



SCHOOL SELF EVALUATION INSTRUMENT

PROVINCE	
DISTRICT	
SCHOOL	
EMIS No.	

IMPORTANT NOTE:

- Basic annual management processes such as *Budgeting, Annual reporting and School Improvement Planning* are required to take place across all public schools in the country in a way that contributes towards a functional school environment (*Action Plan to 2014: Towards Schooling 2025*).
- Every school is required to have an annually updated *School Improvement Plan*, detailing what the key challenges of the school are and how they will be addressed.
- Prior to developing a *School Improvement Plan*, it is essential that school communities undertake *School Self Evaluation*, in accordance with the National Policy on Whole School Evaluation (*Government Gazette Vol. 433: No. 22512 of 26 July 2001, Pretoria*).
- The *School Self Evaluation* exercise will enable school communities to undertake a realistic and honest assessment of their school against the criteria within the nine areas of evaluation as set out in the Whole School Evaluation policy
- Subsequent to the *School Self Evaluation* process, the school community must then produce a *School Improvement Plan* that will address the identified challenges and improve the quality of basic education in the school.

SCHOOL SELF EVALUATION AND PLANNING STEPS:

1. Identify and establish a team that will drive and lead the process.
2. Conduct School Self Evaluation.
3. Analyse the School Self Evaluation report and identify key areas that require attention.
4. Identify how the key needs will be met (i.e. through a programme, project or task) and allocate a time frame to each.
5. Develop a School Improvement Plan.
6. Implement improvement strategies

SECTION A: SCHOOL DETAILS

A. DETAILS OF THE SCHOOL

Name of the school	
Category of the school	
Quintile of the school	
SASA Section 20 or 21 functions	

EMIS number:	
Examination centre number (Secondary schools):	

Province	
District	
Circuit	

Name of Principal	
Name of SGB Chairperson	

Physical address of the school	

Postal address of the school	
Postal code	
School telephone number	
School fax number	
Principal cell number	
Email address	

Educators:	
Number of PL 1 posts on staff establishment:	
Actual Number of PL1 posts:	
Actual Number of vacant PL1 posts:	
Number of PL2 posts on staff establishment:	
Actual Number of PL2 posts:	
Number of vacant PL2 posts:	
Number of PL3 posts on staff establishment:	
Actual Number of PL3 posts:	
Number of vacant PL3 posts:	
Number of PL4 posts:	
Number of excess posts:	
Number of educators appointed by SGB:	
Learner : Educator ratio (dept. posts + principal (PL4))	

Support staff:	
Number of administrative clerks on staff establishment:	
Number of posts vacant:	
Number of general workers on staff establishment:	
Number of posts vacant:	

Total number of learners:	
Grade R	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	

No. of learners with special education needs:	
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Languages spoken at the school:	
Language of Learning and Teaching (LoLT)	

SECTION B: GUIDELINES ON RATING

B. GUIDELINES ON THE RATING SCALE WHEN COMPLETING THE SCHOOL SELF EVALUATION INSTRUMENT

The main purpose of the national policy on WSE is to identify areas of strength as well as areas requiring development in schools nationally. This is intended to enable schools to improve the overall quality of education they provide as well as to effect improved learner performance. The intention is also to diagnose areas needing urgent support in order to enable districts to provide informed services to schools.

WSE encapsulates School Self-Evaluation (SSE) as well as external evaluation. Implementing the policy is an important step towards improving the quality of school education, helping educators work more effectively and ensuring that all learners get the best opportunities of success.

The following are the key areas of evaluation as prescribed by the policy:

- Quality of teaching and learning, and educator development.
- Curriculum provision and resources.
- Learner achievement.
- Basic functionality of the school.
- Leadership, management and communication.
- Governance and relationships.
- School safety, security and discipline.
- School infrastructure.
- Parents and community.

The WSE policy makes provision for the following RATING SCALE:

Rating	Performance level
5	Outstanding
4	Good
3	Acceptable
2	Needs improvement
1	Needs urgent support

In applying this scale, the following table provides further clarity in determining a rating.

