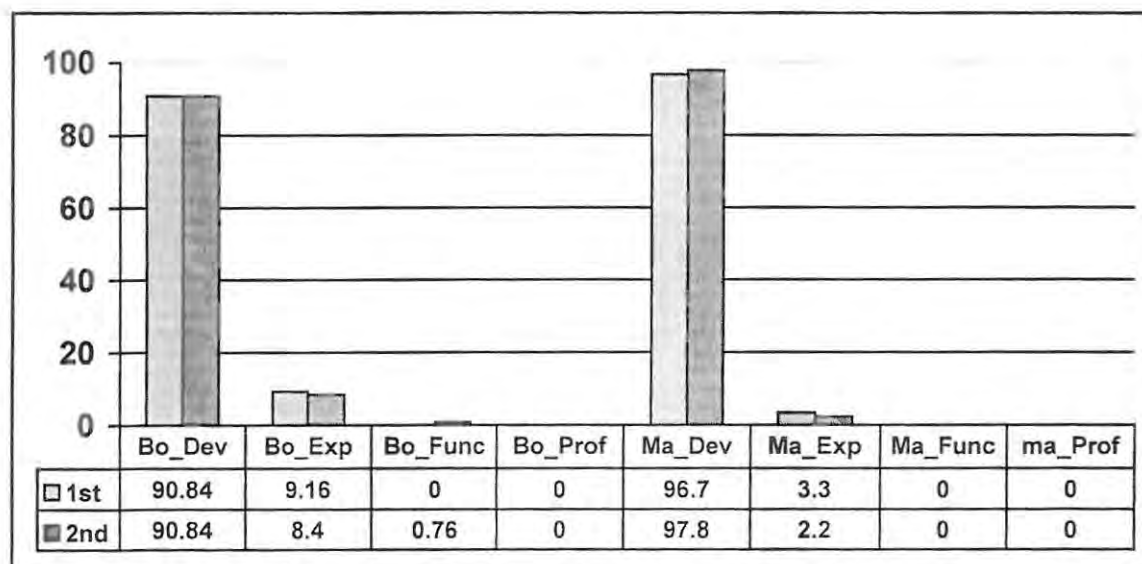
NUMERACY AND BASIC MATHEMATICAL SKILLS

Table 5 presents the means for the *Numeracy* and *Basic Mathematics* subtests and for the *Average Combined Score*. For Bonthoogte, there was a statistically significant 10-point increase in the mean scores for the *Numeracy* subtest. However, for Masihambe, on the same subtest, there was a significant decrease in the mean score from the 1st to the 2nd assessment. For the *Basic Mathematics* subtest, there was a significant improvement in the mean scores for both schools, although the means were still sitting below 20%. The progress map categories (Figure 6) are based on the *Average Combined Score* and the results are of concern. After a period of two years, the majority of the learners in both schools are still only exhibiting the skills found in the lowest category, indicating they have minimal arithmetic competencies. Intensive development is thus recommended.

Table 5
Numeracy and Basic Mathematics: Means

Test	Bonthoogte (n=131)			Masihambe (n=91)		
	1 st Assessment	2 nd Assessment	S/NS	1 st Assessment	2 nd Assessment	S/NS
<i>Numeracy</i>	43.80	53.30	S	44.96	38.51	S
<i>Basic Mathematics</i>	13.52	16.39	S	7.96	13.03	S
<i>Average Combined Score</i>	28.66	30.17	S	26.46	22.70	S

Figure 6
Progress Map Categories for Combined Numeracy & Basic Mathematics Score:



Conclusion

In summary, although the re-assessment results indicate that there has been an improvement in the mean scores of most of the areas assessed, when one examines the skill levels of learners, in terms of the progress map categories, a need for further developmental intervention in all the skill areas is indicated.

GUIDE FOR INTERPRETING AND USING THE BASELINE ASSESSMENT RESULTS

The purpose of this guide is to inform educational practitioners, principals, and policy-makers about the:

- Skills tapped by the measures used.
- Interpretation of the findings in relation to the nature of the skills demonstrated by the learner.

ASSESSMENT MEASURES

Learners were assessed in one of the following skill areas:

1. LANGUAGE SKILLS

Consisting of four skill areas, namely:

- **Language Use:** Assesses knowledge of language in terms of the use of nouns, pronouns, subject-verb agreement, comparatives, adverbs, adjectives, verbs, and subordination/coordination.
- **Reading Skills:** Measures comprehension of passages that are 90 words or less, primarily on non-academic, everyday subjects. The reading skills tapped include identifying main ideas, making inferences and drawing conclusions, the ability to read critically, and problem-solving ability.
- **Sentence Meaning:** Assesses vocabulary knowledge within the context of sentences drawn from the content areas of natural science, history/social studies, arts/humanities, psychology/human relations, and practical situations. Areas tested include particle verbs, basic and important idioms, adverb/adjective phrases, basic nouns, verbs, adjectives, adverbs of frequency, sequence of adverbs, prepositions of direction and place, comparatives, connectives, and commands.
- **Writing Skills:** Measures the learners' written skills, in terms of expressive and grammatical proficiency.

2. LIFE ORIENTATION SKILLS

Consists of two sections - **About Me** and **Me as a Learner**. The first section assesses how the learner evaluates him/herself in terms of personal and interpersonal skills such as

assertiveness, relationship skills, coping with stress, anger management, problem-solving, etc. In the second section learners evaluate their overall approach to learning. Questions are asked on study habits; organisation and planning; memory training; the use of resources; listening; note-taking; essay and reading skills; and test and exam preparation.

3. NUMERACY AND BASIC MATHEMATICAL SKILLS

Consists of two sections. **Numeracy** measures basic operations e.g. addition, subtraction, multiplication and division of whole numbers; and reading information off different types of graphs. The **Basic Mathematics** section involves more advanced operations with whole numbers and fractions and with decimals and percentages, as well as basic algebraic operations.

Administration, Scoring and Interpretation

The administration, scoring, and interpretation of the measures took place in a standardised way, i.e., exactly the same procedures were followed when administering the measures at the two schools, when scoring them, and when interpreting the results. The instructions and test items on all the test papers, except for the English Language measures, were available in both English and Afrikaans, the languages of teaching and learning at the schools.

The total right score for each skill area assessed is 100.

Interpretation of test performance is done in relation to the skills typically demonstrated at four score ranges/levels - **developing**, **expanding**, **functional** and **proficient**. The importance of this type of interpretation is that it articulates well with an outcomes-based educational philosophy, in that it focuses on the skills (outcomes) evidenced. Furthermore, skills-based interpretation is developmentally oriented, and as such it provides the educational practitioner with an understanding of the level at which the learner is functioning and provides cues for the type of learning that needs to be facilitated in order for the learner to progress to the next level of development.

One of the unique features of this skills-based, developmental orientation to test interpretation is the use of **progress maps** for all the skill areas assessed, as a frame of reference for assessing, monitoring and reporting on learning. Learners' progress is mapped from rudimentary, lower-level skills and understandings to more sophisticated skills and understandings. Educational practitioners can use the progress maps to understand what the learner is capable of and what learning needs to be facilitated to enable the learner to consolidate his/her development or to progress towards the next level of development. Progress maps are available for all the skill areas assessed.

