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| WHOLE SCHOOL EVALUATION |
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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;Data Driven Districts and SA SAMS

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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

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Sources of information

All SGB documents, all financial documents, all asset and stock registers, all Policies, Minutes of SGB and Committee Meetings, Staff records

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Sources of information :IQMS documents, Teacher files, Learner work books and Assessment records, Monitoring and control records, Lesson observations etc.

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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

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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 incidents 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; Driver and vehicle licenses; SGB Roadworthy inspection document; Consent forms; Plans for random searches; Records of incidences and actions during random searches; Code of conduct for learners; Records of disciplinary proceedings, actions and sanctions.

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| 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 |
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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.

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SCHOOL RATING FORM

RATINGS

5-OUTSTANDING (Exceptional, Excellent Practice that may inspire other schools)

4-Good (Compliance with all minimum requirements for a particular theme)

3-Acceptable (Compliance with minimum requirements, but not all)

theme)

1-Needs urgent support (Non-compliance, not available, not adhered to, not implemented)

RATINGS PER CRITERION AND THEME FOR EACH AREA FOR EVALUATION

Criteria and Themes

Basic Functionality

Appropriate policies and procedures to enable school to run smoothly

General School Policy is available, appropriate and accessible

Language Policy is available, appropriate and accessible

Policy on Religion is available, appropriate and accessible

Admission Policy is available, appropriate and accessible

The school addresses transformational goals of equity, access, redress and quality

Procedures for dealing with absence, lateness and truancy

Registers are kept up to date and regularly monitored

Attendance rate of learners

Procedures to monitor and curb late-coming and truancy amongst learners

Procedures to monitor and curb absence and late-coming amongst educators

The school has a positive ethos

Positive school ethos and commitment displayed by educators and learners

Behaviour of learners in lessons and around school

Respect learners show their educators, peers and other stakeholders

Level of graffiti and damage to school property caused by learners

Leadership, Management and Communication

The School Management Team gives clear direction to the school

The school has a clear vision and mission statement, shared and followed by all stakeholders

The school carries out an internal or schools self-evaluation (SSE) annually to determine strengths and areas for improvement

A school improvement plan (SIP) is developed and implemented, School Annual Report (SAR) and School Progress Report (SPR) are prepared

Leaders operating at various levels are fully utilised

All promotional posts are filled

All managers have clear roles and responsibilities, delegated in fair and equitable manner

The principal manages the school as an organization

Curriculum management promotes quality of teaching and learning in the school

Physical resource management promotes quality of teaching and learning in the school

Human resource management promotes quality of teaching and learning in the school

Governance and Relationships

School Governing Body (SGB) is duly established and functions well

SGB members and office bearers are elected according to terms of office and prescribed procedures

SGB membership is stable and elected SGB members are eligible and trained

The constitution of SGB contains terms of reference and is adopted

Meetings by SGB are held as required by its constitution

Functional committees of SGB assist in governance of school

SGB provides the school with clear strategic direction

The SGB is involved in developing and adopting policies for the school in compliance to legislation

SGB encourages parents, learners, educators, other staff and other persons to render voluntary services at the school

SGB execute its function with regard to the school's finances within its legal mandate

Finance Policy includes regulations and procedures to manage the school's finances

Finance Committee manages the financial resources of the school according to general accepted accounting practice

The SGB has adequate procurement and asset management procedures for consumable and non- consumable assets

The SGB ensures that financial statements are prepared annually

SGB compiles annual budget and presents it to the AGM for approval

SGB take all reasonable measures within its means to supplement the resources supplied by the state

SGB is involved in human resources within its legal mandate

SGB ensure due process in the interview and selection of all staff

SGB appointed and reimburses staff to the school in compliance with legislation

Quality of Teaching and Learning and Educator Development

The school embarks on effective curriculum planning

All educators keep updated teacher's files/portfolios

All educators keep updated work schedules

All educators embark on quality teaching

The school conducts appropriate assessment of learner competencies

Assessments are appropriately planned and applied

Assessments are of good standard and correctly recorded

The school conducts informal assessments such as written and homework, assignments and projects

Educators make use of sufficient and variety of informal assessment

Educators plan for informal assessment

Educators give appropriate feedback to learners

Educators involve parents in informal assessment

The school supports and encourages educator development through IQMS processes

The school has a fully constituted and effective Staff Development Team

The required documents are available and completed

The SDT and SMT provide adequate monitoring, guidance and support

Curriculum Provision and Resources

The curriculum offered complies with national curriculum requirements

The school complies with the provisions of the national education policy in terms of required subjects/learning programmes

The school complies with the provisions of the national education policy in terms of notional / contact time of curriculum offered

The school has an enrichment programme

The school provides for a variety of extra-curricular activities and supports participating learners

The school provides for and supports learners in co-curricular activities

The school provides curriculum resources to support teaching and learning

The school has appropriate and sufficient LTSM resources, in compliance with NCS.