Rating to be awarded	Descriptor	Look at the <i>indicator</i> and ask the following QUESTION	What is the prevailing scenario in the school after examining available EVIDENCE	Interpretation
1	Needs urgent support	Is it available?	It is not available , is not done, does not exist, does not occur	<ul style="list-style-type: none"> • It also means “Does it exist? Is it done? Does it occur?” To answer this question the evaluator must look at documentary evidence or evidence gathered through interviews, lesson and other observations, etc. and may also refer to a particular practice or occurrence that is happening at the school. • Non-compliance, not appropriate, not available, not adhered to, not implemented. There are major weaknesses that require immediate remedial intervention and action. Province/District need to intervene urgently.
2	Needs improvement	Is it appropriate?	It is available. Some of the aspects are appropriate, with some that are not	<ul style="list-style-type: none"> • Everything that happens at a school or that is documented should be tested against all relevant legislation applicable to education, e.g., Constitution of S.A., SA Schools Act and its Amendments, Public Servants Act, Educator Employment Act, Public Finance Management Act, Child Act, Occupational Health Services Act, Department of Basic Education and Provincial Education Department policies and regulations. • Non-compliance with a significant number of minimum requirements for a particular indicator, there are some strengths but it is outweighed by areas for development (weaknesses). The school needs structured and planned action to provide learners with basic education. Implementation is not effective and assisted by all stakeholders
3	Acceptable	Is it implemented?	It is available and appropriate. Majority of the aspects are implemented, comply with legislation and add value to school operations.	<ul style="list-style-type: none"> • Policies, procedures, practices and planning at school are implemented. Evidence may be gathered through observations, registers, written communication, interviews with stakeholders, questionnaires etc. Implementation must also be appropriate and in line with legislation. • Adequate, compliance with most minimum requirements, strengths just outweigh areas for development, policies, plans and procedures are fully implemented. Quality of teaching is

				reasonably good and learners achieve on average (60% - 70%) in annual national assessments and Grade 12. Learners have access to a basic level of provision, minimum expectations are met.
4	Good	Is it effective?	It is available, appropriate and implemented. All the aspects are implemented, comply with legislation and add value to school operations.	<ul style="list-style-type: none"> The policy, plan, procedure, conduct, occurrence adds most possible value to school operations, it works and is cost-effective; School complies with all legislative, regulatory and policy requirements, quality of teaching is characterised by major strengths that clearly outweigh any areas for development, learners' experiences and achievement is above average expectation, the schools' policies, plans and procedures are fully effective.
5	Outstanding	Is there innovation?	It is available, appropriate, implemented and effective. All the aspects are implemented, comply with legislation and add value to school operations, with clear evidence of innovative practice .	<ul style="list-style-type: none"> Exceptional, very best practice that inspires other schools, exceptional effective implementation, exceptional quality of learning and teaching, learners' experiences and achievements are of very high quality as a result of innovative practices.

SECTION C: EVALUATION INSTRUMENT

C. EVALUATION INSTRUMENT

1. 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					
Criterion	The school embarks on effective curriculum planning					
Theme	All educators embark on quality teaching					
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	<i>Place a cross (x) in the appropriate box See guidelines on Rating Scale</i>				
		OUTSTANDING	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT	NEEDS URGENT SUPPORT
1.1	Effective time-management of teaching and learning					
1.1.1	All lessons start on time	5	4	3	2	1
1.1.2	All lessons finish on time	5	4	3	2	1
1.1.3	All lessons progress uninterrupted	5	4	3	2	1
1.1.4	Lessons are presented according to a Lesson Plan	5	4	3	2	1
1.2	Creation of positive learning environment					
1.2.1	Learning space: The learning space is clean, stimulating, age appropriate and suitable for the purpose of the subject	5	4	3	2	1
1.2.2	Learner involvement: Learners are activity engaged in the learning process	5	4	3	2	1
1.2.3	Discipline: Educators are able to effectively organise, manage and positively discipline learners	5	4	3	2	1
1.2.4	Managing diversity in the classroom: Different forms of diversity are acknowledged and catered for in the classroom	5	4	3	2	1
1.3	Knowledge and understanding of the curriculum					
1.3.1	Knowledge of subjects: Educators demonstrate a good understanding of their subject content and what the curriculum requires	5	4	3	2	1
1.3.2	Skills: Educators are able to apply suitable skills and methodologies to teach their subject	5	4	3	2	1
1.3.3	Goal setting (attainment of outcomes): Educators show evidence of goal setting and planning to cover their subject curriculum across the teaching year	5	4	3	2	1
1.3.4	Involvement in the subject: Educators participate in professional growth activities in the subjects they offer	5	4	3	2	1
1.4	Lesson planning, preparation and presentation					
1.4.1	Planning: There is evidence that educators plan for their subject on a daily, weekly, quarterly and annual basis	5	4	3	2	1

