



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

Circular 03/2013

Date: 20 September 2013

Erratum

NB: Please note that the following changes were made:

The word continuously was added to 1.4 (Page 2) and on 6.4 (Page 5).
The correct date is 20 September 2013 and not 19 September 2013.

Topic

Snap and Annual Surveys for Institutions: 2014

Enclosures

Annexure A: Guidelines for completing the Snap (10th Day Headcount) Survey
Annexure B: Guidelines for completing the Snap Survey for Special Schools
Annexure C: Guidelines for completing the Snap Survey for AET Centres
Annexure D: Guidelines for completing the Annual Survey for Ordinary Schools
Annexure E: Guidelines for completing the Annual Survey for ECD Centres
Annexure F: Guidelines for completing the Annual Survey for AET Centres
Annexure G: Guidelines for completing the Annual Survey for Special Schools

Distribution

All Chief Directors and Directors at Head Office
All Directors at District Offices
All Circuit Managers
All District and Head Office Staff Members
Principals/Managers and Staff Members of all Schools/Centres/Colleges
Members of School Governing Bodies/Centre Governing Bodies
All Relevant Unions and Organisations

Enquiries

Relevant Education Operations Support, Policy Planning and DISM Officials in District Offices

On request, this circular will be made available in Afrikaans, isiZulu or Sepedi within 21 days
Also available on the GDE website at: www.education.gpg.gov.za

Office of the Head of Department

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1. INTRODUCTION

- 1.1. The Gauteng Department of Education (GDE) executes the legislative responsibility of providing education information to the education system as a whole to support planning, monitoring and decision-making processes. It is therefore imperative that every institution completes the survey in full and submits accurate data in a timely manner.
- 1.2. For ease of use, the Department has put all information relating to the Snap Survey and Annual Survey into one Circular. Heads of Schools or Centres must ensure that the Snap and Annual Surveys are completed and submitted to districts on the following dates:

Survey	Survey date	Date of Submission to Districts Offices
Snap Survey (10 th day headcount) for Ordinary Schools, Special Schools and ECD Centres	28 January 2014	28 January 2014
Snap Survey for Special Schools	04 March 2014	13 March 2014
Snap Survey for AET Centres	04 March 2014	13 March 2014
Annual Survey for Ordinary Schools	04 March 2014	18 March 2014
Annual Survey for ECD Centres	04 March 2014	20 March 2014
Annual Survey for AET Centres	06 May 2014	20 May 2014
Annual Survey for Special Schools	04 September 2014	16 September 2014

- 1.3. The information provided in the survey should reflect the situation as on the survey date indicated above. If, due to logistical problems, institutions receive the survey materials late, the principal or head of institution should please ensure that the information filled in reflects the situation as close as possible to that of the survey date.
- 1.4. All information on learner numbers must exclude learners that were continuously absent from the first school day of the year up to and including the day of the survey.

2. PURPOSE OF CIRCULAR

The purpose of the circular is to provide Districts and Schools with:

- 2.1. General Information regarding surveys
- 2.2. Dates for the completion and submission of surveys
- 2.3. Verification Process of surveys
- 2.4. Guidelines when completing the surveys

3. POLICY AND LEGISLATIVE FRAMEWORK

- 3.1. National Education Policy Act, 1996 (Act No. 27 of 1996), as amended
- 3.2. South African Schools Act, 1996 (Act No. 84 of 1996), as amended

- 3.3. Employment of Educators Act, 1998 (Act No. 76 of 1998), as amended
- 3.4. South African Council for Educators Act, 200 (Act No. 31 of 2000), as amended
- 3.5. Adult Education and Training Act, 2000 (Act No. 52 of 2000), as amended
- 3.6. Public Service Act, 1994 (Proclamation No. 103 of 1994), as amended
- 3.7. Public Finance Management Act, 1999 (Act No. 1 of 1999), as amended
- 3.8. The Prevention and Combating of Corrupt Activities Act, 2004 (Act No. 12 of 2004)
- 3.9. The Promotion of Access to Information Act, 2000 (Act No. 2 of 2000)
- 3.10. National Education Information Policy, 2004 (Government Notice 1950 of 2004)
- 3.11. Gauteng Schools Education Act, 1995 (Act No. 6 of 1995), as amended
- 3.12. Education White Paper 6 on Special Needs Education, 2001
- 3.13. Education White Paper 5 on Early Childhood Development, 2001

