basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

THABO MBEKI PRIMARY SCHOOL

The evaluation was carried out in accordance with the National Policy on Whole-School Evaluation,
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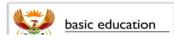
CONTENTS

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

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DETAILS OF THE SCHOOL

Name of the school:	Nirvana Primary
Category of the school:	Public Ordinary
Quintile of the school:	4
SASA Section 20 or 21 functions:	21
EMIS number:	992205512
Examination centre number (Secondary schools):	
Province:	Limpopo
District/Region:	Capricorn
Circuit/APO:	
Name of Principal:	Mrs. TP Mhlongo
Name of SGB Chairperson:	Mr. NP Monyama
Physical address of the school:	20 Lawton Drive Nirvana 699
Postal address of the school:	P.O. Box 5026 Pietersburg North
Postal code:	750
School telephone number:	015 292 0421/6/7/
School fax number:	152920426
Principal cell number:	826777656
Educators:	
Number of PL 1 posts on staff establishment:	20
Number of vacant PL1 posts:	0
Number of PL2 posts on staff establishment:	4
Number of vacant PL2 posts:	2
Number of PL3 posts on staff establishment:	2
Number of vacant PL3 posts:	1
Number of educators appointed by SGB:	4
Educator : Learner ratio:	01:33.8
Support staff:	
Number of administrative clerks on staff establishment:	3
Number of posts vacant:	0
Number of general workers on staff establishement:	
Number of posts vacant:	

Total number of learners:	911
Grade R	84
Grade 1	130
Grade 2	113
Grade 3	118
Grade 4	116
Grade 5	110
Grade 6	112
Grade 7	128
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
No. of learners with special education needs:	3

Languages spoken at the school:	Sepedi Afrikaans English

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EVALUATION SUMMARY

1.	**OVERALL PERFORMANCE OF THE SCHOOL:**	#DIV/0!

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. Development of all statutory and corrective policies in line with the provincial and national presrcipts.

2. Setting systems in place to manage the school as an organisation.

3. Induction and orientation of the SGB on roles and responsibilities and execution thereof.

4. Full implementation of IQMS.

5. Setting achievable goals for learners attainment and prioritising them in the School Improvement Plan for implementation.

6. Developing and implementing thereafter relevant policies to promote a safer school environment.

7. Effective use of the library and laboratory to enhance better learner attainment.

8.

9.

10.

