QUALITY MANAGEMENT SYSTEM (QMS)

RATING GUIDE FOR DEPUTY PRINCIPALS

(POST LEVEL 3 EDUCATORS)

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1. INTRODUCTION

THE APPRAISAL OF PERFORMANCE IS CENTRAL TO THE EFFECTIVE MANAGEMENT OF TEACHING AND LEARNING. ITS PURPOSE IS TO INFORM THE EDUCATOR OF CURRENT PERFORMANCE, TO PROVIDE FEEDBACK AND RECOGNITION AND TO STIMULATE IMPROVED PERFORMANCE, WHERE NECESSARY.

An agreement was reached in the Education Labour Relations Council (ELRC) to introduce a new streamlined appraisal system for school-based educators in South Africa. ELRC Collective Agreement Number 2 of 2020 on the Quality Management System (QMS) provides the protocol and instruments to undertake performance appraisals of school-based educators, commencing with school principals in 2021 and post levels 1 to 3 educators from 2022.

The collective agreement defines the QMS as a performance management system for school-based educators, designed to evaluate the performance levels of individuals in order to achieve high levels of school performance.

The QMS instrument used to appraise deputy principals consists of seven (7) Performance Standards. The Performance Standards in the instrument are aligned to the job expectations of educators. The **criteria** form the key deliverables for each Performance Standard. The desired outcomes or **descriptor of each criterion** has been pegged with a maximum rating of 4.

During an appraisal, the appraiser/supervisor should use this **rating guide** which identifies some key requirements for evidence and provides a guide to the key descriptors for ratings that range from 1 – 4. The key activities and performance indicators as agreed in the Deputy Principal's work plan will also inform the rating for each descriptor.

The section below focuses on the sources of evidence to support the rating of each educator.



2. SOURCES OF EVIDENCE

EVIDENCE COMES FROM TWO PRIMARY SOURCES:
LESSON OBSERVATION AND THE ANALYSIS OF SUPPORTING DOCUMENTS/RECORDS.

Observation is appropriate for the visible aspects of teaching, such as, a teacher's interaction with learners in the classroom. But some essential aspects of teaching and management cannot be observed, for example, an educator's skill in planning or professional development. Although a lesson observation might reveal indirect evidence of, for example, planning, only the planning documents themselves provides a supervisor with direct evidence of the educator's skill in designing and sequencing meaningful learning experiences, locating appropriate resources, and developing assessment tasks in line with the curriculum, assessment and policy statements.

2.1 LESSON OBSERVATION

The observation of classroom practice is the cornerstone of the evidence of an educator's skill; engaging learners in important learning is rightly considered to be the key to professional teaching. What educators do in their interaction with learners is what matters most in influencing learning.

Other important aspects of an educator's work can be observed as well. For example, an educator's conduct during team meetings demonstrates the educator's engagement in a professional community; a parent conference demonstrates the educator's skill in communicating with families.

2.2 SUPPORTING DOCUMENTS / RECORDS

Supporting documents may be presented in electronic format or as hard copies. The documents presented at a meeting with one's supervisor preceding a lesson observation provides important evidence of an educator's skill in planning, at least for a single lesson.

In general, evidence is essential for educators to demonstrate their skill, amongst others, in planning, preparation, curriculum implementation as well as professional development.

The table below provides **some examples** across the two dimensions of evidence – lesson observation versus analysis of supporting documents, and classroom practice versus non-classroom responsibilities.

HOW TO GATHER EVIDENCE	CLASSROOM PRACTICE	NON-CLASSROOM RESPONSIBILITIES
LESSON OBSERVATION	• Observation of teaching, with a pre-discussion and a post-discussion for reflection • Observing the use of ICT in learning	• Observation of practice - for example, a presentation at an SGB or staff meeting; refereeing a soccer/rugby/netball match
ANALYSIS OF SUPPORTING DOCUMENTS	• Analysis of activities and assignments for their cognitive challenge • Analysis of learners' work • Item analysis of SBA • Analysis of NSC results • Intervention strategies on the above	• A work schedule or a lesson plan, learner register, filing system, asset register, subject / school policy • Minutes of meeting, circulars to parents, etc



3. RATING SCALE AND DESCRIPTORS

RATING	PERFORMANCE LEVEL	DESCRIPTION	WHAT IS THE DESIRED OUTCOME AFTER EXAMINING AVAILABLE EVIDENCE?
1	UNACCEPTABLE	The level of performance does not meet minimum expectations and requires urgent interventions and support.	Non-compliance with a significant number of minimum requirements. There are some strengths but these are outweighed by areas for development. Educator's teaching practice, conduct, does not add value to learning and is not effective. The educator is in need of structured and planned support.
2	ACCEPTABLE	Satisfies minimum expectations. The level of performance is acceptable and is in line with minimum expectations, but development and support are still required.	Adequate compliance with most minimum requirements. Strengths just outweigh areas for development. Curriculum policies, plans and procedures are implemented. Quality of teaching is reasonably good and learners are progressing reasonably well.
3	GOOD	Performance meets expectations, but some areas are still in need of development and support.	Educator's teaching practice, conduct, adds value to learning and is effective. Educator complies with all curriculum and policy requirements. Quality of teaching is characterised by major strengths that clearly outweigh any areas for development. Learners' experiences and achievement are above average expectation. The educators' lesson plans and procedures are fully effective.
4	OUTSTANDING	Performance exceeds expectations. Although performance is outstanding, continuous self-development and improvement are advised.	Exceptional, very best practice that inspires other educators, exceptional effective implementation, exceptional quality of learning and teaching, learners' experiences and achievements are of very high quality as a result of innovative practices of the educator.

A RATING THAT IS LESS THAN THE DESIRED OUTCOME WILL BE INFLUENCED BY THE FOLLOWING FACTORS:

- THERE IS EITHER INSUFFICIENT EVIDENCE OR NO EVIDENCEOF A PARTICULAR DESIRED ACTIVITY;
- THE DESIRED ACTIVITY IS INFREQUENT;
- THE DESIRED ACTIVITY IS FREQUENT BUT OF POORER QUALITY THAN DESIRED;
- THE DESIRED ACTIVITY IS INFREQUENT AND OF POOR QUALITY, AND
- THE DESIRED ACTIVITY MAY BE FREQUENT AND OF REASONABLE QUALITY BUT IS IMPACTED BY A NEGATIVE ATTITUDE.

A guide to rating of deputy principals (Post level 3 educators) on each descriptor in the QMS instrument and the supporting evidence necessary for each descriptor is presented in the following table.



PERFORMANCE STANDARD 1:
LEADING THE LEARNING SCHOOL

CRITERION 1: CLASSROOM TEACHING

***THE DESIRED OUTCOME:** EFFECTIVE USE IS MADE OF ALL RESOURCES TO ENSURE THAT LEARNERS ARE MOTIVATED TO PERFORM OPTIMALLY*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Learning and teaching environment**	• Poor arrangement of furniture • Classroom is generally untidy • Learning material is absent	• Arrangement of furniture supports certain modes of teaching and learning • Classroom is generally neat • Some evidence of learning support material • Media on display is relevant	• Arrangement of furniture supports different modes of teaching and learning • Classroom is very neat and tidy • No evidence of graffiti or littering • Notice-board has charts and notices well displayed • Media on display is mostly relevant • Evidence of the use of learning and teaching support material	• Classroom furniture is creatively organised and supports various modes of learning • Classroom is extremely neat and tidy • No evidence of vandalism, graffiti or littering • Notice-board has charts and notices well displayed and relevant • Media on display is very relevant • Clear evidence of the effective use of learning and teaching support material
b	**Classroom Management**	• Learning and teaching occur in a disorganised haphazard manner • Lessons do not start on time • Educators displays prejudice towards some learners • Learners are noisy and unruly	• Learning and teaching occur in an organised manner • Lessons start on time • Learners are guided in respect of tasks • Learners are reasonably well behaved.	• Learning and teaching occur in a very organised manner • Lessons start on time and learners settle down in an orderly manner • Educator uses activities to foster creativity and imaginative thinking • Learners are very disciplined and task focused	• Learning and teaching are well structured and occur in an organised manner • Lessons start on time and learners settle down orderly clearly following a routine • Educator recognises multiple intelligences of learners • Educator is able to improvise and be flexible • Learners are self-disciplined, task focused and motivated