4. GENERAL INFORMATION REGARDING SURVEYS

- 4.1. The policies and legislation above, authorises the Head of Department to collect information with regard to education in the province. The information must be collected from public and independent schools or centres, and any principal or head of institution who, without just cause, fails to comply, shall be guilty of an offence.
- 4.2. The National Departments of Basic and Higher Education have specified the requirements for the survey in order to have national uniformity. This facilitates analysis of educational data on a national basis.
- 4.3. It is the duty of all institutions to provide information to the Education Departments and the public in terms of Section 59 of the South African Schools Act, 1996 (Act No. 84 of 1996) and Section 35 of the Adult Education and Training Act, 2000 (Act No. 52 of 2000).
- 4.4. The National Education Information Policy (Section 46) emphasises that “It is the duty of all heads of institutions to complete education survey forms to the best of their ability, in the knowledge that the deliberate distortion of information constitutes fraud”.
- 4.5. The obtaining of accurate learner numbers provides strategic information to the Gauteng Department of Education, to facilitate important policy decisions. The inflation of learner numbers by any school or centre constitutes fraud and will not be accepted. In law, fraud is defined as a false misrepresentation or a concealment of a material fact to induce someone to part with something of value. A person who intentionally distorts the true facts that lead to financial prejudice or potential prejudice commits fraud. Irregularities, including fraud, undermine the efficiency in service delivery and are punishable by law.
- 4.6. Any manipulation of learner numbers may result in the withdrawal or termination of subsidy allocation and/or deregistration of such schools

or centres. The rights to institute a civil claim and criminal proceedings would be reserved, as would be the case in public and independent schools/centres/colleges. In respect of the latter, persons found guilty may be subjected to a sanction ranging from a hefty fine to imprisonment and/or a combination of the two.

- 4.7. Both at public schools and centres, learner enrolment impacts on the resourcing of a school. Any unlawfully accumulation of additional funds that are paid to the school would be an unjust enrichment to the school and a financial loss to the Department. The Department would, in terms of Section 38 (1)(c)(i) & (d) of the Public Finance Management Act (hereafter referred to as PFMA) read in conjunction with the Treasury Regulations, have to recover such financial loss. Further, the actions that would have resulted in such financial loss would inevitably be a violation of the departmental policies. The same will subject the parties involved to a disciplinary hearing. In cases of Section 21 schools, their functions may also be withdrawn or terminated as stated in Section 22 of SASA.
- 4.8. In terms of Section 18 (1) (aa) of the Employment of Educators Act, an official who deliberately inflates/distorts learner numbers would be committing a misconduct, the end result of which could be a dismissal. Secondly, the misconduct may still be referred to the South African Council for Educators in which the educator's certificate may be revoked. Further, persons found guilty may be subjected to a sanction ranging from a hefty fine to imprisonment and/or the combination of both.

5. VERIFICATION

The verification of survey data means that a representative sample of the survey data is physically verified at the source, which in this case is at a few selected schools. The purpose of the verification procedure is to establish whether the schools have effectively and honestly completed the survey instrument.

The process of obtaining accurate statistics provides the Gauteng Department of Education with strategic information and any irregularities with regard to this are deemed fraudulent.

5.1. Methodology

Head Office or a mandated party and District Officials representing the Head of Department will visit any school / centre / college to verify information in connection with the affairs of the institution. The relevant GDE officials or mandated party will conduct the verification visit as follows:

- 5.1.1. Undertake discussions with the principal and educators to establish the correctness of learner numbers.
- 5.1.2. Examine any document (e.g. class registers and class lists), book or article relevant to the verification procedure. Where necessary copies of the relevant documents will be made.
- 5.1.1 Conduct visual monitoring to establish the accuracy of basic school information (e.g. number of classrooms).

A representative sample of institutions will be chosen. Selection will be random, although an attempt will be made to represent all districts and types of schools.

6. GENERAL

- 6.1. The survey and other supporting documents will be provided to institutions prior to the survey date.
- 6.2. Head of schools/centres/colleges will be required to **verify the correctness** of the captured information by completing and signing the survey form as well as the clearance document in the survey form.
- 6.3. It is the responsibility of the Head of Institution to ensure that survey forms are correctly completed and submitted by the due date to the relevant district. **Head of institutions are warned against submitting incomplete forms and making any false statement.**
- 6.4. Learners who have been continuously absent since the first day of school to the date of the survey (without a valid reason) should not be included in the survey.