PROGRESS MAP: ABOUT ME

	Good to Excellent (g2e)	Room for Development (rfd)	Needs intensive development (nid)
ABOUT ME	71 - 100	41 - 70	0 - 40

PROGRESS MAP: ME AS A LEARNER

Skill Area	Good to Excellent (g2e)	Room for Development (rfd)	Needs intensive development (nid)
Studying & Motivation	68 - 100 Learner does not have many problems in getting down to work and keeping at it.	43 - 67 Learner can sometimes get down to work, but can be distracted, and might not always be certain why he/she is having to work. The learner probably could benefit from learning some techniques to help him/her get down to work more consistently and keep at it.	0 - 42 Learner really has problems in getting down to work. Unless he/she develops skills in this area, the learner is likely to have many unsatisfactory experiences as a learner throughout his/her life.
Organisation and Planning	70 - 100 Learner is well organised and plans ahead for his/her work.	45 - 69 Learner is not as well-organised as could be and time management skills might benefit from closer analysis.	0 - 44 Learner has little organisation, probably deals with things as they happen, constantly doing things at the last minute and often not getting work completed.
Memory Training	71 - 100 Learner has very good to excellent memory skills.	42 - 70 Learner is moderately good at remembering things, but lacks effective strategies for maximising memory skills.	0 - 41 Learner probably has great difficulty in remembering things and this will be a real handicap for him/her when preparing for examinations.

Using people and resources	70 - 100 Learner makes full use of the resources available to him/her.		0 - 69 There are important resources around the learner that he/she is ignoring. Learner needs to learn what they are, what they have to offer and where to find them.
Skill Area	Good to Excellent	Room for Development	Needs intensive development
Effective listening	70 - 100 Learner is probably listening effectively / actively and is taking part in the class.		0 - 69 Learner may well not be hearing much of what is being said.
Note-taking	78 - 100 Learner prepares well for classes, actively listens to teachers, makes notes that he/she can learn from afterwards.	50 - 77 Learner needs to improve on note-taking skills.	0 - 49 Learner's notes are likely to be of little use to him/her, if they even exist.
Essay writing	70 - 100 Learner's essays are well planned, researched and clearly and effectively written.	40 - 69 There is room for improvement in one or more areas, although the learner demonstrates some skills.	0 - 39 Learner probably wonders why his/her essays always get such low marks. There are many skills that would be helpful for the learner to acquire.
Reading for learning	75 - 100 Learner reads efficiently, learning from the material as he/she goes along and wastes little time reading irrelevant material.	50 - 74 Learner's reading and comprehension skills, though adequate, could be improved.	0 - 49 Learner spends a lot of time doing unnecessary reading. He/she needs to speed up his/her reading and needs to improve reading and comprehension skills.
Preparing for and taking tests & exams	77 - 100 Learner is well prepared.	44 - 76 Learner could improve skills.	0 - 43 Learner probably having more difficulties with tests/exams than he/she needs to have.

PROGRESS MAP: WRITING SKILLS

	Score	<i>Skills Demonstrated</i>
Proficient	76 - 100	<ul style="list-style-type: none"> • All of the required information provided. • Ideas are very well ordered. • No grammar or spelling errors.
Functional	51 - 75	<ul style="list-style-type: none"> • Most of the required information provided. • Ideas are logically ordered. • Only one or two grammar or spelling errors. Errors do not affect the meaning of the sentences.
Expanding	26 - 50	<ul style="list-style-type: none"> • Only about half of the required information provided. • Ideas are only partially logically ordered. • More than one or two grammar or spelling errors. Errors serious but only affect the meaning of some sentences.
Developing	0 - 25	<ul style="list-style-type: none"> • Very little or none of the required information provided. • Ideas not logically ordered. • Many serious grammar or spelling errors. Errors are serious in that they affect the meaning of the writing.

PROGRESS MAP: LANGUAGE USE

	Score	Skills Demonstrated
Proficient	83-100	<p>Learners at this level can demonstrate the following additional skills:</p> <ul style="list-style-type: none"> • Recognise the following: <ul style="list-style-type: none"> - irregular verb forms such as "draw/drawn" - fairly unusual idioms such as "couldn't get over it" - indirect object structures such as "gave her one" • Handle questions involving: <ul style="list-style-type: none"> - transformations of declarative sentences into questions - the conditional mood - parallelism • Choose appropriate structures to state complex ideas, often in complex sentences using subordination or coordination.
Functional	67 - 82	<p>Learners scoring at this level can demonstrate the following additional skills:</p> <ul style="list-style-type: none"> • Handle a variety of complex structures such as: <ul style="list-style-type: none"> - comparatives at the phrase level such as "so tall that" - relative clauses - structures at the clause level such as: "not only ... but also" - simple subordination • Function at the whole-sentence level.
Expanding	42 - 66	<p>Learners scoring at this level can:</p> <ul style="list-style-type: none"> • Recognise basic grammatical structures such as subject-verb agreement, pronoun case and form, noun forms (including recognising subject, case, and number), and verb forms. • Handle questions involving word order, prepositional phrases, and simple clauses.
Developing	0 - 41	<p>Learners scoring at this level can:</p> <ul style="list-style-type: none"> • Sometimes recognise basic grammatical structures. • Sometimes handle questions involving word order, prepositional phrases, and simple clauses.

PROGRESS MAP: SENTENCE MEANING

	Score	Skills Demonstrated
Proficient	88-100	<p>Learners at this level can demonstrate the following additional skills:</p> <ul style="list-style-type: none"> • Handle vocabulary in sentences with complex structures that are characterised by abstract statements or idiomatic expressions. • Demonstrate knowledge of idioms that are two-word verbs or the use of idioms to express the appropriate meaning.
Functional	71 - 87	<p>Learners at this level can demonstrate the following additional skills:</p> <ul style="list-style-type: none"> • Handle vocabulary in sentences that have compound or complex structures, or present more complex situations than the sentences at the previous level. • Handle the following kinds of vocabulary: <ul style="list-style-type: none"> - two-word verbs - adverbs of comparison - more extended idiomatic expressions - longer descriptions. • Select appropriate vocabulary in sentences that provide a single contextual clue.
Expanding	51 - 70	<p>Learners at this level can demonstrate the following skills:</p> <ul style="list-style-type: none"> • Handle sentences with simple structures characterised by everyday subjects and simple vocabulary, including common nouns, adjectives, and verbs. • Select the appropriate vocabulary in sentences that provide multiple contextual clues.
Developing	0 - 50	<p>Learners at this level can demonstrate the following skills:</p> <ul style="list-style-type: none"> • Handle sentences with very simple structures and simple vocabulary. • Sometimes select the appropriate vocabulary in sentences that provide multiple contextual clues.

PROGRESS MAP: READING SKILLS

	Score	Skills Demonstrated
Proficient	83 - 100	<p>Learners at this level can demonstrate the following additional skills:</p> <ul style="list-style-type: none"> • Answer questions that require dealing with a passage as a whole or manipulating the information presented in the passage. • Making generalisations on the basis of the information in the passage, recognise what was implied, and answer questions about the author's tone and purpose.
Functional	67 - 82	<p>Learners at this level can demonstrate the following skills:</p> <ul style="list-style-type: none"> • Answer questions that require: <ul style="list-style-type: none"> - drawing conclusions on the basis of the information presented in the passage - making inferences from the information presented. • Recognise the main idea of a passage even when presented with wrong answer choices mentioned in the passage as supporting information.
Expanding	46 - 66	<p>Learners at this level can demonstrate the following skills:</p> <ul style="list-style-type: none"> • Locate information in a passage by answering literal comprehension questions on even the longest passages, if the question posed and the answer to that question are in the same sentence or in close proximity to each other. • Answer questions in which the wording in the answer is very similar to the wording in the passage or uses minimal paraphrasing. • Answer some questions requiring small inferences (including questions asking for the main idea of the passage) if the options do not require fine distinctions.
Developing	0 - 45	<p>Learners at this level can demonstrate the following skills:</p> <ul style="list-style-type: none"> • Locate information in short, simple passages by answering literal comprehension questions. • Answer simple questions where the wording in the answer is the same as that of the passage.