1.4.2	Presentation: Lessons are presented in an engaging and interactive manner	5	4	3	2	1
1.4.3	Recording: Educators keep a record of their planning and curriculum coverage	5	4	3	2	1
1.4.4	Management of work schedule: Educators are able to effectively manage and keep pace with their work schedule/annual teaching plan	5	4	3	2	1
1.4.5	Educators assess the strengths and weaknesses of their lessons	5	4	3	2	1
1.5	Learner assessment and achievement					
1.5.1	Feedback to learners: All learners receive regular and insightful feedback on their progress	5	4	3	2	1
1.5.2	Knowledge of assessment techniques: Educators show a good understanding of different assessment techniques relevant to the subject and learners ability	5	4	3	2	1
1.5.3	Application of techniques: Educators are able to competently apply relevant assessment techniques in a way that is valid, consistent and transparent	5	4	3	2	1
1.5.4	Record keeping of assessment, learner progress and achievement: Educators keep sound records of assessments, learner progress and learner achievement.	5	4	3	2	1
1.6	The school conducts appropriate assessment of learner competencies					
1.6.1	The correct number of assessments are done per term as required	5	4	3	2	1
1.6.2	The Programme of Assessment is filed in each Teacher's file	5	4	3	2	1
1.6.3	The Programme of Assessment is planned for in the Work Schedule	5	4	3	2	1
1.6.4	Assessment is included as part of all lesson plans	5	4	3	2	1
1.6.5	All Assessments are dated and signed off	5	4	3	2	1
1.7	Assessments are of good standard and correctly recorded					
1.7.1	Assessment results are regularly recorded	5	4	3	2	1
1.7.2	Recorded on correct mark sheets	5	4	3	2	1
1.7.3	Quarterly analysed	5	4	3	2	1
1.7.4	Leading to remedial instruction	5	4	3	2	1
1.7.5	Leading to corrections by learners	5	4	3	2	1
1.7.6	Covers all planned work per quarter	5	4	3	2	1
1.7.7	Covers core content per Grade	5	4	3	2	1
1.7.8	Includes a variety of assessment techniques	5	4	3	2	1
1.7.9	Is moderated by the HOD	5	4	3	2	1
1.8	Educators make use of sufficient and variety of informal assessment					
1.8.1	Informal assessment is conducted	5	4	3	2	1
	The quality and quantity of forms of informal assessments: As per CAPS document					
1.8.2	Written class work	5	4	3	2	1
1.8.3	Written home work	5	4	3	2	1
1.8.4	Assignments	5	4	3	2	1

1.8.5	Projects	5	4	3	2	1
1.8.6	Oral	5	4	3	2	1
1.8.7	Reading with understanding and fluency	5	4	3	2	1
1.8.8	Other (example Practicals, Demonstrations, etc.)	5	4	3	2	1
1.9	The school supports and encourages educator development through IQMS processes					
1.9.1	A Staff Development Team (SDT) is established	5	4	3	2	1
1.9.2	A Development Support Group (DSG) for each educator is in place	5	4	3	2	1
1.9.3	A management plan for the implementation of educator appraisal system is available	5	4	3	2	1
1.9.4	A Personal Growth Plan (PGP) for each educator for the previous cycle is in place	5	4	3	2	1
1.9.5	A school improvement plan is linked to the professional needs of the educators as captured in their PGPs	5	4	3	2	1
1.10	Staff participation in Professional Development					
1.10.1	Educators willingly participate in phase, inter-phase, cluster and other planning/professional development meetings	5	4	3	2	1
1.10.2	Educators willingly participate in development opportunities linked to their PGPs	5	4	3	2	1
1.10.3	The SMT provide adequate monitoring, guidance and support	5	4	3	2	1
Reasons for the above finding/s: Strengths and Areas for Development						
Total: Quality of Teaching and Learning & Educator Development		5	4	3	2	1