SIGNED : BOY NGOBENI
HEAD OF DEPARTMENT
DATE: 20/09/2013



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

Guidelines, with examples, for completing Survey 10th School Day Headcount Survey

Introduction

All schools have been supplied with a copy of the relevant circular, headcount form and software CD. Schools are expected to return a signed, completed manual survey or printout of the form, its photocopy and a memory stick (with the captured information), to the district office on **28 January 2014**. Schools that do not have access to computers should return a signed, completed manual survey form and its photocopy.

Please note the following:

- Section 1 applies to ordinary schools.
- Section 2 applies to special schools.
- Section 3 applies to ECD centres.

The software user manual should be used by all schools that have computers to install the computer capture software.

Section 1: Explanation of the Tables (Ordinary Schools)

Table 1: School Details

Fill in your school's details even if nothing has changed. The EMIS unit will update any information that has changed except for the school's name. To assist us in keeping our address list uniform, please complete in this order:

- Physical Address:**
1. Street Number
 2. Street Name
 3. Township or Village
 4. Suburb
 5. Town or City
 6. Postal Code
- Postal Address:**
1. Post Box or Private Bag
 2. Post Office
 3. Postal Code

Telephone and Fax numbers: These numbers must be 10 characters long, beginning with the code and followed by the number with no spaces in between, e.g. 0113550000.

Does the school have hostel facilities for learners: Applies to schools that have hostel facilities. Indicate the number of learners residing in the school hostel

Example:

1. School details				
School Name	USIZO LWETHU PRIMARY SCHOOL			
Physical address	Postal address (mark with a tick if same as Physical)			
78/71177	PO BOX 265			
SIGALO STREET	KWA-XUMA			
ZOLA NORTH	Postal Code	1867		
SOWETO	Telephone	0113550142		
JOHANNESBURG	Facsimile	0113550670		
Postal Code	1868	Cell phone	0834567890	
E-mail address	311621@gde.za.net			
Title, Initials and Surname of principal	MR.	MJ	MPSHE	
Who owns the land on which the school is located		[1=State; 2=Church; 3=Mine; 4=Farm; 5=Hospital; 6=Trust; 7=Company; 8=Private Individual; 9=Factory; 10=Other: (specify below)]		
Other				
Does the school have hostel facilities for learners				
If yes, what is the total number of these learners that are accommodated in the hostels?	Male		Female	
If you have Grade R classes in your school, how many of them	Funded by the GDE		Not funded by the GDE	

Table 2.1: Number of learners by grade, classes and repeaters

Indicate the number of learners in each grade, the number of class units (groups of learners per grade) and the number of repeaters, i.e. first time repeaters, second time repeaters, etc.

Please note: *Grade SP special class refers to a class of learners with special education needs in an ordinary school. The total number of learners in this table should tally with the total number of learners in tables 7 and 8.*

Example

2.1 Number of learners by grade, class and repeaters (Please note that for each grade with enrolment, the number of class units must be specified)					Number of learners repeating a grade this year					
Grade	Male	Female	Total	Classes	1st time		2nd time		More than twice	
					Male	Female	Male	Female	Male	Female
Pre-Grade R	35	28	63	3						
Grade R	42	32	74	3						
Grade 1	89	89	178	4	5	5	2	1		
Grade 2	83	89	172	4						
Grade 3	85	86	171	4						
Grade 4	74	82	156	4		1				
Grade 5	78	91	169	4						
Grade 6	85	98	183	4						
Grade 7	86	83	169	4						
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										
Special										
Other**										
Total	660	678	1,338	34	5	6	2			

Table 2.2: Remedial/Aid Classes

Refers to a class of learners that are temporarily receiving remedial tuition. Numbers of these learners are already included in the grade classes.

Example

2.2 How many learners are in Remedial/Aid classes? (Remedial/Aid classes refers to a class of learners that are temporarily receiving remedial tuition. These learners are already included in their grade classes.)	Male	Female	Total

Table 3: Number of Grade 1 and 2 learners by age

Indicate the number of learners in Grade 1 and Grade 2 in your school according to their ages. Please note that the total number of these learners should be the same as the total number of learners for the same Grades in Table 3. (This table is used to monitor over-aged and under-aged learners that enter the system.)

