



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

GREENSIDE PRIMARY SCHOOL

The evaluation was carried out in accordance with the National Policy on Whole-School Evaluation,
Government Gazette Vol. 433: No. 22512 of 26 July 2001, Pretoria

CONTENTS

DETAILS OF THE SCHOOL

EVALUATION SUMMARY

PRIORITIES FOR SCHOOL IMPROVEMENT

AREAS FOR EVALUATION OF THE SCHOOL

Basic functionality of the school

Leadership, management and communication

Governance and relationships

The quality of teaching and learning and educator development

Curriculum provision and resources

Learner achievement

School safety, security and discipline

School infrastructure

Parents and community

ANNEXURE: LEARNER ACHIEVEMENT PER SUBJECT

DETAILS OF THE SCHOOL

Name of the school:	Greenside Ext. 44 Primary	
Category of the school:	Public Ordinary School	
Quintile of the school:	3	
SASA Section 20 or 21 functions:	21	
EMIS number:	992205513	
Examination centre number (Secondary schools):		
Province:	Limpopo	
District/Region:	Capricorn	
Circuit/APO:	Pietersburg	
Name of Principal:	Mrs. MR Moto	
Name of SGB Chairperson:	Mr. MJ Moketla	
Physical address of the school:	9159 Extension 44 Greenside O699	
Postal address of the school:	P.O. Box 31544 Superbia	
Postal code:		0759
School telephone number:	0722485894	
School fax number:		
Principal cell number:	0824238131	
Educators:		
Number of PL 1 posts on staff establishment:	34	
Number of vacant PL1 posts:	4	
Number of PL2 posts on staff establishment:	5	
Number of vacant PL2 posts:	4	
Number of PL3 posts on staff establishment:	2	
Number of vacant PL3 posts:	0	
Number of educators appointed by SGB:	3	
Educator : Learner ratio:	1:45	
Support staff:		
Number of administrative clerks on staff establishment:	4	
Number of posts vacant:	4	
Number of general workers on staff establishment:	27	
Number of posts vacant:	27	
Total number of learners:	1562	
Grade R	244	
Grade 1	236	
Grade 2	174	
Grade 3	183	
Grade 4	199	
Grade 5	189	
Grade 6	166	
Grade 7	171	
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
No. of learners with special education needs:	0	
Languages spoken at the school:	Sepedi English	



EVALUATION SUMMARY

1. OVERALL PERFORMANCE OF THE SCHOOL:	#DIV/0!
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2. AREAS FOR EVALUATION:	
2.1 Basic functionality of the school	
2.2 Leadership, management and communication	
2.3 Governance and relationships	
2.4 Quality of teaching and learning	
2.5 Curriculum provision	
2.6 Learner achievement	
2.7 Schools safety, security and discipline	
2.8 School infrastructure	
2.9 Parents and community	

3. ADDITIONAL AREAS:	
3.1 School provides curriculum resources (LTSM)	
3.2 School provides teacher development through IQMS processes	

PRIORITIES FOR SCHOOL IMPROVEMENT

1. Review school policies to be inclusive of procedures to inform school plans and programmes.
2. Develop systems to design job descriptions and duty lists of staff and instruments to monitor and support staff performance.
3. Train SGB on their roles and responsibilities. SGB constitution should be reviewed to inform the strategic plan and monitoring system.
4. Collaboratively develop systems for curriculum planning to enhance different teaching strategies to improve learner performance.
5. Audit existing school's total resources with the view of aligning the budget to curriculum needs for full implementation.
6. Conduct regular basic assessment tasks to improve learners' knowledge, skill, attitude and values in literacy and numeracy.
7. A comprehensive plan and campaigns should be developed to ensure Greenside community a violent free for health of children.
8. The LDoBE should appoint staff in line with the post establishment. Ensure maximum utilisation of all resources to benefit learning.
9. The school should develop marketing strategies and encourage parental participation by involving them in school management.
10. The Circuit Manager should support the school in its endeavour to implement SIP and help build relations with nearby schools.