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Knowledge of subject**	• Educator lacks confidence in the subject matter • Educator presents incorrect or inadequate information • Educator is over-reliant on the textbook as a resource material	• Educator is confident in his/her approach to lesson • Presents a limited amount of information to learners	• Educator is confident and presents the lesson in a carefully thought-out manner • Educator consults a wide variety of sources and includes these in the lesson plans	• Educator is master in the subject presents lesson in an exceptional manner • Educator has an in-depth knowledge of his/her subject • Educator uses appropriate strategies to extend knowledge of the learners • Educator provides alternate ideas and sources in lessons
d	**Planning and presentation**	• Lesson is not logically presented • Does not create opportunities for engagement of learners • Poor time management • Inability to answer questions posed by learners	• Logical lesson presentation with some gaps • Different modes of teaching used • No wastage of time • Proper management of questions from learners	• Coherent and meaningful lesson presentation • Uses a variety of teaching modes • Time is productively used • Uses questions skillfully • Uses various concrete examples from the experiential learning of learners • Educator manages questions from learners in a productive manner	• Logical, coherent and meaningful lesson presentation • Uses a variety of appropriate teaching modes • Time is used to ensure there is optimal learning. • Educator skillfully uses a learner-centred approach to engage learners meaningfully • Educator uses questions to elicit responses and use these as the basis for further knowledge extension
e	**Management of work schedule**	• Pace of work is not in line with time frames stipulated in the Annual Teaching Plan • Number of tasks and activities are not in line with CAPS	• The pace of the work is 70% in line with time-frames stipulated in the Annual Teaching Plan. • 70% of the tasks and activities are in line with CAPS	• The pace of the work is 85% in line with time-frames stipulated in the Annual Teaching Plan. • 85% of the tasks and activities are in line with CAPS	• The pace of the work is 100% in line with time-frames stipulated in the Annual Teaching Plan. • 100% of the tasks and activities are in line with CAPS

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
f	**Record keeping**	• Files are not available. • Educator has no assessment records to produce • Assessment activities have no marking memoranda or scoring rubric • Marks have not been entered into mark file • E-filing not available	• Records are available with relevant information. • Educator keeps test file and a mark file • All assessment activities have marking memoranda/scoring rubric and are not used effectively • Marks are recorded regularly and no feedback is given to learners	• Records are available with mostly relevant information • Files are neatly kept and are organized • All assessment activities have marking memoranda/scoring rubric • Marks are recorded regularly and some feedback is given to learners • Educator has a good data bank of past questions • Analysis of tests are recorded regularly	• Records are available with all relevant information • Files are neatly kept, organised and regularly updated • All assessment activities have marking memoranda/scoring rubric and used effectively • Marks are recorded regularly and learners receive feedback • Educator has a good databank of past questions and uses them effectively • Analysis of tests are recorded regularly and used for diagnostic purposes • Records allow for tracking of individual learner's performance / progress
g	**Feedback to learners**	• No feedback is given to learners • Assessment tasks are not returned to learners within a week after administration	• Feedback is occasional • Assessment tasks are marked within stipulated timeframes	• Feedback is positive and encouraging • Assessment tasks are marked well within stipulated timeframes and returned to learners	• Regular insightful feedback is given to the learners • Assessment tasks are marked timeously, returned to learners and feedback is given to learners
h	**Knowledge and application of forms of assessment**	• Over reliance on pen and paper tests • No diagnosis of results is done	• Uses at least two different types of assessment but favours the traditional test • Regular analysis of results is undertaken • Appropriate corrective measures are put into effect	• Uses more than four types of assessment techniques • Uses different assessment techniques to cater for multiple intelligences • An in-depth analysis of results is done • Educator uses results to make appropriate interventions	• Educator has an in- depth understanding of assessment techniques • Clear evidence of differentiation in assessment practices • Educator conducts an in-depth analysis and designs appropriate intervention strategies • Incorporates results gleaned from the analysis in future lessons • Educator uses assessment positively to motivate learners
i	**Learner progress and achievement**	• Learner results show underperformance • No evidence of remedial and enrichment work	• Learner results are satisfactory • Remedial and enrichment work is prevalent	• Learner progress and achievement is good • Remedial and enrichment work supports learner progress	• Learner progress and achievement is excellent • Organises motivation classes to enhance and promote learner progress and achievement • Remedial and enrichment work is regularly conducted in support of learner progress

PERFORMANCE STANDARD 1:
LEADING THE LEARNING SCHOOL

CRITERION 2: SUPPORT FOR THE LEARNING SCHOOL

***THE DESIRED OUTCOME:** THE SUPPORT OF ALL STAKEHOLDERS HAS BEEN SECURED AND THERE IS EVIDENCE THAT A QUALITY TEACHING AND LEARNING ENVIRONMENT IS ESTABLISHED / BEING IMPROVED*

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Enlists the support of parents and community members as partners in learning**	• No attempt to involve stakeholders in decision making process	• Establishes structures and procedures that enable the involvement of all stakeholders • Minutes of meetings show evidence of stakeholder participation in improving learning	• Establishes structures (e.g., QLTC) and procedures that enable the effective involvement of all stakeholders • Minutes of meetings show stakeholder participation in discussions to improve learning • Educator follows procedures and opinions of stakeholders to arrive at a decision	• Well established structures (e.g., QLTC) and procedures enable regular and effective involvement of all stakeholders • Minutes of meetings show active involvement and support of stakeholders in improving learning • Educator considers various options provided by stakeholders to make a decision to improve leaning
b	**Communicates (provides feedback) with all stakeholders on the academic performance of the school**	• Does not communicate with colleagues, parents and School Governing Body (SGB) • Does not share information or ideas.	• Consults with colleagues' parents and SGB • Share's ideas and information with some stakeholders • Provides reports on performance of learners and school as a whole	• Consults regularly with colleagues' parents and SGB • Share's ideas and information with all stakeholders • Is transparent • Listens to alternative points of view of stakeholders	• Consults widely and regularly with all stakeholders and is totally transparent • Share's information effectively and efficiently and provides regular and excellent feedback to stakeholders • Responds positively to constructive criticism • Listens to and evaluates alternative points of view of stakeholders

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Motivates learners to achieve academically**	• No attempt of using motivation as the form of inspiring learners to achieve academically	• Advocates the importance of motivation as the medium to better achievement • Keeps informed about the motivational strategies that promote quality teaching and learning	• Provides motivational strategies that promotes improving learner achievement • Provides leadership in the implementation of the motivation strategies	• Provides clear and implementable motivational programmes which collectively involve all learners and staff members • Provides leadership in an on-going implementation of the motivation strategies • Educator is an example of a self -motivated life-long learner
d	**Ensures that there are functional curriculum structures in the school**	• No evidence of SMT/subject committee meetings and class visits • No attempt to monitor teachers' files (assessment, etc) • Learners' work not monitored • No evidence of pre- and post-assessment moderation	• SMT/Subject meetings and class visits undertaken at least once per quarter • Teachers' files (assessment, etc) monitored regularly • Learners' work monitored according to a schedule • Pre- and post-assessment moderation undertaken	• SMT/Subject meetings and class visits undertaken at least once per month • Teachers' files (assessment, etc) monitored at least once in two weeks • Learners' work monitored and feedback provided to educator • Pre- and post-assessment moderation supports learner improvement strategies	• Formal and informal SMT/subject meetings and class visits undertaken at least once per fortnight • Teachers' files (assessment, etc) monitored at least once in two weeks and effective feedback provided • Learners' work monitored and feedback provided to both educator and learner • Pre- and post-assessment moderation of all assessment tasks support learner improvement strategies
e	**Promotes ICT learning**	• No effort has been made to introduce, promote or facilitate ICT (Information and Communication Technology)	• ICT is available to some learners • The possibility of ICT- learning has been investigated and processes to introduce this learning method are underway	• ICT is available to most learners and is promoted as a learning method • The use of ICT to facilitate subject teaching is evident • Processes to introduce ICT learning for all learners are in place	• ICT is fully functional and available to all learners • Innovative methods to facilitate and enhance formal and informal learning in all subjects is promoted • ICT is effectively used in subject teaching
f	**Manages conflict in order to maintain a healthy teaching and learning environment**	• Unable to manage conflict and crises situations in a timely manner • Unable to deal with learner and educator misconduct	• Deals with conflict situations in an appropriate manner. • Creates processes to resolve problems and / or areas of conflict within the school	• Resolves school-based conflict in a fair, transparent way • Discusses with staff and implements solutions to address potentially discordant issues	• Excellent interpersonal skills and demonstrates understanding and acceptance of different racial, ethnic, cultural and religious groups • Monitors staff response to discussions about solutions to potentially discordant issues • Resolves conflicts to ensure the best interest of learners and school performance. • Conflicts are resolved using the applicable legislative and policy framework

PERFORMANCE STANDARD 2:
SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

CRITERION 1: PLANNING

***THE DESIRED OUTCOME:** EFFECTIVE USE IS MADE OF ALL PLANNING RESOURCES AND TECHNIQUES (DATA, BUDGETS, CONSULTATIONS, POLICIES ETC).*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**School has developed vision and mission statements which are relevant (to the school community) and achievable**	• There are no vision and mission statements OR • There are vision and mission Statements which have clearly been adopted from another school	• The vision and mission statements are available and displayed • There is evidence of stakeholder participation in developing the statements	• All stakeholders participated in developing the vision and mission • Vision and mission statements are well displayed • The methods of how the school is going to achieve its aims are set out clearly	• The school has well-articulated Vision and Mission Statements • The Vision clearly states where the school wants to go and the Mission clearly defines how it should get there. These are well displayed • The vision and mission drives decisions and informs the action of staff and learners
b	**Implementation of school improvement plan (SIP)**	• The SIP is not available Or • The SIP is a generic and does not reflect the areas that need attention in the school	• The SIP has been developed in line with some identified needs of the school • The SIP incorporates the Academic Improvement Plan • Progress on implementation of recommendations is steady and monitored occasionally	• All stakeholders have been consulted in developing a SIP for the academic year • Areas for improvement have also been identified through completion of a SIP and a diagnostic analysis of SBA/NSC • Evidence shows that recommendations are being implemented progressively within the agreed timeframes	• The SIP provides clear direction to the school to ensure school improvement. • SIP clearly delineates areas for development as identified by the PDP's as well as the areas identified through completing the SSE and a diagnostic analysis of NSC • Regular monitoring and evaluation occur to ensure that recommendations are implemented within specified timeframes