Example

3. Number of Grade 1 and 2 learners by age	Grade 1			Grade 2		
	Male	Female	Total	Male	Female	Total
Turning 6 yrs on 1 July, and younger	13	24	37			
6 yrs before 30 June	38	24	62	2	2	4
7 yrs	38	41	79	41	50	91
8 yrs				38	36	74
Over 8 yrs				2	1	3
Total	89	89	178	83	89	172

Table 4: Financial contribution per learner (Schools fees)

Indicate the amount that each learner will have to pay as school fees for this year. *In cases of schools that have hostel facilities, this excludes hostel fees.*

Example

4.1 Financial contribution per learner (Fee paying public schools and All independent schools)		
Compulsory annual school fees per learner (Excluding Grade R)	R	- 00
Hostel fees per learner (if any)	R	- 00

Example

4.2 If this school has been declared a "No Fee" school, what is the average voluntary contribution per learner?			
(if parents have agreed to it)		R	- 00

Table 5: Number of learners that were exempted from paying school fees in the previous academic year – 2013 (Excluding Grade R)

Indicate the number of learners that have been exempted from paying fees in 2013

Example

5. Number of learners that were exempted from paying school fees in the previous academic year - 2013 (Excluding Grade R)	Male	Female	Total
Number of learners eligible to pay full school fees			
Number of learners who get Partial exemption			
Number of learners who get Conditional exemption			
Number of learners who get Full exemption (this will be the total previous year's enrolment in 'No Fee' schools)			
Total			

Table 6: Number of learners migrating into Gauteng in 2014

Indicate the number of learners that have transferred from other provinces or countries into Gauteng. Please count only those learners that have joined your school in 2014.

Example

6. Number of learners migrating into Gauteng in 2014 from... (Please note that this table should not include learners that migrated in previous years)	Male	Female	Total
Eastern Cape			
Free State		2	2
KwaZulu-Natal	3		3
Limpopo	4	5	9
Mpumalanga		3	3
Northern Cape		1	1
North West			
Western Cape			
Foreign Countries	2	1	3
Total	9	12	21

Table 7: Number of learners who travel within the specified radius from school

Indicate the number of learners according to the distance they travel to school. This includes learners that are accommodated in hostels.

The total number of learners in this table should tally with the total number of learners in tables 2.1 and 8.

Example

7. Number of learners who travel within the specified radius from school (Please ensure that you account for a learner in one category only)	Male	Female	Total
Less than 5 km	179	196	375
Between 5 and 10 km	159	169	328
Between 10 and 15 km	184	186	370
Between 15 and 20 km	91	83	174
Between 20 and 25 km	44	40	84
Greater than 25 km	3	4	7
Total	660	678	1,338

Table 8: Number of learners whose parent/guardian profile falls within the following criteria

Indicate the number of learners in relation to the status of their parents/guardians as provided for in the Admissions Policy.

Please note:

- This table applies to the parents/guardians with whom the learner resides.
- Do not double count in the case where parents/guardians reside and work in the area.
- Each learner must be accounted for once in this table.

The total number of learners in this table should tally with the total number of learners in tables 2.1 and 7.

Example:

8. Number of learners whose Parent/Guardian profile falls within the following criteria (Please ensure that you account for a learner in one category only)	Male	Female	Total
(i) Parents/guardians are residents in the area (excludes learners in categories ii and iii)	260	280	540
(ii) Parents/guardians work in the area (excludes learners in categories i and iii)	92	91	183
(iii) Parents/guardians do not live or work in the area (excludes learners in categories i and ii)	308	307	615
(iv) Learners who migrate (travel) daily from a neighbouring province (excludes learners in categories i, ii and iii)			
Total	660	678	1,338

Table g: Personnel information

Personnel by employment category remunerated by the State (Excluding independent schools)

Indicate the number of personnel employed by the State at the school by gender, rank and type of employment.

Please note: Public schools should have one principal only.

Personnel by employment category remunerated by the Governing Body/Private Paid:

Indicate the number of personnel privately employed at the school by gender, rank and type of employment.

