

Technical Indicator Descriptions

**FOR PROVINCIAL PROGRAMME PERFORMANCE MEASURES (PPMs)
for 2016/17 financial year**

Indicator title: identifies the title of the strategic outcome-orientated goal, objective or programme performance indicator

Short definition: provides a brief explanation of what the indicator is, with enough detail, to give a general understanding of the indicators

Purpose/Importance: explains what the indicator is intended to show and why it is important

Source/ Collection of data: describes where the information comes from and how it's collected

Method of calculation: describes clearly and succinctly how the indicator is calculated

Data limitations: identifies any limitations with indicator data, including factors that might be beyond the department's control

Type of indicator: identifies whether the indicator is measuring inputs, activities outputs, outcomes or impact, in some other dimensions of performance efficiency economy or equity

Calculation Type: identifies whether the reported performance is cumulative and non-cumulative

Reporting cycle: identifies if an indicator is reported quarterly, annually or at longer time intervals

New indicator: identifies whether the indicator is new has significantly changed or continues without change from the previous year

Desired performance: identifies whether actual performance that is higher performance that is higher or lower than targeted performance is desirable

Indicator Responsibility: identifies who is responsible for managing and the reporting the indicator

Programme 1: Administration

Indicator title	PPM 101: Number of public schools that use the school administration and management systems to electronically provide data to the national learner tracking system
Short definition	The South African School Administration and Management System (SAS-SAMS) was introduced to assist schools in managing their Administrative systems. Public schools in all provinces are expected to phase in usage of the system to record and report on their data. The system count includes the public, private and other providers. This performance indicator measures the number of public schools that use electronic systems to provide data to the national learner tracking system. Public School: Refers to ordinary and special schools. It excludes independent schools.
Purpose/importance	To measure improvement in the provision of data from schools.
Policy linkage	Education Information Policy Act
Source/collection of data	Provincial EMIS database
Means of verification	Snapshots of schools providing information to LURHS (This should include EMIS no., District and name of school)
Method of calculation	Total number of public schools that use school administration and management systems to provide data to learner tracking system
Date limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public ordinary schools must be able to collect and submit data electronically
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager responsible for the Education Management Information System (EMIS) and policy implementation, including target setting and reporting; and • Programme Co-ordinator (1) Manager who is accountable for budget planning and expenditure to the PFMA, as well as overall performance of the Budget Programme.

Indicator title: PPM 102: Number of public schools that can be contacted electronically (e-mail)

Short definition	Number of public schools that can be contacted electronically participatory through email's Public School - Refers to ordinary and special schools It excludes independent schools.
Purpose/importance	This indicator measures accessibility of schools by departments through other means than physical visits. This is useful for sending circulars, providing supplementary materials and getting information from schools directly.
Policy linkage	Education Information Policy Act
Source/collection of data	Provincial EMIS database
Means of verification	EMIS No., Name of a school and email address
Method of calculation	Recent total number of public schools that can be contacted electronically
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
Now indicator	No
Desired performance	All public schools to be contactable through emails.
Indicator responsibility	<ul style="list-style-type: none"> * III Director/Manager who is responsible for the network (LAN and/or WAN) and planning and recording of target, and * Programme One (1) Manager who is accountable for budget planning and expenditure in the PFMA, as well as overall performance of the Budget Programme

Indicator title	PPM103: Percentage of education current expenditure going towards non-personnel items
Short definition	Total expenditure (budget) on non-personnel items expressed as a percentage of total current expenditure in education. Education Current Expenditure: Refers to all government non-capital education expenditure (inclusive of all sub-sections of education including special schools, independent schools and conulative grants). This indicator looks at the total budget.
Purpose/importance	To measure education expenditure on non-personnel items
Policy linkage	PFMA
Source/collection of data	Basic Account System (BAS) system
Means of verification	Annual Finance Reports
Method of calculation	Total education expenditure (budget) on non-personnel items expressed as a percentage of total current expenditure in education.
Data imitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items.
Indicator responsibility	<ul style="list-style-type: none"> Director/Manager in the Finance Section is responsible only for calculation of the said percentage, whilst all relevant Budget Programme Managers are responsible for budget management, including control. Programme One (1) Manager who is accountable for budget planning and expenditure to the PFMA, as well as overall performance of the Budget Programme.
Indicator title	PPM 104. Number of schools visited by district officials for monitoring and support purposes
Short definition	Number of schools visited by Circuit Managers and Sublimin Advisers in a quarter for monitoring, support and liaison. This includes visits to public ordinary schools, special schools and includes visits to independent schools. Circuit Manager: this is a manager who oversees and supports a cluster/group of schools on behalf of the District manager. Subject Adviser definition

<u>Importance</u>	<u>To measure support given to schools by the Circuit Managers and Subject Advisers</u>
<u>Policy linkage</u>	<u>SASA and MTSE</u>
<u>Source/collection of data</u>	<u>Circuit Managers and Subject Advisers signed school schedule and school visitor records or school visit form</u>
<u>Means of verification</u>	<u>Quarterly reports on the number of schools visited by the Circuit Managers</u>
<u>Method of calculation</u>	<u>Record total number of schools that were visited by circuit managers per quarter for support, monitoring and liaison.</u>
<u>Data limitations</u>	<u>None</u>
<u>Type of indicator</u>	<u>Output</u>
<u>Calculator type</u>	<u>Non-cumulative</u>
<u>Reporting cycle</u>	<u>Quarterly</u>
<u>New indicator</u>	<u>No</u>
<u>Desired performance</u>	<u>All schools that need assistance to be visited per quarter by Circuit Managers for monitoring, support and liaison purposes.</u>
<u>Indicator responsibility</u>	<ul style="list-style-type: none"> • <u>District Managers who provide the information to Institutional Support Management and Governance Unit in the Provincial Office for collation</u> • <u>the Director/Manager of the latter Unit takes overall policy responsibility and to maintain the requisite system and procedures.</u> and • <u>Programme 1 Manager who is accountable for budget expenditure to the PFMA, as well as overall performance of the Budget Programme.</u>