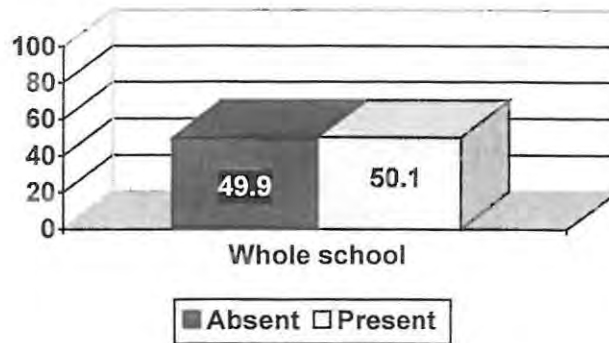
PROGRESS MAP: NUMERACY & BASIC MATHEMATICS (COMBINED)

	Score	<i>Skills Demonstrated</i>
Proficient	93 - 100	<p>Learners at this level have substantial arithmetic skills. These learners can:</p> <ul style="list-style-type: none"> • Find equivalent forms of fractions • Estimate computations involving fractions • Solve simple percent problems of the form $p\%$ of $? = r$ • Solve word problems involving the manipulation of units of measurement • Solve complex word problems involving percent, average and proportional reasoning • Find the square root of decimal numbers • Solve simple number sentences involving a variable
Functional	75 – 92	<p>Learners at this level have adequate arithmetic skills. These learners can:</p> <ul style="list-style-type: none"> • Estimate products and squares of decimals and square roots of whole numbers and decimals • Solve simple percent problems of the form $p\%$ of $q?$ and $?%$ of $q = r$ • Divide whole numbers by decimals and fractions • Solve simple word problems involving fractions, ratio, percent increase and decrease and area
Expanding	46 - 74	<p>Learners at this level have basic arithmetic skills. These learners can:</p> <ul style="list-style-type: none"> • Perform basic arithmetic operations of addition, subtraction, multiplication and division using whole numbers, fraction, decimals and mixed numbers • Make conversions among fractions, decimals and percents
Developing	0 - 45	<p>Learners at this level have minimal arithmetic skills. These learners can:</p> <ul style="list-style-type: none"> • Perform simple operations with whole numbers and decimals (addition, subtraction, multiplication) • Calculate an average, given integer values • Solve simple word problems • Identify data represented by simple graphs

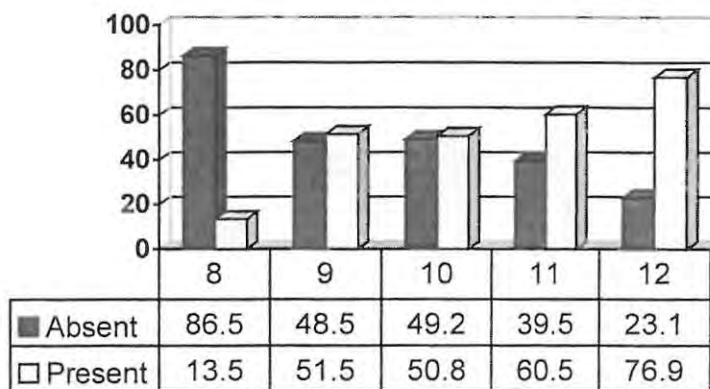
Appendix 14: Masihambe educator attendance survey 2003

Educators' Attendance

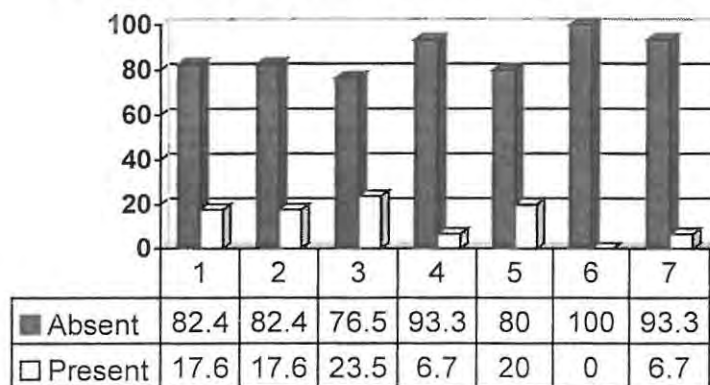
Graph: Attendance of educators for entire 9-day period



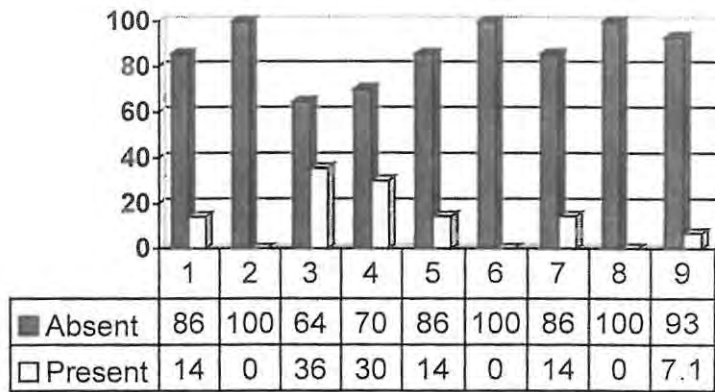
Graph: Educators' attendance across grades



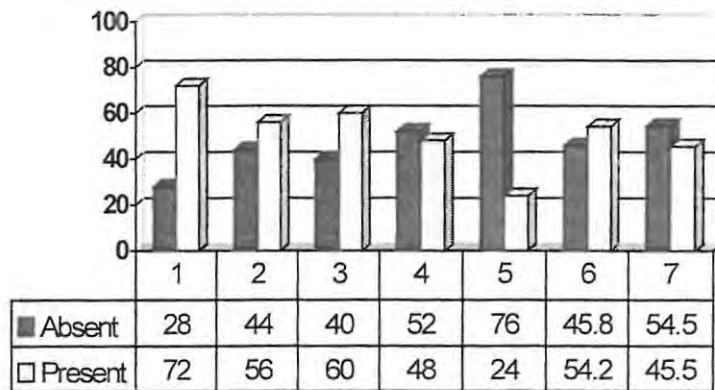
Graph: Grade 8 educators' attendance per period



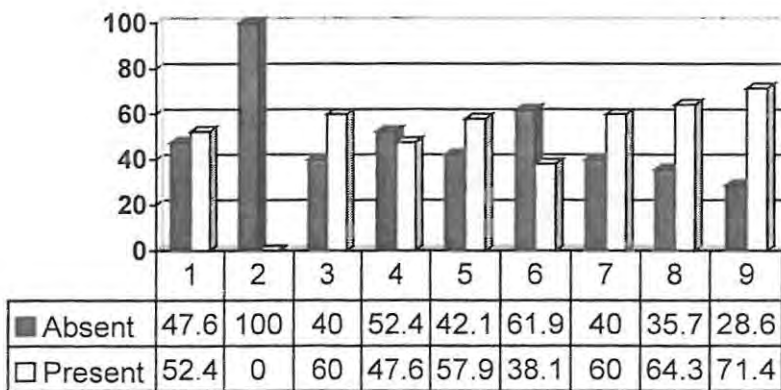
Graph: Grade 8 educators' attendance per day



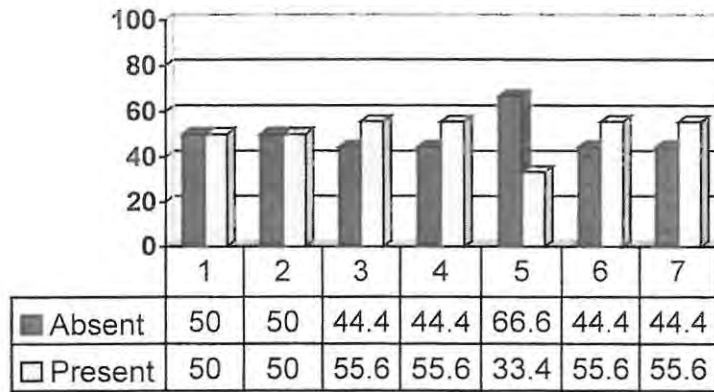
Graph: Grade 9 educators' attendance per period