2. 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					
Criterion	The curriculum offered complies with CAPS					
Theme	The school complies with the provisions of the CAPS in terms of notional / contact time of the curriculum offered					
Sources of Information	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	Place a cross (x) in the appropriate box See guidelines on Rating Scale				
		OUTSTANDING	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT	NEEDS URGENT SUPPORT
2.1	The curriculum offered complies with CAPS					
2.1.1	The subjects offered at the school are in line with CAPS requirements	5	4	3	2	1
2.1.2	The correct notional / contact time is allocated for each subject on the time-table	5	4	3	2	1
2.2	The school provides curriculum resources to support teaching and learning					
2.2.1	There are appropriate and sufficient LTSM resources, that are in line with CAPS	5	4	3	2	1
2.2.2	There are relevant supporting resources in the library, laboratories and workshops	5	4	3	2	1
2.3	The school manages procurement, distribution and retrieval of LTSM effectively					
2.3.1	There are comprehensive inventory lists for LTSM	5	4	3	2	1
2.3.2	Appropriate retrieval system is in place for text books and other LTSM	5	4	3	2	1
2.4	The school enrichment programme provides for extra- and co-curricular activities					
2.4.1	Provision and support for learners in a variety of <i>extra-curricular</i> activities	5	4	3	2	1
2.4.2	Provision and support for learners in a variety of <i>co-curricular</i> activities	5	4	3	2	1
2.4.3	Sports coaches are skilled so as to provide high quality coaching	5	4	3	2	1
2.4.4	Cultural activity coaches are skilled so as to provide high quality cultural skill development	5	4	3	2	1
2.4.5	The school has a timetable of sporting and cultural activities that are held at the school	5	4	3	2	1
Reasons for the above finding/s: Strengths and Areas for Development						

Total: Curriculum Provision and Resources	5	4	3	2	1

3. LEARNER ACHIEVEMENT						
Purpose	To evaluate the level of achievement of learners academically as well as in extra- and co-curricular activities					
Criterion	Learner achievement in standardised assessment on average is above 50% in different Subjects					
Theme	Learners read, speak, listen and write well in the language of learning and teaching					
Sources of Information	November results (Promotion Schedules); Annual National Assessment results and other surveys/results; NSC, 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	Place a cross (x) in the appropriate box See guidelines on Rating Scale				
		OUTSTANDING	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT	NEEDS URGENT SUPPORT
3.1	Learner achievement					
3.1.1	Internal assessment (overall)	5	4	3	2	1
3.1.2	Annual National Assessment: Languages	5	4	3	2	1
3.1.3	Annual National Assessment: Mathematics	5	4	3	2	1
3.1.4	Grade 12 results (all subjects)	5	4	3	2	1
3.2	Learners read, speak, listen and write well in the Language of Learning and Teaching					
3.2.1	Learners <i>read with understanding according to their developmental age</i>	5	4	3	2	1
3.2.2	Learners <i>communicate clearly according to their developmental age</i>	5	4	3	2	1
3.2.3	Learners have good listening / receptive skills according to their developmental age	5	4	3	2	1
3.2.4	Learners <i>write clearly and construct meaningful sentences</i>	5	4	3	2	1
3.3	Learners can handle numbers with ease, calculate mentally and with electronic devices and apply these skills to solve problems in Mathematics					
3.3.1	The majority of Learners <i>can handle numbers</i>	5	4	3	2	1
3.3.2	Most, learners <i>can do mental mathematics</i>	5	4	3	2	1
3.3.3	Learners can use electronic devices to solve mathematical problems	5	4	3	2	1
3.4	Supporting learners with barriers to learning					
3.4.1	Diagnostic assessments are used to identify barriers to learning	5	4	3	2	1
3.4.2	Developmental support programmes are in place to support learners with barriers to learning	5	4	3	2	1
3.5	Learners participate and achieve well in extra-curricular activities as part of the school enrichment programme					

3.5.1	Majority of learners participate in the available sporting codes and cultural activities	5	4	3	2	1
3.5.2	Learners achieve in line with their potential in sports codes and cultural activities	5	4	3	2	1
Reasons for the above finding/s: Strengths and Areas for Development						
Total: Learner Achievement		5	4	3	2	1

