

PART D: TECHNICAL INDICATOR DESCRIPTIONS (TIDS)

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9.1. PROGRAMME 1: Administration

Indicator title	SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data.
Definition	This performance measure tracks the number of public schools that use SA-SAMS or any alternative electronic management system to provide data. Public Schools refers to ordinary and special schools. It excludes independent schools.
Source of data	Primary Evidence: Provincial EMIS / Data Warehouse Secondary Evidence: Database with the list of schools that submit data using SA-SAMS or any alternative electronic solution Count the total number of public schools that use SA-SAMS and/or any alternative electronic solution to submit data. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output. Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse (This should include EMIS number, district and name of schools). If schools use an electronic school administration and management system, including SA-SAMS, this will help improve school management. SA-SAMS will provide data on systems to assist senior management in decision making.
Method of Calculation/ Assessment	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Means of verification	For all schools to be actively using electronic administration and management systems, this will help bridge the digital divide between urban and rural areas.
Assumptions	Non-cumulative (maximum output) Quarterly
Disaggregation of Beneficiaries (where applicable)	All public schools must be able to collect and submit data electronically using SA-SAMS or any electronic school management and electronic system. On or above target. EMIS Directorate (Province may insert the more relevant Responsible Manager)
Spatial Transformation (where applicable)	
Calculation type	
Reporting cycle	
Desired performance	
Indicator responsibility	

Indicator title	SOI 102: Number of public schools that can be contacted electronically (e-mail).
Definition	Number of public schools that can be contacted electronically, particularly through emails or any other verifiable means e.g. Human Resource Management Systems (HRMS). Public Schools: Refers to ordinary and special schools. It excludes independent schools. Provincial EMIS/ data warehouse/ ICT database
Source of data	Count the total number of public schools that can be contacted electronically.
Method of Calculation/ Assessment	Master-list of schools (EMIS number, name of school and email address e.g. HRMS user access reports).
Means of verification	
Assumptions	PED created email address for each school (principal) makes a school contactable. E-mails in schools will improve communication between educators and management at school, district and National Office
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	If schools are contactable electronically this will allow better support to schools in deep rural areas.
Calculation type	Non-cumulative (maximum output)
Reporting cycle	Quarterly
Desired performance	All public schools to be contactable through emails or by any other verifiable means. On or above target.
Indicator responsibility	EMIS Directorate / IT Directorate (Province may insert the more relevant Responsible Manager)

SOI 103: Percentage of expenditure going towards non-personnel items.	
Indicator title	SOI 103: Percentage of expenditure going towards non-personnel items.
Definition	This indicator measures the total education expenditure on non-personnel items expressed as a percentage of total budget allocation in education. Education Expenditure: Refers to all government non-personnel education expenditure (inclusive of all sub-sectors of education including special schools, independent schools excluding conditional grants). This indicator looks at the total expenditure, inclusive of capital expenditure, transfers and subsidies.
Source of data	Basic Accounting System (BAS) system
Method of Calculation/ Assessment	Numerator: total education expenditure on non-personnel items Denominator: total expenditure in a financial year in education Multiply by 100.
Means of verification	Annual Financial Reports
Assumptions	Improved expenditure on non-personnel items will result in qualitative improvements. Sufficient funding is available to facilitate the increase in spending on non-personnel items.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	More funds prioritised for qualitative improvements in under resourced areas e.g. deep rural areas.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items. On or above target i.e. more funds spent on non-personnel items than anticipated.
Indicator responsibility	Responsible Manager (Finance Section) (Province may insert the more relevant Responsible Manager)

Indicator title	NSOI 1.1.1. Percentage of women in Senior Management Service.
Definition	This measure attempts to check the redress in terms of employment equity according to the Employment Equity Act of 1998 and the White Paper on Affirmative Action in the Public Service, that emphasises the need for suitable qualified women to be appointed in senior management positions. Therefore, for the purposes of trying to control measurability of this measure was confined to percentage of office-based women in senior management positions. The demographic profile of all Provincial Education Departments will differ according to race. Since this indicator focuses on administration programme 1, “management position” refers to rank of Directors and equivalent positions as well as higher-ranking positions. School principals are excluded from this PM. To bring about effective management at all levels. Employment Equity Act.
Source of data	PERSAL
Method of Calculation/ Assessment	The following formula should be used to compute this PM. $WSMS = \frac{NWSM}{TSM} * 100$ <p>Where:</p> <p><i>WSMS</i> is the percentage of Women in Senior Management Service in the Department</p> <p><i>NWSM</i> is the number of women who hold Director posts and above in the Department</p> <p><i>TSM</i> is the total number of all employees in senior management positions in the Department</p>
Means of verification	Approved PERSAL Database
Assumptions	All women in senior management are eligible and employment is according to prescript.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	The increase in the percentage of office-based women in Senior Management Services to 50%
Indicator responsibility	HR Directorate