AREAS FOR EVALUATION

1. BASIC FUNCTIONALITY

Purpose:	To evaluate whether the school functions efficiently and effectively to realise its educational and social goals					
Sources of Information:	The General School Policy /School Handbook; Language Policy; Policy on Religion; Admission Policy; Admission Register, Attendance Registers; Summary Register; Quarterly Attendance Returns; Late-coming and Truancy Registers; Educator Time-book / Time Register; Leave Register; Leave Forms File; Any notes / letters written to learners/ parents / educators with regard to late-coming and any other documents that may assist with evaluation of this Area					
No	Criteria and associated indicators	Section 1			Section 2	Rating
	Evaluation	Available	Appropriate	Implemented	Effective	
		YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
1	Appropriate policies and procedures are in place to enable school to run smoothly					
1.1	General school policy / set of operational procedures	No	Not	Not	Needs urgent support	
1.2	Language Policy	Yes	Not	Partially	Needs urgent support	
1.3	Policy on Religion	No	Not	Not	Needs urgent support	
1.4	Admission Policy	Yes	Not	Not	Needs urgent support	
1.5	Address transformational goals of equity, access, redress and quality	Yes	Partially	Partially	Needs improvement	
	Reasons for effectiveness rating:					
1.1	The school does not have a general policy which regulates operational procedures such as the start and the end of school day and communication.					
1.2	The Language Policy is not appropriately developed to guide implementation of LOLT as well as the promotion of home languages.					
1.3	The Policy on Religion is not available and as such practices of conducting morning devotion are not regulated.					
1.4	The Admission Policy is not appropriately structured to provide procedures to empower authorities to address admission challenges faced by the school.					
1.5	Although the school has admission guidelines, admission is accessible to all learners of different cultural groups and learners are fed.					
2	The school has appropriate procedures for dealing with absence, lateness and truancy					
2.1	Registers are up to date and regularly monitored	Yes	Not	Not	Needs urgent support	
2.2	The attendance rate of learners has positive impact on school ethos	Yes	Partially	Partially	Needs urgent support	
2.3	Procedures to monitor and curb late-coming and truancy amongst learners	No	Not	Not	Needs urgent support	
2.4	Procedures to monitor and curb absence and late-coming amongst educators	Yes	Partially	Partially	Needs improvement	
	Reasons for effectiveness rating:					
2.1	Registers are up to date and regularly monitored. The summary register is not audited to analyse challenges with a view of finding lasting solutions.					
2.2	The attendance rate of learners is acceptable and they respond well to the school's time-table. However, late-coming and absenteeism have negative impact					
2.3	Late-coming has developed into a cultural practice and the school has no procedure that embodies sanctions to discourage such a practice.					
2.4	Although systems for monitoring late-coming and truancy among educators are in place, such do not reinforce the core business of education.					
3	The school has a positive school ethos					
3.1	Educators display and contribute to a positive school ethos	Yes	Partially	Partially	Needs improvement	
3.2	Learners display and contribute to a positive school ethos	Yes	Fully	Partially	Acceptable	
3.3	Limited graffiti and damage to school property	Yes	Fully	Partially	Acceptable	
	Reasons for effectiveness rating:					
3.1	Educators respond to their job descriptions which are often interrupted by other directives that undermine their core business.					
3.2	Generally learners are well behaved and respond minimally to the school's vision and mission statement of : responsible problem-solving citizens.					
3.3	The buildings and furniture are cared for and there is no graffiti observed.					
Total: Basic functionality						

2. LEADERSHIP, MANAGEMENT AND COMMUNICATION

Purpose:		To evaluate the effectiveness of the leadership and management of the school				
Sources of Information:		Vision and Mission statements; The school's improvement plans; SSE Report; School Annual Report; Staff establishment; Job descriptions; Minutes and agendas of Staff/SMT/SGB meetings, Staff/Educator improvement plan; Improvement targets, Punctuality records, Attendance registers; Copies of reports, School calendar, prospectus, school magazine, diaries, letters; School budget and financial expenditures; management activity calendar, monthly plan, Plans of HODs / Subject heads and Asset register, Maintenance plan				
No	Criteria and associated indicators	Section 1			Section 2	Rating
	Evaluation	Available	Appropriate	Implemented	Effective	
		YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
1	The School Management Team gives clear direction to the school					
1.1	Clear Vision and Mission statement	Yes	Not	Not	Needs urgent support	
1.2	Annual Schools Self-evaluation (SSE)	No	Partially	Not	Needs urgent support	
1.3	Annual School Improvement Plan (SIP)	Yes	Not	Not	Needs improvement	
Reasons for effectiveness rating:						
1.1	The school vision does not embrace the SMART principle and has not been translated into programmes for implementation,					
1.2	The school does not conduct SSE to inform improvement plans.					
1.3	The SIP does not prioritise educator development to improve learner attainment.					
2	Leaders operating at various levels are fully utilised					
2.1	All promotional posts are filled	No	Not	Not	Needs urgent support	
2.2	Managers - job descriptions and duty lists, delegated in fair and equitable manner	No	Not	Not	Needs urgent support	
Reasons for effectiveness rating:						
2.1	All promotional posts are not filled as a result of unavailability of school' post establishment.					
2.2	The school has not set up procedures to develop job descriptions, duty lists and regulations for delegation of duties.					
3	The SMT promotes quality of teaching and learning in the school through appropriate curriculum management					
3.1	Subject policies	Yes	Partially	Not	Needs urgent support	
3.2	Year and term work plans (work schedules)	Yes	Not	Not	Needs urgent support	
3.3	Lesson/class time-tables	Yes	Partially	Partially	Needs improvement	
3.4	Systems when educators are absent/posts vacant	No	Fully	Not	Needs urgent support	
3.5	Management file for each subject	No	Not	Not	Needs urgent support	
3.6	Subject meetings	No	Not	Not	Needs urgent support	
3.7	Staff development initiatives	No	Not	Not	Needs urgent support	
3.8	LTSM for every learner	Yes	Partially	Not	Needs urgent support	
Reasons for effectiveness rating:						
3.1	sent.					
3.2	Work schedules are available. They are not properly developed to promote team planning and teaching as to practically link LOs to content and integration.					
3.3	Lessons are conducted in accordance with the time-tables, though time spend in class is less equated to the desired outcomes.					
3.4	Subject management files are not developed and there are no common means of promoting standard practices.					
3.5	The school does not have a system in place to substitute educators who are absent.					
3.6	Subject meetings are not held. There is no forum created to discuss and share challenges and success related to teaching practices.					
3.7	There is no school-based educator development system. Though IQMS is implemented, it is not properly done.					
3.8	Available LTSM does not cover every learner.					
4	The SMT promotes quality of teaching and learning in the school through appropriate physical resource management					
4.1	Risk assessment done	No	Not	Not	Needs urgent support	
4.2	Intervention plan (Storms, health hazards, security etc.)	No	Not	Not	Needs urgent support	
4.3	Maintenance plan (continuous)	No	Not	Not	Needs urgent support	
4.4	Monitoring strategy for maintenance plan	No	Not	Not	Needs urgent support	
Reasons for effectiveness rating:						
4.1	Risk assessment is not done.					
4.2	The school does not have an intervention plan.					