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
		Available	Appropriate	Implemented	Effective	
	Evaluation	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	Yes	Not	Partially	Needs urgent support	
1.2	Language Policy	Yes	Not	Partially	Needs urgent support	
1.3	Policy on Religion	Yes	Not	Not	Needs urgent support	
1.4	Admission Policy	Yes	Not	Partially	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	Existing policies are not in line with national and provincial prescripts.					
1.2	Existing policies are not products of a consultative process and do not assist the school to realise its educationmal goals.					
1.3						
1.4						
1.5						
2	**The school has appropriate procedures for dealing with absence, lateness and truancy**					
2.1	Registers are up to date and regularly monitored	Yes	Fully	Partially	Needs improvement	
2.2	The attendance rate of learners has positive impact on school ethos	No	Not	Not	Needs urgent support	
2.3	Procedures to monitor and curb late-coming and truancy amongst learners	Yes	Not	Not	Needs urgent support	
2.4	Procedures to monitor and curb absence and late-coming amongst educators	Yes	Fully	Fully	Good	
	Reasons for effectiveness rating:					
2.1	Registers are not up to date and and monitored at all.					
2.2	The attendance rate of learners has is positive impact on school ethos					
2.3	The procudure to monitor and curb late coming and truancy amongst leaners is not effectivie.					
2.4						
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	Partially	Partially	Needs improvement	
3.3	Limited graffiti and damage to school property	Yes	Partially	Partially	Needs improvement	
	Reasons for effectiveness rating:					
3.1	Educators are on time, always in class teaching. Lesson planning needs to be improved.					
3.2	Learners are always in class learning					
3.3	The level if grafitti is minimal.					
	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
		Available	**Appropriate**	**Implemented**	**Effective**	
	Evaluation	**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	Partially	Not	Needs urgent support	
1.2	Annual Schools Self-evaluation (SSE)	Yes	Partially	Not	Needs urgent support	
1.3	Annual School Improvement Plan (SIP)	Yes	Partially	Not	Needs urgent support	
	Reasons for effectiveness rating:					
1.1	Vision is not SMART, owned and a product of colllective all stakeholders.					
1.2	They SIP does not address Learner Achievement, Leadership, management band commnication and basic schoool functionality.					
1.3	Activities in the SIP are not implemented and there is no monitoring of the implementation of the SIP.					
2	**Leaders operating at various levels are fully utilised**					
2.1	All promotional posts are filled	No	Partially	Not	Needs urgent support	
2.2	Managers - job descriptions and duty lists, delegated in fair and equitable manner	Yes	Not	Not	Needs improvement	
	Reasons for effectiveness rating:					
2.1	Not all promotional posts have been filled.					
2.2	Job descriptions for managers are not effective to bring about a well run institution.					
3	**The SMT promotes quality of teaching and learning in the school through appropriate curriculum management**					
3.1	Subject policies	Yes	Not	Not	Needs urgent support	
3.2	Year and term work plans (work schedules)	Yes	Fully	Fully	Needs urgent support	
3.3	Lesson/class time-tables	Yes	Fully	Fully	Good	
3.4	Systems when educators are absent/posts vacant	Yes	Fully	Partially	Acceptable	
3.5	Management file for each subject	Yes	Partially	Partially	Needs improvement	
3.6	Subject meetings	Yes	Partially	Partially	Needs improvement	
3.7	Staff development initiatives	Yes	Not	Not	Needs urgent support	
3.8	LTSM for every learner	Yes	Fully	Partially	Acceptable	
	Reasons for effectiveness rating:					
3.1	Subject policies are available. However, they are not contextualised to realised effective curriculum delivery and management.					
3.2	All educators have work schedules.					
3.3	Lesson and class time-table are available and followed.					
3.4	There is a syatem in place to ensure teaching and learning when an educator is absent,					
3.5	Each subject has a management file which keeps resords of activities and documents needed in that subject.					
3.6	Subject meetings are conducted but not at regular intervals. There is no evidence of tracking implementation of decisions taken.					
3.7	No evidence of staff development initiatives.					
3.8	Generally, every learner has a textbook.					
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.)	Yes	Not	Partially	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 not done.					
4.2	No intervention plan, maintenance plan and monitoring strategy for maintenance plan.					
4.3	No well structured maintenance plan available. However, there is evedence of maintenance done.					