Indicator title	NSOI 1.2. Percentage of women school principals.
Definition	This is the percentage of women in principal positions and is an equity indicator. Although employment equity covers a number of areas, women in principal positions are very important in highlighting progress towards employment equity in the Department. To bring about effective management at all levels. Employment Equity Act
Source of data	PERSAL
Method of Calculation/ Assessment	<p>The following formula should be used to compute this PM.</p> $WSP = \frac{NWSP}{TSP} * 100$ <p>Where:</p> <p>WSP is the percentage of Women holding School Principal positions in the Department</p> <p>NWSP is the number of women who hold School principal positions in the Department</p> <p>TSP is the total number of all school principals in the Provincial Education Department</p>
Means of verification	PERSAL Database
Assumptions	All women in senior management are eligible and employment is according to prescript.
Disaggregation of Beneficiaries (where applicable)	<p>Target for Women: N/A</p> <p>Target for Youth: N/A</p> <p>Target for People with Disabilities: N/A</p>
Spatial Transformation (where applicable)	All Districts
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	The increase in the percentage school principals to 50%
Indicator responsibility	HR Directorate

9.2. Programme 2: Public Ordinary School Education

Indicator title	SOI 202: Number of learners in public ordinary schools benefitting from the No Fee School policy.
Definition	Number of learners attending no fee public ordinary schools, learners who are attending schools that may not charge compulsory school fees in terms of the South African Schools Act. The government introduced this policy to end the marginalisation of poor learners. This is in line with the country's Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources.
Source of data	<ul style="list-style-type: none"> List of no-fee schools. List of learners enrolled in no-fee schools. SA-SAMS database or any alternative online system
Method of Calculation/ Assessment	Count the total number of learners enrolled in no fee public ordinary schools.
Means of verification	<ul style="list-style-type: none"> Schools Master list SA-SAMS database or any alternative online system
Assumptions	The National Norms and Standards for School Funding Policy benefits learners from under-resourced communities. Increase poor learners' access to education opportunities and improve their chances of accessing post schooling opportunities.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All learners attending no fee schools
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	The target of learners attending no fee schools should be met or exceeded.
Indicator responsibility	Resource Planning Directorate

Indicator title	SOI 203: Number of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.
Definition	Measure the number of Funza Lushaka bursary holders appointed by schools, in the province in question, within six months of completion of studies. “Placed” is defined as: securing appointment at a school in a permanent/temporary capacity. Note: based on the allocated provincial list, PEDs should report in the academic year.
Source of data	PERSAL or appointment letter and; List of graduates eligible for placement
Method of Calculation/ Assessment	Count the number of Funza Lushaka bursary graduates placed in schools (as per allocated provincial list)
Means of verification	PERSAL or appointment letter and; Database of Funza Lushaka bursary holders
Assumptions	Students who have received a Funza Lushaka Bursary are to be employed to meet the bursary conditions.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Ensure the equitable distribution of qualified educators in schools.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All Funza Lushaka bursary holders with the right qualifications and skills to be appointed in schools.
Indicator responsibility	Directorate: Human Resource Management or Administration

Indicator title	SOI 204: Percentage of learners in schools that are funded at a minimum level.
Definition	This indicator measures the total number of learners funded at the published adequacy level expressed as a percentage of the total number of learners in public ordinary schools.
Source of data	School Funding Norms and Standards database.
Method of Calculation/ Assessment	Numerator: total number of learners enrolled at public ordinary schools that received their subsidies at or above the nationally determined per-learner adequacy amount Denominator: total number of learners enrolled in public ordinary schools Multiply by 100.
Means of verification	Budget transfer documents (these documents list number of schools, number of learners and budget allocation per learner).
Assumptions	All learners are funded in line with the National Norms and Standards for School Funding as Amended.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Distribution of the funding norms are per quintile (Pro-Poor Distribution.)
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All qualifying learners to be funded according to the minimum standards for public school funding.
Indicator responsibility	Office of the Chief Financial Officer (CFO). (Provinces may insert the more relevant Responsible Manager)

Indicator title	SOI 205: Number of foundation phase teachers trained in reading methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of foundation phase teachers trained in the province in areas of reading methodology
Method of Calculation/ Assessment	Count the total number of foundation phase teachers trained in Reading methodology.
Means of verification	List of foundation phase teachers trained in reading methodology or another provincial database of foundation phase teachers trained in reading methodology
Assumptions	Certificates or attendance registers of foundation phase teachers trained in the province in areas of reading methodology. Trained foundation phase educators will improve learner performance in reading at foundation phase level.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers in the Foundation phases to be trained in Reading methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (Provinces may insert the more relevant Responsible Manager)