4.3	There is no maintenance plan.
4.4	No strategy to monitor maintenance plan.

No	Criteria and associated indicators	Section 1			Section 2	Rating
		Available	Appropriate	Implemented	Effective	
	Evaluation	YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
5	The SMT promotes quality of teaching and learning in the school through appropriate human resource management					
5.1	Educator posts are filled	No	Not	Not	Needs urgent support	
5.2	Non-educator posts are filled	No	Not	Not	Needs urgent support	
5.3	Staff duty lists	Yes	Not	Not	Needs urgent support	
5.4	Fair and equitable job allocation	Yes	Not	Not	Needs urgent support	
5.5	Effective staff administration	No	Partially	Not	Needs urgent support	
Reasons for effectiveness rating:						
5.1	The school does not have a post establishment.					
5.2	There school does not have posts allocated for non-educators. Existing cleaners just volunteered their services since 2009.					
5.3	There are no structured duty lists developed.					
5.4	Job allocation is not a consultative product, as such, it is not fair and equitably done. In the Foundation Phase educators work is not monitored.					
5.5	Top down management and autocratic leadership style have rendered staff administration very inefficient. The school is rendered dysfunctional.					
6	The SMT promotes stakeholder involvement through appropriate communication strategies					
6.1	Communication to PED and Districts	No	Not	Not	Needs urgent support	
6.2	Communication to staff	Yes	Not	Not	Needs urgent support	
6.3	Communication to parents (Circulars/report cards)	Yes	Not	Not	Needs urgent support	
6.4	Communication to community/other schools	No	Not	Not	Needs urgent support	
Reasons for effectiveness rating:						
6.1	The SGB constitution is silent on communication procedures. The absence of the school policy makes communication with PED and Circuit shallow.					
6.2	Although meetings and briefing sessions are held, such are forms of announcements sessions than discussion forums where decisions are taken.					
6.3	Although quarterly meetings with parents are held and learner progress is given, such are not progressive to improve on the scholastic learner progress.					
6.4	The schools does not have guidelines for interaction with other schools, hence poor relationship with the neighbouring school.					
Total: Leadership, management and communication						

3. GOVERNANCE AND RELATIONSHIPS

Purpose:	To evaluate the effectiveness of the governing body in fulfilling its roles and responsibilities with regard to the establishment of a purposeful and disciplined school environment					
Sources of Information:	All SGB documents, All financial documents, All asset and stock registers, All Policies, Minutes of SGB and Committee Meetings, Staff records					
No	Criteria and associated indicators Evaluation	Section 1			Section 2	Rating
		Available YES/NO	Appropriate FULLY/ PARTIALLY/ NOT	Implemented FULLY/ PARTIALLY/ NOT	Effective PERFORMANCE LEVEL	
1	School Governing Body (SGB) is duly established and functions effectively					
1.1	Election of SGB members and office bearers	Yes	Partially	Not	Needs urgent support	
1.2	Training of SGB members	Yes	Partially	Not	Needs urgent support	
1.3	Constitution (document) in line with requirements	Yes	Partially	Not	Needs urgent support	
1.4	SGB meetings are held as required	No	Not	Not	Needs urgent support	
1.5	SGB has functional sub-committees	No	Not	Not	Needs urgent support	
Reasons for effectiveness rating:						
1.1	Bi-elections were held to close vacant posts.					
1.2	The SGB executive has undergone training on roles and responsibilities. However, they failed to share with other members of the SGB.					
1.3	The SGB constitution is not structured with clear terms of references and procedures for the SGB to execute their roles and responsibilities.					
1.4	Since the election of the SGB, they never held a formal structured meeting. The minute book does not reflect any implementation of decisions taken.					
1.5	The SGB does not have sub-committees. The constitution has no clause that dictates for the establishment and reports of SGB sub-committees.					
2	SGB provides the school with clear strategic direction					
2.1	Involvement in developing and adopting policies for the school	No	Not	Not	Needs urgent support	
2.2	Encourage stakeholders to render voluntary services	No	Not	Not	Needs urgent support	
2.3	SGB members visit school often	No	Not	Not	Needs urgent support	
2.4	SGB analyse reports on school activities and give guidance	No	Not	Not	Needs urgent support	
Reasons for effectiveness rating:						
2.1	The SGB has not yet started to develop policies.					
2.2	The SGB does not encourage parents to offer voluntary service to the school.					
2.3	Lack of proper orientation and the ill relationship between the SGB and the principal makes it difficult for the SGB to make meaningful visits and contribution.					
2.4	The SGB is not strategically positioned to receive reports and to lead the school towards a strategic direction as pointed by the vision of the school.					
3	SGB execute its function with regard to the school's finances within its legal mandate					
3.1	Finance Policy to manage the school's finances	Yes	Not	Not	Needs urgent support	
3.2	Finance Committee is functional	No	Not	Not	Needs urgent support	
3.3	Financial principles followed in line with legislation	No	Not	Not	Needs urgent support	
3.4	Procurement and asset management procedures for all goods/assets	No	Not	Not	Needs urgent support	
3.5	Annual budget prepared and presented at AGM	Yes	Not	Not	Needs urgent support	
3.6	Financial statements are prepared, audited, submitted to PED	Yes	Partially	Partially	Needs improvement	
Reasons for effectiveness rating:						
3.1	Existing finance policy is not properly structured to give guidance on administration of funds and it is not known by all stakeholders.					
3.2	The school has no finance committee.					
3.3	The principal is ignorant of financial principles and as such financial administration and management are not transparent and properly administered.					
3.4	The schools does not have a system to procure goods and service. There are no instruments to manage assets.					
3.5	Although the annual budget is prepared and adopted by parents in the AGM, it lacks structure and does not dictate spending patterns.					
3.6	Financial statements are prepared and submitted to the PED.					
4	SGB execute its function with regard to staff paid from school funds within its legal mandate					
4.1	SGB appointments and remuneration in line with legislation	No	Not	Not	Needs urgent support	
4.2	Reimbursement of staff for services rendered in line with legislation	No	Not	Not	Needs urgent support	
Reasons for effectiveness rating:						