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Ensures that the school has a safe and secure environment**	• Procedures for safety and security of all staff and learners not in place • School Safety and Security Committee not established	• Implements and evaluates safety and security procedures / policy of all staff and learners • School Safety and Security Committee established and functional	• Implements, evaluates and refines safety and security procedures / policy of all staff and learners • School Safety and Security Committee is functional through participation of responsible stakeholders • School is well secured with access control	• Implements, evaluates and refines, as necessary, safety and security procedures / policy of all staff and learners • School Safety and Security Committee is functional through participation of all stakeholders • Care is taken for a safe environment through secure fencing and access control
d	**Implements transparent decision-making structures – accepts responsibility for decisions taken**	• Makes decisions with little or no consultation • Decisions cause frequent resentment and morale problems • Shifts blame for dcisions on others	• Has established decision-making structures with stakeholders for transparency • Is accountable for decisions of structures established	• Is fully transparent about how decisions are made • Is responsible and accountable for decision- making process • Ensures that staff members know how and why key decisions are made	• Decisions are fully transparent and frequently proactive rather than reactive • Fully accepts responsibility and accountability for decisions taken • All staff members are involved in decision making
e	**Ensures that planning is based on data collected on a range of school activities**	• Is unable to plan and gather much information / data on the school's strong and weak points	• Able to make a quick assessment of the school's strengths and weaknesses • Use information / data available after an analysis of the school's activities • Plans with the support of a few colleagues	• Has a structured information / data collection process on school's activities • Assesses the school's strengths and areas for development • Planning is undertaken collectively as a team involving some staff members	• Has an exceptionally well-structured information / data collection process on school's activities • Carefully assesses the school's activities to identify overall strengths and areas for development • Planning is undertaken collectively as a team involving all staff members

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
f	**Planning is done on time**	• No evidence of planning is available • There is no year plan is available at the beginning of the year	• Year plan is available with activities clearly indicated • School Time-Table implemented on first day of school • Duties of educators are finalized and communicated at the beginning of the year	• Year plan is available in advance with clearly identified activities • School Time-Table is in line with requirements of CAPS and effected on first day of school year • Duties of educators are finalized through consultation and communicated at the beginning of the year • Monthly / weekly plans implemented	• Year plan is available in previous year with clearly identified activities • School Time-Table developed in line with requirements of CAPS and implemented on first day of school • Duties of educators are finalized through broad consultation and communicated in the previous year • Monthly/weekly plans implemented within specified time frames
g	**School analyses results of various forms of assessment and sets clear targets for improvement**	• No records of assessment analysis or clear targets for improvement • No evidence of remediation / intervention strategies available	• Sets up teams to analyse assessment results (e.g. NSC, SBA) • Satisfactory records of remediation/ intervention strategies • Measurable learning goals for current year are available	• Monitors teachers as they analyse assessment results (e.g., NSC, SBA) and formulate action plans • Good records of remediation/ intervention strategies based on identified targets • Works with SMT and teachers to monitor measurable learning goals for current year	• Monitors and supports teachers as they analyse assessment results (e.g. NSC, SBA) and formulate action plans • Excellent records of remediation/ intervention strategies with clear targets for improvement • Displays creativity in working collaboratively with SMT and teachers to monitor measurable learning goals for current year

PERFORMANCE STANDARD 2:
SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

CRITERION 2: SCHOOL GOVERNING BODY AND THE BROADER SCHOOL COMMUNITY

***THE DESIRED OUTCOME:** SGB IS ESTABLISHED AND FUNCTIONING. SGB IS SUPPORTED IN THE PERFORMANCE OF ITS FUNCTIONS IN TERMS OF SASA. PARTNERSHIPS ARE SET UP TO SUPPORT THE DEVELOPMENT OF THE SCHOOL*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Ensures that the school has a functioning SGB**	• A full complement of SGB does not exist • The constitution of the SGB is in is not in line with SASA • No evidence of SGB involvement in the governance of the school	• A full complement of duly elected SGBs exists. • Supports SGB in ensuring that its constitution is in line with SASA • SGB members are involved in school governance (e.g. learner discipline, fund-raising, school maintenance, etc) • Regular meetings of SGB held and minutes are available	• A full complement of duly elected SGBs exists at all times. • Supports the SGB in its activities • SGB sub-committees are established and involved in school governance • Regular meetings of SGB and its sub-committees held and minutes are available	• A full complement of duly elected SGBs exists. Any vacant SGB posts filled in line with its constitution • Supports SGB sub-committees and ensures they are functional • Regular meetings of SGB and its sub-committees held • SGB decisions are clearly recorded and implemented
b	**Renders assistance to the SGB in terms of the areas listed in SASA 16A, excluding finances (Refer to PS 5 for Finances)**	• Relationship between the deputyprincipal and the SGB is poor • Does not assist the SGB	• Healthy relationship exists between the deputy principal and the SGB • Attends SGB meetings • Provides SGB with reports about school's professional management	• Good relationship between the deputy principal and the SGB • Participates in all SGB meetings and its activities in school • Provides SGB with reports about school's professional management and progress on school's improvement plans	• Outstanding relationship between the deputy principal and the SGB • Participates in all SGB meetings and supports all its activities for school improvement • Provides SGB with structured written reports about school's professional management, progress on school improvement plans and learner attainment

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Informs the SGB about policy and legislation**	• Poor communication between deputy principal and SGB • Does not inform or share any policy related matters with the SGB	• Discusses policy and legislation at SGB meetings • Cascades some relevant information on policy and legislation (e.g. learners' code of conduct, curriculum policy, assessment / promotion requirements, etc) with parents	• Keeps SGB and parents abreast of existing and legislative policy and amendments at SGB and parent meetings • Cascades most relevant information on policy and legislation (e.g. learners' code of conduct, curriculum policy, assessment / promotion requirements, etc) with parents	• Ensures that SGB and parents are kept abreast of existing and legislative policy and amendments at SGB and other stakeholder meetings • Cascades all relevant information on policy and legislation (e.g. curriculum policy, assessment / promotion requirements, etc) with relevant stakeholders • Uses parent /community meetings to give updates on school policy shifts
d	**The school has developed the various policies as required by SASA, which are aligned with the requirements of various legislation and departmental policies**	• There is no evidence of developed policies • No clear rules and regulations govern the overall running of the school	• School policies have been developed with stakeholder involvement • At least the following policies are available and implemented: Language, Admission, Code of conduct for Learners, LTSM/Textbooks, Finance and Maintenance	• School policies have been developed with stakeholder participation as per SASA requirements • School's policies support existing departmental policies • Policies are reviewed annually, amended as necessary and endorsed by the SGB • All policies are implemented to enhance accountability	• School policies were developed with full stakeholder participation as per SASA requirements • School's policies fully support existing departmental policies and legislation • Ensures that school policies are reviewed annually with full stakeholder participation, amended as necessary and endorsed by the SGB • All policies are implemented to enhance effective teaching and learning as well as accountability.