Indicator title	SOI 206: Number of foundation phase teachers trained in numeracy content and methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of foundation phase teachers trained in the province in areas of numeracy content and methodology
Method of Calculation/ Assessment	Count the total number of foundation phase teachers trained in numeracy content and methodology.
Means of verification	List of foundation teachers trained in numeracy content and methodology or another provincial database of foundation teachers trained in numeracy content and methodology.
Assumptions	Certificates or attendance registers of foundation phase teachers trained in numeracy content and methodology Trained foundation phase educators will improve learner performance in numeracy at foundation phase level.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers in the Foundation phases to be trained numeracy content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (Provinces may insert the more relevant Responsible Manager)

Indicator title	SOI 207: Number of teachers trained in mathematics content and methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of teachers trained in mathematics content and methodology
Method of Calculation/ Assessment	Count the total number of teachers trained in mathematics content and methodology.
Means of verification	List of teachers trained in mathematics content and methodology or another provincial database of teachers trained in mathematics content and methodology. Certificates or attendance registers of teachers trained in mathematics content and methodology.
Assumptions	Trained educators will improve learner performance in mathematics
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers to be trained mathematics content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (Provinces may insert the more relevant Responsible Manager)

Indicator title	SOI 208: Number of teachers trained in language content and methodology
Definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge, assessment practices and methodology and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
Source of data	Certificates or attendance registers of teachers trained in language content and methodology.
Method of Calculation/ Assessment	Count the total number of teachers trained in language content and methodology.
Means of verification	List of teachers trained in language content and methodology or another provincial database of teachers trained in language content and methodology. Certificates or attendance registers of teachers trained in language content and methodology.
Assumptions	Trained educators will improve learner performance in language content and methodology.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All teachers to be trained in language content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (Provinces may insert the more relevant Responsible Manager)

<p>Indicator title</p> <p>Definition</p>	<p>NSOI 2.1. Percentage of learners benefitting from school nutrition programme</p> <p>This is the number of learners in public ordinary schools from Grade R to Grade 12 benefiting from meals (lunches) provided at schools through government's nutrition programme divided by number of all the learners in public ordinary schools (Grade R to Grade 12) in a financial year. This percentage goes up when more learners are covered by the nutrition programme. The maximum possible to be achieved is 100%. It would be expected that the percentage should be higher in those provinces with the greatest poverty levels. To provide access in the public ordinary schooling system. South African Schools' Act.</p>
<p>Source of data</p>	<p>Provincial Programme Manager</p>
<p>Method of Calculation/ Assessment</p>	<p>The following formula should be used to compute this PM.: Divide the number of learners in public ordinary schools benefitting from the National School Nutrition Programme (i.e. the Numerator derived from NSNP School Feeding Summary monthly averages) by the total number of learners in public ordinary schools (i.e. the Denominator obtained from EMIS) multiplied by 100 equals to the percentage of learners benefitting from NSNP. The detailed method of calculation entails the following steps to determine the provincial percentage of learners benefited.</p> <ul style="list-style-type: none"> • Step 1: Number of learners benefited at the school on each feeding day of the month are recorded on the Feeding Summary Register and added together divided by the number of feeding days per month = <u>School average number of learners benefited for the month.</u> • Step 2: School Averages for each month of the quarter are captured on the district excel reporting template and added together divided by number of months in the quarter = <u>Quarterly Average of Learners benefited per school in a district.</u> • Step 3: Quarterly Averages for all schools in a district are added together = <u>Total number of learners benefited in a district for the quarter.</u> • Step 4: Total number of learners benefited in 12 districts for the quarter are added together = <u>Total number of learners benefited for the quarter in the province.</u> • Step 6: The sum total of the 12 Districts of the number of learners benefited for the quarter (which becomes the Numerator) ÷ the total number of all learners in all Public Ordinary Schools (which becomes the Denominator) X 100 = <u>Percentage of Learners Benefited from NSNP for the quarter in the province.</u>
<p>Means of verification</p>	<p>Budget Transfers on BAS, NSNP Approved Database and Allocation Letters to schools.</p>
<p>Assumptions</p>	<p>All learners eligible are benefiting</p>

Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Desired performance	To ensure that all learners affected by instances of poverty and hunger benefit from the nutrition programme.
Indicator responsibility	Office of the Head of Department