4.1	The school does not have a system to guide principles and procedures of SGB contract posts and conditions of service.	
4.2	The absence of policy and systems makes the school to misappropriate finances.	
Total: Governance and relationships		

4. QUALITY OF TEACHING AND LEARNING & EDUCATOR DEVELOPMENT

Purpose:	To evaluate the quality of teaching and learning and the extent to which the school provides and promotes educator development					
Sources of Information:	IQMS documents, Teacher files, Learner work books and Assessment records, Monitoring and control records, Lesson observations etc.					
No	Criteria and associated indicators Evaluation	Section 1			Section 2	Rating
		Available YES/NO	Appropriate FULLY/ PARTIALLY/ NOT	Implemented FULLY/ PARTIALLY/ NOT	Effective PERFORMANCE LEVEL	
1	Creation of positive learning environment					
1.1	Learning space	No	Not	Not	Needs urgent support	
1.2	Learner involvement	Yes	Partially	Partially	Needs improvement	
1.3	Discipline	Yes	Partially	Partially	Needs improvement	
1.4	Managing diversity in the classroom	No	Not	Not	Needs improvement	
	Reasons for effectiveness rating:					
1.1	Classes are over subscribed. The average teacher learner ratio is 1 : 63. The school has a learner population of 1951 with only 35 educators.					
1.2	Learner involvement is minimal due to over-crowded classrooms.					
1.3	Discipline of learners is relatively acceptable though classrooms are overcrowded. Learners follow instructions with ease.					
1.4	No attention is given to individual learners.					
2	Knowledge and understanding of curriculum					
2.1	Knowledge of Subjects	Yes	Fully	Partially	Acceptable	
2.2	Skills	Yes	Partially	Partially	Needs improvement	
2.3	Goal setting (attainment of outcomes)	Yes	Partially	Partially	Needs improvement	
2.4	Involvement in learning programmes	Yes	Fully	Fully	Good	
	Reasons for effectiveness rating:					
2.1	Educators have sufficient knowledge but do not use it effectively. This knowledge is not properly transmitted because of densely populated classes.					
2.2	Educators lack the necessary skills for effective teaching of their subjects. Mostly, lessons are teacher-centred.					
2.3	Lesson outcomes are not thoroughly determined. Educators do not outline the intended outcomes of the lessons in the introduction.					
2.4	Teachers' files are reasonably kept and updated. Work schedules are kept, updated and followed.					
3	Lesson planning, preparation and presentation					
3.1	Planning	Yes	Partially	Partially	Needs improvement	
3.2	Presentation	Yes	Partially	Partially	Needs improvement	
3.3	Recording	Yes	Partially	Partially	Needs improvement	
3.4	Management of work schedule (learning programme)	Yes	Fully	Fully	Good	
	Reasons for effectiveness rating:					
3.1	Lesson plans are not well thought out.					
3.2	Lecture method is thoroughly used and as such, learners' prior knowledge does not drive discovery of new concepts.					
3.3	Assessment records are recorded and analysed. However, there is no indication of the use of analysed records.					
3.4	Lessons are in line with the work schedules.					
4	Learner Assessment and Achievement					
4.1	Feedback to learners	Yes	Partially	Partially	Needs improvement	
4.2	Knowledge of assessment techniques	Yes	Partially	Partially	Needs improvement	
4.3	Application of techniques	No	Not	Not	Needs urgent support	
4.4	Record keeping of assessment, learner progress and achievement	Yes	Partially	Partially	Needs improvement	
	Reasons for effectiveness rating:					
4.1	Limited homework and classwork is given. Homework / projects / assignments are used but not planned for.					
4.2	Educators do not use a variety of assessment forms.					
4.3	Different assessment techniques are not used. Assessment Tasks are pitched at knowledge level of the Bloom's Taxonomy of learning domain.					
4.4	Records of assessment are kept.					
5	The school supports and encourages educator development through IQMS processes					
5.1	Staff Development Team is fully constituted and effective/functional	Yes	Partially	Partially	Needs improvement	
5.2	The required IQMS documents are available, completed and submitted to district	Yes	Fully	Fully	Good	
5.3	The SDT/SMT provide adequate monitoring, guidance and support	No	Not	Not	Needs urgent support	
	Reasons for effectiveness rating:					
5.1	The Staff Development Team is constituted. However, it is not effective.					