4.4	There is no strategy available for 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	Partially	Partially	Needs improvement	
5.4	Fair and equitable job allocation	Yes	Partially	Partially	Needs improvement	
5.5	Effective staff administration	Yes	Partially	Fully	Acceptable	
	Reasons for effectiveness rating:					
5.1	Post establishment for 2011 is not available..					
5.2	Non-educator posts are not filled. However not interviews and shortlisting have been conducted.					
5.3						
5.4						
5.5						
6	**The SMT promotes stakeholder involvement through appropriate communication strategies**					
6.1	Communication to PED and Districts	Yes	Fully	Fully	Good	
6.2	Communication to staff	Yes	Partially	Fully	Acceptable	
6.3	Communication to parents (Circulars/report cards)	Yes	Partially	Fully	Needs improvement	
6.4	Communication to community/other schools	Yes	Not		Needs urgent support	
	Reasons for effectiveness rating:					
6.1	The school has a good communication system with the circuit office.					
6.2	The are structured communication systems with the staff such as daily briefings and circulating a communication books					
6.3	The school communicates with parents. It was noted that this is sometimes not well co-ordinated since it is done by individual educators.					
6.4	The school does not have a relationship with community structures and nearby schools.					
					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	Available	Appropriate	Implemented	Effective	Rating
		Section 1			**Section 2**	
		Available	**Appropriate**	**Implemented**	**Effective**	
	Evaluation	**YES/NO**	**FULLY/ PARTIALLY/ NOT**	**FULLY/ PARTIALLY/ NOT**	**PERFORMANCE LEVEL**	
1	**School Governing Body (SGB) is duly established and functions effectively**					
1.1	Election of SGB members and office bearers	Yes	Fully	Not	Needs urgent support	
1.2	Training of SGB members	No	Not	Not	Needs urgent support	
1.3	Constitution (document) in line with requirements	Yes	Not	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	The SGB has office bearers who never formed a quorum since elected.					
1.2	The SGB was never tarined on their roles and responsibilities.					
1.3	The SGB constitution was not reviewed and adopted					
1.4	SGB meetings are not held as required.					
1.5	There are no functional sub-committees of the SGB.					
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	Yes	Partially	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 was not involved in the develoment of school policies. Policies were copied from other schools.					
2.2	The SG does not encourage parents to render voluntary services to the school.					
2.3	SGB members do visit the school only when there are issues to be addressed.					
2.4	The SGD does not analyse reports on school activities and give guidance.					
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	Partially	Partially	Needs improvement	
3.6	Financial statements are prepared, audited, submitted to PED	Yes	Fully	Fully	Good	
	Reasons for effectiveness rating:					
3.1	Finanabce Policy does not regulate the use of school funds.					
3.2	No established Finance Committee.					
3.3	Provincial prescripts on the management of school funds are not known and therefore not implemented.					
3.4	There are no established procurement and asests management procedures for goods and services.					
3.5	The annual budget is not structured accordning the the provincial prescripts on the management of funds in public schools.					
3.6	Financial statements are prepared, audited, submitted to 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	
4,2	
	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	Section 1			Section 2	Rating
		Available	**Appropriate**	**Implemented**	**Effective**	
	Evaluation	**YES/NO**	**FULLY/ PARTIALLY/ NOT**	**FULLY/ PARTIALLY/ NOT**	**PERFORMANCE LEVEL**	
1	**Creation of positive learning environment**					
1.1	Learning space	Yes	Fully	Fully	Good	
1.2	Learner involvement	Yes	Fully	Fully	Good	
1.3	Discipline	Yes	Fully	Fully	Good	
1.4	Managing diversity in the classroom	Yes	Fully	Partially	Acceptable	
	Reasons for effectiveness rating:					
1.1	All classrooms are clean, learners are well seated in desks and learners are encouraged to greely particiapate during lessons.					
1.2	Learners are actively involved during lessons in individual, pair and group activities.					
1.3	Learners are well disciplined and respect each others views and their educators'.					
1.4	All learners are treated fairly in the clasrooms regardless of their religious affiliations and learning abilities.					
2	**Knowledge and understanding of curriculum**					
2.1	Knowledge of Subjects	Yes	Fully	Fully	Good	
2.2	Skills	Yes	Fully	Fully	Good	
2.3	Goal setting (attainment of outcomes)	Yes	Partially	Partially	Needs improvement	
2.4	Involvement in learning programmes	Yes	Fully	Partially	Acceptable	
	Reasons for effectiveness rating:					
2.1	Educators command a good knowledge of the learning areas they teach.					
2.2	Educators display good skill with regard to mediating lessons.					
2.3	Broadly, educators are able to set goals on a topic. However, they fail to set goals for every lesson they teach.					
2.4	Educators are nvolved in the learning programme.					
3	**Lesson planning, preparation and presentation**					
3.1	Planning	Yes	Fully	Fully	Good	
3.2	Presentation	Yes	Fully	Fully	Good	
3.3	Recording	Yes	Fully	Fully	Good	
3.4	Management of work schedule (learning programme)	Yes	Fully	Fully	Good	
	Reasons for effectiveness rating:					
3.1	All educators have lesson plan provided for by the department of education and own developed.					
3.2	Educators present lesson well.					
3.3	Recording is well kept.					
3.4	Work schedules are well managed and presentation of lessons is in line with work schedules.					
4	**Learner Assessment and Achievement**					
2.1	Feedback to learners	Yes	Fully	Partially	Acceptable	
4.2	Knowledge of assessment techniques	Yes	Partially	Partially	Needs improvement	
4.3	Application of techniques	Yes	Partially	Partially	Needs improvement	
4.4	Record keeping of assessment, learner progress and achievement	Yes	Fully	Fully	Good	
	Reasons for effectiveness rating:					
4.1	Feedback is give to learners mainly in the form of corrections done after homework was done and a test being written.					
4.2	Different assessment techniques are issued. However, assesssment items are mostly on the first two levels on Bloom's Taxonomy of cognitive development.					
4.3	Assessment techniques as prescribed are adhered to. However, educators stick to the minimum prescribed.					
4.4	Record keeping of assessment on learner progress is made. There is no analysis on learner performance on every assessment task to inform corrective measures.					
5	**The school supports and encourages educator development through IQMS processes**					
5.1	Staff Development Team is fully constituted and effective/functional	Yes	Not	Not	Needs urgent support	
5.2	The required IQMS documents are available, completed and submitted to district	Yes	Fully	Partially	Acceptable	
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 fuly constituted. However, it is not functional.					
5.2	All required IQMS documents are available, completed and submitted to the district.					