Indicator title	NSOI 2.2: Percentage of Core LTSM delivered to public ordinary schools by day one of the school year, as ordered.
Definition	This is the percentage rand value of core Learning and Teaching Support Material (LTSM) delivered against the rand value of orders placed for public ordinary schools. Core LTSM refers to textbooks and stationery; which are considered as the basic enablers of effective teaching and learning.
Source of data	Quotations and invoices in respect of school-based purchasing / Orders and proofs of deliveries in respect of central procurement through the LTSM managing agent.
Method of Calculation/ Assessment	The total rand value of Core LTSM ordered shall serve as the denominator and the total rand value delivered per invoices and proofs of deliveries shall serve as the numerator, multiplied by 100 and expressed as a percentage.
Means of verification	The denominator will be verified against the High-Level Summary Report which shall be produced by the managing agent (for central orders) and from the School-Based Order Value Report produced by the District Offices (for confirmation of placement of school orders).
Assumptions	The numerator will be verified by District Offices against copies of Proof of Deliveries which shall be produced by the managing agent (for central orders) and the School-Based Order Value Report produced by the District Offices (for confirmation of sum of invoice values). Principals shall carry out their LTSM responsibilities and shall be supported by Circuit Managers. District Offices shall provide the necessary reports on order and delivery data. Cash flow constraints shall not impede transfers of LTSM funds
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	All Districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Schools have the targeted deliveries of LTSM on the first day of school.
Indicator responsibility	LTSM Directorate

Indicator title	NSOI 2.3: Number of schools provided with dedicated learner transport.
Definition	Number of public ordinary schools which are benefiting from the provision of dedicated learner transport.
Source of data	Responsibility Manager for Learner Transport; EMIS Database
Method of Calculation/ Assessment	Quantitative.
Means of verification	List of names of all schools benefiting from the dedicated learner transport provided by the Department
Assumptions	All benefiting schools are eligible
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Calculation type	All Districts
Reporting cycle	Non-Cumulative
Desired performance	Annually
Indicator responsibility	All eligible schools benefiting from dedicated learner transport provided by the Department
Indicator title	NSOI 2.4: Number of Learner Support Agents (LSAs) appointed to implement care and support interventions for learners.
Definition	Provision of three or more of the following awareness programmes addressing psychosocial ills affecting learners: -Child Abuse, Substance Abuse, Learner Pregnancy, Bullying, (Stress & Anxiety) and Cyber Safety
Source of data	School and District Office (SNES Section)
Method of Calculation/ Assessment	A simple arithmetic count of learners participating in the Psycho-social Support Programme
Means of verification	School endorsed (signature of SMT member and school stamp) of: (i) List of Learner participants w.r.to foundation phase (ii) List of Learner participants with signatures w.r.to the other phases

Assumptions	Informed learners would avoid risky behaviours and situations Informed learners would make life choices that do not impact negatively on their ability to attend and stay in school and achieve scholastically.
Disaggregation of Beneficiaries (where applicable)	All learners at both primary and secondary school
Spatial Transformation (where applicable)	Learners across 12 educational districts
Calculation type	Cumulative
Reporting cycle	Annual
Desired performance	Target for year to be met or exceeded
Indicator responsibility	Institutional Development Support Branch

9.3. Programme 3: Independent School Subsidies

SOI 301: Percentage of registered independent schools receiving subsidies.	
Indicator title	SOI 301: Percentage of registered independent schools receiving subsidies.
Definition	Number of registered independent schools that are subsidised calculated as a percentage of the total number of registered independent schools. Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and comply to the conditions of eligibility for subsidy as stipulated in the National Norms and Standards for School Funding.
Source of data	<ul style="list-style-type: none"> List of registered independent schools. List of registered independent schools receiving subsidies. SA-SAMS database or any alternative online system
Method of Calculation/ Assessment	$(\text{total number of registered independent schools that are subsidised}) / (\text{total number of registered independent schools}) \times 100$
Means of verification	Schools Master list Budget transfer documents (these documents list number of schools, number of learners and budget allocation). List of all registered independent schools; List of all registered schools receiving subsidies.
Assumptions	All subsidised Independent schools that comply to the conditions of eligibility for subsidy and have received their subsidies.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	N/A

Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All qualifying independent schools to be subsidised. Subsidised independent schools must adhere to minimum standards for regulating independent schools.
Indicator responsibility	DMG: Independent Schools (Provinces may insert the more relevant Responsible Manager)
Indicator title	NSOI 3.1: Number of funded independent schools visited for monitoring purposes.
Definition	<p>This is the number of independent schools receiving a government subsidy that are visited for quality control purposes by the Department during the year. It is important that government should monitor the quality of education delivered in independent schools, and especially those receiving state subsidies, and take action where minimum standards are not met. Further specifications:</p> <p>This is the number of independent schools that, received at least one monitoring visit in a year from the Provincial Education Department. The monitoring visits that are of interest in this PM are specifically described in the National Norms and Standards for School Funding for independent schools. All independent schools that request funding from the Department should be subjected to a management checklist which will determine whether the school is able to manage public funding responsibly. After the initial approval has been granted, the Department also has the responsibility to carry out unannounced inspections to ensure that the school's practices are up to date in terms of the checklist. The checklist should include items relating to the school's capacity to handle and account for public funds, the capacity to meet ongoing contractual obligations to suppliers of goods and services and the ability to make financial decisions that are educationally sound. The monitoring visits that this PM intends to track are therefore related to specifically checking enrolment figures against subsidy claims and ensuring that quality education is being delivered.</p> <p>If public funds are used to subsidize these independent schools, the Department has a responsibility to ensure that the expenditure is worthwhile. The burden for quality management is not only something that falls to the Department when a subsidy is approved, but is something that the Department should monitor on an ongoing basis. To ensure that quality education occurs in subsidized independent schools. South African Schools' Act</p>
Source of data	Provincial Programme Manager
Method of Calculation/ Assessment	The following formula should be used to compute this PM. A simple arithmetic count of subsidised independent schools.
Means of verification	Budget Transfers on BAS
Assumptions	Funds allocated are used appropriately
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A
	Target for Youth: N/A
	Target for People with Disabilities: N/A

Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	100% subsidized independent schools monitored.
Indicator responsibility	Institutional Development Support

9.4. Programme 4: Public Special School Education

Indicator title	SOI 401: Number of learners in public special schools.
Definition	Number of learners enrolled in public special schools. Special school: Schools resourced to deliver education to learners requiring high-intensity educational and other support on either a full-time or a part-time basis.
Source of data	Provincial data warehouse
Method of Calculation/ Assessment	Count the total number of learners enrolled in public special schools.
Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy).
Assumptions	Official list of learners enrolled in public Special Schools. Learners with disabilities are enrolled in special schools and are receiving quality education. LSEN learners are properly assessed in order to identify their needs
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Improvement of access to education for persons with disabilities.
Calculation type	Non-cumulative.
Reporting cycle	Annual
Desired performance	All learners with physical, intellectual, sensory disabilities attend public special schools.
Indicator responsibility	Inclusive Education Programme Manager

Indicator title	SOI 402: Number of therapists/ specialist staff in public special schools.
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Definition	This indicator measures the total number of professional non-educator/ specialist staff employed in public special schools. Professional non-educator/ special staff are personnel who are classified as paramedics, social workers, therapists, nurses, but are not educators. Note that although therapists, counsellors and psychologists are appointed in terms of the Employment of Educators Act, these should all be included in the total.
Source of data	PERSAL database.
Method of Calculation/ Assessment	Count the total number of professional non-educator/ specialist staff employed in public special schools.
Means of verification	PERSAL database
Assumptions	Leaners with disabilities having access to staff with specialist training in special schools
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Improvement of access to education for persons with disabilities
Calculation type	Non-cumulative.
Reporting cycle	Quarterly.
Desired performance	All public special schools to have the requisite number of school-based professional staff
Indicator responsibility	Human Resource and Management Directorate/ Corporate Services – HR Administration (Provinces may insert the more relevant Responsible Manager)

Indicator title	NSOI 4.1: Number of teachers trained on SIAS Policy.
Definition	This indicator measures the total number of teachers trained on SIAS Policy. To measure number of Teachers trained on SIAS Policy at public schools. White Paper 6
Source of data	PERSAL database List of educators trained on SIAS policy
Method of Calculation/ Assessment	Count the total number of educators trained on SIAS policy at public schools.
Means of verification	Attendance registers
Assumptions	Schools are implementing SIAS Policy
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public special schools to have the requisite number of educators. All Public schools to have competence number of educators
Indicator responsibility	Responsibility Manager for Special Schools

Indicator title	NSOI 4.2: Number of educators employed at public special schools.
Definition	This indicator measures the total number of educators employed at public special schools. To measure number of educators employed at public special schools. White Paper 6
Source of data	PERSAL database
Method of Calculation/ Assessment	Count the total number of educators employed at public special schools.
Means of verification	Responsibility Manager for Special Schools and PERSAL database
Assumptions	Qualifier educators are employed
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public special schools to have the requisite number of educators
Indicator responsibility	Responsibility Manager for Special Schools; Human Resource and Management Department / Corporate Services – HR Administration (provinces may insert the more relevant Responsible Manager or unit).