5.2	The IQMS documents are available and submitted to the district. PGPs are not updated on quarterly basis.
5.3	The SDT/ SMT does not provide monitoring, guidance and support to educators.
Total: Quality of teaching and learning & educator development	

5. CURRICULUM PROVISION AND RESOURCES

Purpose:	To evaluate the implementation of the curriculum and enrichment programs offered at schools and to what extent it enhances the aims and objectives of the education system					
Sources of Information:	School policy; School's curriculum; The school's year plan ; Timetables; School Annual Report; Results of extra- and co-curricular activities; Co- curricular planning; Extra-curricular planning; School Inventory Lists; Lesson plans; Distribution Lists; Retrieval System documents; Lesson Observation; Observation of storerooms					
No	Criteria and associated indicators	Section 1			Section 2	Rating
	Evaluation	Available	Appropriate	Implemented	Effective	
		YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
1	The curriculum offered complies with National Curriculum Statement					
1.1	The school provides the required subjects in line with NCS/CAPS	Yes	Fully	Fully	Good	
1.2	Correct notional / contact time allocated on time-table for each subject	Yes	Fully	Fully	Good	
	Reasons for effectiveness rating:					
1.1	The curriculum is NCS compliant.					
1.2	The time-table is appropriately structured to respond to the notional time.					
2	The school provides curriculum resources to support teaching and learning					
2.1	Appropriate and sufficient LTSM resources, in line with NCS/CAPS	Yes	Partially	Partially	Needs improvement	
2.2	LTSM resources used effectively for teaching and learning	Yes	Partially	Partially	Needs improvement	
2.3	Relevant resources in the library, laboratories and workshops	Yes	Fully	Not	Needs improvement	
	Reasons for effectiveness rating:					
2.1	Although available LTSM resources are relevant, they are not sufficient to cover all learning areas and learners at the school.					
2.2	Available LTSM is not effectively used to enhance effective teaching and learning. There is an over-reliance on textbooks.					
2.3	The computer room and toy room are used as classrooms. The science laboratory is not effectively used to promote scientific knowledge.					
3	The school manages procurement, distribution and retrieval of LTSM effectively					
3.1	Administration systems to ensure that text books and stationery are accessible for educators/learners	Yes	Partially	Partially	Acceptable	
3.2	Appropriate retrieval system in place for text books and LTSM	Yes	Partially	Partially	Acceptable	
3.3	Stationery ordered and received before school re-opening	Yes	Fully	Fully	Outstanding	
	Reasons for effectiveness rating:					
3.1	The school has an approach of distributing stationery to all learners. However, there is an acute shortage of textbooks and learner workbooks.					
3.2	Although the school has a system to register and retrieve LTSM, such is not appropriate and accurately implemented.					
3.3	In practice, stationery is delivered on time and distributed to all learners ahead of learning and teaching.					
4	The school enrichment programme provides for extra- and co-curricular activities					
4.1	Provision and support for learners in variety of <u>extra-curricular</u> activities	Yes	Partially	Partially	Needs improvement	
4.2	Provision and support for learners in variety of <u>co-curricular</u> activities	No	Not	Not	Needs improvement	
	Reasons for effectiveness rating:					
4.1	Extra curricular activities are offered at a very small scale and very few learners participate. There are means to encourage and support learner participation.					
4.2	No observation were made and the school could not show evidence of practical activities in co-curricular.					
Total: Curriculum provision and resources						