Programme 2: Public Ordinary Schools

Indicator title	PPM 201: Number of full service schools servicing learners with learning barriers
Short definition	Number of public ordinary schools that are full service schools. Full-service schools are public ordinary schools that are specially resourced and orientated to address a range of barriers to learning in an inclusive education setting. These schools serve mainly learners with moderate learning barriers.
Purpose/importance	To measure access to public ordinary schools by learners with learning barriers
Policy linkage	White Paper 0
Source/collection of data	Inclusive Education schools database
Means of verification	List of public ordinary schools converted to full service schools or public school provided with assistive devices or appropriate infrastructure
Method of calculation	Count the total number of full service schools
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
Now indicator	NO
Desired performance	To ensure that all special needs learners have access to schooling and that selected public ordinary schools are able to accommodate these learners
Indicator responsibility	<ul style="list-style-type: none"> Director/Manager: Institutional Support Management and Governance in the Provincial Office, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies. Director/Manager responsible for the implementation of Inclusive Education and responsible for planning and reporting. Director/Manager in charge of EMIS, who is responsible for collection and storage of school data for planning (target setting) and reporting purposes, and Programme 2 Manager who is accountable for budget planning and expenditure in the PFMA, as well as overall performance of the Budget Programme.

Indicator title	PPM202: Number of primary schools with an overall pass rate in AMA of 50% and above
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Short definition	Total number of primary public ordinary schools that have achieved an average pass rate of 50% and above in the Annual National Assessment (ANA). The Annual National Assessment (ANA) is a South African literacy and numeracy assessment. It was initiated by the Department in an attempt to improve literacy and numeracy in the country's schools. The tests are administered to all Grades 1-6 and 9 learners in public schools nationally.
Purpose/importance	This indicator measures the quality aspects of the provision of education in the schooling system with special focus on learner competency in language and numeracy skills.
Policy linkage	Action Plan to 2019 and CAPS
Source/collection of data	National Assessments, ANA database and ANA Technical Report
Means of verification	ANA database
Method of calculation	Record the number of primary schools with an average pass rate of 50% and above in the ANA examinations
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All primary ordinary schools to perform at 50% and above in the Annual National Assessment (ANA).
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment Director/Manager responsible for planning and reporting; Director/Manager in charge of FMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is on EMIS); and Programme & Manager who is accountable for budget planning and expenditure like the PM as well as overall performance of the Budget Programme.

Indicator title	PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above
Short definition	The Annual National Assessment (ANA) is a South African literacy and numeracy assessment. It was initiated by the Department in an attempt to improve literacy and numeracy in the country's schools. The tests are administered to all Grades 1-6 and 9 learners in public schools nationally.

Purpose/Importance	This indicator measures the quality aspects of the provision of education in the schooling system with special focus on learner competency in <u>language and numeracy skills</u> .
Policy linkage	Action Plan to 2019 and CAPS
Source/collection of data	National Assessments, ANA database and ANA Technical Report
Means of verification	ANA database
Method of calculation	Report the number of secondary schools with an average passes of 50% and above in the ANA examinations.
Dimensionality	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New Indicator	Yes
Desired performance	All secondary ordinary schools to perform at 50% and above in the Annual National Assessment (ANA).
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment Director/Manager responsible for planning and reporting; Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is on EMIS); and Programme M Manager who is accountable for budget planning and expenditure in the PM as well as overall performance of the Budget Programme.

Indicator title	PPM 204: Number of secondary schools with National Senior Certificate pass rate 60% and above.
Short definition	Total number of secondary schools that has achieved an average passes of 60% and above in the National Senior Certificate (NSC).
Purpose/importance	This indicator measures the quality of NSC passes as the sector wants to ensure that more Grade 12 learners obtain a NSC qualification
Policy linkage	Action Plan to 2010 and CAPS
Source/collection of data	National Examinations and Assessment Database
Means of verification	National Senior Certificate database

Method of calculation	Record the total number of subjects with an average pass of 60% and above in the NSC examinations.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All public ordinary schools to perform at 60% and above in the NSC
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment Director/Manager responsible for planning and reporting; Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes when the ANA database is on EMIS1; and Programme & Manager who is accountable for budget planning and expenditure in the PTM as well as overall performance of the Budget Programme.