9.5. Programme 5: Early Childhood Development

Indicator title	SOI 501: Number of public schools that offer Grade R.
Definition	This indicator measures the total number of public schools (ordinary and special) that offer Grade R.
Source of data	Provincial data warehouse
Method of Calculation/ Assessment	Count the total number of public schools (ordinary and special) that offer Grade R
Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy) or other formal record as determined by the province. Approved allocation letter from.
Assumptions	With quality ECD provision in the province, educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A

Spatial Transformation (where applicable)	There is a need to build new Grade R classrooms in Districts to expand coverage in existing public schools
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools (ordinary and special) with Grade 1 to offer Grade R. Target for year to be met or exceeded.
Indicator responsibility	EMIS Directorate

Indicator title	NSOI 5.1. Number of Grade R practitioners employed in public ordinary schools.
Definition	Total number of Grade R practitioners that are employed in public ordinary schools. Grade R practitioners are defined as formally and non-formally trained individuals providing an educational service in Grade R This indicator assists in measuring the quality provision of Grade R programme in public schools. White Paper 5
Source of data	Human Resource Services database/ ECD Programme Manager
Method of Calculation/ Assessment	Record the total number of ECD practitioners employed by the Department of Education for teaching Grade R.
Means of verification	List of Grade R practitioners
Assumptions	All Grade R practitioners are qualified
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All District
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All Grade R classes in public schools to have Grade R practitioner
Indicator responsibility	Human Resource and Management Department / Corporate Services

Indicator title	NSOI 5.2. Number of fully registered ECD Centres.
Definition	This indicator measures the total number of fully registered ECD Centres catering for 0–4-year-olds which complies with all norms and standards for the year. This includes funded and unfunded ECD centres.
Source of data	Provincial data warehouse (EMIS)
Method of Calculation/ Assessment	Count the total number of fully registered ECD Centres catering for 0–4-year-olds

Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy) or other formal record as determined by the province.
Assumptions	With quality ECD provision in the province, educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	There is a need to have fully registered ECD centres in all Districts.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All ECD centres to be fully registered.
Indicator responsibility	ECD Programme Manager
Indicator title	NSOI 5.3: Number of children accessing registered ECD programmes.
Short definition	Total number of children (0–4-year-olds) accessing registered ECD programmes
Purpose/importance	To measure the expansion and provision of registered ECD programmes to 0–4-year-old children in fully registered ECD Centres
Source/collection of data	Provincial data warehouse (EMIS)
Means of verification	Signed-off declaration by Responsibility Manager for ECD indicating the number of children accessing registered ECD programmes.
Method of calculation	EMIS Database for 0–4-year-olds at fully registered ECD Centres
Assumptions	Count the total number of children (0–4-year-olds) accessing registered ECD programmes at fully registered ECD Centres With quality ECD provision in the province, educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure.
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	There is a need to have fully registered ECD centres offering registered programmes in all Districts.
Calculation type	Non-cumulative

Reporting cycle	Annual
Desired performance	All 0–4-year-old children at fully registered ECD Centres should be accessing registered ECD programmes
Indicator responsibility	ECD Programme Manager

9.6. Programme 6: Infrastructure Development

Indicator title	SOI 601: Number of public schools provided with water infrastructure.
Definition	This indicator measures the total number of public ordinary schools provided with water infrastructure. This includes water tanks or boreholes or tap water. This measure applies to addressing the backlogs that affect existing schools. It does not include provisioning for new schools.
Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of existing public schools that were provided with water infrastructure in the year under review.
Means of verification	Completion certificates and/ or practical completion certificates and/ or, work completion certificates and/ or invoices and/ or letter from School principal /SGB confirming the availability of water.
Assumptions	All public ordinary schools will have access to water in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Provisioning of basic services for all
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have access to water infrastructure. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate “Not applicable” for this measure which refers solely to improvements to existing buildings and not new stock.
Indicator responsibility	Schools Infrastructure Directorate