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
e	**Networks with the community and builds partnerships to support the development of the school**	• Does not communicate or form networks with the community and SGB • No evidence of any stakeholder support in school development	• Has a good rapport with the SGB and community • Establishes partnership programmes with community organisations • Has established a network to create some opportunities for parent and community involvement in school activities	• Has an excellent rapport with the SGB and community • Establishes interactive partnership programmes with community organisations • Has established a network to create and sustain opportunities for parent and community involvement in school activities • Responds to diverse community interest and needs support learner achievement	• Has established exceptional rapport with the SGB and community • Establishes interactive partnership and communication programmes with community organisations • Has established a network to create and sustain a variety of opportunities for parent and community involvement in school activities • Responds to diverse community interest and needs to improve learner achievement
f	**Liaises with relevant government departments (e.g. Dept of Health) as required**	• Does not have a plan to liaise with relevant government departments • No evidence of any liaison with relevant government departments	• Has a plan for interacting with relevant government departments • Liaises with the relevant government departments to support the well-being of learners Identified project/ initiatives are managed with some success	• Has an effective plan for interacting with relevant government departments • Liaises with the relevant government departments to respond to the needs and well-being of learners and teachers • Identified project/initiatives are managed collaboratively	• Has an effective and structured plan for interacting with relevant government departments on a regular basis • Is proactive in liaising with the relevant government departments to address the needs and well-being of learners and teachers • Identified project/initiatives are successfully managed in a collaborative manner • Outcomes of projects with government departments are evaluated and feedback provided to school community

PERFORMANCE STANDARD 3:
MANAGING QUALITY AND SECURING ACCOUNTABILITY

CRITERION 1: SECURING ACCOUNTABILITY

***THE DESIRED OUTCOME:** THE USE OF LTSM IS MONITORED. A TEXTBOOK RETRIEVAL SYSTEM IS IN PLACE AND IMPLEMENTED EFFECTIVELY. THE WORK OF THE SMT IS MONITORED REGULARLY. SYSTEMS ARE IN PLACE TO A) MONITOR EDUCATOR AND LEARNER ATTENDANCE, AND B) ADDRESS IMPROPER CONDUCT AND DRESS CODE OF EDUCATORS AND LEARNERS.*

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Ensures safekeeping of all movable and immovable assets**	• Policies relating to asset management and maintenance are outdated or not available • No inventories or stock registers are available	• Policies relating to asset management and maintenance are available • Inventories/Stock registers of Furniture, computers and other assets are available and have been updated • Measures are in place to ensure safety of assets	• Policies relating to asset management and maintenance are available and have been approved by the SGB • Inventories/Stock registers of furniture, computers and other assets are available and are updated annually • Records of stock movement and losses are effectively managed • Regular stock take supports measures that are in place to ensure safety of assets	• Policies relating to asset management and maintenance have been approved and signed by the SGB • Inventories/Stock registers of all assets are controlled effectively updated regularly • Records of stock movement are effectively managed • Regular stock take supports measures that are in place to ensure safety assets • Measures are in place to replace assets that are damaged or stolen, etc
b	**Ensures completion of all attendance registers and takes appropriate action where necessary (Staff and learners)**	• Learner attendance registers are incomplete and not checked • There no control of chronic absenteeism	• Learner attendance registers are completed daily and checked • Staff registers are signed daily, controlled and verified • Measures are in place to deal with chronic absenteeism of both staff and learners	• Learner attendance registers (including period control in secondary phase) are completed daily and checked. • Staff registers are signed daily, Controlled, verified and monitored • Systems are in place to manage early leave • Measures are in place to deal with chronic absenteeism and late-coming of both staff and learners	• Effective control of learner attendance registers (including period control in secondary phase) • Effective control of staff attendance registers • Systems are in place to manage early leave of both learners and staff • Chronic absenteeism and late-coming of both staff and learners are managed in line with policy

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Ensures that LTSMs are used effectively**	• LTSM policy does not exist. • No control mechanism for the use of learner support materials	• Policy for the receipt and issuing of LTSM exists • LTSM register is controlled • Responsibilities are assigned for the safe keeping and issuing of LTSM	• Clear policy for the receipt and issuing of LTSM exists • LTSM register is controlled effectively • Responsibilities are assigned for the safe storage and use of LTSM • Monitors the use of LTSM every quarter	• LTSM policy approved and signed by SGB • LTSM register is controlled regularly and effectively • Responsibilities are assigned for the safe storage and effective use of LTSM by all educators • Ensures that every learner has a textbook per subject • Monitors and provides feedback on the use of LTSM every quarter
d	**A textbook retrieval system is in place and is properly implemented**	• Text book retrieval policy does not exist • Textbook inventory is absent	• Textbook issue and retrieval policy is available • Non-return of textbooks is followed up as per the policy • Textbook stock register is updated	• Textbook issue and retrieval policy is implemented • Parents and learners are informed of the policy in writing • Non-return of textbooks is followed up to ensure control of stock • Duties are assigned for the retrieval and safe storage of textbooks	• Textbook issue and retrieval policy is implemented effectively • Parents and learners are informed annually of the policy in writing • Appropriate measures as per policy are implanted to deal with non-return of textbooks • Duties are assigned for the effective retrieval and safe storage of textbooks • Control measures ensure a high annual retrieval rate of textbooks



DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
e	**Leads and monitors the work of the School Management Team**	• Seeks input from SMT, but unable to provide leadership • Does not monitor the work of the SMT	• Involves SMT in decisions about implementation of the school management plan • Provides leadership development activities for SMT • Periodically reminds SMT of policies on management procedures and discipline • Has instruments to monitor the work of SMT	• SMT forms part of collective decisions at regular meetings on implementation of the school management plan • Provides leadership development to SMT with clear instructions for the day to day running of the school • Duties of SMT members are assigned clearly • Has well-designed instruments to monitor and report on the work of the SMT	• SMT forms part of collective decisions at regular meetings to evaluate and follow-up on implementation of the school management plan • Provides leadership development to SMT with clear instructions for the day to day running of the school • SMT members are assigned clear roles and responsibilities to lead the improvement of teaching and learning • Has well-designed instruments to systematically monitor and provide feedback the work of the SMT
f	**Addresses unprofessional and improper conduct of educators and learners**	• Policies and protocol related to professional conduct for teachers and learners are not available • Does not engage in interaction related to professional conduct of educators or discipline of learners	• Policies related to teachers and learners' conduct are available • Incident registers for teachers and learners are available • SGB participates in addressing conduct of learners and teachers • Parents and staff are updated on the school's code of conduct	• Ensures that policies related to teachers and learners' conduct are communicated to stakeholders • Incident registers for teachers and learners are updated as necessary • SGB effectively participates in addressing conduct of learners • Record of disciplinary proceedings is available	• Ensures that relevant legislation, policies and disciplinary measures related to the conduct of teachers and learners are communicated to stakeholders • Incident registers for teachers and learners are updated and monitored regularly • SGB effectively participates in addressing and taking appropriate action on improper conduct of learners • Record of disciplinary proceedings and decisions taken is available

PERFORMANCE STANDARD 3:
MANAGING QUALITY AND SECURING ACCOUNTABILITY

CRITERION 2: MANAGING THE QUALITY OF TEACHING AND LEARNING

***THE DESIRED OUTCOME:** DEPARTMENTAL POLICIES WITH REGARD TO ASSESSMENT ADMINISTRATION ARE FOLLOWED. MARKING AND MODERATION OF LEARNER ASSESSMENTS ARE MONITORED REGULARLY. LEARNER ASSESSMENT OUTCOMES ARE ANALYSED, INTERVENTION STRATEGIES DEVELOPED AND IMPLEMENTED*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Follows departmental policies with regard to assessment administration (e.g. NSC, SBA)**	• Departmental policies related to administration of NSC; and school-based assessments are available, but not followed • Learner mark sheets are not available	• Ensures that every educator has a copy of the relevant departmental policies related to administration of NSC, and SBA • Ensures that learner mark sheets are available • Assessment plan is communicated with parents and learners • Learner progress is communicated with parents • Assessment records are available	• Ensures that every educator has a copy of the relevant departmental policies related to administration of NSC, and SBA. • Ensures that learner mark sheets are updated regularly • Assessment plan is communicated in writing with all parents and learners • Learner progress reports are sent to parents once per quarter • Ensures all assessment records are filed	• Ensures that all educators implement the relevant departmental policies related to NSC, and SBA. • Ensures that learner mark sheets are updated immediately upon finalisation of each task • School's Annual Assessment plan is communicated in writing with all parents and learners • Learner progress reports are sent to parents once per quarter and elicits feedback from parents at parent/ teacher meetings. • Ensures that there is systematic filing of all assessment records
b	**Monitors marking and moderation of learner assessments**	• Learner assessments are not monitored or moderated • Quality control on the standard of questions does not occur	• Ensures that there are specific guidelines for marking and moderation • Learner assessments are monitored / moderated by the SMT • Subject specific monitoring tools are used for moderating learner assessments • Quality control on the standard of questions and marking is conducted	• Ensures that there are subject specific guidelines for marking and moderation • Ensures that there is quality control through pre and post moderation conducted by the SMT • Subject specific monitoring tools are used to provide feedback on the assessment process • Ensures that there is feedback on learner assessments at SMT and staff meetings	• Ensures that there are guidelines for marking and moderation for all subjects offered in all grades • Ensures that there is quality control through pre and post moderation conducted for all assessments by the SMT or a senior educator • Subject specific monitoring tools are used to provide effective feedback on the assessment process • Ensures that there is feedback on the assessment and moderation process at every SMT and staff meeting