5.3	The SDT/SMT does not provide adequate 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 Available	Section 1 Appropriate	Section 1 Implemented	Section 2 Effective	Rating
	Evaluation	**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 School provide curriculum provision in line with the dictates of NCS.*					
1.2	*Each subject has been allocated the correct 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	Fully	Partially	Acceptable	
2.2	LTSM resources used effectively for teaching and learning	Yes	Fully	Fully	Good	
2.3	Relevant resources in the library, laboratories and workshops	Yes	Fully	Not	Needs improvement	
	Reasons for effectiveness rating:					
2.1	The school has appropriate LTSM with shortages in other grades and subjects.					
2.2	Available LTSM is effectively used to enhance teaching and learning.					
2.3	The library and laoratory are well resources. However, they are not regularly used by learners.					
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	Fully	Fully	Good	
3.2	Appropriate retrieval system in place for text books and LTSM	Yes	Fully	Fully	Good	
3.3	Stationery ordered and received before school re-opening	Yes	Fully	Fully	Good	
	Reasons for effectiveness rating:					
3.1	There is a syaem in place to ensure that textbooks and stationary are accessible to both educators and learners.					
3.2	There is an appropriate vLTSM retrieval system in place.					
3.3	Stationery ordered was received before the school re-opened in January 2011.					
4	**The school enrichment programme provides for extra- and co-curricular activities**					
4.1	Provision and support for learners in variety of _extra-curricular_ activities	Yes	Partially	Partially	Needs improvement	
4.2	Provision and support for learners in variety of _co-curricular_ activities	Yes	Partially	Partially	Needs improvement	
	Reasons for effectiveness rating:					
4.1	Learners do not participate in extra-curricular activities within the school. However, they participate in extra-curricular activites outside the school.					
4.2	Learners participate in other co-curricular activities like maths olympiad.					
				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)	Good	Good	Good		#REF!
1.2	Annual National Assessment: Literacy/Languages	Needs improvement	Needs improvement	Needs improvement		#REF!
1.3	Annual National Assessment: Numeracy/Mathematics	Needs improvement	Needs improvement	Needs improvement		#REF!
1.4	Grade 12 results (all subjects)				Needs improvement	#REF!
	Reasons:					
1.1	Learners perfom well in all internal assessment.					
1.2	Performance is the Annual Assessment in both Literacy and Languages is well below performance in the internal assessment.					
1.3	Performance is the Annual Assessment in both Numeracy and Mathematics is well below performance in the internal assessment.					
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	Not	Not	Needs urgent support	
5.3	Learners participate in good numbers in cultural activities	No	Not	Not	Needs urgent support	
5.4	Learners achieve well in cultural activities	No	Not	Not	Needs urgent support	
	Reasons for effectiveness rating:					
5.1	Only few leaerners participate in sports activities.					
5.2	Learners do not achieve well in sport activities.					
5.3	Learners do not participate in cultural activities.					
5.4						
	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 Available YES/NO	Section 1 Appropriate FULLY/ PARTIALLY/ NOT	Section 1 Implemented FULLY/ PARTIALLY/ NOT	Section 2 Effective PERFORMANCE LEVEL	Rating
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	Yes	Partially	Partially	Needs improvement	
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	No	Not	Not	Needs urgent support	
1.4	The school implements HIV management	Yes	Not	Not	Needs urgent support	
1.5	Nutrition programme to feed learners in need	No	Not	Not	Needs improvement	
	Reasons for effectiveness rating:					
1.1	Health and welfare committee is not co-ordinated.					
1.2	No procedure in place to support, care and protect learners in need.					
1.3	No pocudures in place on communicable diseases, handling of illnesses and medical emergencies.					
1.4	The schools does not have an HIV/AIDS management system in place.					
1.5	There is no no nutritional programme to feed learners in need.					
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	Not	Not	Needs urgent support	
2.3	Safety regulations, safe methods and practices in the workshops and laboratories	No	Not	Not	Needs urgent support	
2.4	Relevant emergency plan	No	Not	Not	Needs urgent support	
2.5	Maintained fire extinguishers	No	Not	Not	Needs urgent support	
	Reasons for effectiveness rating:					
2.1	The are no safety representative in compliance of the legislation.					
2.2	The are security guards and an alarm system specifically for the administrative building.					
2.3	There are no safety regulations, safe methods and practices in the laboratory.					
2.4	There is no emergency plan in place.					
2.5	Fire extuignushers were last maintained in April 2010.					
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	Partially	Partially	Needs improvement	
3.2	Procedures to regulate early release of learners	Yes	Partially	Partially	Needs improvement	
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	Partially	Partially	Needs improvement	
	Reasons for effectiveness rating:					
3.1	Procedures in place to regulate access to the school for visitors and staff only, not for dropping off and collecting learners.					
3.2	The procedures for releasing learners early are in place and not enforced.					
3.3	There are no procedures for supervision of learners to ensure their safety and security.					
3.4	Pprocedures followed during school visits are available and not adhered to.					
4	**School implements regulations in compliance with legislation to keep the school violence and drug free**					
4.1	Regulations - bringing and possession of dangerous objects and illegal drugs to the school premises and activities	Yes	Not	Not	Needs urgent support	
4.2	Regulations - search and confiscation of dangerous objects and illegal drugs at the school	No	Not	Not	Needs urgent support	
	Reasons for effectiveness rating:					
4.1	Regulations for bringing and possession of dangerous objects and illegal drugs to the school premises and activities are available but not enforced.					
4.2	The are no regulations to search and confiscate dangerous objects and illegal drugs in the school.					