Indicator title	PPM 205: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)
Short definition	The appropriate age for children enrolled in Grade 4 is 10 year olds. Therefore number of learners who turned 9 in the previous year, are equal to the children aged 10 in the current year, who are currently enrolled in Grade 4 and higher expressed as percentage of the total number of 10 year old learners enrolled in schools
Importance	This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1, grade repetition, and dropping out. Data on the grade attained and age of learners has been available for many years, through EMIS. Stats SA surveys such as the General Household Survey has started to collect information on grade enrollment from 2009.
Policy linkage	SASA and MTST
Source/collection of data	EMIS Annual School Survey (ASS)

Means of verification	Snapshot of the EMIS Annual School Survey database
Method of calculation	Divide the number of 10 year old learners enrolled in Grade 4 and higher by the total number of 10 year old learners attending schools regardless of grade.
Data limitations	Lack of accurate date of birth
Type of measure	Efficiency
Calculation type	Non-Cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools
Indicator requirements	<ul style="list-style-type: none"> Director/Manager: Institutional Support Management and Governance, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies. Director/Managers in charge of EMIS who is responsible for collection and storage of school data for planning (larger setting) and reporting purposes; and Programme 2 Manager who is accountable for budget expenditure into the PTMA, as well as overall performance of the Budget Programme.
Indicator title	PPM 206: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)
Short definition	The appropriate age for children enrolled in Grade 7 is 13 year old. Therefore number of learners who turned 12 in the previous year, are equal to the children aged 13 in the current year, who are currently enrolled in Grade 7 and higher expressed as percentage of the total number 13 year old learners enrolled at schools.
Purpose/importance	This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1 grade repetition, and dropping out. Data on the grade attained and age of learners has been available for many years, through EMIS.
Policy linkage	SASA and MIPF
Source/collection of data	EMIS Annual School Survey (ASS)
Means of verification	Snapshot of the EMIS Annual School Survey database
Method of calculation	Divide the number of 10 year old learners enrolled in Grade 4 and higher by the total number of 10 year old learners attending schools regardless of grade.

Data limitations	None
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Quarterly performance	High proportions of learners of appropriate age to be in the appropriate grades at schools
Indicator responsibility	<ul style="list-style-type: none"> Director/Manager, Institutional Support Management and Governance, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies; Director/Manager in charge of EMIS, who is responsible for collection and storage of school data for planning (largest setting) and reporting purposes; and Programme 2 Manager who is accountable for budget expenditure to the PFMA, as well as overall performance of the Budget Programme.

Indicator title	PPM207: Number of schools provided with media resources
Short definition	Learners need access to a wider range of materials such as books other than textbooks, and newspapers, materials which would typically be found in a library or multimedia centre. This is particularly important in poorer communities, where such materials are not readily available at home. Without access to, for instance, children's encyclopaedias, the learning experience becomes severely limited.
Purpose/importance	To measure the percentage of learners with access to media resources. Access to quality library resources are essential to developing lifelong learning habits, particularly in poor communities where children do not have access to private reading materials.
Policy linkages	SASA and Library Information Service
Source/collection of data	Library Information Service database or NEIMS
Means of verification	List of school provide with media resources including proof of deliveries (PODs)
Method of calculation	Record the total number of schools that received the media resources
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative

Reporting cycle	Annual
New Indicator	Yes
Desired performance	All schools to be provide with media resources
Indicator responsibility	<ul style="list-style-type: none"> Director/Manager: Institutions Support Management and Governance, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies; Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (largest section) and reporting purposes; and Programme 2 Manager who is accountable for budget expenditure to the PFMA, as well as overall performance of the Budget Programme

Indicator title	PPM 208: Learner absenteeism rate
Short definition	Learner absenteeism is defined as a situation where a learner is not at school for an entire day.
Purpose/Importance	This indicator examines the systems to identify the extent of learner absenteeism and find systems that exist to monitor and reduce learner absenteeism.
Policy linkage	S.A.S.A
Source/Collection of data	Database of learner absent from schools
Means of verification	List of learners absent from schools
Method of calculation	Record the total number of learners absent from school in a quarter.
Data limitations	Delay in the submission of the list of learner absent by schools will affect informal connections
Type of indicator	Efficiency
Calculation type	Non cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	High percentage of learners to attend schools regularly

- Director/Manager, Institutional Support Management and Governance, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies.
- Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and
- Programme 2 Manager who is accountable for budget expenditure to the PFMA, as well as overall performance of the Budget Programme

Indicator title	PPI 203: Teacher absenteeism rate
Start definition	Absence may be due to authorised leave of absence due to sickness or family responsibility or it may be that the teacher is 'present' but not in the school because she may be undertaking official duties
Purpose/importance	To measure the extent of teacher absenteeism in school in order to develop systems to reduce and monitor the phenomenon regularly.
Policy linkage	SASA
Source/collection of data	PELISA, and EMIS data systems
Means of verification	Database of educators record as absent from work
Method of calculation	Divide the total number of learners absent from work by the total number of educators in the province (system).
Data limitations	Delay in the submission of the list of teachers absent by schools without informal corrections
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
Now indicator	Yes
Desired performance	High percentage of teacher to be on time and teaching of schools during school hours
Indicator responsibility	Director/Manager: Human Resource Administration, who, in collaboration with District Managers, must ensure that accurate teacher data is submitted as and when required, and

- Programme 2 Manager who is accountable for budget expenditure to the PFMA, as well as overall performance of the Budget Programme.

Indicator title	PPM 210: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy
Short definition	Number of learners attending public ordinary schools who are not paying any school fees in terms of 'No fee school policy'. The government introduced the no-fee school policy to end the marginalisation of poor learners. This is in line with the country's Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources
Purpose/importance	To measure access to free education
Policy linkage	Constitution, SASSA and No fee school Policy
Source/collection of data	Resource target and EMIS database
Means of verification	Resource targeting table (this could be known by different names in various other provinces)
Method of calculation	Record all learners that are not paying school fees in line with "No Fee School Policy"
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
Now indicator	No
Desired performance	All eligible learners to benefit from No Fee School Policy

Indicator responsibility	<ul style="list-style-type: none"> Director/Manager: Institutional Support Management and Governance, who in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and Programme 2 Manager who is accountable for budget expenditure to the PRMA, as well as overall performance of the Budget Programme.
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Indicator title	PPM 211: Number of educators trained on Literacy/Language content and methodology
Short definition	Teacher training and development is one of top priority in South African education guided and supported by the Strategy: Planning Framework for Teacher Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education.
Purpose/importance	Targets on teacher development include, consistently attracting increased numbers of young qualified teachers, filling vacant posts, achieving the appropriate number of hours teachers spend in professional development activities, reducing teacher absenteeism and ensuring the full coverage of the curriculum.
Policy linkage	Strategic Planning Framework for Teacher Education and Development
Source/collection of data	Human Resource Development Database
Means of verification	Registers of teacher trained in the province
Method of calculation	Record the total number of teacher trained on content and methodology in Literacy/Language
Data limitations	Name
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All teachers in all phases to be trained in Literacy/Language content and methodology
Indicator responsibility	<ul style="list-style-type: none"> Chief Director: Education Professional Services, who is responsible for conducting skills and competencies audits and development Continuous Professional Teacher Development Programmes, in conjunction with District Directors as and when required, as well as planning and reporting, and

- Programme 2 Manager who is accountable for budget expenditure to the PFMA, as well as overall performance of the Budget Programme.

Indicator title	PPM 212: Number of educators trained on Numeracy/Mathematics content and methodology.
Short definition	Teacher training and development is one of top priority in South African education guided and supported by the Strategic Planning Framework for Teacher Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education.
Performance	Targets on teacher development include: consistently attracting increased numbers of young qualified teachers; filling vacant posts; achieving the appropriate number of hours teachers spend in professional development activities; reducing teacher absenteeism and ensuring the full coverage of the curriculum.
Policy linkage	Strategic Planning Framework for Teacher Education and Development
Source/collector of data	Human Resource Development Database
Means of verification	Registers of teacher trained in the province
Method of calculation	Record the total number of teacher training on content and methodology in Literacy/Language
Data limitations	None
Type of Indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All teachers in all phases to be trained in Numeracy/Mathematics content and methodology
Indicator responsibility	<ul style="list-style-type: none"> • Chief Director Educational Professional services, who is responsible for conducting skills and competencies audits and development • Continuous Professional Teacher Development Programmes, in conjunction with District Directors, as and when required, as well as planning and reporting, and • Programme 2 Manager who is accountable for budget expenditure to the PFMA, as well as overall performance of the Budget Programme.

Programme 3: Independent School Subsidies

Indicator title	PPM 301. Number of subsidised learners in registered independent schools
Short definition	Independent Schools: schools registered or deemed to be independent in terms of the Basic Education Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Purpose/ importance	To improve access to education
Policy linkage	Compliance with school funding norms and standards for independent schools
Source/collection of data	School Funding Norms and standards database
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation).
Method of calculation	Count the total number of learners in independent schools that are subsidised
Data unit/units	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners in qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating independent schools.
Indicator responsibility	<ul style="list-style-type: none"> Director/Manager responsible for Independent Schools policy implementation, and responsible for planning and reporting. Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning, target setting, and reporting purposes, and Programme 3 Manager who is accountable for budget planning and expenditure to the PFMA, as well as overall performance of the Budget Programme

Indicator title	PPM 302. Percentage of registered independent schools receiving subsidies
Short definition	Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA); Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools
Purpose/significance	To improve access to education
Policy linkage	Compliance with school funding norms and standards for independent schools
Source/collection of data	School Funding Norms and standards database
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation)
Method of calculation	Count the total number of independent schools that are subsidised
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
Now indicator	Yes
Desired performance	All qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating independent schools
Indicator responsibility	<ul style="list-style-type: none"> Director/Manager responsible for Independent Schools policy implementation, and responsible for planning and reporting; Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and Programme 3 Manager who is accountable for budget planning and expenditure to the PFMA, as well as overall performance of the Budget Programme

Indicator title	PPM 303: Percentage of registered independent schools visited for monitoring and support
Short definition	Number of independent schools visited by provincial education department officials for monitoring and support purposes. These school visits by Circuit Managers, Subject Advisors and any official from the Department for monitoring, support and liaison
Purpose/impairance	To measure monitoring and oversight of independent schools by provincial education departments
Policy linkage	SASA and MTGF
Source/collection of data	Provincial education department officials, Circuit Managers and Subject Advisors signed school schedule and school visitor records or school visit forms.
Means of verification	Provincial school on departments reports on the number of independent schools visited
Method of calculation	Report total number of independent schools that were visited by officials from provincial education departments for oversight, support, monitoring and liaison purposes
Data unit/dimensions	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All independent schools to be visited by provincial education departments for oversight, monitoring, support and liaison purposes.
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager responsible for Independent Schools Policy Implementation; and responsible for planning and reporting; • Director/Manager in charge of EMIS who is responsible for collection and sharing of school data for Programme 3 Manager who is accountable for budget planning and expenditure into the PFMA, as well as overall performance of the Budget Programme

Programme 4: Public Special School Education

Indicator title	PPI 401: Percentage of learners with special needs in special schools retained in school until age 10
Short definition	According to the Constitution and SANS, Education in South Africa is mandatory between the ages of 7 and 15, this includes Grades 1 to 9 and the government aims to ensure that no child is denied his right.
Purpose/importance	To measure access to education for special needs children and retention of these learners in the schooling system.
Policy linkage	White Paper 6
Source/collection of data	EMIS database National school survey for Special Schools
Means of verification	Signed-off of declaration by Principal and District manager (electronic or hardcopy)
Method of calculation	Record the total number of learners enrolled in public Special Schools
Data limitations	None
Type of indicator	Output
Calculation type	Non cumulative
Reporting cycle	Annual
Now indicator	NO
Desired performance	All learners with disabilities of compulsory school going age to attend some form of educational institution.
Indicator responsibility	<ul style="list-style-type: none"> Director/Manager responsible for Special Schools/Inclusive Education policy implementation; and responsible for planning and reporting; Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and Programme 4 Manager who is responsible for planning and reporting as well as accountable for budget planning and expenditure to the PFMA, as well as overall performance of the Budget Programme.

Indicator title	PPI 402: Percentage of special schools serving as Resource Centres
Short definition	Evaluation White Paper 6 speaks of the qualitative improvement of special schools for the learners that they serve and their phased conversion to special schools resource centres that provided special support to neighbouring schools and are integrated into district based support team

Purpose/importance	To measure support that the special schools resource centres offer to mainstream and full service schools as a lever in establishing an inclusive education system
Policy linked to	White Paper 6 and Guidelines in Ensure Quality Education and Support in Special Schools and Special Schools Resource Centres
Source/collection of data	Inclusive education database
Means of verification	List of Special Schools serving as resource centres
Method of calculation	Divide the number of special schools serving as resource centres by the total number of special schools and multiply by 100
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All special schools to serve as resource centres
Indicator responsibility	<ul style="list-style-type: none"> Director/Manager responsible for Special Schools/Inclusive Education policy implementation, and responsible for planning and reporting; Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and Programme & Manager who is responsible for planning and reporting as well as accountable for budget planning and expenditure in the PFMA, as well as overall performance of the Budget Programme

Programme 5: Early Childhood Development

Indicator title	PPM 501: Number of public schools that offer Grade R
Short definition	Total number of public schools (ordinary and special) that offer Grade R.
Priority/importance	To measure the expansion and provision of Grade R at public schools
Policy linkage	White Paper 5
Source/collection of data	FMS database
Means of verification	Signed-off declaration by Principal and District Manager (electronic or hardcopy)
Method of calculation	Record the number of public schools (ordinary and special) that offer Grade R
Date installations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public schools with Grade 1 to offer Grade R.
Indicator responsibility	<ul style="list-style-type: none"> Director/Manager in charge of ECD policy implementation, and responsible for planning and reporting; Director/Manager in charge of FMS who is responsible for collection and storage of data for planning (target setting) and reporting purposes; and Programme 5 Manager who is accountable for budget planning and expenditure for the PFMA, as well as overall performance of the Budget Programme

Indicator title	PPM 502: Percentage of Grade 1 learners who have received formal Grade R education
Short definition	Number of Grade 1 learners who have attended Grade R expressed as a percentage of total number of learner enrolled in Grade 1
Priority/importance	This indicator measures the readiness of learners entering the schooling system and assesses children who are exposed to Early Childhood Development stimuli.

Policy linkage	White Paper 5 and MTSF
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Principal and District Manager (electronic or hardcopy)
Method of calculation	Record all learners enrolled in public ordinary schools in Grade R
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
Key indicator	NC
Desired performance	All eligible children to attend Grade R in a given year
Indicator responsibility	<ul style="list-style-type: none"> Director/Manager in charge of ECD policy implementation, and responsible for planning and reporting. Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes; and Programme 5 Manager who is accountable for budget planning and expenditure to the PTMA, as well as overall performance of the Budget Programme.

Indicator title	PPM 503: Percentage of employed ECD Practitioners with NQF level 4 and above
Key definition	National Qualification Framework (NQF) level 4 is equivalent to the ECD practitioners with at least National Senior Certificate (NSC)
Purpose/significance	To measure some quality aspects of the provision of early childhood development education
Policy linkage	MTSF and White Paper 5
Source/collection of data	ECD Programme Manager
Means of verification	Database of ECD practitioners and their qualifications

Method of Calculation	Record all ECD practitioners that have NSC Certificate and above employed in the public ECD Centres.
Data limitations	Some ECD practitioners are not in the PERCAL system
Type of indicator	Output
Calculator type	Non-Cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All ECD practitioners to have NSCF level 4 and above
Indicator responsibility	<ul style="list-style-type: none"> • Director/Manager in charge of ECD policy implementation, and responsible for planning and reporting • Director/Manager in charge of EMS who is responsible for collection and storage of data for planning (target setting) and reporting purposes; and • Programme 5 Manager who is accountable for budget planning and expenditure to the PFMA, as well as overall performance of the Budget Programme

Programme 6: Infrastructure Development

Indicator title	PPM 601: Number of public ordinary schools provided with water supply
Short definition	Total number of public ordinary schools that are targeted to be provided with water. These include schools that will be provided with potable water. This includes water tanks or boreholes or tap water. This measure applies to existing schools and excludes new schools.
Purpose/aim/objective	To measure access to water
Policy linkage	School Infrastructure Provision
Source/publication of data	NEIMS: Infrastructure Database
Means of verification	Completion certificates
Method of calculation	Record all public ordinary schools that do not have access to running water
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to running water
Indicator responsibility	<ul style="list-style-type: none"> Chief Director or Director: Manager in charge of Physical Resources/School Infrastructure Development; Unit responsible for planning and reporting; and Programme & Manager who is accountable for budget planning and expenditure to the PFMA, as well as overall performance of the Budget Programme.

Indicator title	PPM 602: Number of public ordinary schools provided with electricity supply
Short definition	Total number of public ordinary schools targeted to be provided with electricity. This measure applies to existing schools and excludes new schools. Definition: School with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators

Purpose/importance	To measure access to electricity
Policy linkage	School Infrastructure Provision
Source/collector of data	MEMS/Infrastructure database
Means of verification	Completion and file etc
Method of calculation	Count all public ordinary schools that were provided with electricity.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to electricity.
Indicator responsibility	<ul style="list-style-type: none"> Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting, and Programme B Manager who is accountable for budget planning and expenditure to the PFM, as well as overall performance of the Budget Programme.

Indicator title	PPM 603: Number of public ordinary schools supplied with sanitation facilities
Short definition	Total number of public ordinary schools that are targeted to be provided with sanitation facilities. This measure applies to existing schools and excises new schools. Sanitation facility: Reliers to all kinds of toilets such as: pit latrine with ventilated pipe at the back of the toilet, Septic Flush, Movable Flush, Enviro-Loo, Pit-lime and Chemical.
Purpose/importance	To measure access to sanitation facilities
Policy linkage	School Infrastructure Provision

Source/collection of data	NEIMS Infrastructure database
Means of verification	Completion certificate
Method of calculation	Count all public ordinary schools provided with san toon facilities
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
Now indicator	No
Desired performance	All public ordinary schools to have access to sanitation facilities.
Indicator responsibility	<ul style="list-style-type: none"> Chief Director or Executive Manager in charge of Physical Resources/School Infrastructure Development JMI responsible for planning and reporting, and Programme Manager who is accountable for budget planning and expenditure to the PFMA, as well as overall performance of the Budget programme

Indicator title	PPM 604: Number of classrooms built in public ordinary schools
Short definition	Number of classrooms expected to be built and provided to public ordinary schools. These include additional classrooms or mobile classes in existing schools and new schools. Classrooms: Rooms where teaching and learning occurs, but which are not designed for special instructional activities. This indicator excludes specialist rooms
Purpose/importance	To measure access to the appropriate learning environment and infrastructure in schools
Policy linkage	Guidelines on School Infrastructure (to be updated)
Source/collection of data	NEIMS Infrastructure database
Means of verification	Completion certificate

Method of calculation	Count the total number of classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Overall performance	All public ordinary schools to have adequate classrooms.
Indicator responsibility	<ul style="list-style-type: none"> Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting and Programme Manager who is accountable for budget planning and expenditure to the PF MA, as well as overall performance of the Budget Programme

Indicator title	PPM 605: Number of specialist rooms built in public ordinary schools
Short definition	Total number of specialist rooms to be built in public ordinary schools. These include additional specialist rooms in the existing schools and new schools. Specialist room is defined as a room equipped according to the requirements of the curriculum. Examples: technical drawing room, music room, metalwork room. It excludes administrative offices and classrooms (as defined in PPM 604) and includes rooms such as laboratories.
Purpose/importance	To measure availability and provision of specialist rooms in schools in order to provide the appropriate environment for subject specialisation through the curriculum.
Policy linkage	Guidelines on School Infrastructure (to be updated).
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion Certificate

Method of calculation	Count the total number of specialist rooms built
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Discreet performance	All public primary schools to have libraries, resource centre etc
Indicator responsibility	<ul style="list-style-type: none"> Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting, and Programme E Manager who is accountable for budget planning and expenditure to the PTWA, as well as overall performance of the Budget Programme

Indicator title	PPM 606: Number of new schools completed and ready for occupation (includes replacement schools)
Short definition	Total number of public ordinary schools to be built. These include replacement and schools built and completed through ASIDI programme.
Purpose/importance	To measure access in education through provision of appropriate school infrastructure.
Policy linkage	Guidelines on School Infrastructure
Source/collection of data	NERMS Infrastructure database
Means of verification	Completion Certificate
Method of calculation	Count the total number of new schools completed
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative

Reporting cycle	Annual
New indicator	Yes
Desired performance	All children to have access in public ordinary schools with basic services and appropriate infrastructure
Indicator responsibility	<ul style="list-style-type: none"> Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Developmental Unit responsible for planning and reporting; and Programme & Manager who is accountable for budget planning and expenditure to the PFMA, as well as overall performance of the Budget Programme

Indicator title	PPM 607: Number of new schools under construction (includes replacement schools)
Short definition	Total number of public ordinary schools under construction includes replacement and schools being built through Accelerated School Infrastructure Development Initiative (ASDI) programme
Purpose/importance	To measure availability and provision of education through provision of more schools in order to provide the appropriate learning and teaching.
Policy linkage	Guidelines on School Infrastructure
Source/collection of data	NEIMS: Infrastructure database
Means of verification	Procurement Documents
Method of calculation	Count the total number of schools under construction including replacement schools
Data limitations	None
Type of indicator	Output
Calculation type	Cumulation
Reporting cycle	Annual

New indicator	No
Desired performance	All public ordinary schools
Indicator responsibility	<ul style="list-style-type: none"> Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and Programme & Manager who is accountable for budget planning and expenditure for the PHMA, as well as overall performance of the Budget Programme.

Indicator title	PPM 008: Number of Grade R classrooms built
Short definition	Total number of classrooms to be built to accommodate Grade R learners
Purpose/importance	To measure expansion of the provision of early childhood development
Policy linkage	Guidelines on School Infrastructure
Source/creation of data	NEIMS/ Infrastructure database
Means of verification	Completion Certificate
Method of calculation	Count the total number of Grade R classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools with Grade R to have a Grade R classroom(s).

<p>Indicators responsibility</p>	<ul style="list-style-type: none"> • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting and • Programme's Manager who is accountable for budget planning and expenditure to the PMA, as well as overall performance of the Budget Programme
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Indicator title	PPM 609: Number of hostels built
Short definition on Purpose/implication*	Number of hostels to be built in the public ordinary schools, these include readjustment of the old hostels in public ordinary schools.
Policy linkage	To measure access to education for learners who travel long distances
Source/collection of data	Guidelines on School Infrastructure NE-MSE Infrastructure database
Means of verification	Database of hostels to be built in public ordinary schools
Method of calculation	Count the total number of hostels to be built in public ordinary schools
Data limitations	Name
Type of indicator	Output
Calculator type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All children to have access to education regardless of geographical location
Indicator responsibility	<ul style="list-style-type: none"> • Chief Director of Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and • Programme & Manager who is accountable for budget planning and expenditure to the I-HMO, as well as overall performance of the Budget Programme.

Indicator title	PPM 610: Number of schools undergoing scheduled maintenance
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Short definition	The South African Schools Act (SASA), No R4 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, Schools (Governing Body and Schools Principal) to maintain and improve the school's property and buildings and grounds occupied by the schools, including schools hostels.
Purpose(s); content	Reviewing maintenance of schools facilities in our country is generally unacceptable, resulting in further deterioration over time. The ongoing neglect exposes learners to danger discourages educators and cost the state more and more over time as buildings collapse.
Policy linked to	SASA
Source(s); location of data	DE/DBE/Schools Infrastructure
Means of verification	Database of schools undergoing scheduled maintenance
Method of calculation	Record total number of schools undergoing scheduled maintenance
Data imitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
Now indicator	Yes
Desired performance	Schools to be conducive for learning and teaching
Indicator responsibility	DE/DBE, Schools Infrastructure Directorate / Infrastructure Development Unit
Indicator responsibility	<ul style="list-style-type: none"> Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and Programme Manager who is accountable for budget planning and expenditure in the PFMA, as well as overall performance of the Budget Programme.

Programme 7: Examination and Education Related Services

Indicator title	PPM 701: Percentage of learners who passed National Senior Certificate (NSC)
Short definition	Total number of NSC candidates who passed in the National Senior Certificate (NSC) examination.
Purpose/importance	To measure the efficiency of the schooling system
Policy linkage	VETSF and Examinations and Assessments
Source/location of data	NSC database and technical reports
Means of verification	List of NSC candidates
Method of calculation	Number of candidates who passed NSC examinations
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
Next indicator	NA
Desired performance	To increase the number of Grade 12 learners that are passing the NSC examinations.
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment Director/Manager, responsible for planning and reporting. Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the NSC database is part of the SASAMS/EMIS); and Programme 7 Manager who is accountable for budget planning and expenditure to the IFM/A, as well as overall performance of the Budget Programme.

Indicator title	PPM 702: Percentage of Grade 12 learners passing at bachelor level
Short definition	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC). Bachelor passes enables NSC graduates to enrol for degree courses in universities expressed as a total number of learners who wrote NSC examinations.
Purpose/importance	To measure quality aspects of NSC passes

Policy linkage	MTSF and Examinations and Assessments
Source/collection of data	NSC database
Means of verification	List of NSC candidates
Method of calculation	Number of Grade 12 learners who achieved a Bachelor pass in the National Senior Certificate by the total number of Grade 12 learners who wrote NSC examinations
Delta limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the percentage of learners who are passing NSC examinations with a Bachelor level pass
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment Director/Manager, responsible for planning and reporting; Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the NSC database is part of the SASAYS, EMIS); and Programme / Manager who is accountable for budget planning and expenditure in the PFMA, as well as overall performance of the Budget Programme.

Indicator title	PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics
Short definition	Number of Grade 12 learners passing Mathematics with 50% or above in the NSC examinations expressed as a total number of learners who wrote Mathematics in the NSC examinations.
Purpose/importance	To measure efficiency in the schooling system with a focus on Mathematics as a key gateway subject.
Policy linkage	MTSF and Examinations and Assessments

Source/collection of data	NSC database
Means of verification	List of NSC candidates
Method of calculation	Divide number of Grade 12 candidates who passed Mathematics in the National Senior Certificate with 50% and more by the total number of learners who wrote Mathematics in the NSC examinations
Data frequencies	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of NSC candidates who are passing Mathematics with 50% and above
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment Director/Manager, responsible for planning and reporting; Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting; progresses (when the NSC database is part of the SASAMS/EMIS); and Programme 7 Manager who is accountable for budget planning and expenditure to the PF-VA, as well as overall performance of the Budget Programme.

Indicator title	PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science
Short definition	Number of Grade 12 candidates passing Physical Science with 50% or more in the NSC examinations expressed as a total number of learners who wrote Physical Science in the NSC examinations
Purpose/importance	To measure efficiency in the schooling system with a focus on Physical Science as a key gateway subject.
Policy linkage	MTSE and Examinations and Assessments
Source/collection of data	NSC database
Means of verification	List of NSC candidates

Method of calculation	Divide number of Grade 12 candidates who passed Physical Science in the National Senior Certificate with 50% and above by the total number of learners who wrote Physical Science in the NSC examinations
Data limitations	None
Type of Indicator	Output
Calculation type	Non-cumulative
Reporting Cycle	Annual
Lead indicator	No
Desired performance	To increase the number of NSC candidates who are passing Physical Science at 50% and above
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment Director/Manager, responsible for planning and reporting; Director/Manager in charge of EMTS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the NSC database is part of the SASAMS/ EMIS); and Programme Manager who is accountable for budget planning and expenditure to the PFMA, as well as overall performance of the Budget Programme.

Indicator title	PFM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)
Short definition	Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs) expressed as a total number of Grade 3 learners who wrote ANA language test
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase
Policy linkage	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 3 learners who passed ANA Language examinations at 50% and above by the total number of learners who wrote ANA Language test
Data limitations	None
Type of indicator	Output
Calculation type	Non-numerative
Reporting cycle	Annual
Next indicator	N/A
Desired performance	To increase the number of Grade 3 learners who are passing ANA Language examinations.
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment Director/Manager, responsible for planning and reporting; Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is part of the SASAS/SEMIS one); and Programme 7 Manager who is accountable for budget planning and expenditure in the PFMA, as well as overall performance of the Budget Programme.

Indicator title	PFM 706: Percentage of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)
Short definition	Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a total number of Grade 3 learners who wrote ANA Mathematics test
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase

Policy linkage	MTSF and Examinations and Assessments
Source/origin of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 3 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote ANA Mathematics test
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 3 learners who are passing ANA Maths examinations
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment Director/Manager, responsible for planning and reporting Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting); and reporting purposes (when the ANA database is part of the SASAMS/EMIS one); and Programme 7 Manager who is accountable for budget planning and expenditure to the P/MA, as well as overall performance of the Budget Programme.

Indicator title	PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Languages in the Annual National Assessment (ANA)
Short definition	Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Languages as articulated in the Annual National Assessments (ANAs), expressed as a total number of Grade 6 learners who wrote ANA Language test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linkage	MTSF and Examinations and Assessments
Source/collection of data	ANS database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 6 learners who passed ANA Language examinations at 50% and above by the total number of learners who wrote Grade 6 ANA Language test
Data limitations	None
Type of indicator	Cumulative
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 6 learners who are passing ANA Language examinations.
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment: Director/Manager, responsible for planning and reporting Director/Manager in charge of SMS who is responsible for collection and storage of data for planning purposes (when the ANA database is part of the SAS/AMS/EMIS one); and Programme 7 Manager who is accountable for budget planning and expenditure in the PFMA, as well as overall performance of the Budget Programme

Indicator title	PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)
Short definition	Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs), expressed as a total number of Grade 6 learners who wrote ANA Mathematics test.

Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the intermediate phase
Policy linkage	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 8 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 8 ANA Mathematics test
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
How indicator	Ng
Desired performance	To increase the number of Grade 8 learners who are passing ANA Mathematics examinations
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment Director/Manager responsible for planning and reporting. Director/Manager in charge of FMS who is responsible for collation and storage of data for planning (target setting) and reporting purposes (when the ANA database is part of the SASANS/SEMIS one), and Programme 7 Manager who is accountable for budget planning and expenditure to the PFMA, as well as overall performance of the Budget Programme

Indicator title	PPM 709. Percentage of Grade 8 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)
Short definition	Number of Grade 8 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs) expressed as a total number of Grade 8 learners who wrote ANA Language test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the intermediate phase
Policy linkage	MTSF and Examinations and Assessments
Means of verification	List of learners who passed ANA tests

Source/collection of data	ANA database
Method of calculation	Divide the number of Grade 9 learners who passed ANA Language examinations by the total number of Grade 9 learners who wrote ANA Language test.
Data limitators	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 9 learners who are passing ANA Home Language examinations
Indicator responsibility	<ul style="list-style-type: none"> Examinations and Assessment Director/Manager, responsible for planning and reporting; Director/Manager in charge of EMIS who is responsible for collation and storage of data for planning (target setting) and reporting purposes. When the ANA database is part of the SASAMS/EMIS one); and Programme / Manager who is accountable for budget planning and expenditure in the PT-MA, as well as overall performance of the Budget Programme.

Indicator title	PPM 710. Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)
Short definition	Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a total number of Grade 9 learners who wrote ANA Mathematics test
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase.
Policy linkage	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 9 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 9 ANA Mathematics test

Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 5 learners who are passing ANA Mathematics examinations.
Indicator responsibility	<ul style="list-style-type: none"> • Examinations and Assessment Director/Manager, responsible for planning and reporting; • Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is part of the SASAMS/FMIS one); and • Programme 7 Manager who is accountable for target planning and expenditure in the PFMA, as well as overall performance of the Budget Programme.

Official Sign-off

This Annual Performance Plan

- was developed by the management of the Eastern Cape Education Department under the guidance of the Member of the Executive Council for Education (province),
- was prepared in line with the current Strategic Plan of the Eastern Cape Education Department, and
- accurately reflects the performance targets which the Eastern Cape Education Department will endeavour to achieve given the resources made available in the budget for 2016/17.



G. MAC MASTER
ACTING DEPUTY DIRECTOR-GENERAL: EDUCATION PLANNING EVALUATION AND MONITORING

Date: 2 April 2016



X. KESE
ACTING CHIEF FINANCIAL OFFICER

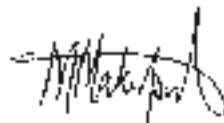
Date: 2 April 2016



S. Ntshilaphala
SN Ntshilaphala
ACCOUNTING OFFICER

Date: 2 April 2016

Approved by:



M. MAKUPULA, MPL
MEMBER OF THE EXECUTIVE COUNCIL FOR EDUCATION

Date: 2 April 2016