4. BASIC FUNCTIONALITY						
Purpose	To evaluate whether the school functions efficiently and effectively to realise its educational and social goals					
Criterion	The school has appropriate procedures for dealing with absence, lateness and truancy					
Theme	Registers are up to date and regularly monitored					
Sources of Information	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, Code of conduct for learners and educators					
No.	Criteria and associated indicators	Place a cross (x) in the appropriate in box See guidelines on Rating Scale				
		OUTSTANDING	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT	NEEDS URGENT SUPPORT
4.1	The school has appropriate procedures to deal with absence, lateness and truancy					
4.1.1	The Admission Register is available	5	4	3	2	1
4.1.2	The school has sufficient teachers allocated per quota of learners	5	4	3	2	1
4.1.3	The school has a positive organisational culture that supports the continuous growth and development of learners and educators	5	4	3	2	1
4.1.4	Class Attendance Registers are available	5	4	3	2	1
4.1.5	The Summary Register is available	5	4	3	2	1
4.1.6	The Period Registers are available	5	4	3	2	1
4.2	The school has procedures to monitor and curb absence and late-coming amongst educators					
4.2.1	The Time Register is available	5	4	3	2	1
4.2.2	The Leave Register is available	5	4	3	2	1
4.2.3	Internal school procedures to curb late-coming and early departure are available	5	4	3	2	1
4.2.4	The majority of educators attend school regularly (low absenteeism levels are recorded)	5	4	3	2	1
4.3	Code of Conduct for learners aims to establish a disciplined and purposeful school environment					
4.3.1	School rules - regulating learner behaviour and discipline are documented	5	4	3	2	1
4.3.2	Disciplinary regulations and procedures are in place when learners transgress and action is taken	5	4	3	2	1
Reasons for the above finding/s: Strengths and Areas for Development						
Total: Basic functionality		5	4	3	2	1

5. LEADERSHIP, MANAGEMENT AND COMMUNICATION						
Purpose	To evaluate the effectiveness of the leadership and management of the school					
Criterion	The School Management Team gives clear direction to the school					
Theme	The school has a clear vision and mission statement, shared and followed by all stakeholders					
Sources of Information	Vision and Mission statements; The school's improvement plans; SSE Report; Staff establishment; Job descriptions; Minutes and agendas of Staff/SMT/School calendar, prospectus, school magazine, diaries, letters; management activity calendar, monthly plan, Plans of HODs / Subject heads and Asset register, Maintenance plan					
No.	Criteria and associated indicators	Place a cross (x) in the appropriate box See guidelines on Rating Scale				
		OUTSTANDING	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT	NEEDS URGENT SUPPORT
5.1	The School Management Team gives clear direction to the school					
5.1.1	The school has a vision that is current and provides the school with clear direction and motivation	5	4	3	2	1
5.2.2	The school has a clear set of values that is embedded in school documents and activities	5	4	3	2	1
5.1.3	The school has a clearly defined mission statement	5	4	3	2	1
5.1.4	The vision & mission statements are displayed for all to see in the school building	5	4	3	2	1
5.1.5	The vision & mission statements are well known to and supported by the school community	5	4	3	2	1
5.1.6	A School Self-evaluation (SSE) takes place annually	5	4	3	2	1
5.1.7	An annual School Improvement Plan is developed	5	4	3	2	1
5.1.8	A school improvement process is integrated into the school calendar	5	4	3	2	1
5.1.9	Management actively liaises with the District Office and other agencies to obtain assistance as required	5	4	3	2	1
5.1.10	Management relates to staff in such a way that they feel valued as members of the school with an important contribution to make	5	4	3	2	1
5.1.11	Management sets a personal and a professional example to staff and learners	5	4	3	2	1
5.1.12	The school has a year and events calendar	5	4	3	2	1
5.2	All managers have clear roles and responsibilities, delegated in a fair and equitable manner					
5.2.1	A job description is signed by all SMT members and each member understands their roles and responsibilities	5	4	3	2	1
5.2.2	Responsibilities are delegated to other leaders in the school	5	4	3	2	1
5.3	The SMT promotes quality of teaching and learning in the school through appropriate curriculum management					
5.3.1	Each HOD keeps current curriculum management files that show curriculum coverage.	5	4	3	2	1