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	Yes	Not	Not	Needs urgent support	
5.2	Involvement of RCL in learner discipline	No	Not	Not	Needs urgent support	
5.3	Disciplinary regulations and procedures when learners transgressed	No	Not	Not	Needs urgent support	
	Reasons for effectiveness rating:					
5.1	Learners code of conduct does not regulate learners behaviour and discipline.					
5.2	The school does not have the RCL since it is a primary.					
5.3	There are no disciplinary regulations and procedures to addrees learners' transgressions.					
				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
		Available	**Appropriate**	**Implemented**	**Effective**	
	Evaluation	**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	Good	
	Reasons for effectiveness rating:					
1.1	Sufficient electricity supply.					
1.2	All electricity points are well maintained and in working condition.					
1.3	There is sufficient clean water supply at the school					
1.4	All water syatems 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	Good	
2.2	Gender separated, functional ablution facilities for educators and visitors	Yes	Fully	Fully	Outstanding	
2.3	Ablution facilities (toilets, cloakrooms) are maintained	Yes	Partially	Partially	Needs improvement	
	Reasons for effectiveness rating:					
2.1	Both boys and girls have separate toilets.					
2.2	There are functional ablution facilities for educators and visitors.					
2.3	Ablution facilities for both boys and girls in the intermediate and senior phase need to be well maintained.					
3	**Classrooms are sufficient, appropriately furnished, maintained and used for intended purpose**					
3.1	Sufficient, maintained ordinary classrooms	Yes	Fully	Fully	Outstanding	
3.2	Sufficient, maintained furniture used for teaching and learning	Yes	Fully	Fully	Good	
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	Partially	Not	Needs urgent support	
	Reasons for effectiveness rating:					
3.1	All classrooms are sufficient, appropriately furnished, maintained and used for intended purpose.					
3.2	There is sufficient, and well maintained furniture in the classrooms.					
3.3	The library is resourced. However, it not being utilised.					
3.4	The toy room is also resourced and it is not utilised.					
4	**School has non- educational rooms to support a positive teaching/learning environment**					
4.1	Administrative block and storerooms	Yes	Fully	Partially	Acceptable	
4.2	Venues for food handling, social gatherings and maintenance	Yes	Fully	Fully	Good	
	Reasons for effectiveness rating:					
4.1	The administrative block is appropriately furnished. However, offices allocate are not fully used.					
4.2	The Kitchen and the school hall are well maintained.					
5	**The school has appropriate school grounds, play areas and sport facilities**					
5.1	School ground is fenced, accessible and developed	Yes	Not	Not	Needs urgent support	
5.2	Outdoor play areas and sport facilities that are accessible, maintained and used for purpose	Yes	Not	Not	Needs urgent support	
	Reasons for effectiveness rating:					
5.1	The ground is avaible, fenced accesssible. However, it is not developed and pose security risks to learners.					
5.2	Outdoor play areas are avaible and not well maintined and taken care of.					