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Ensures that efficient systems are in place for examinations / assessments**	• Time table of exams/ assessments are available, but are not communicated timeously • Delays are experienced in the finalisation of question papers and venues • Measures are not in place to ensure the security and honesty in exams/assessments	• Time table of exams/ assessments is communicated with relevant stakeholders timeously • Question papers and venues are finalised within specified timeframes • Measures are in place for the honesty in exams / assessments • There is a management plan for the conduct of exams/assessments	• Time table of exams/assessments is communicated with relevant stakeholders in advance • Question papers/Marking memos and venues are finalised within specified timeframes • Effective measures are in place to ensure honesty in exams/assessments • There is a detailed management plan for the conduct of exams/assessments • Ensures that invigilators have been trained to conduct exams/assessments in a fair and efficient manner	• Time table of exams/assessments is communicated with relevant stakeholders well in advance • Question papers/Marking memos and venues are finalised and stored securely within specified timeframes • Effective measures are in place for security and honesty in exams/assessments • There is a well-structured and effective management plan for the conduct of exams/assessments • Ensures that all educators have been trained to conduct exams/assessments in a fair and efficient manner
d	**Consolidates and analyses learners' assessment outcomes and develops appropriate intervention strategies**	• An analysis of learners' assessments has not occurred • There no intervention plan, based on data-analysis, for learner improvement	• A statistical and diagnostic analysis of learner assessments informs intervention strategies • Ensures that an intervention plan, based on data-analysis of learner assessments, for learner improvement is developed	• A consolidated report on the statistical and diagnostic analysis of learner assessments informs the intervention strategy • Ensures that an intervention plan, based on data-analysis of learner assessments, for learner improvement is implemented • Sets targets to improve learner performance	• Ensures that a well-consolidated report on the statistical and diagnostic analysis of learner assessments drive the intervention strategy • Ensures that a structured intervention plan, based on data-analysis of learner assessments, for learner improvement is implemented by all educators • Sets realistic targets to improve learner performance
e	**Promotes (provides leadership) and monitors school learner intervention strategies**	• Implementation of intervention strategies is not monitored	• Guidelines are provided for the implementation of intervention strategies • Ensures that the implementation of an agreed intervention plan is monitored	• Guidelines are provided for the effective implementation of intervention strategies • Ensures that the implementation of an intervention plan is focused to maximise learning • Post-monitoring report is provided on the implementation of intervention strategies	• User-friendly guidelines are provided for the effective implementation of intervention strategies • Ensures that there is collaboration on the implementation of an intervention plan that is focused to maximise teaching and learning • Regular post-monitoring reports provide feedback on the implementation of intervention strategies

PERFORMANCE STANDARD 4:
DEVELOPING AND EMPOWERING SELF AND OTHERS

CRITERION 1: STAFF

***THE DESIRED OUTCOME:** STAFF DEVELOPMENT INITIATIVES ARE FUNCTIONING. REGULAR CLASSROOM VISITS PROVIDE CONSTRUCTIVE FEEDBACK, GUIDANCE AND SUPPORT. TEACHER APPRAISAL SYSTEMS COMPLY WITH POLICY AND THE RESULTS ARE VALID, RELIABLE AND FAIR.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Staff training programmes planned and implemented**	• Does not plan or implement any staff training programmes	• Staff development plan in place • Staff development occurs	• Staff development policy in place • Staff development plan is implemented • Empowers staff through development programmes that is informed by diagnostic reports (NSC) • Encourages lifelong learning	• Staff development policy is reviewed annually • Comprehensive staff development plan in place • Empowers staff through ongoing development programmes that are informed by the SIP, diagnostic reports of SBA, and NSC • Encourages lifelong learning through participation in various accredited development programmes
b	**Provides leadership and oversees mentoring, coaching and general support to staff**	• Mentoring and coaching to support staff does not occur	• Mentoring and coaching of educators occurs • Trains SMT and senior educators to provide general support	• Develops a plan to mentor and coach educators • Teacher development plan and support are implemented • Ensures that mentoring and coaching is focused and substantive	• Develops a structured plan to mentor and coach educators • Teacher development plan and support are implemented and monitored • Ensures that mentoring and coaching responds to identified needs • Support provided is focused and substantive.

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Manages underperformance**	• Does not initiate processes to identify and manage underperformance of educators	• Has working knowledge of procedures to deal with underperformance • Identifies and provides support underperforming educators	• Deals with underperforming educators in line with applicable legislation • Provides counselling and developmental support to underperforming educators helping them to improve	• Deals with underperforming educators in line with applicable legislation in a fair and transparent manner • Provides counselling, redirection and targeted developmental support to underperforming educators helping them to improve • Implements progressive disciplinary processes with chronic underperforming educators
d	**Promotes teacher appraisal practices in terms of applicable policy/collective agreement**	• Does not provide leadership in the appraisal of educators • Has not developed a management plan that is consistent with the applicable policy/collective agreement for the appraisal process	• Provides leadership in the appraisal of educators • Has developed a management plan that is consistent with the applicable policy/collective agreement for the appraisal process	• Provides leadership for the advocacy and training of educators on applicable policy/collective agreement for the appraisal process • Has developed a management plan for the appraisal process • Ensures that educators have access to the appraisal documents	• Provides leadership by facilitating workshops for the advocacy and training of educators on applicable policy/collective agreement for the appraisal process • Ensures that every educator has the school's management plan for the appraisal process • Ensures that every educator has the relevant appraisal documents
e	**Monitors staff appraisal and verifies evidence**	• Keeps an eye on staff appraisal • Does not monitor, support or verify staff appraisal processes	• Monitors the appraisal process to ensure that it is implemented uniformly • Verifies appraisal processes in the school • Verifies that the information provided in the appraisal documents is accurate	• Monitors the appraisal process to ensure that it is implemented uniformly and effectively • Verifies appraisal processes in the school and ensures that the approved instruments are used • Verifies that the information provided in the appraisal documents is accurate and properly completed	• Monitors the appraisal process to ensure that it is implemented uniformly, fairly and effectively • Always verifies appraisal processes in the school and ensures that the approved instruments are used • Ensures that the information provided in the appraisal documents is accurate and properly completed • Provides post-monitoring support on staff appraisal

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
f	**Conducts classroom observations to provide support and development of educators**	• Only conducts classroom observations once or twice per annum	• Conducts classroom observations once per quarter • Provides informal support to educators	• Conducts classroom observations more than once per quarter • Provides informal and formal support to educators	• Conducts classroom observations at least once per month • Provides informal and formal feedback and support to educators • Findings of classroom observations inform development programmes for educators
g	**Ensures that departmental circulars and other relevant information are brought to the attention of staff**	• Does not inform staff of departmental circulars • Staff gets irregular or no feedback from departmental and other meetings	• Informs staff on the contents of departmental circulars • Provides staff with feedback from departmental and other meetings	• Informs staff members on the contents of all departmental circulars • Discusses key issues in circulars with the SMT • Provides staff with prompt feedback from departmental and other meetings	• Informs and discusses contents of all departmental circulars with SMT/ staff members • All circulars and relevant documents are neatly filed and available for perusal by all staff members • Provides staff with prompt verbal/ written feedback from all meetings



PERFORMANCE STANDARD 4:
DEVELOPING AND EMPOWERING SELF AND OTHERS

CRITERION 2: SELF

***THE DESIRED OUTCOME:** REGULAR PARTICIPATION IN ACTIVITIES AIMED AT ENHANCING PERSONAL AND PROFESSIONAL GROWTH. CONDUCT IS EXEMPLARY.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Attends and participates in departmental, union and other professional activities aimed at enhancing his/her professional skills**	• Educator does not or seldom attends/participates in professional development activities	• Attends or participates in developmental activities to improve his / her professional skills at least once per quarter • Serves as a member of a professional body	• Serves as a member of one or more professional bodies/committees • Attends or participates in developmental activities to improve his/her professional skills for at least two or more sessions per quarter • Engages in self-development activities to enhance professional skills • Conducts workshops to enhance skills of educators	• Serves as an active member of one or more professional bodies/committees • Fully participates in developmental activities to improve his/her professional skills for at least two or more sessions per quarter • Engages in development activities to enhance professional skills of self and others • Conducts workshops at departmental, union and other professional organisations • Ensures that participation in professional activities does not compromise responsibilities as a school leader
b	**Professional conduct with reference to punctuality, presentable appearance, respect shown to others**	• Does not set an example on punctuality in classroom or meetings • Dress code is not appropriate • Lack of respect for stakeholders	• Sets a good example on punctuality in classroom and meetings • Appearance is neat and presentable • Shows respect to stakeholders and their views	• Display of good conduct instils a good example on punctuality to staff members • Exhibits a neat and presentable appearance that is appropriate in different situations • Respect for others and their views evident through regular interaction with stakeholders	• Demonstrates professionalism by instilling a good example on punctuality to staff members • Always exhibits a charismatic, neat and presentable appearance that is appropriate in different situations • The views of others are respected and used as an opportunity for improving teaching and learning