The school has available resources in the library, laboratories and workshops.

Resources are used effectively in the lessons to support teaching and learning

The school applies asset management procedures with regard to LTSM

The school has administration systems to ensure that available resources are accessible for educators and learners

Procurement/requisition of resources considers the minimum requirements of the subjects/learning area in compliance of NCS

Learner Achievement

Learner achievement in internal assessments on average is above 50% in different Learning Programmes

Internal assessment results are above 50% on average
Learners read, speak, listen and write well in language of learning and teaching
Learners handle numbers with ease, calculate mentally and with electronic devices and apply it to solve problems
Learners experiencing barriers to learning are reaching expected levels of performance
Learners make good progress from one Grade to the following, in line with their age cohort

Learner achievement in standardised assessment on average is above 50% in different Learning Programmes

Standardised assessment results
Internal assessment results show a positive correlation with standardised assessment results
Learners achieve well in Literacy and Numeracy in Annual National Assessments and Grade 12 Examinations in

Learners participate and achieve well in extra-curricular activities as part of the school enrichment programme

Learners participate in good numbers in sport activities
Learners participate in good numbers in cultural activities
Learners achieve well in sport activities
Learners achieve well in cultural activities

School Safety, Security and Discipline

The Health, Safety and Security Policy is in compliance to relevant legislation

Health, Safety and Security Policy includes procedures to support, care and protect the learners, staff and other

The school has procedures to maintain the welfare and health of the staff and learners

School implements procedures to support, care and protect the learners in need
Schools implement procedures on communicable diseases, handling of illnesses and medical emergencies
The school implement HIV management
A nutrition programme is made available for learners at the school

Safety practices are implemented to prevent potential hazards, unsafe or unhealthy structures and conditions

School has an efficient Safety Representative in compliance with legislation
The school implements all practical measures to ensure that the property is safe and hazard free
The school applies safety regulations, safe methods and practices in the workshops and laboratories

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| The school applies all practical measures to ensure that facilities with risks to health are safe and hygienic |
| The school has an approved emergency plan and maintained fire extinguishers as legislated |
| Security regulations aim to ensure the safety of the learners, staff and visitors. |
| The school has procedures that regulate access to the school and early release of learners. |
| School has regulations on supervision of learners to ensure their safety and security |
| School has regulations about school visits in compliance with legislation |
| School implements regulations to keep the school violence and drug free. |
| School implements regulations in compliance with legislation on bringing and possession of dangerous objects a |
| School implements regulations in compliance with legislation on search and confiscation of dangerous objects a |
| Code of Conduct for learners aims to establish a disciplined and purposeful school environment. |
| Code of conduct contains school rules aimed at regulating learner behaviour that will promote the rights and safe |
| Code of conduct contains disciplinary regulations and procedures to be implemented by the school when learner |

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| Infrastructure |
| The water and electricity services are reliable and sufficient |
| The electrical supply at the school is reliable and sufficient |
| There is sufficient clean water available |
| The ablution facilities at the school are appropriate, sufficient and in working order |
| The school has appropriate; gender separated, functional ablution facilities available |
| Sufficient classrooms are appropriately furnished, maintained and used for intended purpose |
| The school has sufficient ordinary classrooms that are appropriately furnished, maintained and used for intended |
| The school has a furnished and maintained library that is used for intended purpose |
| The school has classrooms with specialized equipment available for curriculum offered |
| Non-educational rooms support a positive teaching/learning environment |
| The school has an administrative centre and storerooms |
| School has venues available for food handling, social gatherings and maintenance |
| The boarding facilities are appropriate to accommodate and cater for the needs and welfare of learners |
| The school has appropriate grounds, play areas and sport facilities |
| The school ground is secured, accessible, developed and in good condition |
| The school has outdoor play areas and sport facilities that are accessible, maintained and used as intended |
| The school has functional administrative and maintenance equipment |
| The school has administrative and maintenance equipment that are maintained and used for intended purpose |
| School has an effective Maintenance Policy |
| The Maintenance Policy contains regulations and procedures that aim to keep the property in good condition and |
| The school implements the Maintenance Policy to keep the property in good condition and to improve it |

Parents and Community***The school communicates regularly and effectively with parents***

The school communicates effectively with parents

The school effectively interact with and advises parents on curriculum matters

Parents attend meetings called by the school and are involved in learner's learning

The school interacts regularly and effectively with the community

The school embraces partnerships and communicates well with community structures

The school allows community to use its physical resources when needed

The school uses local services and institutions to benefit the school and learners

The school encourages learners to respect the local and global environment

The school offers a quality environmental programme

The school has developed good links with other schools

The school organises and participates in inter-school academic, sports and cultural activities