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	Rating
6	**School has an effective Maintenance Policy**					
6.1	Maintenance Policy - regulations and procedures aimed at keeping the property in good condition	Yes	Not	Not	Needs urgent support	
6.2	Sufficient, functional, maintenance equipment & tools to assist with school maintenance	Yes	Fully	Partially	Acceptable	
6.3	Sufficient, functional, maintained office equipment	Yes	Fully	Fully	Good	
	Reasons for effectiveness rating:					
6.1	Miantenance policy is not appropriate.					
6.2	There are enough maintennce equiomensts tools and equipments to assist with school maintenance.					
6.3	There is sufficient and funstional office equipments.					
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

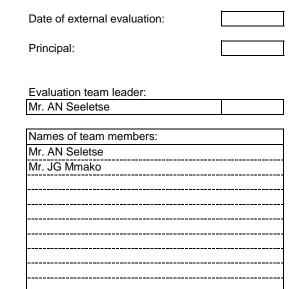|	
Purpose:	To evaluate the extent to which the school encourages parental and community involvement in the education of the learners and how it makes use of their contributions to support learners' progress
Sources of Information:	Communication to parents, i.e., invitations, letters, newsletters, notices, 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
		Available	**Appropriate**	**Implemented**	**Effective**	
	Evaluation	**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	Fully	Fully	Good	
1.2	Strategies to interact with and advise parents on curriculum matters	Yes	Partially	Partially	Needs improvement	
1.3	Parents attendance to meetings called by the school	Yes	Not	Partially	Needs urgent support	
1.4	Parents involvement in learner's learning by signing and checking learner's work	No	Not	Not	Needs urgent support	
1.5	Parents enrol learners on time	Yes	Partially	Partially	Needs improvement	
	Reasons for effectiveness rating:					
1.1	Communication straties such as letter and meetings are used to inform parents about school activities such as learner progress and excursions.					
1.2	Parents are called bu individual edicators to inform them about how learners perform and seek solutions where necessary.					
1.3	Parents attendance to meetings called by the school is poor.					
1.4	Observations from leaners' portfolios and classwork books indicate that parents do not check and sign them.					
1.5	Most parents enrol learners on time.					
2	**The school interacts regularly and effectively with the community**					
2.1	Partnerships with community structures	No	Not	Not	Needs urgent support	
2.2	Strategy - when community uses school physical resources	Yes	Partially	Partially	Needs improvement	
2.3	Strategy to use local services and institutions to benefit the school and learners	No	Not	Not	Needs urgent support	
	Reasons for effectiveness rating:					
2.1	The school does not have partnerships with community structures.					
2.2	The policy does identify community structures, regulate the users including the department of eduation and recourse when damages are incurred.					
2.3	No strategy in place to use local services and institutions to benefit the schools and learners.					
3	**The school encourages learners to respect the local and global environment**					
3.1	Organisation of quality environmental programme	No	Not	Not	Needs urgent support	
3.2	Participation by learners and educators in environ. programme	No	Not	Not	Needs urgent support	
3.3	Support to and from community for environmental programme	No	Not	Not	Needs urgent support	
	Reasons for effectiveness rating:					
3.1	The is no organisation of quality environmental programme as a result the school and local environment is not properly cared for,					
3.2	Learners and educators do not participate in environmental programmes eg. Cleaning campaigns, greening and national Arbor Day.					
3.3	The school doesnot have a relationship with the local community on envirnmental issues.					
4	**The school has developed good links with other schools**					
4.1	Organisation of inter-school academic, sports and cultural activities	Yes	Partially	Partially	Needs improvement	
4.2	Participation in inter-school academic, sports and cultural activities	Yes	Partially	Partially	Needs improvement	
	Reasons for effectiveness rating:					
4.1	The school organise inter-school academic, sports and cultural activities.					
4.2	The school participate in inter-school academic, sports and cultural activities.					
					Total: Parents and community	

Signatures:

Date of school self-evaluation: [   ]   Date of external evaluation: [   ]

Principal: [   ]   Principal: [   ]

SGB Chairperson: [   ]

Evaluation team leader:

Circuit manager: [   ] | Mr. AN Seeletse | |

Names of team members:
Mr. AN Seletse
Mr. JG Mmako

School stamp:

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA