



**GUIDELINES FOR CONDUCTING SELF EVALUATION  
AND  
UPLOADING THE REQUIRED  
EVIDENCE  
  
ACCREDITATION  
[E&A IS 5b]**

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## **1. INTRODUCTION**

In accordance with the provisions of the amended General and Further Education and Training Quality Assurance Act, 2001 as amended in 2008, Umalusi is required to, among other things.

- Accredit independent schools;
- Monitor the adequacy and suitability of standards and qualifications;
- Ensure that providers adopt quality management systems for learner achievement;
- Promote quality improvement among providers.

## **2. SCOPE OF THIS DOCUMENT**

As part of its quality assurance programme, Umalusi requires independent schools to engage in the next step towards full accreditation. This document serves as a guideline towards the completion of the self-evaluation instrument (Portfolio of Evidence) meant for independent schools that are applying for full accreditation from Umalusi.

### **3.1 ACCREDITATION PROCESS**

The policy and criteria for the quality assurance, accreditation and monitoring of independent schools and private assessment bodies was promulgated by the Minister of Basic Education on the 29 October 2012. Quality Assurance of independent schools is carried out through processes that include:

- Expression of interest to seek accreditation to offer a qualification on the sub-framework;
- Self-evaluation by the institution to enhance an internal culture of quality management and on-going improvement;
- A desktop evaluation by Umalusi of the self-evaluation report;
- External validation to ensure that the independent schools meet the regulated criteria, national policy and regulations and to ensure a benchmarked standard of provision and school improvement;

- Granting of accreditation or provisional accreditation or no status by Umalusi; and
- Monitoring to ensure maintenance of standards and continued improvement.

### **3.2 ACCREDITATION CRITERIA:**

3.2.1 The set of criteria for the accreditation of independent schools constitutes the minimum standard that independent schools are expected to comply with. The standard is evaluated in three inter-related areas, namely:

- (i) Input criteria focus on the standard of input factors which include management and leadership, resources and all other enablers of a conducive environment for effective teaching and learning.
- (ii) Process criteria are used to assess the effectiveness of internal quality management and standards of curriculum implementation and assessment as well as any other processes that are intended to lead to the achievement of the school's stated goals.
- (iii) Output criteria focus on the quality of assessment outcomes or results as well as other indicators of success.

3.2.2 The criteria for the accreditation of an independent school to offer a qualification on the General and Further Education and Training Sub-framework are as follows:

## **SECTION A**

### **CRITERION 1: SCHOOL ETHOS**

The school gives expression to an ethos that promotes the values of the South African Constitution and displays values that reflect the specific character of the school, as articulated in the school's vision and mission statement, with specific attention to safety and discipline as required in the South African Schools Act, 1996 (Act No. 84 of 1996).

## **CRITERION 2: LEADERSHIP, MANAGEMENT AND COMMUNICATION.**

The school's leadership is instructive and provides strategic direction and governance oversight based on acceptable practices. The school is sufficiently resourced and sustainable. The management strategies, policies and processes are effective in facilitating the achievement of the school's stated objectives and national objectives, and in raising school performance. The management leads; monitors and continuously improves the capacity of the school as well as the quality and standard of the implementation and delivery of the curriculum/programme. School resource, financial and management records, as well as learner records are comprehensive, authentic and reliable. The school leadership and management consult and communicate effectively with all stakeholders in respect of strategic and management related matters.

## **SECTION B**

### **CRITERION 3: TEACHING AND LEARNING**

The school is professionally staffed to support the qualifications it offers. The school implements the curriculum/programme and assessment requirements at the required standard and in accordance with the policy requirements of the qualifications registered on the General and Further Education and Training Qualifications Sub-framework. The school provides appropriate learner support. The school manages and conducts internal continuous assessment of an acceptable standard and provides developmental feedback to learners. Where appropriate, the school is registered as an examination centre that undertakes external assessment in compliance with the directives of the national policy that governs the qualification, policies and directives of Umalusi Council and the relevant assessment body. An appropriate and developmental extra-curricular programme is implemented.

### **CRITERION 4: SCHOOL RESULTS**

The quality of school performance is evaluated and used to inform continuous improvement in the quality of provision with specific reference to the quality of learner achievements and assessment outcomes, and stakeholder satisfaction levels.

#### 4. GENERAL INSTRUCTIONS AND SUBMISSION REQUIREMENTS

4.1 Narratives are not meant to support your school's compliance with the full accreditation criteria. Support claims of compliance with relevant and sufficient evidence. A narrative would highlight the compliance evidence.

4.2 **Schools are required to submit the evidence electronically.**

4.3 **GUIDELINES FOR ORGANISATION OF THE ELECTRONIC OR ONLINE SUBMISSION**

ELECTRONIC APPLICATIONS: USB/CD'S MAY BE SUBMITTED BY INDEPENDENT SCHOOLS THAT ARE IN RURAL AREAS WHERE THERE IS NO ACCESS TO THE INTERNET, AND SHOULD BE ORGANISED AS FOLLOWS:	YES	NO
<p style="text-align: center;"><b><u>SECTION A</u></b></p> <p><b>FOLDER 1: CRITERION 1: SCHOOL ETHOS</b></p> <p><b><u>SUB-FOLDER 1.1 VISION AND MISSION OF THE SCHOOL.</u></b></p> <p>1.1.1 The prospectus articulating among other things:</p> <ul style="list-style-type: none"> <li>✓ the vision and mission of the school,</li> <li>✓ values guiding the principles of the school,</li> <li>✓ Historical background and achievements of the school.</li> </ul> <p><b><u>SUB-FOLDER 1.2 NQF PRINCIPALS AND SOUTH AFRICAN CONSTITUTIONAL VALUES.</u></b></p> <p>1.2.1 Descriptive narratives on how the school supports the constitutional values and the NQF principles.</p>		
<p><b>FOLDER 2: CRITERION 2: LEADERSHIP; MANAGEMENT AND COMMUNICATION</b></p> <p><b><u>SUB-FOLDER 2.1 LEADERSHIP AND GOVERNANCE</u></b></p>		

<p>2.1.1 A documented list of Governing Board / Council members and other committees with their designations / portfolios.</p> <p>2.1.2 Programmes or schedule of Board and Committee meetings.</p> <p>2.1.3 Copies of qualifications of the school head and SAQA evaluation for foreigners, SACE registration certificate, CV and copy of the ID document.</p> <p>2.1.4 Organogram of the school</p> <p><b><u>SUB-FOLDER 2.2 SCHOOL POLICIES</u></b></p> <p>2.2.1 General school policy - including among other things: language/s of instruction, schedule of fees, code of conduct, service delivery.</p> <p>2.2.2 Policy guiding the development and implementation of internal policies</p> <p>2.2.3 Financial and resource management policy – for control of financial and administrative processes, physical structures and other resources of the institution.</p> <p>2.2.4 Health, safety and crisis management policy including the evacuation procedures.</p> <p>2.2.5 Code of conduct for learners including the appeals and grievance procedures – to deal with appeals / complaints from learners or other parties.</p> <p>2.2.6 Policy relating to field work and school excursions.</p> <p>2.2.7 Policy for the recruitment, selection, appraisal and development of teachers</p> <p>2.2.8 Data management policy</p> <p><b><u>SUB-FOLDER 2.3 MONITORING AND REVIEW OF SCHOOL POLICIES</u></b></p>		
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2.3.1 A review plan of all policies.

2.3.2 A description of how review reports are fed into planning.

**SUB-FOLDER 2.4 PLANNING AND COMMUNICATION**

2.4.1 Three year strategic plan and a related budget.

2.4.2 One year operational plan and a related budget. A newly established school must submit a detailed list of expenses for the first 6 months of operation.

2.4.3 A completed copy of a stakeholder satisfaction survey form for both parents and learners.

2.4.4 Completed stakeholder satisfaction report.

2.4.5 Documented evidence of stakeholder satisfaction findings infused into the school operational plan for the following year.

2.4.6 Audited Financial Statements. For new schools, six months' bank statement.

2.4.7 Lease contract / title deed / proof of ownership and proof of payment of rates and taxes.

2.4.8 Completed and signed copy of parent - learner contract.

2.4.9 Marketing material in the form of brochures, learner handbooks, advertisements, annual reports etc.

**SUB-FOLDER 2.5 PREMISES AND FACILITIES**

2.5.1 Addendum 1C: Premises and facilities template

2.5.2 Health and safety certificate that is not older than two years.

2.5.3 Health and safety report.

**SUB-FOLDER 2.6 MANAGEMENT OF INFORMATION SYSTEM**

Copies extracted from the MIS system:

2.6.1 Learner enrolment data

2.6.2 Learner and staff attendance record

2.6.3 Learner and staff profile

2.6.4 Documented description of the measures used to ensure the safety and security of storage of examination papers, learner profiles and assessment records.

**SUB-FOLDER 2.7 HUMAN RESOURCE DEVELOPMENT**

2.7.1 Addendum 1B: Staff profile template for teachers (Separate templates for Foundation phase; intermediate phase; and high school).

2.7.2 Completed and signed employment contract and code of conduct for teachers.

2.7.3 Copy of the staff appraisal plan

2.7.4 Completed copy of staff appraisal instrument

2.7.5 Report on appraisal of all staff members outlining the strengths, weaknesses and recommendations.

2.7.6 Copy of the staff development plan (If the school submitted the ETDP SETA WSP and ATR, this may be submitted).

2.7.7 A list of co-curricular activities offered by the school.

**FOLDER 3: CRITERION 3: TEACHING AND LEARNING – GRADE REQUIREMENTS**

(Separate folders for criterion 3 are required for each of Grade 3, 6, 9 and 12).

**SUB-FOLDER 3.1 ENACTMENT OF CURRICULUM**

- 3.1.1 Policy for the evaluation, design and development of learning programmes.
- 3.1.2 Policy for the evaluation, monitoring and reporting on the quality of delivery of teaching and learning.
- 3.1.3 List of internal subject committee responsible for planning and review of teaching, learning and assessment.
- 3.1.4 School timetable

**SUB-FOLDER 3.2 ASSESSMENT**

- 3.2.1 School Assessment Policy

**SUB-FOLDER 3.3 LEARNERS SUPPORT**

- 3.3.1 Learner support Policy
- 3.3.2 A list of learner advisors / guidance counsellor and their designations.
- 3.3.3 Copies of subject changes by learners and proof of guidance offered to learners. (only required for Grade 9 and 12)

**FOLDER 4:: CRITERION 4 TEACHING AND LEARNING – SUBJECT SPECIFIC REQUIREMENTS**

(Separate folders for criterion 4 are required for each evaluated subject in each of Grade 3, 6, 9 and 12).

**SUB-FOLDER 4.1 ENACTMENT OF CURRICULUM**

- 4.1.1 Annual teaching plan
- 4.1.2 Weekly/monthly lesson planning
- 4.1.3 Completed copy of an instrument used for the monitoring of teaching and learning.
- 4.1.4 Monitoring plan / schedule

**SUB-FOLDER 4.2 TEACHING AND LEARNING SUPPORT MATERIAL**

4.2.1 A list of textbooks, multimedia, technology and equipment used by the teachers for the implementation of CAPS, and the policy for the selection and procurement of teaching and learning material and resources.

**SUB-FOLDER 4.3 STAFF ESTABLISHMENT**

4.3.1 Completed copy of **Addendum 1A** : Subject allocation template

4.3.2 Copy of a job description of staff.

**SUB-FOLDER 4.4 ASSESSMENT**

4.4.1 Annual assessment programme / plan.

4.4.2 One formal task and memorandum from each type of assessment (e.g. 1 test, 1 project etc.) which are developed internally by staff members.

4.4.3 Working mark-sheet

4.4.4 Completed internal moderation report

4.4.5 Moderation plan / schedule

4.4.6 Copy of moderation instrument completed at cluster/district/regional level (Grade 12).

**SUB-FOLDER 4.5 LEARNER SUPPORT**

4.5.1 A list of learner support programmes offered by the school;

4.5.2 Documented measures and strategies to identify learners with learning barriers.

<p>4.5.3 Feed-back report to parents/minutes of meeting / Interview report/reports from remedial / psychologists.</p> <p>4.5.4 An intervention plan</p>		
<p><b>FOLDER 5: CRITERION 5: SCHOOL RESULTS</b></p> <p><b><u>SUB-FOLDER 5.1 LEARNERS PERFORMANCE AT THE END OF THE YEAR</u></b></p> <p>5.1.1 Completed copies of promotional/progression schedules for Grade 3; and analysis of results</p> <p>5.1.2 Completed copies of promotional/progression schedules for Grade 6; and analysis of results</p> <p>5.1.3 Completed copies of promotional/progression schedules for Grade 9; and analysis of results</p> <p>5.1.4 Schedule of Grade 12 results from the assessment body, and analysis of results</p> <p><b><u>SUBFOLDER: 5.2 LEARNERS PERFORMANCE AT THE END OF JUNE</u></b></p> <p>5.2.1 Completed copies of progression schedules for Grade 3; and analysis of results</p> <p>5.2.2 Completed copies of progression schedules for Grade 6, and analysis of results</p> <p>5.2.3 Completed copies of promotional schedules for Grade 9; and analysis of results</p> <p>5.2.4 Completed copies of promotional schedules for Grade 12; and analysis of results</p> <p><b><u>SUBFOLDER: 5.3 RESULTS AND ANALYSIS OF THE SYSTEMIC EVALUATION RESULTS.</u></b></p> <p>5.3.1 Analysis of the systemic evaluation results and a systemic evaluation report outlining the strengths and weaknesses of learners and recommendations for diagnostic purposes.</p>		

4.4 **Online applications:** The self- evaluation report should be completed online and the required evidence must be uploaded on Umalusi's website

[www.umalusi.org.za](http://www.umalusi.org.za). Application instructions are available on the website to assist applicants.

### **Steps for online application:**

- 4.4.1 Visit 'www.umalusi.org.za'
- 4.4.2 Log in using your User ID and password created during registration;
- 4.4.3 Click apply for accreditation and accept the terms and conditions;
- 4.4.4 Click 'Schools'
- 4.4.5 Scroll down and click "Accreditation: Self-Evaluation Report for Independent Schools E&A IS 5A"
- 4.4.6 Click the first Criterion 'School Ethos' then you will have access to the quality indicators for this criterion.
- 4.4.7 Click the first quality standard.
  - 4.4.7.1 Click the drop down menu to select the score
  - 4.4.7.2 Click "select file" to upload the required evidence.
  - 4.4.7.3 Click "comments" to add your comments on how you meet the minimum standards.
  - 4.4.7.4 Click the blue button to save your data.
  - 4.4.7.5 Click the red button to delete.
  - 4.4.7.6 Press F5 to refresh and have access to the delete button.
  - 4.4.7.7 Click back button to return to the main menu to access the next criterion and follow step number 4.4.7.1 to 4.4.7.6 to upload your documents.
- 4.5 For further assistance regarding the **online application** contact Dawie/ Kholofelo or Gugu on 012 349 1510 ext. 263 / 213 / 269 or email [Dawie.Oberholster@umalusi.org.za](mailto:Dawie.Oberholster@umalusi.org.za); [Kholofelo.Rabotho@umalusi.org.za](mailto:Kholofelo.Rabotho@umalusi.org.za) or [Gugu.Chili@umalusi.org.za](mailto:Gugu.Chili@umalusi.org.za)
- 4.6 Unaccredited schools and new applicants may contact the following people for enquiries regarding the **required evidence**: Section A: (Criteria 1, 2 and 5) contact [Khensani.Motsi@umalusi.org.za](mailto:Khensani.Motsi@umalusi.org.za); Section B: (Criteria 3 & 4) contact [Dawie.Oberholster@umalusi.org.za](mailto:Dawie.Oberholster@umalusi.org.za).
- 4.7 Confirmed candidates: all enquiries must be directed to Anushka at 012 349 1510 ext. 247 or email: [Anushka.Moodleyi@umalusi.org.za](mailto:Anushka.Moodleyi@umalusi.org.za).
- 4.8 Completed Self Evaluation Reports on USB/ CD should be sent by courier or hand delivery (**ONLY APPLICABLE TO SCHOOLS THAT HAVE NO ACCESS TO INTERNET**) to:

UMALUSI  
The Evaluation and Accreditation Unit

37 General van Ryneveld Street  
Persekor Technopark  
Queenswood  
**0121**

4.9 Kindly take note that evidence must be arranged according to the submission requirements as stipulated on page 6 -12 above.

4.10 Umalusi will not take responsibility for missing and disorganized data. Therefore incomplete submissions will be returned to the sender.

#### **5. EXPLANATION OF THE 3-POINT RATING SCALE:**

<b>SCORE</b>	<b>GRADING</b>	<b>EXPLANATION</b>
<b>1</b>	<b>Weak / not relevant / not compliant</b>	The level of implementation and the sufficiency of evidence provided are inadequate to meet the required standard. The weaknesses are more than the strengths. Considerable improvement is required.
<b>2</b>	<b>Not fully compliant</b>	The level of implementation and the supporting evidence is adequate in most instances. Some evidence requirements must be improved to meet the minimum standard.
<b>3</b>	<b>Fully compliant</b>	The level of implementation and the supporting evidence meet the minimum standard.

#### **6. OTHER/ADDITIONAL DOCUMENTATION AND/OR PROCEDURES**

Incomplete applications will not be evaluated. The institution will be notified if there is any additional documentation needed.

#### **7. IMPLEMENTATION, MONITORING AND REVIEW PROCESSES**

The emphasis of evidence should also focus on providing evidence of the school's various implementation, monitoring and review processes.

## 8. GUIDELINES FOR THE EVIDENCE REQUIRED FOR COMPLETION OF THE SELF-EVALUATION REPORT

### SECTION A

#### CRITERION 1: SCHOOL ETHOS

##### 1.1 The vision and mission statement of the school

- **Vision:** Outlines what the organisation wants to be, or how it wants the world in which it operates to be (an "idealised" view of the world). It is a long-term view and concentrates on the future. It can be emotive and is a source of inspiration.
- **Mission:** Defines the fundamental purpose of an organisation or an enterprise, succinctly describing why it exists and what it does to achieve its vision.
- The **vision and mission** are relevant to national development priorities and reflect the latest trends in education.
- The institution has a mission statement that includes its general purpose and is supported by specific, clearly defined goals and objectives appropriate to the level of study provided, including an institutional commitment to providing quality educational programs.
- Institutional vision and mission provide direction and purpose to the various actors in an institution, enhance strategic focus and foster the development of institutional culture and ethos.
- The vision and mission are made known to all stakeholders.
- The mission statement and objectives are regularly reviewed by the institution.

##### **Evidence required:**

##### **1.1.1** *The prospectus articulating among other things:*

- ✓ **the vision and mission of the school,**
- ✓ **values guiding the principles of the school,**
  - Important and enduring beliefs or ideals shared by the members of a culture about what is good or desirable and what is not.
- ✓ **Historical background and achievements of the school.**

## 1.2 NQF underlying principles and constitutional values

A written account of how the school demonstrates support for the principles of the South African Constitution and the National Qualifications Framework (NQF). The school may select the NQF principles applicable/relevant to their institution.

- **Integration:** Different systems and approaches to be brought together. A summary of what the institution does to improve and enhance the quality of its provision, monitoring of its provision, annual review programme, training of staff, measuring satisfaction levels, participation in a formal centre improvement programme, self-evaluation.
- **Relevance:** How the school provision contributes to the full personal development of each learner both social and economic – this means explaining what the school does to address all the needs of adult learners not just those demanded by the workplace or employer.
- **Credibility:** The educational programmes/curriculum/qualifications offered by the school have national and international value and acceptance.
- **Accessibility/Redress:** How the school has opened access to the previously disadvantaged sections of the community e.g. a bursary scheme for disadvantaged learners, staff equity plan and partnering programme (equity, openness, non- racism, non- sexism).
- **Progression:** Opportunities that the school creates for learners to be able to move up and across the different levels of the education and training system, following various routes, and thereby to build up a national qualification.
- **Guidance for learners:** Learners to be assisted to understand and make decisions about entry into and progression through the education and training system.

The intention within the NQF is to ensure that it operates from, and enhances the values of, the South African Constitution.

### **Evidence required:**

- 1.2.1** Descriptive narratives on how the school supports the constitutional values and the NQF principles.

## **CRITERION 2: LEADERSHIP, MANAGEMENT AND COMMUNICATION**

### **2.1 LEADERSHIP AND GOVERNANCE**

#### **Governing Board/Council and other committees**

Comprehensive list of Board / Council members including the following information on each member: Full name and title, sectors/constituencies represented, qualifications, contact details (Postal address, telephone number, fax number and email).

- A governing board or council established in terms of the legislation under which the institution is constituted and registered.
- There are clear lines of accountability within the institution and its governing structures, and between the governing structures and the community.
- Proper accountability structures and mandates for responsible officers are in place.
- Staff and learners and external stakeholders are represented on governance structures.
- Management of communication
- There are effective systems for communication with stakeholders.
- Enquiries, applications and complaints are dealt with quickly and clearly within a structured administration system.

#### **Evidence required:**

- 2.1.1** A documented list of Council members; and other committees with their designations/ portfolios.
- 2.1.2** Programmes or schedule of Board and Committee meetings.

#### **School head**

- The head of the institution has the appropriate education qualifications and experience and is a registered member of SACE; foreign qualifications are recognised by SAQA.
- A decision making process and/or delegation process exists that promotes an atmosphere of participation.

#### **Evidence required:**

- 2.1.3** Copies of qualifications of the school head (with SAQA evaluation for foreign qualifications), SACE registration certificate, CV and copy of the ID document.

#### 2.1.4 Organogram of the school.

## **2.2 SCHOOL POLICIES**

- Institutional policies are aligned with national requirements, including registration, accreditation and articulation.
- Relevant stakeholders are Involved in the development of polices;
- Policies are communicated to relevant stakeholders of the school including staff, learners and parents.
- There are guidelines on quality criteria to be used in all the operations of the institution.
- Senior management reviews the policies of the institution and their appropriateness and assesses their alignment with the needs of the stakeholders and the institution's mission and objectives on a regular basis. It makes necessary changes wherever appropriate.
- Where the institution chooses to cater for physically challenged learners, policies and necessary structures are in place to ensure effective support of the learners.
- Policy and planning are supported by systematic institutional research.
- **Procedure exists and is implemented in respect of (at least the following):**

### **Evidence required:**

**2.2.1 General school policy**, including, among other things language/s of instruction, schedule of fees, code of conduct, school times, core and extra-curricular activities offered by the school, service delivery.

### **2.2.2 Policy guiding the development and implementation of internal policies.**

- ✓ This policy provides guidelines on how the other policies of the schools will be designed, implemented, and reviewed.
- ✓ Who is responsible for development of policies?
- ✓ How policies will be developed.
- ✓ Who will ensure that policies are implemented?
- ✓ How will you ensure that policies are implemented?
- ✓ Arrangements for review of policies.
- ✓ Document control arrangements.

### **2.2.3 Financial and resource management policy for control of financial and administrative processes, physical structures and resources of the institution.**

- ✓ Legislation regulating this policy e.g. PFMA
- ✓ Control of financial and administrative processes, physical structures and other resources of the institution.
- ✓ An outline of the various financial and administrative processes.
- ✓ Delegation of decision making powers with regard to resource allocation; and
- ✓ Standards for physical facilities and the monitoring of adequacy and safety of those.

### **2.2.4 A health, safety and crisis management policy including the evacuation procedures.**

- **Legislation regulating this policy:**
- South African Schools' Act
- Government Gazette no. 26663 no 975, 20 August 2004. Regulations relating to safety measures at Independent Schools.
- Municipal bylaws
  - ✓ Measures to ensure that health and safety regulations are met.
  - ✓ Special measures for safety in laboratories, on the sport field.
  - ✓ What to do in cases of an emergency/a crisis.
  - ✓ Emergency evacuation plan – clearly indicating escape routes.
  - ✓ Formulate effective procedures for use in case of fire and for evacuating the school premises.
  - ✓ Lay down procedures to be followed in case of an accident.

### **2.2.5 A code of conduct for learners.**

- **Legislation governing the development of this policy (e.g. South African School Act, SA Constitution).**
  - ✓ Structures and procedure to deal with appeals / complaints.
  - ✓ How learners and parents are informed about appeals procedures.
  - ✓ Management and terms of the appeals procedures.
  - ✓ Specific procedures for appeals regarding assessment.

### **2.2.6 Policy relating to field work and school excursions;**

- ✓ When field trips, camps, sport activities may be done
- ✓ Special arrangements.

- ✓ Information to parents/SMT.
- ✓ Transport – requirements.
- ✓ Indemnity.

### **2.2.7 Policy for the recruitment, selection, appraisal and development of teachers;**

#### **▪ Legislation regulating the development of this policy:**

- Labour Relations Act
- South African Council for Educators Act of 2000
  - ✓ A staff recruitment and selection policy is in place indicating the selection criteria used for the employment of staff and in particular staff that are employed “on demand” for contract work.
  - ✓ The policy should clearly indicate how the staff will be recruited (e.g. media).
  - ✓ Selection and placement procedures (interview process, induction and probation period.
  - ✓ How performance is measured and monitored.
  - ✓ How staff developmental needs are determined and supported.

### **2.2.8 Data management policy**

- This policy must clearly outline how assessment records will be managed, and the designations of persons responsible for this.
- Confidentiality, security, storage, archive and safekeeping of records, schedules, learner profiles, teacher's files, report cards and mark-sheets.
- Management of learner profiles.
- Implementation, monitoring and review of this policy.

## 2.3 MONITORING AND REVIEW OF SCHOOL POLICIES

### Internal monitoring and review in respect of the internal policies and procedures.

2.3.1 A review plan of all policies.

2.3.2 A description of how review reports are fed into planning.

Example of a review plan in respect of policies

Policy/ Core process	Designated Person/ Group	Frequency	Feedback meeting	Date implemented	Review Date
Staff recruitment, selection, appraisal and development policy	Principal/ Board	annually	Board meeting	12 Jan '14	Feb'15
Health and safety policy	Principal/ Staff	annually	Staff meeting	Feb '12	Feb'13

Documented explanation on how the school uses review reports for further planning. (Refer to the school operational plan.)

## 2.4 PLANNING AND COMMUNICATION

### Strategic Planning and a related budget

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy.

In many organizations, this is viewed as a process for determining where an organization is going over the next year or—more typically—3 to 5 years (long term):

(Three-year) strategic plan and budget projection consists of:

- ✓ A clear vision/mission statement that reflects the principles of the NQF related to redress and quality assurance.
- ✓ Clear organisational development objectives for the following years based on identified market and client needs.
- ✓ Strategies for future development of the institution to meet its own goals, within the context of the national vision for education and training.
- ✓ The strategic plan is evaluated and reviewed regularly;
- ✓ Financial projections that reflect the projected growth as stated in the strategic plan and or the school's mission and vision.

### Summary:

- ✓ Strengths, weaknesses, threats & opportunities.
- ✓ Vision.
- ✓ Mission statement.
- ✓ Values.
- ✓ Objectives.
- ✓ Key strategies and budget.
- ✓ Major goals.
- ✓ Strategic action programmes.

Strategic area	Strategic priority (what?)	Date/year (when?)	Designated person (Who?)	Budget (cost?)	How	Accomplished/ review
Premises	New science class	January 2012	Board/ Principal	R 100 000 Funded by Development bank loan	Architect drawings Plan approval Building	Dec 2012

### Operational plan and a related budget

- The one-year operational plan and budget must consist of objectives, activities and performance indicators for the current year that reflect the broad intentions of the strategic plan, including operational and overhead expenses and budget projections for the current year.

#### **Evidence required:**

**2.4.1** Three year strategic plan and a related budget.

**2.4.2** One year operational plan and a related budget.

A newly established school must submit a detailed list of expenses for the first 6 months of operation.

### Stakeholder satisfaction

- A stakeholder satisfaction survey is part of the annual operational plan;
- The satisfaction level of parents/ learners and other key stakeholders is monitored, measured and reported on; and

- Results of stakeholder satisfaction reports are fed into the school's annual planning for improvement.

**Evidence required:**

**2.4.3** A completed copy of a stakeholder satisfaction survey form for both parents and learners.

**2.4.4** Completed stakeholder satisfaction report.

**2.4.5** Documented evidence of stakeholder satisfaction findings infused into the school operational plan for the following year.

**Financial resources and viability**

- The school's financials are audited annually and the audited financial statements are reported on by a registered auditor and attest to a) the use of acceptable accounting practices b) the viability of the school to meet its obligations.
- Institutional financial planning ensures that sufficient resources are channelled towards activities that maximise learner success.
- The school has internal financial management systems and accountability structures and processes
- In case of a company: Audited Financial Statements and auditors report for the previous year
- In case of a CC: Financial statements with attestations by the financial officer
- Where applicable. a letter from the Provincial Department of Education in regard to the subsidy granted to the school.

**Additional evidence requirements: for newly established schools**

- Bank statement for six months indicating:
- The name of the school; account number, and funds to cover the school's expenses for the next six months.

**Evidence required**

**2.4.6** Most recent Audited Financial Statements.

**2.4.7** Lease contract / title deed / proof of ownership and proof of payment of rates, utilities and taxes.

**For the new school:**

Six months' bank statement

Lease contract / title deed / proof of ownership; Proof of payment of rates and taxes.

### **Parent/learner contract**

- Completed parent/learner contract – an agreement between the school and the parent or guardian to meet their financial obligations towards the payment of school fees.

#### **Evidence required:**

**2.4.8** Completed and signed copy of parent - learner contract.

### **Marketing**

- There is accurate and sufficient information on services and programmes offered to enable potential applicants to make informed choices. Institutional advertisements are truthful and professional.
- Marketing is the activity and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.

#### **Evidence required**

**2.4.9** Marketing material in the form of brochures, learners' handbooks, advertisements, annual reports etc.

## **2.5 PREMISES AND FACILITIES**

### **Adequacy and appropriate infrastructure facilities**

- The institution has adequate physical facilities and equipment to conduct academic programmes, extra-curricular activities and administrative functions efficiently.
- The institution has plans to ensure that the improvement of infrastructure keeps pace with increasing enrolments and changes in delivery modes.
- Where relevant, the institution uses appropriate technology as a learning resource and manages its activities in a technology-enabled way.
- The institution has mechanisms to regularly evaluate the adequacy and accessibility of resources and services for learners and takes appropriate remedial measures to address inadequacies.
- Where facilities belonging to other organisations are used, the providing institution ensures that students' learning needs are not compromised.
- Facilities and equipment support the learner and are appropriate for the education and training services provided
- Equipment and facilities are well-managed and maintained and secure against theft or damage.

**Evidence required:**

**2.5.1 Addendum 1C:** Premises and facilities template

**Standards for facilities and the monitoring of adequacy and safety.**

- The school has a health and safety certificate not older than two years.
- The report and the certificate is issued by the local municipality or an accredited company
- Provision of ablution facilities complies with the minimum requirements as indicated for public schools.

**Evidence required:**

**2.5.2** Health and safety certificate that is not older than two years issued by an accredited company, or local municipality.

**2.5.3** Health and safety report from the accredited evaluators.

**2.6 MANAGEMENT OF INFORMATION SYSTEM**

- The institution has a system for recording and updating important learner data used for planning purposes.
- Learner profiles include at a minimum: demographic information, prior learning experiences and achievements. This information is regularly updated.
- The management of information systems provides for the tracking of learner performance and can be used to identify learners at risk.
- Accurate MIS data is collected on student progress and is analysed and used to develop support interventions.
- Important indicators like pass, throughput and retention rates are monitored.

**Evidence required:**

Copies extracted from the MIS system:

**2.6.1** Learner enrolment data.

**2.6.2** Learner and staff attendance record.

**2.6.3** Learner and staff profile.

**Safety and security of learner data management including assessment records, staff records, learner profiles and storage of examination question papers.**

- An effective MIS system is used to ensure the safety and security of data management including learner and staff profiles.
- There are systems to maintain confidentiality of learner information.
- There are systems of managing examination papers, processes, and results in a manner that maintains the credibility of the entire examination systems of the school.

**Evidence required:**

- 2.6.4** Documented description of the measures used to ensure the safety and security of storage of examination papers, learner profiles and assessment records.

**2.7 HUMAN RESOURCE DEVELOPMENT**

**Appointment of qualified teachers**

- The institution ensures the recruitment of sufficient suitably qualified staff
- The school has appointed teachers who are suitably qualified and hold a minimum qualification on REQV 13 (appointments before 1996) and REQV 14 appointments after 1996.
- Teachers are registered with the South African Council for Educators (SACE).
- The school has appointed foreign teachers whose qualifications were verified and evaluated by the South African qualifications Authority (SAQA).

▪ **Evidence required:**

- 2.7.1 Addendum 1B:** Staff profile template for teachers, in alphabetical order by surname.

**Employment contracts**

- The school complies with the labour relations laws by ensuring that all teaching staff have signed employment contracts in line with labour relations legislation.
- A code of conduct for teachers
- Appeals and grievances procedures

▪ **Evidence required:**

- 2.7.2** Completed and signed employment contract and a code of conduct for teachers.

### **Staff appraisal system**

- The school has an existing staff appraisal system, and evidence of implementation. Staff growth plan or areas of weaknesses are used to inform the organization's development plan.
- Indicate the general performance of the teacher; this might be made up of a number of aspects together; i.e. Classroom visits, moderation reports, book checks, self-evaluation, personal growth plan, interpersonal relations, punctuality, going an extra-mile, involvement in activities other than teaching, and an interview with the principal. Should have signatures of the appraiser and appraisee.
- Completed staff appraisal form that includes teachers' self- evaluation scores, supervisor's scores and the agreed scores.

#### **Evidence required:**

**2.7.3** Copy of the staff appraisal plan.

**2.7.4** Completed copy of staff appraisal instrument.

**2.7.5** Report on appraisal of all staff members, outlining the strengths, weaknesses and recommendations.

### **Effective staff developmental system**

- The institution has an effective human resource development system to train, retain and motivate staff for the roles and tasks they perform.
- A plan should indicate the dates (preferably 2014/15) of training, service provider and the description/ type of training / course provided.

#### **Evidence required:**

**2.7.6** Copy of staff development plan/schedule.

(If the school completed the ETDP SETA WSP and ATR, this may be submitted

Example of a staff development plan.

<b>Training programme</b>	<b>Service provider</b>	<b>Date of training</b>
Assessor	ETDPSETA	12 February 2013

### **Co-curricular activities**

- Co-curricular activities form an integral part of learners' holistic, well-rounded education, nurturing qualities such as resilience, tenacity, confidence and perseverance, which prepares learners to adapt and thrive in a rapidly changing world.
- The school offers a variety of co-curricular activities including (sports, spiritual and cultural, Olympiads, eisteddfods, enrichment outings, camps, and plays.

#### **Evidence requirements:**

- 2.7.7** A list of co-curricular activities offered by the school, and persons responsible for those i.e. Coaches, internal staff or external persons.

## **CRITERION 3: TEACHING AND LEARNING - GRADE SPECIFIC REQUIREMENTS**

**GRADE 3**

**GRADE 6**

**GRADE 9**

**GRADE 12**

### **3.1 ENACTMENT OF CURRICULUM**

#### **3.1.1 Policy for the evaluation, design and development of learning programmes.**

- How learning programmes are developed in line with the NCS / CAPS documents.
- What appropriate teaching strategies / techniques are going to be used.
- Guidelines on how to review a learning programme and materials.
- A grid or system for evaluation of learning programmes.

#### **Evidence required:**

- 3.1.1** Policy for the evaluation, design and development of learning programmes.

#### **3.1.2 Policy for the evaluation, monitoring and reporting on the quality of delivery of teaching and learning.**

- This policy should outline how delivery is planned, monitored and reported on.
- Internal strategies for monitoring the quality of teaching in classrooms and how feedback is given e.g. book, file and CASS/SBA control and class visit.

#### **Evidence required:**

- 3.1.2** The policy for the evaluation, monitoring and reporting on the quality of delivery of teaching and learning.

### **3.1.3 Review committee/ Academic Board**

Comprehensive list of Academic Board members including the following information on each member: Full name and title, sectors/constituencies represented, qualifications, contact details (postal address, telephone number, fax number and email).

#### **Evidence required:**

**3.1.3** List of internal subject committee responsible for planning and review of teaching, learning and assessment.

### **3.1.4 School timetable**

- The timetable is designed according to the NCS/CAPS guidelines:

#### **Evidence required:**

**3.1.4** Timetable which outlines the duration of periods and the lessons for each evaluated subject.

## **3.2 ASSESSMENT**

### **3.2.1 School Assessment Policy**

- Legislative framework guiding the development of the assessment policy
  - National protocol on assessment Grade 1-12.
  - Policy document, National policy pertaining to the programme promotion requirements for the national curriculum statements Grade R-12.
  - The national policy on the conduct, administration, and management of the National Senior Certificate: A qualification at level 4 on the National Qualifications Framework (NQF). – (applicable to Grade 12).
  - Umalusi's directives.
- **Types of Assessments and Composition**
  - Formal and informal (Including forms of assessment and strategies).
  - Compilation of school based assessment and practical assessment tasks (PAT- FET band).
- **Registration Requirements**
  - Applicable to Further Education and Training Band (FET).
- **Irregularities** – examination and school based assessment -should address learners not handing in projects.
  - School Assessment Irregularity Committee/ School assessment team.
- **Recording and Reporting Learner Performance**

- Recording according to the level descriptors applicable to the phase.
  - ✓ Grade 1-3, 4-6; 7-9; 10-12)
- Compilation of progression and promotional schedules
- Issuing of report cards.
- **Progression (Grade 1-8) and Promotional Requirements (Grade 9-12).**
  - Refer to the policy document.
- **Annual Assessment Programme**
  - (How formal assessment tasks are evenly spread and the number of formal assessment tasks given to learners).
  - Refer to national protocol on assessment.
- **Moderation of Tasks**
  - Internal moderation (Grade 1-12) and external moderation (Grade 12)
- **Appeals and Grievance Procedure**
  - Outline procedures to be followed by parents and learners when there are grievances regarding learners' performance or marks.
  - Time lines for addressing grievances

**Evidence required:**

**3.2.1** School Assessment Policy

### **3.3 LEARNER SUPPORT**

#### **Learner support policy**

Legislation governing the development of this policy:

- Education White Paper 6, on special needs Education: Building an inclusive education and training system that provides a policy framework for the transformation of practices related to assessment and examinations in general with the view to achieving enabling mechanisms to support learners who experience barriers to learning.
- Guidelines to ensure Quality Education and Support in Special Schools and Special Resource Centres.
- National Education Policy Act 1995;
  - How learners are selected for placement in the school.
  - How learners are selected for support.
  - List of learner support services.

- Review arrangement for learner support services.
- Safety and confidentiality of documents
- Reporting on learners' progress

**Evidence required:**

**3.3.1 Learner support Policy**

**Learner advisor/s or guidance counsellor/s.**

- Professional staff members are employed to deal with the provisioning of the learner support programme.
- The institution provides counselling and placement support to the learners.

**Evidence required:**

**3.3.2** A list of learner advisors/ guidance counsellors, with their names, qualifications and their designations.

**Career guidance, subject choices and subject changes.**

**Evidence required:**

**3.3.3** Copies of subject changes by learners; and proof of guidance offered to learners. (Grade 9 and 12.)

**CRITERION 4: TEACHING AND LEARNING SUBJECT SPECIFIC REQUIREMENTS**

Evaluation will focus on the following subjects:

Grade 3	Grade 6	Grade 9	Grade 12
<ul style="list-style-type: none"> <li>▪ Mathematics; and</li> <li>▪ English (<u>HL</u>/FAL)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mathematics;</li> <li>▪ English (<u>HL</u>/FAL);</li> <li>▪ NSTECH; and</li> <li>▪ Social Sciences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mathematics</li> <li>▪ English (<u>HL</u>/FAL);</li> <li>▪ Economic and Management Sciences;</li> <li>▪ Natural Sciences; and</li> <li>▪ Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mathematics;</li> <li>▪ English (<u>HL</u>/FAL);</li> <li>▪ <u>Accounting</u> / Business Studies / Economics;</li> <li>▪ <u>Physical Sciences</u> / Life Sciences</li> <li>▪ <u>Geography</u> / History</li> </ul> <p><b><u>NB!</u> Select one subject per group. Only 5 subjects will be evaluated. The underlined subject will be evaluated if your school offers that subject.</b></p>

**4.1 ENACTMENT OF CURRICULUM****The annual teaching plan/ work schedule**

- The work schedule designed in accordance with the National Curriculum Statements/CAPS

**Evidence required:**

- 4.1.1** Annual teaching plan / Work schedule for the particular evaluated subject which outlines content coverage; curriculum spread across all the school terms.

### **Lesson plan/ lesson preparation**

- The lesson plan should be aligned to the annual teaching plan.
- The lesson plan should specify among other things: the subject, grade, timelines, learning / teaching activities, resources used, and assessment.

#### **Evidence required:**

**4.1.2** Weekly / monthly lesson plan.

### **Completed instruments used for the monitoring the quality of teaching and learning:**

- The institution has clear guidelines on quality criteria to be used in the monitoring of the quality of teaching and learning.
- The school develops instruments that are used to monitor whether effective teaching and learning is taking place.
- There is an identified process of monitoring the implementation of teaching plans to ensure effective implementation.
- Criteria aspects to be included; details of the monitor, who will be monitored, date, and comments.

#### **Evidence required:**

**4.1.3** Completed copy of an instrument used for the monitoring of teaching and learning

**4.1.4** Monitoring plan/ schedule

## **4.2 TEACHING AND LEARNING SUPPORT MATERIAL**

### **Teaching and learning materials for the implementation of CAPS**

- Clear procedures are in place for the development and/or procurement, and timely provision of high quality learning materials to allow learners enough time to use the materials before examinations.
- Where multimedia materials are used, the institution ensures the availability of relevant technology to learners.
- Teaching and learning materials are periodically reviewed in order to keep them up to date with changes in knowledge and learners' needs.

#### **Evidence required:**

**4.2.1** A list of textbooks, multimedia, technology and equipment used by teachers for the implementation of NCS/CAPS. The policy for the selection and procurement of teaching and learning material and multimedia resources.

### **4.3 STAFF ESTABLISHMENT**

#### **Subjects allocated to teachers according to their area of specialisation and expertise.**

- The school has allocated subjects to teachers according to their area of specialisation.
- The roles, responsibilities and job descriptions of staff are clearly specified and respond to the learning needs of the learners.

#### **Evidence required:**

**4.3.1** Completed copy of Addendum 1A: Subject allocation template.

**4.3.2** Copy of a job description of staff.

## 4.4 ASSESSMENT

### School Assessment Programme/ Plan.

- The annual assessment programme/plan outlines all forms of formal assessment tasks to be administered.
- The minimum number of tasks and the forms of formal assessments are designed according to the CAPS requirements.

#### **Evidence required:**

- 4.4.1** Annual assessment plan/programme outlining all formal assessment tasks, content covered and timelines.

### School Based Assessment Tasks

#### **Requirements for the tasks:**

- Covers the relevant content.
- Addresses all the cognitive levels (lower order, middle and higher order).
- Designed to sample student learning.
- Clear alignment between expected learning, what is taught, and the skills and knowledge to be assessed.
- Includes criteria for marking: levels of achievement are clearly described with marks allocated accordingly.
- A variety of assessment methods is employed.
- Feedback: learners receive explanatory and diagnostic feedback on the marks awarded. Recording of scores on the working mark sheets complies with the national policy requirements.

#### **Evidence required:**

- 4.4.2** One formal task and memorandum from each type of assessment (e.g. 1 test, 1 project etc.) which are developed internally by staff members. (specific to each evaluated subject)

- 4.4.3** Working mark-sheet

### Internal Moderation of School Based Assessment

- The relevant HOD / subject specialist conducts pre/ process/ post moderation of school based assessment to ensure that tasks of the required standard are designed.
- The subject head / head of department complete a moderation report as evidence that internal moderation of Continuous Assessment (CASS) has occurred.
- The moderation schedules / plans are designed to monitor the effective implementation of the quality assurance plans and measures.
- Internal moderation schedules (specify dates, person responsible, subjects that will be moderated)

- The moderation reports clearly outline what was moderated.
- Criteria address validity and reliability of assessment.
- Constructive feedback was provided to the teacher.
- Evidence that the teacher has received feedback.

**Evidence required:**

**4.4.4** Completed internal moderation report.

**4.4.5** Moderation plan/ schedule

**Moderation of SBA by the Assessment body**

- Cluster/district/regional/ provincial Moderation report for Grade 12 SBA:

**Evidence required:**

**4.4.6** Copy of moderation instrument completed at cluster/district/regional level (Grade 12).

**4.5 LEARNER SUPPORT**

**Learner support programmes**

- An inclusive education is offered to accommodate a wide range of abilities and skills which meet learner needs.
- Appropriate support and facilities are provided for learners with specific learning difficulties / special needs.
- Various intervention strategies are implemented.
- The intervention plan outlines the implementation dates, persons responsible, target group, and the types of intervention strategies.

**Evidence required:**

**4.5.1** A list of learner support programmes offered by the school.

**4.5.2** Documented measures and strategies to identify learners with learning barriers.

**4.5.3** Feed-back report to parents / minutes of meeting / interview report / reports from remedial / psychologists.

**4.5.4** An intervention plan.

## **CRITERION 5**

### **5. SCHOOL RESULTS**

#### **5.1 MONITORING AND REVIEW OF LEARNER PERFORMANCE**

Learner attainments in Grade 3, 6, 9, and 12 **at the end of the year**

- Quantitative and qualitative data in respect of learner achievements, retention and success rates, progression and placement rates, and the tracking of learner achievements.
- This data is used to measure and improve learner success; and
- Inform strategic and management decisions, planning and improvement.

##### **Evidence required:**

- 5.1.1** Completed copies of progression schedules for Grade 3; and analysis of results;
- 5.1.2** Completed copies of progression schedules for Grade 6; and analysis of results;
- 5.1.3** Completed copies of promotion schedules for Grade 9; and analysis of results
- 5.1.4** Schedule of Grade 12 results from the assessment body and an analysis of results.

#### **5.2 SUMMATIVE ASSESSMENT OF GRADE 3, 6, 9, 10 AND 12 AT THE END OF JUNE.**

##### **Evidence required:**

- 5.2.1** Completed copies of Grade 3 progression schedules for mid-year; and analysis of results.
- 5.2.2** Completed copies of Grade 6 progression schedules for mid-year and analysis of results;
- 5.2.3** Completed copies of Grade 9 promotion schedules for mid-year and analysis of results;
- 5.2.4** Completed copies of Grade 12 promotion schedules for mid-year and analysis of results.

#### **5.3 SYSTEMIC EVALUATION REPORT.**

##### **Evidence required:**

- 5.3.1 Analysis of the systemic evaluation results and a systemic evaluation report outlining the strengths and weaknesses of learners and recommendations for diagnostic purposes.



## **ADDENDUM 1A: SUBJECT ALLOCATION**

Please complete the following template as part of the evidence for the criterion: Staff establishment.

- The template must be filled in, in respect of **ALL GRADES 1-12 TEACHERS**.
- **Please complete a separate template for: Foundation Phase; Intermediate Phase; and High School teachers.**
- Please ensure that it is filled in comprehensively as incomplete evidence will not be processed.

Nr.	Names of subject teachers	Teaching Grade	Qualifications	Subject Specialization	Teaching subjects	Numbers of years of experience in the subject
1.						
2.						
3.						

**Please extend the template as required**

I (Name of Head of Institution /Owner):.....declare that the above information is true and accurate in all respects. Head of Institution/Owner.

**Head of Institution/Owner**

**Signature:**.....**Date:**.....

## **ADDENDUM 1B STAFF PROFILE TEMPLATE**

Please complete the following template as part of the evidence for the criterion: Staff establishment.

- The template must be completed in respect of **ALL PROFESSIONAL staff employed by the school.**
- Please ensure that it is filled in comprehensively as incomplete evidence will not be processed.

### **Please extend the template as required**

I (Name of Head of Institution /Owner):.....declare that the information provided is true and accurate in all respects.

**Head of Institution/Owner Signature:**..... **Date:**.....

No.	Surname & Initials (In alphabetical order by surname)	M / F	Identity Number	SACE Registration number	SACE Registration (indicate with an F in the appropriate column if Foreign registration)			Date of expiry of SACE registration (where applicable)	Professional qualifications (i.e. Education qualifications)	Highest academic qualifications	Teaching Allocation	No. of years of teaching experience
					Permanent	Provisional	Conditional					
1.												
2.												
3.												
4.												
5.												

## ADDENDUM 1C: PREMISES AND FACILITIES

INSPECTED AREAS	Yes	No	State number if applicable	Comment on the quality and suitability of facilities
1. Toilets (male staff)				
2. Toilets (female staff)				
3. Toilets (girls)				
4. Toilets (boys)				
5. Classroom(s)				
6. Sick room(s)				
7. The matric examination venue(s)				
8. Storage facility for examination papers				
9. Science lab				
10. Computer lab				
11. Consumer studies/ hospitality rooms				
12. Library				

<b>INSPECTED AREAS</b>	<b>Yes</b>	<b>No</b>	<b>State number if applicable</b>	<b>Comment on the quality and suitability of facilities</b>
13. Hostel facilities				
13.1 Boys (toilets)				
13.2 Girls (toilets)				
13.3 Girls accommodation				
13.4 Boys accommodation				
13.5 Boys bathrooms and showers				
13.6 Girls bathrooms and showers				
13.7 Kitchen				
13.8 Dining hall				
13.9 Laundry				
13.9 Study area				
14. Sports facilities				