5.3.2	There is evidence of each HOD monitoring subject policies and keeping up to date with changes and new subject developments	5	4	3	2	1
5.3.3	There is evidence of each HOD monitoring teaching plans	5	4	3	2	1
5.3.4	Subject improvement plans are in place for each subject	5	4	3	2	1
5.3.5	The principal ensures that effective teaching takes place	5	4	3	2	1
5.4	The SMT promotes quality teaching and learning through Physical Resource Management					
5.4.1	The SMT efficiently manage all files and information (electronic and hard copies) related to their roles and responsibilities.	5	4	3	2	1
5.4.2	Asset registers & equipment are maintained	5	4	3	2	1
5.5	The SMT promotes quality teaching and learning through HR Management					
5.5.1	The Principal ensures that a fair job allocation is distributed to all staff	5	4	3	2	1
5.6	The SMT promotes stakeholder involvement through communication strategies					
5.6.1	There is frequent and open communication with the District officials	5	4	3	2	1
5.6.2	The principal establishes and monitors structures and processes to promote both a top-down and bottom-up flow of information	5	4	3	2	1
5.6.3	Communication with stakeholders is timely, frequent and clear	5	4	3	2	1
5.6.3	Communication with Educators that notifies them of relevant decisions and changes taken at a SGB and management level	5	4	3	2	1
5.6.4	Communication with learners takes place in such a manner that they can organise themselves accordingly	5	4	3	2	1
5.7	School policies and procedures					
5.7.1	All required school policies and related procedures are in place	5	4	3	2	1
5.7.2	The school community is familiar with the school policies and procedures	5	4	3	2	1
Reasons for the above finding/s: Strengths and Areas for Development						
Total : Leadership, Management And Communication		5	4	3	2	1

6. 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					
Criterion	School Governing Body (SGB) is duly established and functions effectively					
Theme	SGB members and office bearers are elected according to terms of office and prescribed procedures					
Sources of Information	All SGB documents, All financial documents, All asset and stock registers, All Policies, Minutes of SGB and Committee Meetings, Constitution, Staff records etc.					
No.	Criteria and associated indicators	Place a cross (x) in the appropriate box See guidelines on Rating Scale				
		OUTSTANDING	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT	NEEDS URGENT SUPPORT
6.1	School Governing Body (SGB) is duly established and functions effectively					
6.1.1	Effective training of all SGB members has taken place.	5	4	3	2	1
6.1.2	The constitution of the SGB is in line with SASA requirements	5	4	3	2	1
6.1.3	The SGB has elected office bearers (chairperson, treasurer and secretary)	5	4	3	2	1
6.1.4	The SGB has established all relevant committees (e.g. finance, fundraising, etc.)	5	4	3	2	1
6.1.5	The number of SGB meetings is in line with SASA	5	4	3	2	1
6.1.6	The SGB keeps minutes of each meeting	5	4	3	2	1
6.1.7	The SGB presents a report on its activities to the parents, learners, educators and other staff at least once a year	5	4	3	2	1
6.2	SGB provides the school with clear strategic direction					
6.2.1	SGB has formulated a Vision and Mission Statement through consultation	5	4	3	2	1
6.2.2	SGB is involved in developing and adopting policies of the school	5	4	3	2	1
6.2.3	The SGB assists with providing strategic leadership for the school without interfering in school management.	5	4	3	2	1
6.3	SGB executes its function with regard to the school's finances within its legal mandate					
6.3.1	The SGB has developed a Finance Policy to manage the school's finances	5	4	3	2	1
6.3.2	Financial principles are followed in line with Generally Accepted Accounting Principles (GAAP)	5	4	3	2	1
6.3.3	The SGB has adequate procurement and asset management procedures for consumable and non-consumable goods	5	4	3	2	1
6.3.4	Financial statements are prepared, audited and submitted to HoD	5	4	3	2	1
6.3.5	An annual budget is prepared and presented at the AGM	5	4	3	2	1
6.3.6	The SGB is actively involved in fundraising for the school	5	4	3	2	1

6.4	SGB executes its function with regard to human resource within its legal mandate					
6.4.1	SGB ensures due process in the interviewing and selection of all staff	5	4	3	2	1
6.4.2	SGB appoints and reimburse staff of the school in compliance with legislation	5	4	3	2	1
<i>Reasons for the above finding/s: Strengths and Areas for Development</i>						
Total: Governance and relationships		5	4	3	2	1