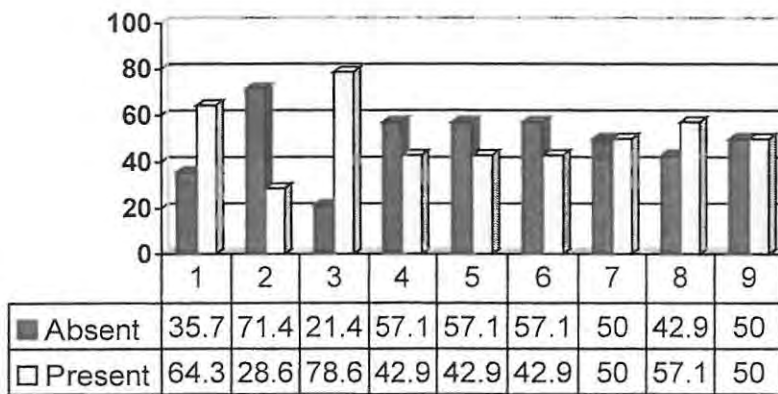
Graph: Grade 9 educators' attendance per day



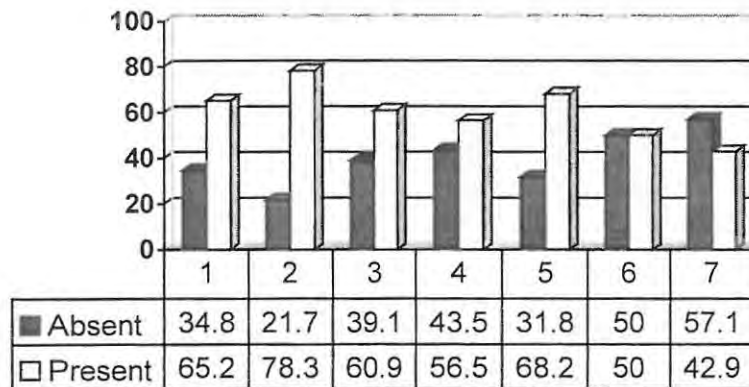
Graph: Grade 10 educators' attendance per period



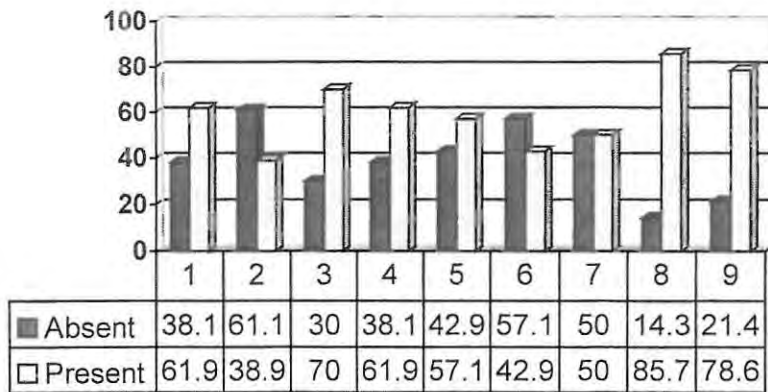
Graph: Grade 10 educators' attendance per day



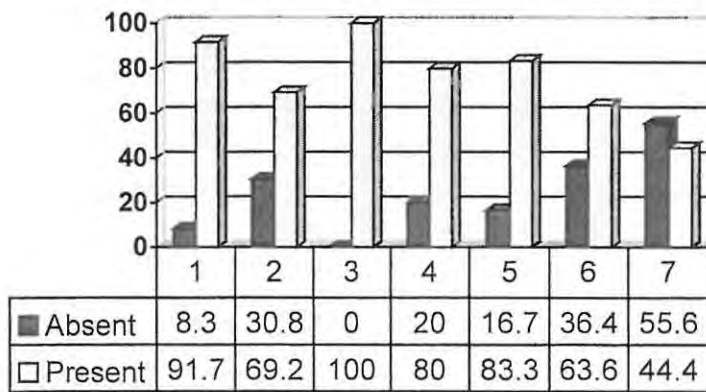
Graph: Grade 11 educators' attendance per period



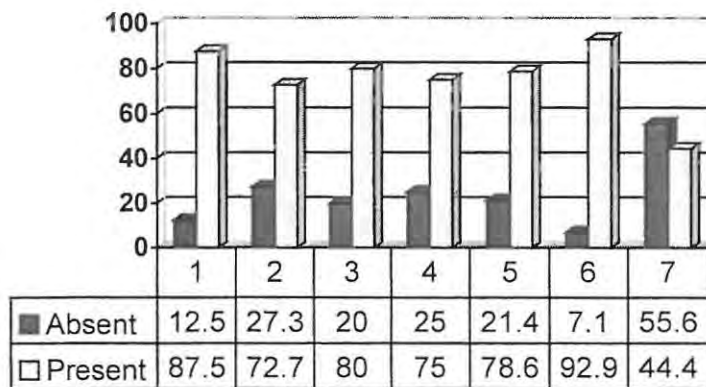
Graph: Grade 11 educators' attendance per day



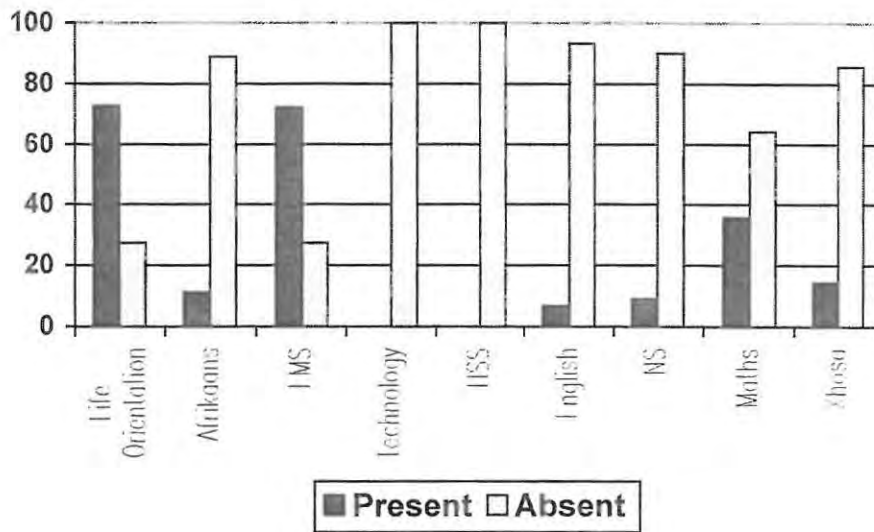
Graph: Grade 12 educators' attendance per period