6. LEARNER ACHIEVEMENT

Purpose:	To evaluate the level of achievement of learners academically as well as in extra- and co-curricular activities					
Sources of Information:	November results (Promotion Schedules); Annual National Assessment results; Systemic Evaluation and other surveys – results; Records of learners who participate in sports and cultural activities; Records that shows learner achievement in sports and cultural competitions					
No	Criteria and associated indicators	Section 2				Rating
		Quality of learner achievement results				
	Evaluation	Foundation Phase	Intermediate Phase	Senior Phase	FET band	
1.	Learner achievement in Foundation Phase					
1.1	Internal assessment (all subjects)	Outstanding	Outstanding			#REF!
1.2	Annual National Assessment: Literacy/Languages	Outstanding	Needs urgent support			#REF!
1.3	Annual National Assessment: Numeracy/Mathematics	Outstanding	Needs urgent support			#REF!
1.4	Grade 12 results (all subjects)				Acceptable	#REF!
	Reasons:					
1.1	The difference between internal and standardised assessment results is not more than 5% on average per Learning Area.					
1.2	The difference between internal and standardised assessment results is more than 30% on average in English First Additional Language.					
1.3	The difference between internal and standardised assessment is more than 30% on average in Mathematics.					
1.4						
No	Criteria and associated indicators	Section 1			Section 2	Rating
		Available	Appropriate	Implemented	Effective	
	Evaluation	YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
5.	Learners participate and achieve well in extra-curricular activities as part of the school enrichment programme					
5.1	Learners participate in good numbers in sport activities	Yes	Partially	Partially	Needs improvement	
5.2	Learners achieve well in sport activities	Yes	Partially	Partially	Needs improvement	
5.3	Learners participate in good numbers in cultural activities	Yes	Partially	Partially	Needs improvement	
5.4	Learners achieve well in cultural activities	Yes	Partially	Partially	Needs improvement	
	Reasons for effectiveness rating:					
5.1	20% of learners participate in sport activities.					
5.2	Very few learners achieve well in sport activities.					
5.3	About 10% of learners participate in cultural activities,					
5.4	Very few learners achieve well in cultural activities.					
Total: Learner achievement						

7. SCHOOL SAFETY, SECURITY AND DISCIPLINE

Purpose:	To evaluate the level at which the school provides for a healthy, safe and secure environment for learners, staff, parents and others					
Sources of Information:	Health, Safety and Security policy; Communication to parents; Staff records; Records of working with welfare agencies, SAPD and guidance teacher; Learner profile records; Records on incidents of medical emergencies and accidents at school; First aid kits; Schools file on Nutrition programme; Safety rules and safe practices; All posters and hazard signs; Records of hazards and unsafe and unhealthy structures and conditions at school; Emergency and evacuation procedures and plans; Fire extinguishers; Visitors books; Gate control and signs at the entrance; Early release registers and required letters and other required documents; Campus duty rosters; Schedule 1 of Safety regulations in SASA- completed for school visits; Drivers and vehicle licenses; SGB Roadworthy inspection document; Consent					
No	Criteria and associated indicators Evaluation	Section 1			Section 2	Rating
		Available YES/NO	Appropriate FULLY/ PARTIALLY/ NOT	Implemented FULLY/ PARTIALLY/ NOT	Effective PERFORMANCE LEVEL	
1	The school implements a Health, Safety and Security (HSS) Policy to support, care and protect the learners, staff and others at school					
1.1	Functions of health/welfare committee	No	Not	Not	Needs urgent support	
1.2	Procedures to support, care and protect learners in need	No	Not	Not	Needs urgent support	
1.3	Procedures on communicable diseases, handling of illnesses and medical emergencies	Yes	Fully	Partially	Acceptable	
1.4	The school implements HIV management	No	Not	Not	Needs urgent support	
1.5	Nutrition programme to feed learners in need	Yes	Fully	Fully	Outstanding	
Reasons for effectiveness rating:						
1.1	There is no welfare committee.					
1.2	There are no procedures to support, care and protect learners in need.					
1.3	The first aid is available, well resourced and there is a sick room which is not regularly used by learners.					
1.4	The school does not have an HIV management system.					
1.5	All learners participate in the school's nutritional feeding scheme					
2	The school implements safety practices against potential hazards, unsafe or unhealthy structures and conditions at the school					
2.1	Safety Representative in compliance with legislation	No	Not	Not	Needs urgent support	
2.2	Practical measures to ensure that property is safe, hazard free and hygienic	Yes	Fully	Fully	Good	
2.3	Safety regulations, safe methods and practices in the workshops and laboratories	Yes	Fully	Fully	Good	
2.4	Relevant emergency plan	No	Not	Not	Needs urgent support	
2.5	Maintained fire extinguishers	Yes	Fully	Fully	Outstanding	
Reasons for effectiveness rating:						
2.1	There is no safety committee.					
2.2	The school is well fenced with a barb-wired fence. There are two security guards who man the gates 24 hours and the admin block has an alarm system.					
2.3	There are well serviced fire extinguishers in the laboratories and rules.					
2.4	There is no emergency plan.					
2.5	All fire extinguishers are well maintained and serviced.					
3	The school implements security regulations that aims to ensure the safety of the learners, staff and visitors on the premises					
3.1	Procedures that regulate access to the school	Yes	Fully	Fully	Good	
3.2	Procedures to regulate early release of learners	No	Not	Not	Needs urgent support	
3.3	Procedures for supervision of learners to ensure their safety and security	No	Not	Not	Needs urgent support	
3.4	Procedures followed during school visits	Yes	Fully	Partially	Acceptable	
Reasons for effectiveness rating:						
3.1	All visitors and employees are required to sign as they enter the school yard. This is controlled by the school security. Visitors report to the reception.					
3.2	There is no procedure in place to regulate early release of learners.					
3.3	There is no procedure in place for supervision of learners to ensure their safety and security.					
3.4	During school visits, visitors report at the reception for assistance.					
4	School implements regulations in compliance with legislation to keep the school violence and drug free					
4.1	Regulations - <u>bringing and possession</u> of dangerous objects and illegal drugs to the school premises and activities	No	Not	Not	Needs urgent support	
4.2	Regulations - <u>search and confiscation</u> of dangerous objects and illegal drugs at the school	Yes	Fully	Partially	Acceptable	
Reasons for effectiveness rating:						
4.1	There are no regulations on bringing and possession of dangerous objects and illegal drugs to the school activities and premises.					

4.2	There are no regulations for searching and confiscation of dangerous objects, however, learners are searched as they enter the school premises.
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No	Criteria and associated indicators	Section 1			Section 2	Rating
		Available	Appropriate	Implemented	Effective	
	Evaluation	YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
5	Code of Conduct for learners aims to establish a disciplined and purposeful school environment					
5.1	School rules - regulating learner behaviour and discipline	No	Not	Not	Needs urgent support	
5.2	Involvement of RCL in learner discipline					
5.3	Disciplinary regulations and procedures when learners transgressed	No	Not	Not	Needs urgent support	
Reasons for effectiveness rating:						
5.1	The school does not have a code of conduct for learners.					
5.2	There is no RCL since the school is a primary.					
5.3	The school does not have a code of conduct for learners.					
Total: Safety, security and discipline						

8. SCHOOL INFRASTRUCTURE

Purpose:		To evaluate to what extent the school has sufficient and appropriate infrastructure and how it is maintained				
Sources of Information:		Electricity network, light fittings and plugs; Water network, drinking taps; Ablution block; Classrooms; Library; Classrooms with specialized equipment; Furniture in rooms; Inventory list/register; Offices and storerooms; Staffroom, kitchens, nutrition centre, tuck shop, school hall, work shop; Documentary evidence; Maintenance policy; Finance policy; Maintenance committee minutes; Project contracts; Cleaner, Maintenance duty roster				
No	Criteria and associated indicators	Section 1			Section 2	Rating
	Evaluation	Available	Appropriate	Implemented	Effective	
		YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
1	The school has reliable and sufficient functional services					
1.1	Electrical supply at the school is reliable and sufficient	Yes	Fully	Fully	Outstanding	
1.2	Electricity points (plugs, lights etc.) is maintained and working	Yes	Fully	Fully	Outstanding	
1.3	There is sufficient clean water supply at the school	Yes	Fully	Fully	Outstanding	
1.4	Water system (taps, pipes, etc) is maintained and working	Yes	Fully	Fully	Outstanding	
Reasons for effectiveness rating:						
1.1	Electricity supply is reliable and sufficient.					
1.2	All electrical points are well maintained and in good condition.					
1.3	The school has sufficient clean water and supply from the municipality.					
1.4	All water taps and pipes are well maintained.					
2	The ablution facilities at the school are appropriate, sufficient and in working order					
2.1	Gender separated, functional ablution facilities for learners	Yes	Fully	Fully	Outstanding	
2.2	Gender separated, functional ablution facilities for educators and visitors	Yes	Fully	Fully	Outstanding	
2.3	Ablution facilities (toilets, cloakrooms) are maintained	Yes	Fully	Fully	Outstanding	
Reasons for effectiveness rating:						
2.1	There are gender separated ablution facilities for learners.					
2.2	There are gender separated ablution facilities for educators and visitors					
2.3	All ablution facilities are well maintained and in a state of good repair.					
3	Classrooms are sufficient, appropriately furnished, maintained and used for intended purpose					
3.1	Sufficient, maintained ordinary classrooms	No	Fully	Fully	Acceptable	
3.2	Sufficient, maintained furniture used for teaching and learning	No	Fully	Fully	Acceptable	
3.3	Furnished and maintained library used as teaching and learning resource centre	Yes	Partially	Not	Needs urgent support	
3.4	Sufficient specialised classrooms with specialised equipment available for curriculum offered	Yes	Fully	Not	Needs urgent support	
Reasons for effectiveness rating:						
3.1	All classrooms are well maintained and appropriate. However, they are accommodating 1571 instead of 960 learners they were meant to.					
3.2	There is appropriate furniture to accommodate 960 learners instead of the current 1571 learners.					
3.3	The library is well furnished. However, it is used as a permanent classroom for Grade 1 learners					
3.4	There is a toy room which is used as a permanent Grade 1 classroom and a computer room is not used altogether.					
4	School has non- educational rooms to support a positive teaching/learning environment					
4.1	Administrative block and storerooms	Yes	Fully	Fully	Outstanding	
4.2	Venues for food handling, social gatherings and maintenance	Yes	Fully	Fully	Outstanding	
Reasons for effectiveness rating:						
4.1	There is a well furnished administrative block and well maintained storerooms.					
4.2	The school has an appropriate and well resourced kitchen used to prepare meals for learners on daily basis.					
5	The school has appropriate school grounds, play areas and sport facilities					
5.1	School ground is fenced, accessible and developed	Yes	Partially	Partially	Acceptable	
5.2	Outdoor play areas and sport facilities that are accessible, maintained and used for purpose	Yes	Fully	Partially	Acceptable	
Reasons for effectiveness rating:						
5.1	The school ground is available, not fenced and not well developed. However, it is shared by the two schools (Greenside P and Kabelo Secondary School)					
5.2	There is an outdoor playing place for all Grade R learners.					