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					
Criterion	The Health, Safety and Security Policy is in compliance to relevant legislations					
Theme	Health, Safety and Security (HSS) Policy includes procedures to support, care and protect the learners, staff and others at school					
Sources of Information	Health, Safety and Security policy; Records of working with welfare agencies, SAPS 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 forms; Plans and records for random searches; Code of conduct for learners; Records of disciplinary proceedings, actions and sanctions.					
No.	Criteria and associated indicators	Place a cross (x) in the appropriate box See guidelines on Rating Scale				
		OUTSTANDING	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT	NEEDS URGENT SUPPORT
7.1	The school implements a Health, Safety and Security (HSS) Policy to support, care and protect the learners, staff and others at school					
7.1.1	An effective Health, Safety and Security (HSS) Policy is in place and implemented appropriately	5	4	3	2	1
7.1.2	Procedures are in place to care, support and protect learners in need	5	4	3	2	1
7.1.3	The school has sufficient equipped and accessible First Aid kits	5	4	3	2	1
7.2	The school implements safety practices against potential hazards, unsafe or unhealthy structures and conditions at the school					
7.2.1	The school property is safe, hazard free and hygienic (includes fencing, or a wall)	5	4	3	2	1
7.2.2	The school has an emergency plan and procedures in place (e.g. fire, natural disasters, etc.)	5	4	3	2	1
7.2.3	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)	5	4	3	2	1
7.2.4	Maintained fire extinguishers (and/or buckets of sand) are available at strategic places.	5	4	3	2	1
7.2.5	Classes and laboratories are safe and secure	5	4	3	2	1
7.2.6	The school has good relationships with local police, traffic department and fire brigade	5	4	3	2	1
7.3	The school implements security regulations that aims to ensure the safety of the learners, staff and visitors on the premises					
7.3.1	Procedures are in place to regulate access to the school	5	4	3	2	1
7.3.2	Procedures are in place to regulate the early release of learners	5	4	3	2	1

7.4	School implements regulations in compliance with legislation to keep the school violence and drug free					
7.4.1	Regulations for possession of dangerous objects and illegal drugs to the school premises are available	5	4	3	2	1
7.4.2	Regulations pertaining to search and confiscation of dangerous objects and illegal drugs at the school are available	5	4	3	2	1
7.5	Learner Discipline policy and procedures					
7.5.1	The school has a positive discipline system that is in keeping with the SA constitution	5	4	3	2	1
7.5.2	The discipline system works from school to classroom level and is known and supported by all educators and learners	5	4	3	2	1
7.5.3	Up to date discipline records for learners and related minutes are maintained	5	4	3	2	1
7.5.4	Disciplinary interventions for learners presenting ongoing difficult behaviour are in place	5	4	3	2	1
7.5.5	Procedures are in place to effectively deal with learners' bullying or abuse of other learners	5	4	3	2	1
7.5.6	There is clear and constant communication with parents/guardians so that they can support discipline efforts	5	4	3	2	1
7.6	Contribution towards welfare of learners					
7.6.1	The school has a record of all learners who are orphans and/or staying with guardians	5	4	3	2	1
7.6.2	An effective and sufficient feeding scheme is in place for learners	5	4	3	2	1
7.6.3	The school has strong links with the Social Welfare Department, NGOs and other relevant organisations in the area (e.g. Lifeline, FAMSA, Child line, etc.)	5	4	3	2	1
7.6.4	Appropriate structures, processes and procedures are in place in the school for counselling and referral of learners	5	4	3	2	1
7.6.5	Appropriate structures and programmes are in place to identify, mentor and support learners who are at risk	5	4	3	2	1
7.6.6	Records are kept and regularly updated by the school for learners who have been counselled and/or referred	5	4	3	2	1
Reasons for the above finding/s: Strengths and Areas for Development						
Total: Safety, Security and Discipline		5	4	3	2	1