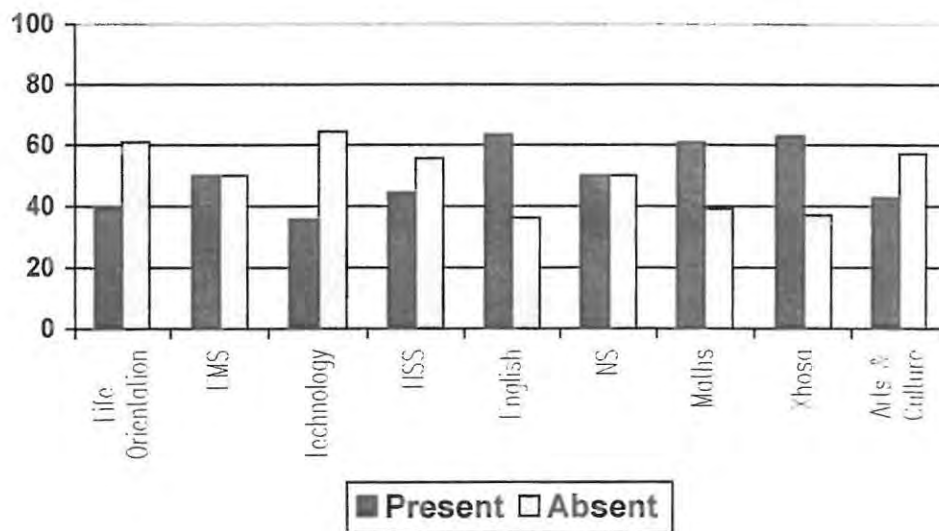
Graph: Grade 12 educators' attendance per day



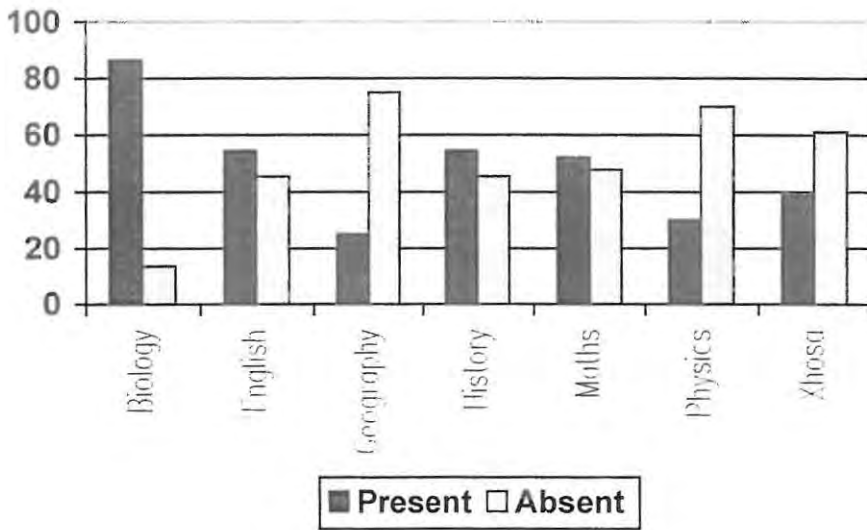
Graph: Attendance for Grade 8 educators per subject



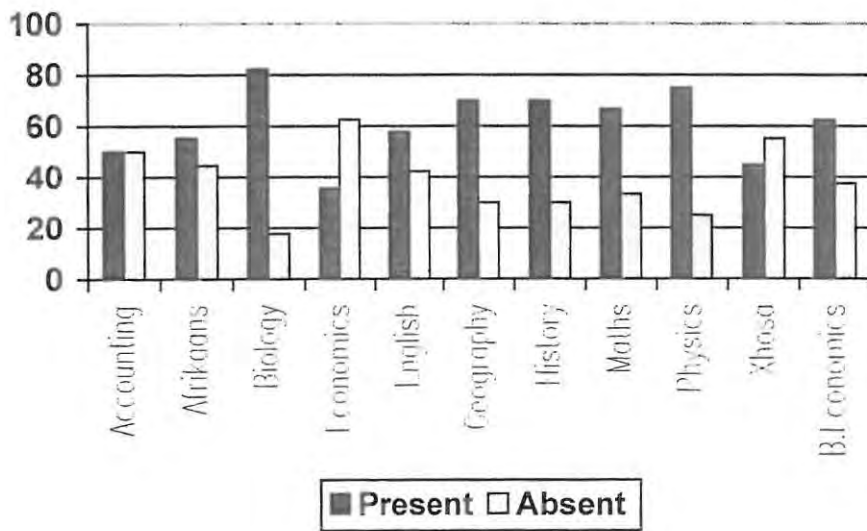
Graph: Attendance for Grade 9 educators per subject



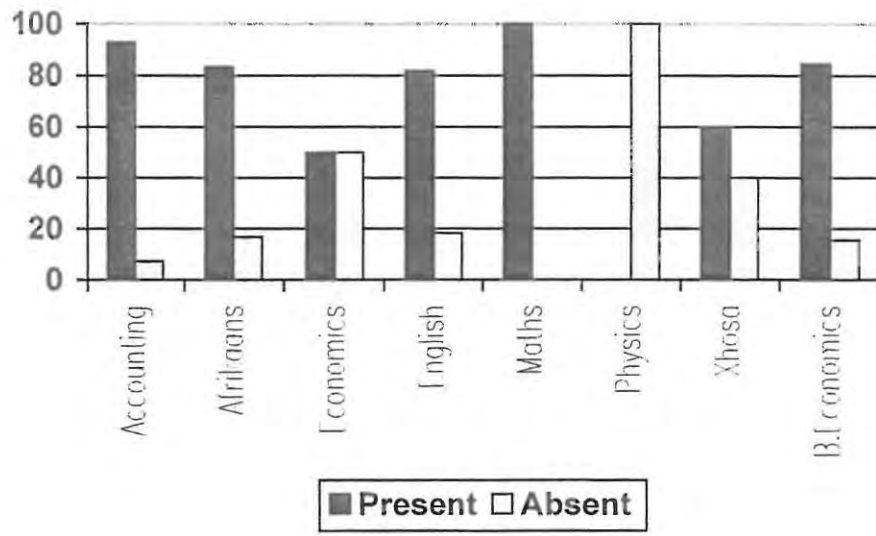
Graph: Attendance for Grade 10 educators per subject



Graph: Attendance for Grade 11 educators per subject



Graph: Attendance for Grade 12 educators per subject



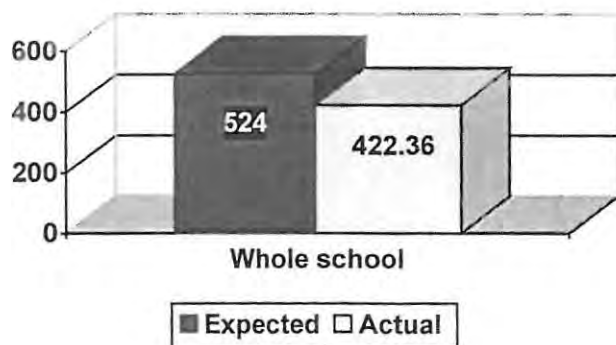
Appendix 15: Masihambe learner attendance survey 2003

**School Attendance Project
Masihambe High School**

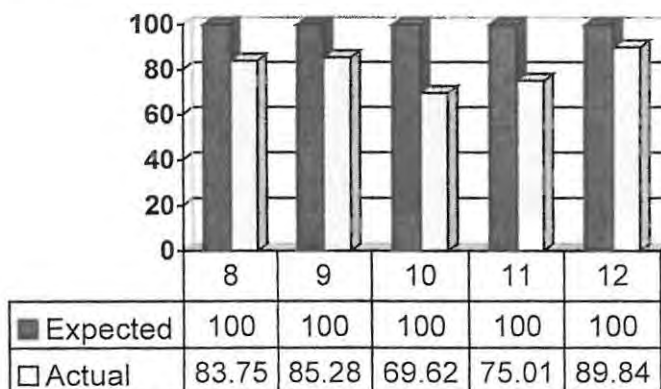
LEARNER ATTENDANCE GRAPHS

Attendance data for whole school over a 9-day period

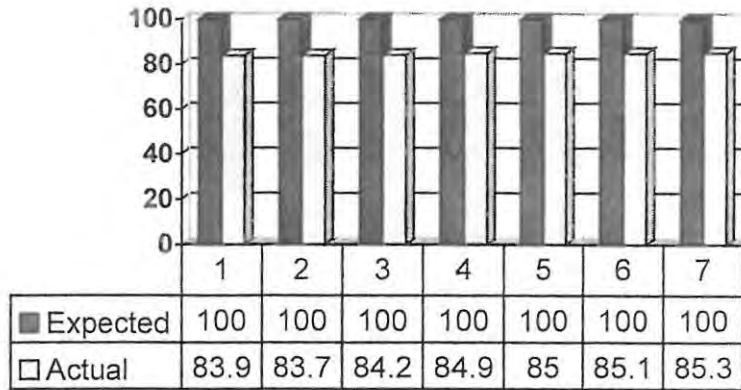
Graph: Expected versus actual attendance for entire school over 9-day period