PERFORMANCE STANDARD 5:
MANAGING THE SCHOOL AS AN ORGANISATION

CRITERION 1: FINANCIAL MANAGEMENT

***THE DESIRED OUTCOME:** SCHOOL'S FINANCES ARE MANAGED BY APPLYING THE NECESSARY CONTROLS TO OPTIMISE USE OF FUND. PROTOCOLS ARE FOLLOWED IN DEVELOPING THE SCHOOL BUDGET, INCLUDING APPROVALS BY THE SGB AND PARENT COMMUNITY. ALL PRESCRIPTION IS SASA AND DEPARTMENTAL DIRECTIVES ARE ADHERED TO.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Manages school's finances in terms of applicable legislation (SASA) and policy**	• Inadequate systems in place manage the school's finances • Unable to facilitate and assist the SGB with regard to financial management of the school	• Financial policy available • Facilitates and assists the SGB with regard to financial management of the school • Financial systems and records are in place • Receipts issued for all income generated • Submits the school's audited financial statement to the district office	• Financial policy reviewed annually • Procurement policy in place • Financial transactions and records monitored daily • A duly elected finance committee in place • Finance committee monitors schools' finances regularly • Basic ICT measures are employed to assist the management of the school's finances • Submits the school's audited financial statement to the district office annually	• A comprehensive financial policy in place and reviewed annually • Maintains appropriate records in accordance with audit requirements • Internal auditing mechanism in place • Procurement Policy is in place and is adhered to • A duly elected and effective finance committee monitors schools' finances and reports to SGB quarterly • Sound and effective ICT measures are creatively employed to manage the school's finances • Submits the school's audited financial statement to the district office within the specified timeframe
b	**Provides the necessary guidance to the SGB i.t.o finances**	• Unable to provide clear guidance to the SGB on the policies and systems to manage the school's finances • SGB finance committee is dysfunctional	• Works collaboratively with the SGB in ensuring sound financial management of school funds • Ensures that finance committee reports to SGB at every meeting	• Displays a clear understanding of the school's finances • Ensures that regular finance committee meetings are held to discuss financial matters • Ensures that financial reports are presented at every SGB meeting • Assists the SGB in preparing for the annual auditing of accounts	• Displays a comprehensive and sound understanding of the school's finances • Ensures that finance committee meetings discuss matters to ensure effective internal control over school funds • Ensures that detailed financial reports are presented at every SGB meeting • Supports the SGB in budgetary control • Ensures that the SGB is prepared for the annual auditing of accounts

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Follows protocols in developing the school budget**	• Develops the school budget without consulting critical role-players • Due process is not followed in developing the school budget	• SGB is involved in the development of the school budget • School budget is tabled at the Annual General Meeting (AGM) of parents • Budget is designed to support school improvement	• School budget is developed in line with existing legislation and policy • Structures exist for stakeholder involvement in the development of the school budget. • Budget caters for various areas for school improvement • Ensures that the school's annual Income and Expenditure Statement is presented at the AGM of parents • Ensures that the school budget is tabled for approval at the AGM of parents	• School budget is structured in line with existing legislation and policy • Ensures that the school community participates in the development of the school budget • Budget caters for the identified needs and areas for school improvement • Ensures that the school's audited annual Income and Expenditure financial report is tabled at the AGM of parents • Ensures that the school budget is explained and approved at the AGM of parents
d	**Takes all reasonable steps to prevent financial mismanagement and corruption**	• School's finance policy does not include a section on financial control mechanisms • Key control measures for the safe administration of funds are lacking	• School's finance policy includes a section on financial control mechanisms • Ensures that basic key control measures for the safe administration of funds are implemented on cash receipts and payments, school fees and management of assets	• Financial control mechanisms meet with existing policy and legislative requirements • Key control mechanisms for the following are in place: cash receipts and payments, tuckshop control, school fees, bank deposits and withdrawals, management of assets, stock control, budgetary control, petty cash payments • Systems to monitor the above are in place • Monthly income and expenditure statements are available	• Financial control mechanisms are well structured • Ensures that is a high level of accountability at all levels of financial control • Ensures that there is effective control in all areas of the school's finances • An internal audit of control mechanisms takes place regularly • Risks in the administration of school funds are identified and control measures put in place • Ensures that an income and expenditure statement of school funds is prepared monthly
e	**Supports school's fundraising efforts**	• Fundraising activities seldom occur at school	• School's finance policy includes a section on fund-raising • A fundraising committee is established at the school • Fundraising occurs in line with the school's budget	• The fundraising committee engages in activities to supplement the school's budget • Fund-raising activities form part of the school's year plan • Activities to raise funds are goal-orientated and financial targets are met • Engages with internal stakeholders to raise funds	• The fundraising committee is functional and effectively engages in a variety of activities to supplement the school's budget • Fund-raising activities are well structured and form part of the school's year plan • Parents participate in raising funds • Engages with internal and external stakeholders to raise funds

PERFORMANCE STANDARD 5:
MANAGING THE SCHOOL AS AN ORGANISATION

CRITERION 2: GENERAL INSTITUTIONAL MANAGEMENT AND ADMINISTRATION

THE DESIRED OUTCOME: *LOG BOOK CONTAINS A RECORD OF IMPORTANT EVENTS IN THE SCHOOL. THE SCHOOL HAS EFFECTIVE AND EFFICIENT SYSTEMS IN PLACE TO MANAGE CORRESPONDENCE AND OTHER FORMS OF COMMUNICATION, THE SYSTEMS ARE PROPERLY MAINTAINED AND PROVIDE EASY ACCESS FOR AUTHORISED PERSONS. SCHOOL PROVIDES ACCURATE STATISTICS TO THE DISTRICT OFFICE*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Maintains a log book containing a record of important events at the schools**	• Log book is not available • Lob book available, but has not been updated	• Log book is available • Ensures that log book is updated with school events regularly	• Maintains a well-structured logbook • School events are dated and recorded daily in the logbook • Ensures that all visits by departmental officials are recorded	• Well-structured and updated logbook is always available • School events are dated and clearly recorded daily • Ensures that external stakeholders fill in the log with their comments and signature
b	**Ensures that systems are in place for the management of all correspondence**	• Departmental circulars and relevant information are not brought to the attention of the staff • No proper records of correspondence received	• Departmental circulars and relevant correspondence are brought to the attention of the staff • Ensures that proper records are kept of correspondence received	• Departmental circulars and relevant correspondence are always brought to the attention of the staff • Ensures that incoming and outgoing mail are properly recorded and filed • Discussions are held on correspondence received to facilitate understanding of the contents	• Departmental circulars and relevant correspondence are consistently brought to the attention of the staff timeously • Ensures that all incoming and outgoing mail are properly recorded in a register, filed and easily accessible • Ensures that the contents of all correspondence are properly understood by staff members

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Ensures that sensitive information on learners and teachers are properly maintained**	• Systems are not in place to record and file sensitive information on learners and teachers	• Ensures that there are systems in place to record and file sensitive information on learners and teachers • Sensitive information is made available when requested by the department	• Ensures that there are proper systems in place to record and file sensitive information on learners and teachers • Sensitive information is only made available to appropriate support structures • Makes every attempt to support learners and teachers based on the sensitive information	• Has a developed a highly efficient system to record and file sensitive information on learners and teachers • ICT is optimally used for recording the information. • Ensures that sensitive information is kept confidential and only made available to appropriate support structures • Ensures that appropriate support is provided to learners and teachers based on the needs identified in the sensitive information available
d	**Maintains a filing and storage system**	• No filing system in place • Records are haphazardly maintained • Lack of control over storage of resources	• A filing system is in place • Most of the records are well maintained and accessible • Records (e.g. learner/ teacher files, assessment records, financial, etc) kept in compliance with school and departmental policy • Records of physical resources are maintained systematically • Electronic storage system is also in place	• An indexed filing system is kept • All records of available resources are kept according to school and departmental policy • Records are easily accessible • Ensures that essential records (e.g auditor's financial reports, learner schedules) are stored in a lock up safe • Ensures that ICT supports the systematic storage of information	• Ensures that the filing system is systematic and properly indexed • Records can be readily accessed when required • All records of available resources are efficiently maintained in hard and electronic copies • An electronic back-up of all important information/data is available • Ensures that essential school records are stored securely in a lock-up safe
e	**Submits reports to the department / districts in terms of national and provincial policies**	• Lack of control over submission of records to the circuit office • Leaves submission of records to the district up to individual teachers	• Has control over the submission of records to the circuit office • Ensures that processes are followed in compiling reports • Submission register is available • Is in regular contact with the circuit office	• Has full control over the submission of records to the circuit office • Ensures that correct processes are followed in compiling reports • Reports are verified before submission • A regular channel of communication with the circuit office has been established • Submission register is dated and signed	• Has total control over the finalisation and submission of records to the circuit office • Ensures that correct processes in line with prevailing policy are followed in compiling reports • Reports are verified and signed before submission • A structured channel of communication with the circuit office has been established • Submission register is dated and signed by both the school and the circuit office