8. SCHOOL INFRASTRUCTURE						
Purpose	To evaluate to what extent the school has sufficient and appropriate infrastructure and how it is maintained					
Criterion	The school has reliable and sufficient functional services					
Theme	The school has reliable and sufficient functional services					
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	Place a cross (x) in the appropriate box See guidelines on Rating Scale				
		OUTSTANDING	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT	NEEDS URGENT SUPPORT
8.1	The school has reliable and sufficient functional services					
8.1.1	Electrical supply at the school is reliable and sufficient	5	4	3	2	1
8.1.2	There is a functional clean water supply at the school	5	4	3	2	1
8.1.3	An inventory (list) of school buildings and facilities that need to be repaired is in place and regularly updated	5	4	3	2	1
8.2	The ablution facilities at the school are appropriate, sufficient and in working order					
8.2.1	Sufficient gender separated, functional ablution and hand washing facilities are available for learners	5	4	3	2	1
8.2.2	The learner ablution facilities are clean and hygienic	5	4	3	2	1
8.2.3	Sufficient gender separated, functional ablution and hand washing facilities are available for educators	5	4	3	2	1
8.2.4	The educator ablution facilities are clean and hygienic	5	4	3	2	1
8.3	Classrooms are sufficient, appropriately furnished, maintained and used for its intended purpose					
8.3.1	Sufficient, maintained ordinary classrooms are available	5	4	3	2	1
8.3.2	Classrooms are accessible for teachers and learners with physical disability	5	4	3	2	1
8.4	School has non- educational rooms to support a positive teaching/learning environment					
8.4.1	Administrative block with a staff room is available	5	4	3	2	1
8.5	The school has appropriate school grounds, play areas and sport facilities					
8.5.1	The school ground is fenced, accessible and well maintained	5	4	3	2	1
8.5.2	The school has access to sporting facilities	5	4	3	2	1
8.5.3	The school has sufficient sporting equipment	5	4	3	2	1

8.5.4	The school has sufficient facilities to support cultural activities	5	4	3	2	1
8.5.5	The school has the required equipment to support cultural activities	5	4	3	2	1
<i>Reasons for the above finding/s: Strengths and Areas for Development</i>						
Total: School Infrastructure		5	4	3	2	1

9. PARENTS AND STAKEHOLDER INVOLVEMENT						
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					
Criterion	The school communicates regularly and effectively with parents					
Theme	The school communicates regularly and effectively with parents					
Sources of Information	Communication to parents, i.e. invitations, letters, newsletters, notices, Learner Report Cards; Minutes of meetings with parents; Hand-outs 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	Place a cross (x) in the appropriate box See guidelines on Rating Scale				
		OUTSTANDING	GOOD	ACCEPTABLE	NEEDS IMPROVEMENT	NEEDS URGENT SUPPORT
9.1	The school communicates regularly and effectively with parents					
9.1.1	Communication strategies are in place to ensure parents are informed about school activities	5	4	3	2	1
9.1.2	The school effectively interacts with and advises parents on curriculum matters and their children's progress	5	4	3	2	1
9.1.3	There is good parent attendance of meetings called by the school	5	4	3	2	1
9.1.4	Parents show involvement in schooling by signing and checking learners' work/diaries	5	4	3	2	1
9.1.5	Parents are notified and counselled regarding their children's behavioural problems	5	4	3	2	1
9.2.	School uses local services and institutions					
9.2.1	School uses local services and institutions to benefit the school and learners	5	4	3	2	1
9.3	The school encourages learners to respect the local and global environment					
9.3.1	School offers a quality environmental programme to enrich learning and teaching	5	4	3	2	1
9.3.2	Participation by learners and educators in environmental programmes	5	4	3	2	1
9.3.3	Support to and from the community in environmental programmes	5	4	3	2	1
9.4	The school has developed good links with other schools					
9.4.1	Inter-school academic, sports and cultural activities are organised	5	4	3	2	1
9.4.2	There is participation in inter-school academic, sports and cultural activities	5	4	3	2	1
9.5	Parental involvement in the school					
9.5.1	A sufficient number of parents partake in school activities	5	4	3	2	1
9.5.2	Parents offer their skills to assist the school	5	4	3	2	1

9.5.3	Parents' suggestions and concerns are taken seriously	5	4	3	2	1
9.5.4	The school community plays a valuable role in supporting school activities	5	4	3	2	1
9.5.5	Where the parents do not contribute school fees they support the school in other ways	5	4	3	2	1
9.5.6	Parents are involved in fundraising activities	5	4	3	2	1
Reasons for the above finding/s: Strengths and Areas for Development						
Total: School Infrastructure		5	4	3	2	1

	NAME	SIGNATURE	DATE
Principal			
SGB Chairperson			
Circuit / District Manager			

School stamp