No	Criteria and associated indicators	Section 1			Section 2	Rating
		Available	Appropriate	Implemented	Effective	
	Evaluation	YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
6	School has an effective Maintenance Policy					
6.1	Maintenance Policy - regulations and procedures aimed at keeping the property in good condition	No	Not	Not	Needs urgent support	
6.2	Sufficient, functional, maintenance equipment & tools to assist with school maintenance	Yes	Fully	Fully	Outstanding	
6.3	Sufficient, functional, maintained office equipment	Yes	Fully	Fully	Outstanding	
Reasons for effectiveness rating:						
6.1	The school does not have a maintenance policy to regulate and keep its property in good condition.					
6.2	There is sufficient, functional, maintained equipments and tools to assist with school maintenance. Hence the school is well maintained.					
6.3	Office equipments are functional and well maintained.					
7	School has boarding facilities to care for learners who need it					
7.1	Boarding facilities accommodate and cater for the needs and welfare of learners					
7.2	Boarding facilities are neat, clean and maintained					
7.3	Financial management of the facility is sound					
Reasons for effectiveness rating:						
7.1						
7.2	\\					
7.3						
					Total: School infrastructure	

9. PARENTS AND COMMUNITY

Purpose:	To evaluate the extent to which the school encourages parental and community involvement in the education of the learners and how it makes use of their contributions to support learners' progress					
Sources of Information:	Communication to parents, i.e., invitations, letters, newsletters, notices, Learner Report Cards; Minutes of meetings with parents; Handouts at parents meetings; Proof/correspondence of partnerships with community organisations and NGO's; Visitor's Book and Logbook; Registers/ correspondence of usage of facilities; Environmental Programme, Agenda's and Minutes of relevant meetings, Attendance registers; written evidence of links with other schools.					
No	Criteria and associated indicators	Section 1			Section 2	Rating
	Evaluation	Available	Appropriate	Implemented	Effective	
		YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
1	The school communicates regularly and effectively with parents					
1.1	Communication strategies to ensure parents are informed about school activities	Yes	Partially	Partially	Needs improvement	
1.2	Strategies to interact with and advise parents on curriculum matters	No	Not	Not	Needs urgent support	
1.3	Parents attendance to meetings called by the school	Yes	Partially	Partially	Acceptable	
1.4	Parents involvement in learner's learning by signing and checking learner's work	No	Not	Not	Needs improvement	
1.5	Parents enrol learners on time	Yes	Partially	Not	Needs urgent support	
	Reasons for effectiveness rating:					
1.1	Parent meetings are convened quarterly and parents are informed generally on school activities. Parent decisions do not inform school programmes.					
1.2	Open day meetings are not arranged for parents to view learner work and for guidance on how they can assist their children.					
1.3	Attendance of parents to meetings is erratic and it prohibits their meaningful participation in school activities.					
1.4	All learner books observed were not signed by parents. This signals that the school has no system of involving parents in the education of their children.					
1.5	Although parents are informed about registration dates, they do not know the implication of not observing registration dates.					
2	The school interacts regularly and effectively with the community					
2.1	Partnerships with community structures	No	Not	Not	Needs improvement	
2.2	Strategy - when community uses school physical resources	No	Not	Not	Needs improvement	
2.3	Strategy to use local services and institutions to benefit the school and learners	No	Not	Not	Needs improvement	
	Reasons for effectiveness rating:					
2.1	There are no programmes that are jointly conducted by the school with other community services.					
2.2	Although the school hall and some facilities are regularly used by local services including the Department of Education, there is no legal system followed.					
2.3	The school has no programmes with SAPS, Home Affairs, Library and other services that would benefit the school's primary objectives.					
3	The school encourages learners to respect the local and global environment					
3.1	Organisation of quality environmental programme	Yes	Partially	Partially	Acceptable	
3.2	Participation by learners and educators in environ. programme	No	Not	Not	Needs improvement	
3.3	Support to and from community for environmental programme	No	Not	Not	Needs improvement	
	Reasons for effectiveness rating:					
3.1	There are no environmental programme such as recycling or any other educational which the school administers.					
3.2	The year plan and the budget do not prioritise environmental celebrations such as the National Arbor Day.					
3.3	There are no programmes that are jointly conducted by the school with other community services.					
4	The school has developed good links with other schools					
4.1	Organisation of inter-school academic, sports and cultural activities	No	Not	Not	Needs urgent support	
4.2	Participation in inter-school academic, sports and cultural activities	No	Not	Not	Needs urgent support	
	Reasons for effectiveness rating:					
4.1	The school programme has no indication of inter-school programmes on academic, sports and cultural activities.					
4.2	The school does not participate in inter-school academic and sporting projects.					
Total: Parents and community						

Signatures:

Date of school self-evaluation:

Principal:

SGB Chairperson:

Circuit manager:

School stamp:

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Date of external evaluation:

Principal:

Evaluation team leader:

Names of team members:

Mr. JG Mmako
Mr. AM Mukoma
Mrs. MJ Pilusa
Mr. HM Tleanwe