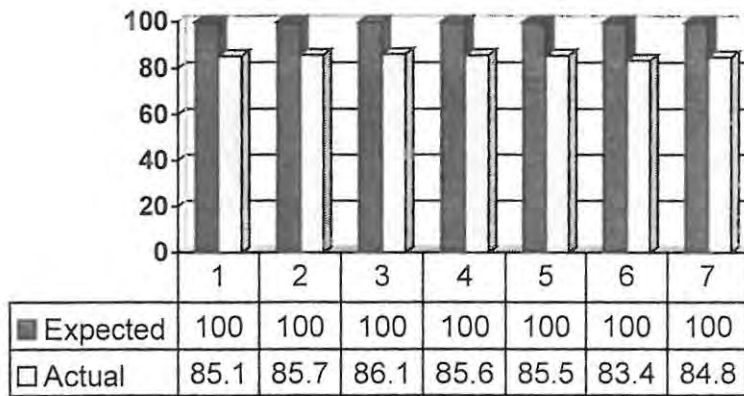
Graph: Expected versus actual attendance per grade over 9-day period



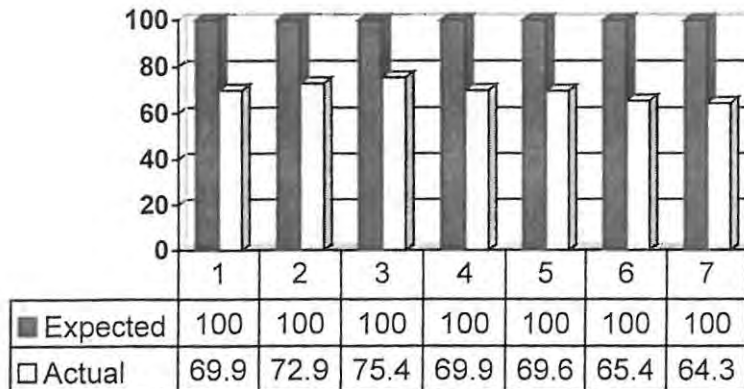
Graph: Expected versus actual attendance per period for grade 8



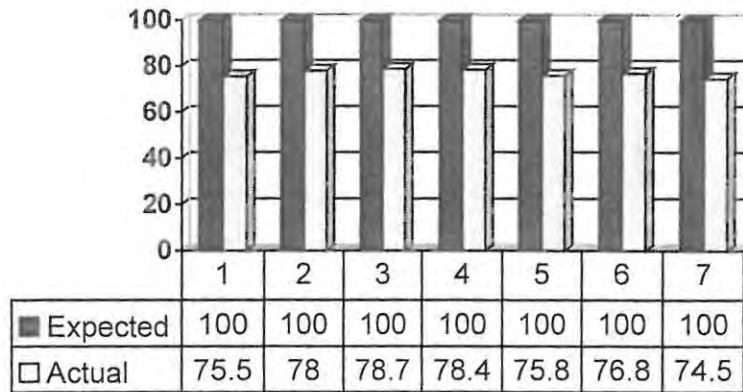
Graph: Expected versus actual attendance per period for grade 9



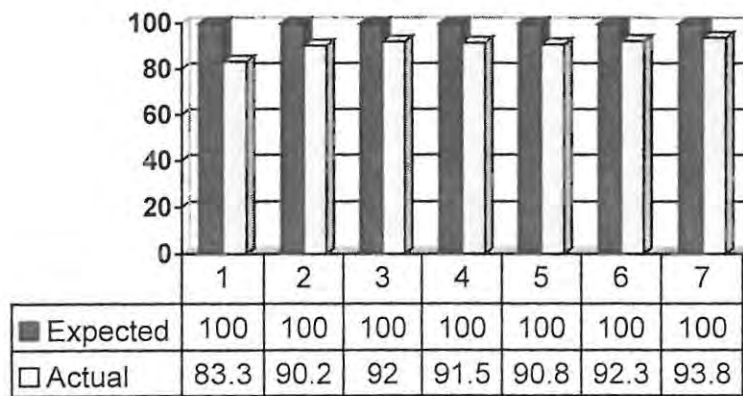
Graph: Expected versus actual attendance per period for grade 10



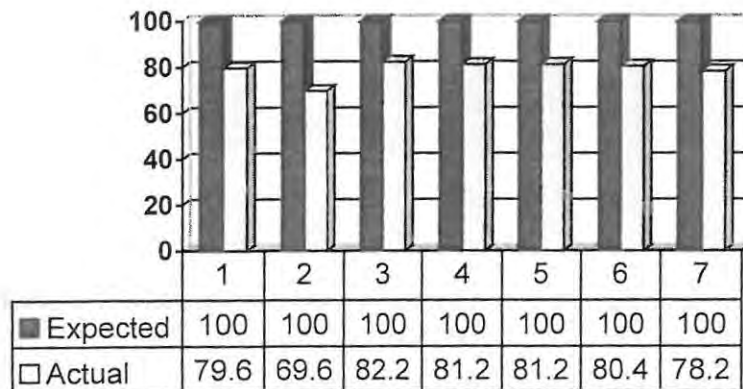
Graph: Expected versus actual attendance per period for grade 11



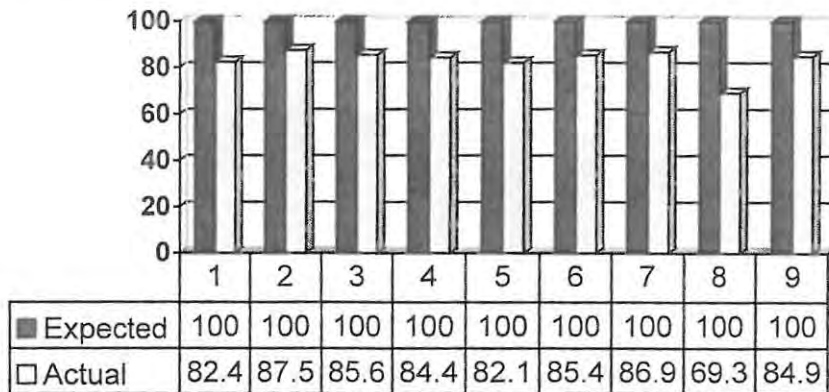
Graph: Expected versus actual attendance per period for grade 12



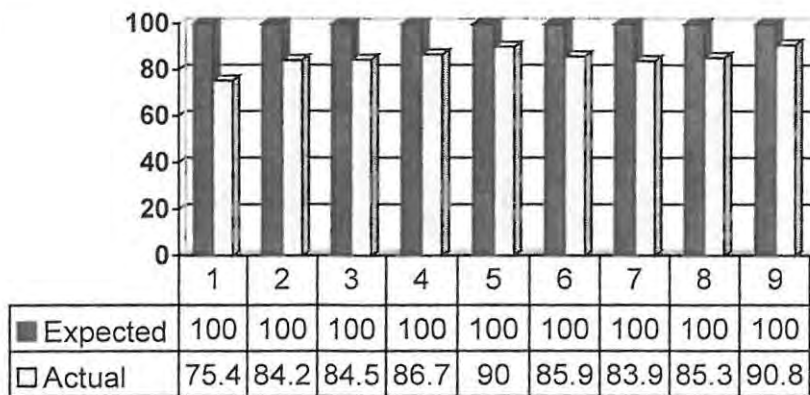
Graph: Expected versus actual attendance per period for total sample



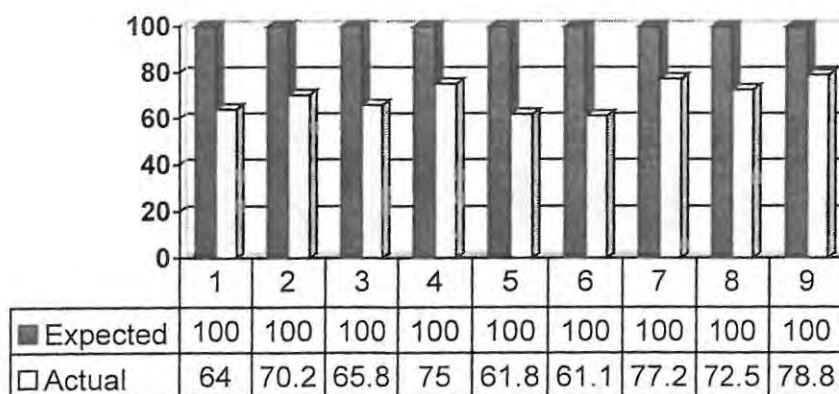
Graph: Expected versus actual attendance per day for grade 8



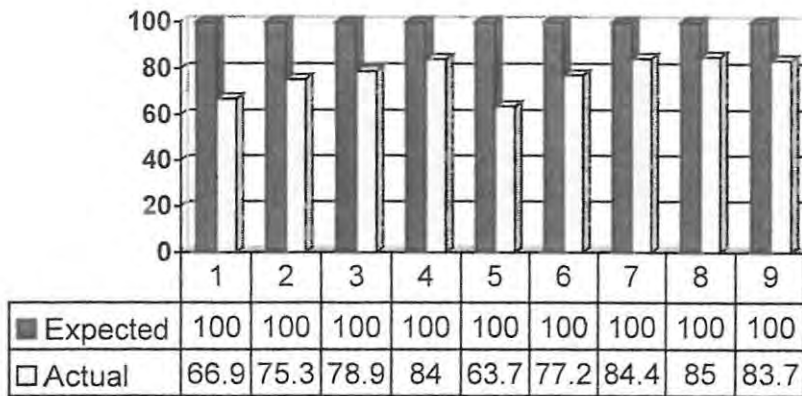
Graph: Expected versus actual attendance per day for grade 9



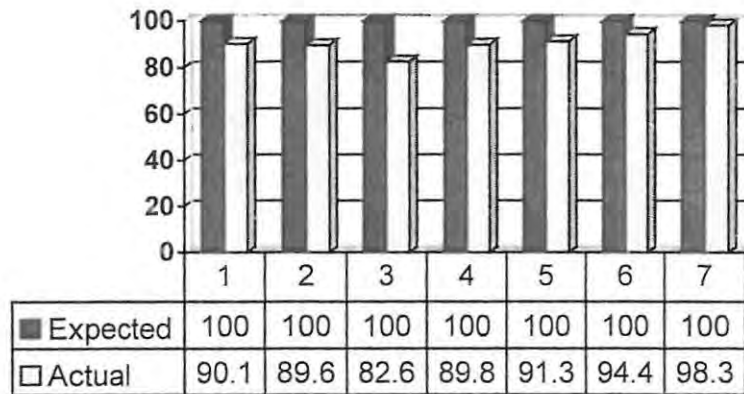
Graph: Expected versus actual attendance per period for grade 10



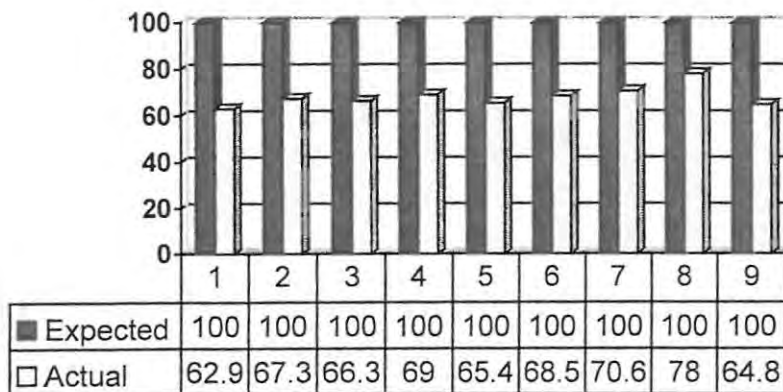
Graph: Expected versus actual attendance per day for grade 11



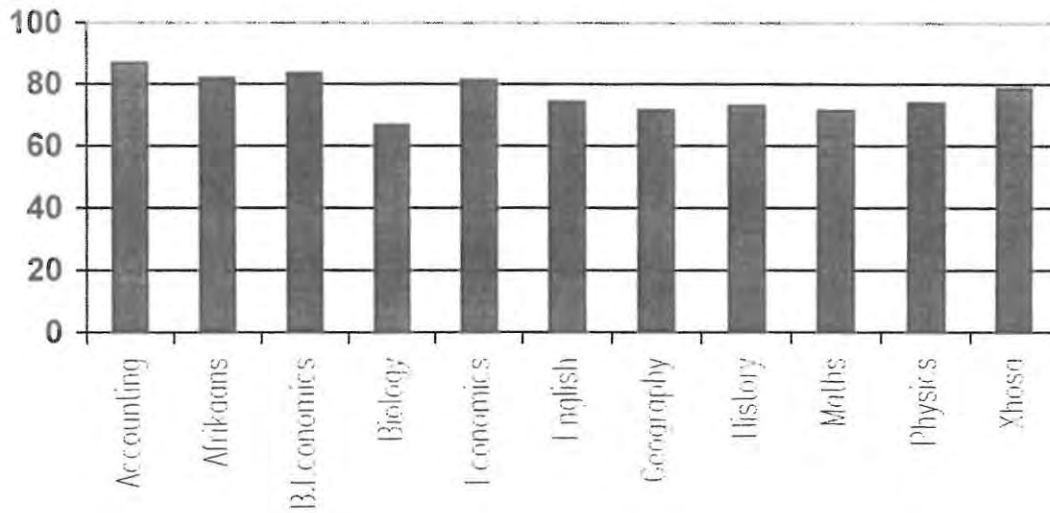
Graph: Expected versus actual attendance per day for grade 12



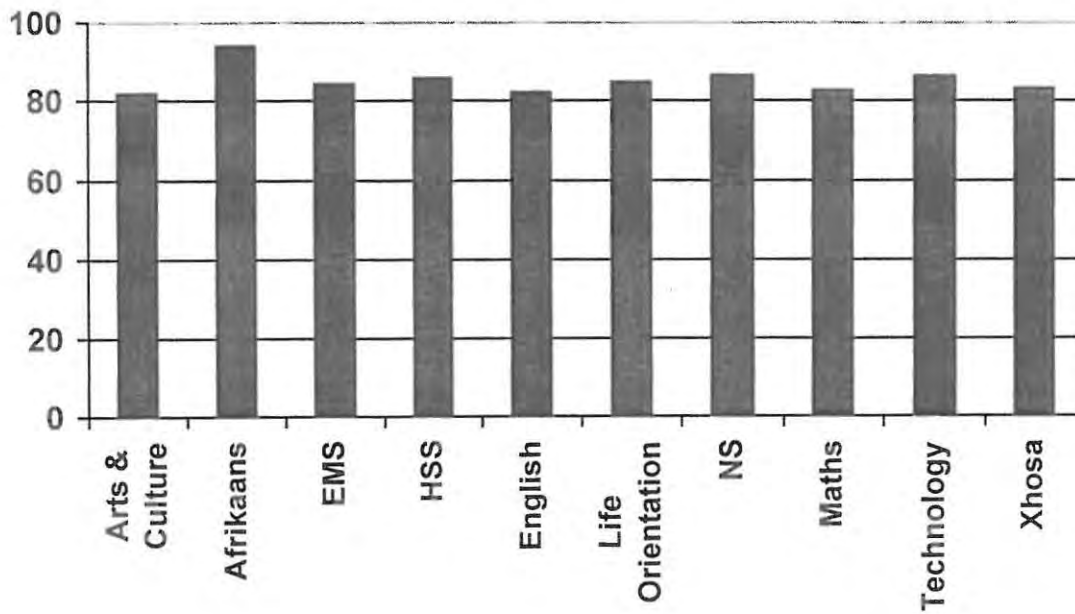
Graph: Expected versus actual attendance per day for total sample



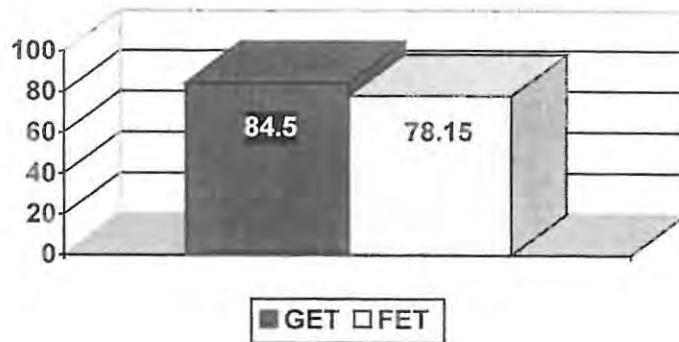
Graph: Attendance for FET sample per subject



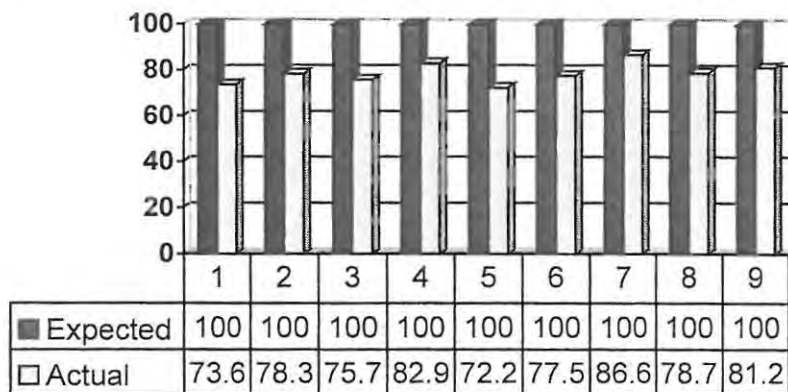
Graph: Attendance for GET sample per subject



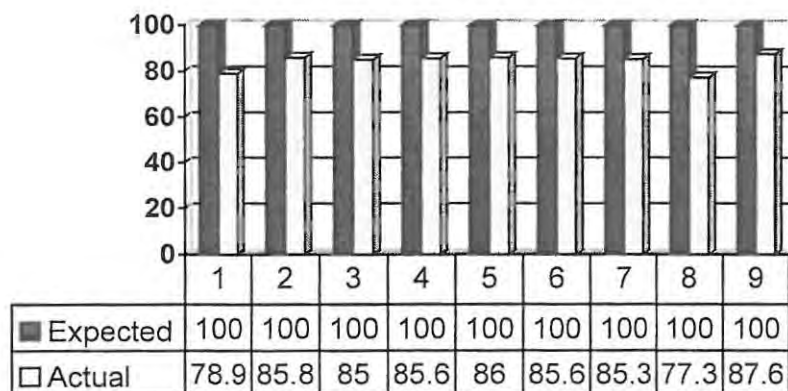
Graph: Attendance for GET and FET samples over 9-day period



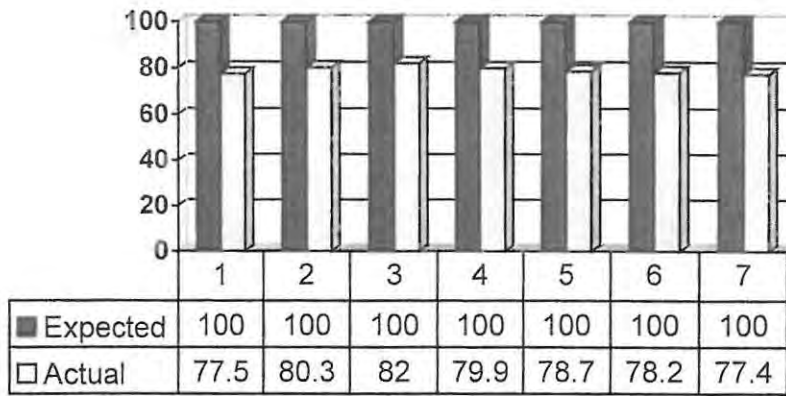
Graph: Expected versus actual attendance per day for FET sample



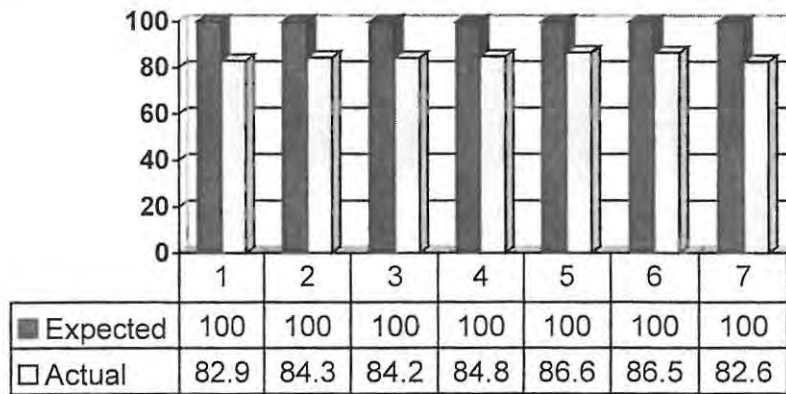
Graph: Expected versus actual attendance per day for GET sample



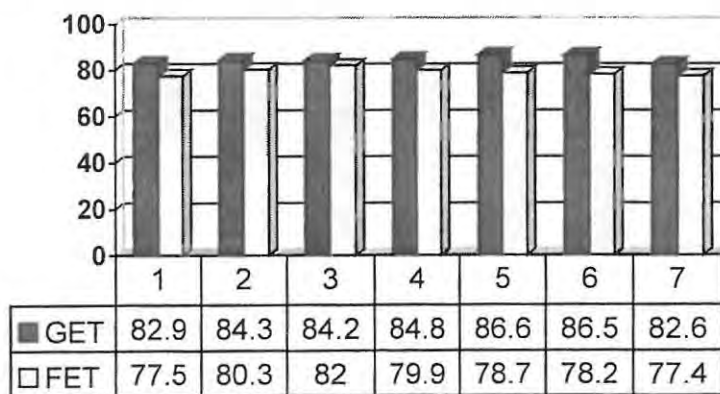
Graph: Expected versus actual attendance per period for FET sample



Graph: Expected versus actual attendance per period for GET sample



Graph: Attendance per period for GET and FET samples



Graph: Attendance per day for GET and FET samples