Indicator title	SOI 602: Number of public schools provided with electricity infrastructure.
Definition	This indicator measures the total number of public ordinary schools provided with electricity infrastructure. This measure applies to existing schools where a new source of reticulation is provided and excludes new schools. Definition: Schools with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators.
Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of existing public schools that were provided with electricity supply in the year under review.
Means of verification	Completion certificate and/ or practical completion certificates and/ or works completion certificates and/ or letter from School principal /SGB confirming the availability of electricity.
Assumptions	All public ordinary schools will have access to electricity in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Provisioning of basic services for all
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have access to electricity infrastructure. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to existing and not new stock.
Indicator responsibility	Schools Infrastructure Directorate
Indicator title	SOI 603: Number of public schools supplied with sanitation facilities.
Definition	This indicator measures the total number of public ordinary schools provided with sanitation facilities. This measure applies to existing schools and excludes new schools. Sanitation facility: Refers to all kinds of toilets such as: Septic Flush, Municipal Flush, VIP, and Chemical.
Source of data	School Infrastructure database
Method of Calculation/ Assessment	Count the total number of public ordinary schools provided with sanitation facilities in the year under review.
Means of verification	Completion certificate and/ or practical completion certificates and/ or works completion certificates and/ or letter from School principal /SGB confirming the availability of sanitation facilities
Assumptions	All public ordinary schools will have access to sanitation in line with the Norms and Standards for School Infrastructure

Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	Provisioning of basic services and restoration of dignity for all
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All public schools to have access to sanitation facilities. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to existing and not new stock.
Indicator responsibility	Schools Infrastructure Directorate
Indicator title	SOI 604: Number of schools provided with new or additional boarding facilities.
Definition	This indicator measures the number of boarding facilities built in public ordinary schools.
Source of data	<ul style="list-style-type: none"> • Infrastructure database; and • Completion certificates of new or additional boarding facilities
Method of Calculation/ Assessment	Count the total number of additional boarding facilities built in public schools
Means of verification	Completion certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, works completion certificates etc.
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All targeted Districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All children to have access to education, regardless of geographical location. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate

Indicator title	SOI 605: Number of schools where scheduled maintenance projects were completed
Definition	The South African Schools Act (SASA), No 84 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, School Governing Body and School Principal) to maintain and improve the schools' property and buildings and grounds occupied by the schools, including boarding facilities.
Source of data	(Scheduled maintenance refers to planned maintenance but excludes emergencies) <ul style="list-style-type: none"> • School Infrastructure database; and • Completion certificates.
Method of Calculation/ Assessment	Count the total number of schools with scheduled maintenance completed
Means of verification	Database of schools with scheduled maintenance completed. The evidence could include province-specific items such as letters of satisfaction provided by the school, works completion certificates etc.
Assumptions	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All targeted Districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Schools to be conducive for learning and teaching
Indicator responsibility	Schools Infrastructure Directorate

Indicator title	NSOI 6.1: Number of women benefitting from EPWP programmes
Definition	Total number of women benefitting from the expanded public works programme. This indicator assists in measuring how many women are beneficiaries of the expanded public works programme Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
Source of data	Infrastructure database with schedule of all women benefitting from EPWP programmes.
Method of Calculation/ Assessment	Count the number of women benefitting from EPWP Programmes.
Means of verification	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all women benefitting from EPWP programmes.
Assumptions	All women benefitting from EPWP programmes are eligible
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All targeted Districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Target for the year to be met.
Indicator responsibility	Infrastructure Development Directorate.

Indicator title	NSOI 6.2: Number of youth benefitting from infrastructure projects
Definition	Total number of youth benefitting from infrastructure projects This indicator assists in measuring how many youth are beneficiaries of infrastructure projects. Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
Source of data	Infrastructure database with schedule of all youth benefitting from infrastructure projects
Method of Calculation/ Assessment	Count the number of youth benefitting from infrastructure projects.
Means of verification	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all youth benefitting from infrastructure projects.
Assumptions	Youth benefitting from infrastructure projects
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All targeted districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Target for the year to be met.
Indicator responsibility	Infrastructure Development Directorate Annual Performance Plan 2018/19 VOTE 5 169

Indicator title	NSOI 6.3: Number of disabled people benefitting from EPWP programmes
Definition	Total number of disabled people benefitting from the expanded public works programme. This indicator assists in measuring how many disabled people are beneficiaries of the expanded public works programme Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
Source of data	Infrastructure database with schedule of all disabled people benefitting from EPWP programmes.
Method of Calculation/ Assessment	Count the number of disabled people benefitting from EPWP Programmes
Means of verification	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all disabled people benefitting from EPWP programmes.
Assumptions	EPWP employment framework is complied with
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All district where programmes are being implemented
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	Target for the year to be met.
Indicator responsibility	Infrastructure Development Directorate