PERFORMANCE STANDARD 5:
MANAGING THE SCHOOL AS AN ORGANISATION

CRITERION 3: MANAGEMENT OF INFRASTRUCTURE

***THE DESIRED OUTCOME:** SCHOOL HAS A SAFE AND SECURE ENVIRONMENT WITH CLEAR ACCESS CONTROLS. EXISTING RESOURCES AND PHYSICAL INFRASTRUCTURE ARE USED EFFECTIVELY. USE AND SAFEKEEPING OF ALL MOVABLE AND IMMOVABLE ASSETS ARE MONITORED REGULARLY. SCHOOL BUILDINGS, ABLUTION FACILITIES AND GROUNDS ARE WELL MAINTAINED.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Uses existing resources and physical infra-structure optimally**	• Existing resources and physical infrastructure are neglected • No measures is in place to use resources optimally	• Existing resources (human and other) utilised appropriately • Physical infrastructure is well-maintained	• Existing resources utilised effectively as determined by policy • Physical infrastructure is maintained regularly • Resources are used in line with the available school budget • Enlists the support of staff and SGB for the use of existing resources	• Existing resources utilised creatively and efficiently as determined by existing policy • Physical infrastructure is monitored and maintained regularly • Utilisation of resources is linked to the school budget • Ensures that the staff and SGB are actively involved in the use of existing resources
b	**Monitors use and safekeeping of all movable and immovable assets in the school**	• Shows little or no interest in the utilisation and safety of school assets • Schools assets are poorly maintained. • Broken windows and doors	• School furniture and equipment are well-maintained • There is a plan for the safekeeping of all school assets • Ensures that there are mechanisms to monitor the safety of school assets • Buildings are well-maintained	• Ensures that there is a register to control the use school furniture and equipment • Buildings and their contents are well-maintained. And painted • Enlists the support of the SGB for the safety of all assets • There is a structured plan for the safekeeping of all school assets • Security gates are in place at strategic points to ensure safety of assets	• Ensures that there is a register to control the effective use of school furniture and equipment • Buildings and contents are well-maintained and neatly painted • Enlists the support of the SGB and local community for the safety of school assets • A well-structured plan for the safekeeping of school assets is implemented efficiently • Security systems are in place at strategic points to ensure added security

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Makes regular physical infrastructure inspections**	• Does not plan or prepare for inspection of infrastructure • Inspections are seldom done	• Ensures that there is a plan for inspection of school buildings • Prepares for inspection on a regular basis • A regular inspection report is available.	• Ensures that there is a structured plan for inspection of school buildings • Regular inspections are undertaken of school infrastructure • Inspection reports are prepared and presented at SGB meetings • Buildings, toilets, classrooms, specialist rooms, kitchen, water and electricity provision, are checked for compliance with safety and hygiene requirements	• Ensures that there is a well-structured plan for inspection of school buildings • Quarterly inspections are undertaken of school infrastructure • Safety of the school infrastructure is checked weekly to ensure compliance with safety and hygiene • Inspection reports are prepared with recommendations for discussion at SGB meetings • Ensures that appropriate remedial action is taken for compliance with safety and hygiene requirements
d	**School buildings, ablutions facilities and grounds are properly maintained**	• Infrastructure poorly maintained • Buildings and grounds are neglected • Water reticulation system dysfunctional • Sanitation system dysfunctional • Electrical plug points vandalised and unsafe • Graffiti on school walls • Grounds unkempt and grass is overgrown	• Infrastructure is maintained by the staff • Buildings and grounds are neat • Water, electricity, ablution facilities and sanitation system are functional • Absence of graffiti on school walls • Grounds are maintained with no overgrown grass	• Infrastructure is well-maintained by staff • Buildings and grounds are very neat and welcoming • Water, electricity, ablution facilities and sanitation system are well-maintained and functional • Absence of graffiti on school walls and classrooms • Grounds are well maintained and gardens add value to the appearance of the school	• Infrastructure is meticulously maintained by staff • Buildings and grounds are in a meticulous condition and welcoming • Water, electricity, ablution facilities and sanitation system are maintained effectively and fully functional at all times • Absence of graffiti on school walls, classrooms and toilets • Grounds are in an excellent condition and gardens add to the inviting environment of the school

PERFORMANCE STANDARD 6:
MANAGING HUMAN RESOURCES (STAFF) IN THE SCHOOL

CRITERION 1: MANAGING HUMAN RESOURCES (EDUCATORS AND SUPPORT STAFF) IN THE SCHOOL

THE DESIRED OUTCOME: *EPARTMENTAL HR POLICIES ARE UNDERSTOOD, EXPLAINED TO STAFF AND IMPLEMENTED CORRECTLY. DELAYS IN ADDRESSING STAFF QUERIES, GRIEVANCES, DISCIPLINARY ISSUES ARE AVOIDED.*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Makes every effort to fill vacant posts in terms of departmental policy**	• Lack of interest in ensuring that vacant posts are filled in terms of the needs of the school • Poor communication with the district office in ensuring the filling of vacant posts	• Departmental policies are implemented to fill vacant teaching posts • Post provisioning norms are followed • Engages in processes of staff movement and deployment so that teachers are utilised to teach subjects in which they are competent	• Has a clear understanding of Departmental policies to fill vacant teaching posts • Post provisioning norms are implemented to fill vacant posts, if any • Ensures that teachers are utilised to teach subjects in which they are qualified and competent • Permanent and temporary teachers are appointed to ensure that every class and subject has a teacher	• Departmental policies are effectively implemented to fill vacant teaching posts • Post provisioning norms are implemented to ensure that there is a full complement of teachers • Ensures that teachers are utilised effectively to teach subjects in which they are qualified and competent • Ensures that permanent, SGB appointed and temporary teachers are utilised efficiently
b	**Assists staff members with solving conditions of service problems**	• Lack of understanding of the educators' conditions of service • Unable to assist teachers to deal with matters relating to their service conditions (leave, medical aid, pension, etc)	• Has an understanding of the educators' conditions of service • Assists teachers with matters relating to their service conditions (leave, medical aid, pension, etc)	• Has a good understanding of the educators' conditions of service • Ensures that teachers are provided with sound advice on matters relating to their service conditions • Fosters open discussion with all educators on the conditions of service of educators	• Has an excellent understanding of the educators' conditions of service • Ensures that teachers are kept updated and provided with effective advice on matters relating to their service conditions • Ensures that school-based Information Sessions and open discussions are held regularly on the conditions of service of educators

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Ensures that a positive labour environment exists at the school**	• Unable to promote labour peace among staff members • Misses' opportunities to initiate or maintain strategies to promote collegiality among staff	• Initiate's strategies to promote collegiality among staff • Maintains labour peace during staff meetings • Promotes Batho Pele principles to minimise non-cooperation	• Develops strategies to promote collegiality among staff most of the time • Ensures that staff meetings are held in positive and non-threatening environment • Understands the climate within which the school operates • Promotes and demonstrates an understanding of Batho-Pele principles and objectives	• Ensures that strategies to promote collegiality among staff are effective • Staff meetings are used as an opportunity to develop a positive and non-threatening environment • Has a clear understanding of the climate within which the school operates • Recognises and works closely with the duly elected union official at the school • Ensures that Batho-Pele is the key to operationalizing meaningful teaching and learning
d	**Deals with grievances of staff in terms of the relevant ELRC/ PSCBC resolutions**	• Has little knowledge of the relevant Collective Agreements and Legislation dealing with grievances and disputes • Is unable to deal with staff grievances	• Has a working knowledge of the relevant Collective Agreements and Legislation dealing with grievances and disputes • Manages conflicts and disputes in a timely manner	• Has a sound understanding of the relevant Collective Agreements and Legislation dealing with grievances and disputes • Applies the relevant Collective Agreements when resolving grievances • Manages conflicts and disputes in an effective manner most of the time	• Has in-depth knowledge and understanding of the relevant Collective Agreements and Legislation dealing with grievances and disputes • Ensures that the relevant Collective Agreements are followed when resolving conflicts and grievances • Manages conflicts and disputes in an efficient and timely manner
e	**Ensures that prescribed procedures are followed with regard to any disciplinary action**	• Has limited knowledge on when and how to institute disciplinary action • Unable to deal with staff misconduct • Hesitant and unsure of what steps to take to avoid fuelling conflict amongst staff members	• Has a working knowledge of the procedures for instituting disciplinary action • Deals with staff misconduct by following proper procedures	• Has a sound understanding of the procedures for instituting disciplinary action • Manages staff misconduct effectively by following proper procedures • Ensures that all parties to a disciplinary action are treated fairly	• Has in-depth knowledge and understanding of the procedures for instituting disciplinary action • Manages staff misconduct by following proper procedures in a prompt and effective manner • Ensures that all parties to a disciplinary action are treated fairly and equally

PERFORMANCE STANDARD 7:
MANAGEMENT AND ADVOCACY OF EXTRA-MURAL ACTIVITIES

CRITERION 1: MANAGEMENT AND ADVOCACY OF EXTRA-MURAL ACTIVITIES

***THE DESIRED OUTCOME:** NETWORKS WITH RELEVANT STAKEHOLDERS AND ENCOURAGES DEVELOPMENT OF EXTRA-MURAL OR CO-CURRICULAR ACTIVITIES*