Indicator title	NSOI 6.4: Number of infrastructure programmes targeted to empower WYPD.
Definition	Total number of WYPD owned companies benefitting from identified Infrastructure sub-programmes. This indicator assists in measuring the of WYPD owned companies that are beneficiaries to the Infrastructure projects in efforts of creating business opportunities for targeted vulnerable groups which are Women, Youth and Persons with Disabilities.
Source of data	Infrastructure database with schedule of WYPD companies from Infrastructure projects.
Method of Calculation/ Assessment	Count the total number of schools received service from WYPD in the year under review
Means of verification	Award letter / site hand over certificate or Central Supplier Database (CSD) Certificate
Assumptions	WYPD benefitting from infrastructure projects
Disaggregation of Beneficiaries (where applicable)	Target for Women: Target for Youth: Target for People with Disabilities: All targeted districts
Spatial Transformation (where applicable)	Non-cumulative (maximum output)
Calculation type	Quarterly
Reporting cycle	Target for the year to be met
Desired performance	Infrastructure Development Directorate
Indicator responsibility	

9.7. Programme 7: Examination and Education Related Services

Indicator title	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination
Definition	This indicator measures the total number of learners who passed in the National Senior Certificate (NSC) examination expressed as a percentage of the total number of learners who wrote the National Senior Certificate.
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: total number of learners who passed NSC examinations Denominator: total number of learners who wrote the NSC Multiply by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the number of Grade 12 learners that are passing the NSC examinations.
Indicator responsibility	Examinations and Assessments Directorates

SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level	
Indicator title	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level
Definition	Number of learners who achieved Bachelor passes in the National Senior Certificate (NSC) expressed as a percentage of the total number of learners who wrote NSC examinations. Bachelor passes enables NSC matriculants to enrol for degree courses in universities.
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: total number of Grade 12 learners who achieved a Bachelor pass in the NSC. Denominator: total number of Grade 12 learners who wrote NSC examinations Multiply by 100. The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics
Definition	Number of Grade 12 learners passing Mathematics with 60% or more in the NSC examinations expressed as a percentage of the total number of learners who wrote Mathematics in the National Senior Certificate (NSC) examinations.
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: total number of Grade 12 learners who passed Mathematics in the NSC with 60% and above Denominator: total number of learners who wrote Mathematics in the NSC examinations Multiply by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the number of NSC learners who are passing Mathematics with 60% and above
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences
Definition	Number of Grade 12 learners passing Physical Sciences with 60% or more in the National Senior Certificate (NSC) examinations expressed as a percentage of the total number of learners who wrote Physical Sciences in the NSC examinations.
Source of data	National Senior Certificate database
Method of Calculation/ Assessment	Numerator: total number of Grade 12 learners who passed Physical Sciences in the NSC with 60% and above. Denominator: total number of learners who wrote Physical Science in the NSC examinations Multiply by 100. The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Means of verification	List of National Senior Certificate learners
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To increase the number of NSC learners who are passing Physical Sciences at 60% and above
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above
Definition	This indicator measures the total number of secondary schools that have achieved a pass rate of 60% and above in the National Senior Certificate (NSC).
Source of data	<p>Primary Evidence:</p> <ul style="list-style-type: none"> National Senior Certificate database; and Provincial database reconstructed to mirror national results. <p>Secondary Evidence:</p> <ul style="list-style-type: none"> NSC results as calculated by DBE in the NSC Report.
Method of Calculation/ Assessment	<p>Count the total number of schools with a pass rate of 60% and above in the NSC examinations.</p> <p>The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.</p>
Means of verification	National Senior Certificate database
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of Beneficiaries (where applicable)	<p>Target for Women: N/A</p> <p>Target for Youth: N/A</p> <p>Target for People with Disabilities: N/A</p>
Spatial Transformation (where applicable)	NSC examinations are written in designated examination centres across districts.
Calculation type	Centres are accessible to learners with disabilities.
Reporting cycle	Non-cumulative
Desired performance	Annual
Indicator responsibility	All public ordinary schools to perform at 60% and above in the NSC Curriculum Branch and Assessment and Examinations Directorate (Province may insert the more relevant Responsible Manager)

Indicator title	NSOI 7.1: Number of schools with an NSC pass rate below 60%
Definition	This is the total number of schools who pass in National Senior Certificate below 60% in a year. This indicator intends to track how many schools in the National Senior Certificate Examination as expressed in terms of the expected number of schools who should perform above the provincial planned target, do not make the expected standard. To attain the highest possible educational outcomes amongst learners in public ordinary schools. South African Schools' Act
Source of data	Provincial Programme Manager [NSC Grade 12 Examination Datasets]
Method of Calculation/ Assessment	The following formula applies to the calculation of this indicator: A simple count from the NSC statistics of the number of schools obtaining a pass below 60%.
Means of verification	Provincial Examinations NSC Database
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
Spatial Transformation (where applicable)	All districts
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	All schools should be performing above 60% in NSC pass rate.
Indicator responsibility	Curriculum Management and Delivery