	DESCRIPTOR	RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
a	**Ensures that the school offers extra-mural activities to its learners**	• Absence on policy for extra-mural activities • School offers no extra-mural or co-curricular activities for learners	• Ensures that a policy on extra-curricular activities is available and approved by the SGB • Sports and co-curricular activities are offered to learners • Ensures that a budget is available for extra-mural activities	• Ensures that a policy on extra-curricular activities is reviewed annually and approved by the SGB • Sports or co-curricular activities are offered to most learners • Ensures that a budget is approved for extra-mural activities • Ensures that resources/equipment for extra-mural activities are made available	• Ensures that a policy on extra-curricular activities is reviewed, amended and approved by the SGB annually • Extra-mural or co-curricular activities are offered to all learners • Ensures that the budget is approved by the SGB for extra-mural activities • Seeks sponsors for sports and co-curricular activities • Ensures that resources / equipment for a variety of extra-mural activities are made available • Creates a conducive climate to enable development and participation in sports in the institution
b	**Encourages and supports learners to take part in extra-mural activities**	• Does very little to assist learners to participate in extra-mural activities • A few or no learners participate in sports and co-curricular activities	• Creates opportunities for learners to participate in extra-mural activities • Shows interest by being part of a coaching team • Many learners participate in sports and co-curricular activities	• Creates opportunities for learners to participate in sports • Drives an awareness campaign in the school to promote extra-mural activities • Enlists the support of specialists in sports codes to improve the coaching skills of teachers • Most learners participate in sports and co-curricular activities	• Creates various opportunities for the total development of learners through participation in sports and extra-mural activities • Instils values of fair play among learners • Enlists the support of specialists in various sports codes to improve the skills of teachers and learners • Encourages learners to develop a passion for sports and co-curricular activities

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
c	**Ensures educator participation in extra-mural activities**	• Does not encourage educators to assist in extra-mural activities	• Encourages educators to be sports coaches and assist in training learners • Develops a duty list of educators for sports and co-curricular activities	• Encourages educators to assist in extra-mural activities • Encourages educators to coach learners in at least one code of sport or co-curricular activity • Develops a structured duty list of educators for sports and co-curricular activities • Supports and mentors' teachers in sports and extra-mural activities • Monitor's educator participation in extra-mural activities	• Encourages all educators to actively participate in extra-mural activities • Encourages all educators to coach learners in one or more code of sport or co-curricular activity • Develops a year plan and a structured duty list of all educators for sports and co-curricular activities • Ensures that educator participation in extra-mural activities is monitored and feedback provided regularly • Encourages and arranges coaching clinics to sharpen the skills of teachers in a variety of sports codes
d	**Oversees organisation of extra-mural activities**	• Seldom supports extra-mural activities and sports in the school • Does not encourage the school community in promoting extra-mural and sporting activities	• Makes an attempt towards improvement of extra-mural activities and sports in the school • Encourages liaison with professional bodies that can help improve sports in the school • Allocates a budget for organising extra-mural or sports activities	• Encourages continuous improvement of extra-mural activities and sports in the school • Ensures that that there is liaison with professional bodies to improve different sports in the school • Allocates a budget for organising extra-mural or sports activities • Ensures that various extra-mural activities are organised during the year • Inter-school activities are organised regularly	• Ensures continuous improvement of extra-mural activities and sports in the school • Ensures the support of professional bodies to improve different sports in the school • Allocates an annual budget for organising extra-mural or sports activities • Ensures that various extra-mural activities are organised during each quarter for all learners • Ensures that learners participate in Inter-school activities throughout the year

DESCRIPTOR		RATING 1: UNACCEPTABLE	RATING 2: ACCEPTABLE	RATING 3: GOOD	RATING 4: OUTSTANDING
e	**Involves community with extra-mural activities, where applicable**	• Does not encourage local community members to assist in extra-mural activities • Community members do not support learners in extra-mural activities	• Encourages community members to be sports coaches and assist in training learners • Develops a schedule for community members to assist in sports and co-curricular activities	• Encourages community members to assist in extra-mural activities • Encourages community members to coach learners in at least one code of sport or co-curricular activity • Develops a structured schedule for identified community members to assist in sports and co-curricular activities • Encourages community members to support learners in sports and extra-mural activities • Monitors community participation and support for extra-mural activities	• Encourages the local community to add value to the life of the school; • Discusses the value of extra-mural activities and sports codes during parent meetings • Develops a year plan and a structured schedule for parents to assist in sports and co-curricular activities. • Ensures that community participation in extra-mural activities is monitored and feedback provided regularly • Encourages community members to organise coaching clinics for teachers and learners



4. GUIDING PRINCIPLES

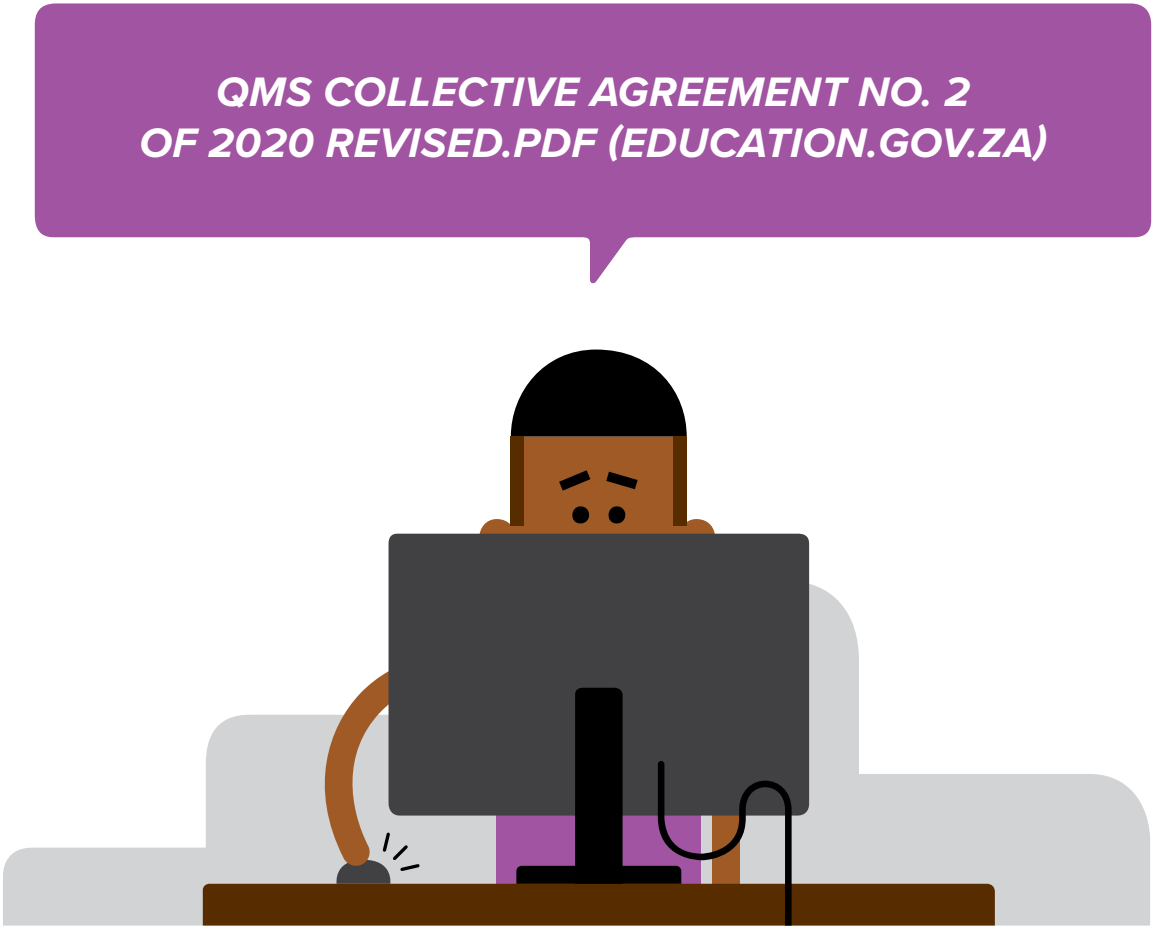
THE IMPLEMENTATION OF THE QUALITY MANAGEMENT SYSTEM FOR EDUCATORS IS GUIDED BY THE FOLLOWING PRINCIPLES:

- To recognize that schools are not the same, and are operating at different levels of performance;
- To recognize that schools are operating in different contexts, and are exposed to different challenges;
- To ensure fairness by taking into account relevant contextual factors that impact on educator performance. These contextual factors include, but are not limited to:
  - Levels of support provided to educators;
  - Infrastructure issues;
  - Socio-economic environment, and
  - Unforeseen challenges
- To minimise subjectivity through transparent and open discussion throughout the appraisal process, and the possible involvement of a resource person as an observer where necessary;
- To ensure that the instrument is valid, reliable and relevant
- To use the QMS instrument professionally, uniformly and consistently, and
- To provide feedback on the appraisal process by focusing on:
  - Performance and not personality;
  - Availability of evidence and not assumptions;
  - Objectivity and not subjectivity;
  - The specific and concrete and not the general and the abstract.



5. THE COLLECTIVE AGREEMENT

Click on the link below to access a copy of the collective agreement.



NOTES

NOTES

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