Example

9	Personnel information												
	NOTES: 1. All staff employed at the school on the survey date must be indicated on the survey. 2. Staff who are on leave must be indicated even if they have been replaced by substitutes 3. Independent schools must ONLY indicate their staff under the heading "Governing Body/Private Paid", 4. NO staff member should be counted more than once.												
	Staff Category		Permanent		Temporary		Substitute educators		Total				
			Full-time	Part-time	Full-time	Part-time	Full-time	Part-time					
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Personnel by employment category remunerated by the State (Excluding independent schools)													
Principal	1												1
Deputy Principal	1	1											2
Head of Department	2	2											4
Educators		24											24
Professional non-teaching staff													
Administrative staff		2											2
Support staff	1	2			1								4
Early Childhood Development Practitioners													
Special Class Educators													
Aid Class Educators													
ESSP: School patrollers													
ESSP: Home work support /sports support supervisors													
Non-teaching staff in hostel													
Personnel by employment category remunerated by the Governing Body/Private Paid (Including Independent schools)													
Principal													
Deputy Principal													
Head of Department													
Educators													
Professional non-teaching staff													
Administrative staff													
Support staff													
Early Childhood Development Practitioners													
Special Class Educators													
Aid Class Educators													
Non-teaching staff in hostel													
Total	5	31			1								37

Section 2: Explanation of the Tables (Special Schools)

Table 1: School Details

Fill in your school's details even if nothing has changed. The EMIS unit will update any information that has changed except for the school's name. To assist us in keeping our address list uniform, please complete in this order:

Physical Address:

1. Street Number
2. Street Name
3. Township or Village
4. Suburb
5. Town or City
6. Postal Code

Postal Address:

1. Post Box or Private Bag
2. Post Office
3. Postal Code

Telephone and Fax numbers: These numbers must be 10 characters long, beginning with the code and followed by the number with no spaces in between, e.g. 0113550000.

Does the school have hostel facilities for learners: Applies to schools that have hostel facilities. Indicate the number of learners residing in the school hostel

Example:

1. School details				
School Name	USIZO LWETHU PRIMARY SCHOOL			
Physical address	Postal address (mark with a tick if same as Physical)			
78/71177	PO BOX 265			
SIGALO STREET	KWA-XUMA			
ZOLA NORTH	Postal Code	1867		
SOWETO	Telephone	0113550142		
JOHANNESBURG	Facsimile	0113550670		
Postal Code	1868	Cell phone	0834567890	
E-mail address	311621@gde.za.net			
Title, Initials and Surname of principal	MR.	MJ	MPSHE	
Who owns the land on which the school is located		[1=State; 2=Church; 3=Mine; 4=Farm; 5=Hospital; 6=Trust; 7=Company; 8=Private Individual; 9=Factory; 10=Other: (specify below)]		
Other				
Does the school have hostel facilities for learners				
If yes, what is the total number of these learners that are accommodated in the hostels?		Male		Female
If you have Grade R classes in your school, how many of them		Funded by the GDE		Not funded by the GDE

Table 2: Number of learners by grade, classes and repeaters

Indicate the number of learners in each grade, the number of class units (groups of learners per grade) and the number of repeaters, i.e. first time repeaters, second time repeaters, etc.

Please note: *Grade SP special class refers to a class of learners with special education needs in an ordinary school. The total number of learners in this table should tally with the total number of learners in tables 7 and 8.*

Example

2. Number of learners by grade and class (Please note that for each grade with enrolment, the number of class units must be specified)	Number of learners			Number of Classes
	Male	Female	Total	
Pre-Grade R				
Grade R				
Grade 1	106	45	151	9
Grade 2	35	31	66	4
Grade 3	60	19	79	5
Grade 4	42	29	71	4
Grade 5	103	40	143	9
Grade 6	40	40	80	5
Grade 7	30	30	60	4
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
Special				
Aid Learning/Remedial				
Pre-vocational				
Other**				
Total	416	234	650	40

Table 3: Number of learners by disability

Indicate the number of learners per disability. Please note that in cases of multiple disabilities, learners should be counted in their primary disabilities.

Please note: Learners in places of safety and street children should be indicated under SBD. The total number of learners in this table should tally with the total number of learners in table 2 and 8.

Example

3. Number of learners by disability	Male	Female	Total
Autistic Spectrum Disorder			
Blind			
Cerebral Palsied (CP)			
Deaf			
Epileptic			
Hard of Hearing			
Mild/Moderate Mentally Handicapped (MMH)			
Partially Sighted			
Physically Disabled (PD)			
Severe Behavioural Disorder (SBD)			
Severely Mentally Handicapped (SMH)			
Specific Learning Disabled (SLD)	416	234	650
Other: Learning in Hospital Schools and Schools of Focussed Learning			
Total	416	234	650

Table 4: Financial contribution per learner (Schools fees)

Indicate the amount that each learner will have to pay as school fees for this year. *In cases of schools that have hostel facilities, this excludes hostel fees.*

Example

4.1 Financial contribution per learner (Fee paying public schools and All independent schools)			
Compulsory annual school fees per learner (Excluding Grade R)	R		- 00
Hostel fees per learner (if any)	R		- 00

Example

4.2 If this school has been declared a "No Fee" school, what is the average voluntary contribution per learner? (if parents have agreed to it)			
	R		- 00

Table 5: Number of learners that were exempted from paying school fees in the previous academic year – 2013 (Excluding Grade R)

Indicate the number of learners that have been exempted from paying fees in 2013

Example

5. Number of learners that were exempted from paying school fees in the previous academic year - 2013 (Excluding Grade R)	Male	Female	Total
Number of learners eligible to pay full school fees			
Number of learners who get Partial exemption			
Number of learners who get Conditional exemption			
Number of learners who get Full exemption (this will be the total previous year's enrolment in 'No Fee' schools)			
Total			

Table 6: Number of learners migrating into Gauteng in 2014

Indicate the number of learners that have transferred from other provinces or countries into Gauteng. Please count only those learners that have joined your school in 2014.

Example

6. Number of learners migrating into Gauteng in 2014 from... (Please note that this table should not include learners that migrated in previous years)	Male	Female	Total
Eastern Cape			
Free State		2	2
KwaZulu-Natal	3		3
Limpopo	4	5	9
Mpumalanga		3	3
Northern Cape		1	1
North West			
Western Cape			
Foreign Countries	2	1	3
Total	9	12	21

Table 7: Number of learners who travel within the specified radius from school

Indicate the number of learners according to the distance they travel to school. This includes learners that are accommodated in hostels.

The total number of learners in this table should tally with the total number of learners in tables 2 and 8.

Example

7. Number of learners who travel within the specified radius from school (Please ensure that you account for a learner in one category only)	Male	Female	Total
Less than 5 km	97	100	197
Between 5 and 10 km	76	73	149
Between 10 and 15 km	104	30	134
Between 15 and 20 km	92		92
Between 20 and 25 km	44	27	71
Greater than 25 km	3	4	7
Total	416	234	650

Table 8: Number of learners whose parent/guardian profile falls within the following criteria

Indicate the number of learners in relation to the status of their parents/guardians as provided for in the Admissions Policy.

Please note:

- This table applies to the parents/guardians with whom the learner resides.
- Do not double count in the case where parents/guardians reside and work in the area.
- Each learner must be accounted for once in this table.

The total number of learners in this table should tally with the total number of learners in tables 2 and 7.

Example:

8. Number of learners whose Parent/Guardian profile falls within the following criteria (Please ensure that you account for a learner in one category only)	Male	Female	Total
(i) Parents/guardians are residents in the area (excludes learners in categories ii and iii)	230	150	380
(ii) Parents/guardians work in the area (excludes learners in categories i and iii)	72	51	126
(iii) Parents/guardians do not live or work in the area (excludes learners in categories i and ii)	114	30	144
(iv) Learners who migrate (travel) daily from a neighbouring province (excludes learners in categories i, ii and iii)			
Total	416	234	650

Table 9: Personnel information

Personnel by employment category remunerated by the State (Excluding independent schools)

Indicate the number of personnel employed by the State at the school by gender, rank and type of employment.

Please note: Public schools must have one principal only.

Personnel by employment category remunerated by the Governing Body/Private Paid:

Indicate the number of personnel privately employed at the school by gender, rank and type of employment.

Example

9 Personnel information																									
NOTES: 1. All staff employed at the school on the survey date must be indicated on the survey. 2. Staff who are on leave must be indicated even if they have been replaced by substitutes 3. Independent schools must ONLY indicate their staff under the heading "Governing Body/Private Paid", 4. NO staff member should be counted more than once.																									
Staff Category	Remunerated by the State												Remunerated by the SGB / Remunerated privately												Total
	Permanent				Temporary				Substitutes				Permanent				Temporary				Substitutes				
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time		Full-time		Part-time		Full-time		Part-time		Full-time		Part-time		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Principal	1																								1
Deputy Principal		1																							1
Head of Department		2																							2
Educators	1	6				2																			9
Professional non-teaching staff																									
Administrative staff						1																			1
Support staff	1	4																							5
ECD Practitioners	1																								1
Specialised Auxiliary Services ***																									
Food Service Aid																									
Supervisor Food Services																									
Driver																									
House Keeping Supervisors																									
Child & Youth Care Workers																									
Professional Nurse						1																			1
Medical Specialists																									
Physiotherapists																									
Occupational Therapists																									
Psychologists: PL1																									
Psychologists: PL2																									
Psychologists: PL3																									
Social Workers																									
School Patrollers																									
Home work/Sports support																									
Non-teaching staff in hostel																									
Other																									
Total	4	13				4																			21

Section 3: Explanation of the Tables (ECD Centres)

Table 1: Centre Details

Fill in your centre's details even if nothing has changed. The EMIS unit will update any information that has changed. Please provide name and the EMIS number of the host school if using premises of the school. To assist us in keeping our address list uniform, please complete in this order:

- Physical Address:**
1. Street Number
 2. Street Name
 3. Township or Village
 4. Suburb
 5. Town or City
 6. Postal Code
- Postal Address:**
1. Post Box or Private Bag
 2. Post Office
 3. Postal Code

Telephone and Fax numbers: These numbers must be 10 characters long, beginning with the code and followed by the number with no spaces in between, e.g. 0113550000.

Example:

1. Centre details									
Centre Name									
USIZO LWETHU EARLY CHILD DEVELOPMENT CENTRE									
Host school name (if using premises of a school)					EMIS number of the host school		700311621		
USIZO LWETHU PRIMARY SCHOOL									
Physical address					Postal address (mark with a tick if s				
78/71177					PO BOX 265				
SIGALO STREET					KWA-XUMA				
ZOLA NORTH					Postal Code		1867		
SOWETO					Telephone		0113550142		
JOHANNESBURG					Facsimile		0113550670		
Postal Code		1868			Cell phone		0834567890		
E-mail address		311621@gde.za.net							
Title, Initials and Surname of principal		MR.	MJ	MPSHE					
Who owns the land on which the centre is located					[1=State; 2=Church; 3=Mine; 4=Farm; 5=Hospital; 6=Trust; 7=Company; 8=Private Individual; 9=Factory; 10=Other: (specify below)]				
Other									

Table 2: Number of learners by grade, classes and repeaters

Indicate the number of learners in each grade total and the number of class units per grade.

Example

2. Number of learners by grade, class and repeaters (Please note that for each grade with enrolment, the number of class units must be specified)					Number of learners repeating a grade this year					
Grade	Male	Female	Total	Classes	1st time		2nd time		More than twice	
					Male	Female	Male	Female	Male	Female
Pre-Grade R	35	28	63	3						
Grade R	42	32	74	3						
Total	77	60	137	6						

Table 3: Number of Pre-Grade R learners by age

Indicate the number of learners in Pre-Grade R in your centre according to their ages. Please note that the total number of these learners should be the same as the total number of learners for the same Grades in Table 2.

Example

3. Number of Pre-Grade R learners by age	Male	Female	Total
1 year old and younger			
2 years old	7	5	12
3 Years old	13	9	22
4 years old	10	9	19
5 years old	5	5	10
6 years old			
7 years old			
Total	35	28	63

Table 4: Number of Grade R learners by age

Indicate the number of learners in Grade R in your centre according to their ages. Please note that the total number of these learners should be the same as the total number of learners for the same Grades in Table 2.

Example

4. Number of Grade R learners by age	Male	Female	Total
5 years old and younger	15	12	27
6 years old	14	9	23
7 years and older	13	11	24
Total	42	32	74

Table 5: Financial contribution per learner (Schools fees)

Indicate the amount that each learner will have to pay as school fees for this year.

Example

5. Financial contribution per learner			
Annual fees per learner in Pre-Grade R	R	500	- 00
Annual fees per learner in Grade R	R	450	- 00

Table 6: Personnel information

Personnel by employment category remunerated by the State/ Governing Body/Private

Paid: Indicate the number of personnel employed at the centre by gender, rank and type of employment.

Example

6. Personnel Information	Male	Female	Total
Educators / Practitioners		6	6
Professional non-teaching staff			
Administrative staff		2	2
Support staff	1	1	2
Total	1	9	10

Table 7: Subsidised Personnel Information

Personnel subsidised by the State: Indicate the number of personnel employed at the centre subsidised /not subsidised by state.

Example

7. Of the Educators / Practitioners mentioned above, how many are subsidised / not subsidised by the GDE?	Subsidised	Not subsidised
	3	3

**GAUTENG PROVINCE**EDUCATION
REPUBLIC OF SOUTH AFRICA

Guidelines, with examples, for completing Survey Snap Survey for Special Schools

1. Schools are expected to return a signed, completed manual survey or printout of the form, a photocopy and the electronic database with the captured information (on a memory stick). Schools that do not have access to computers should return a signed, completed manual survey form and a photocopy.
2. All the information provided must pertain to the survey date, i.e. **Tuesday, 4 March 2014.**
3. Learners who are absent on the survey date must be counted. The principal must ensure that learners and staff are not counted twice
4. The principal, and at the district office a district official, must ascertain the validity of the information contained in the Special Schools Snap Survey forms.
5. The completed survey and a photo copy must be submitted to Education Operations Support & DISM office at the district by **Thursday, 13 March 2014.**

**GAUTENG PROVINCE**EDUCATION
REPUBLIC OF SOUTH AFRICA**Guidelines, with examples, for
completing Survey
Snap Survey for AET Centres**

1. The data provided in the survey form should be a collation (ONE form) of data from ALL satellites, including the main centre if it operates as a satellite.
2. All the information provided must pertain to the survey date, i.e. **Tuesday, 4 March 2014.**
3. All centres must also fill in the staff information as pertaining to the centre and satellites.
4. Adult learners who are absent on the survey date must also be counted.
5. Centres must ensure that learners and staff are not counted twice.
6. The site manager/principal and at the district office, a district official must ascertain the validity of the information contained in the AET Centres Snap Survey forms
7. The completed survey and a photo copy must be submitted to Education Operations Support & DISM office at the district by **Thursday, 13 March 2014.**



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

Guidelines, with examples, for completing Survey Annual Survey for Ordinary Schools

1. All principals are expected to complete the survey form using the electronic tools (i.e. SA-SAMS or any other accredited SAMS), if, for some reason, this cannot be done principals should complete the survey form manually and attach a letter stating reasons to the District Director.
2. All the information provided must pertain to the survey date, i.e. **Tuesday, 4 March 2014.**
3. All registered learners and educators who are absent on the survey date must be counted. **The principal must ensure that learners and staff are not counted twice.**
4. It is important to collect learner and educator information in terms of race and gender in order to track the extent to which equity and access are being addressed.
5. The subject code list must be made available to educators for the completion of educator form.
6. LoLT, language and subject information should be complete and correct, as these impacts on post provisioning processes.
7. **The principal, and, at the district office, the District Director, must ascertain the validity of all information contained in the Annual School Survey form and in the accompanying educator forms by completing, signing and stamping the verification and clearance section, and signing the declaration (page 1) as well as attaching it to the printout of the survey instrument.**

Forms which are found to have incomplete or incorrect data will be returned to the source (school) for correction.

8. A copy of the completed clearance document, the survey form and the source documentation for audit purposes must be retained and filed by the school for audit purposes.
9. The principals should ensure that the following are submitted to the Education Operations Support & DISM office at the district by **Tuesday, 18 March 2014:**
 - A printout of the completed survey form, including educator forms with the original signatures and photocopies of these forms - **original forms are for Head Office, and copies are to remain at the district office.**
 - SB Flash Disk with 2014 Annual Survey data.

OR

10. **A manually completed and signed survey form, including educator forms together with duplicate of the forms and a letter stating reasons why the form could not be completed electronically.**



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

Guidelines, with examples, for completing Survey Annual Survey for ECD Centres

1. Schools are expected to return a signed, completed manual survey or printout of the form, a photocopy and the electronic database with the captured information (on a memory stick). Schools that do not have access to computers should return a signed, completed manual survey form and a photocopy.
2. All the information provided must pertain to the survey date, i.e. **Tuesday, 4 March 2014**.
3. Learners who are absent on the survey date must be counted.
4. The educator/practitioner and the site manager/principal must sign the educator/practitioner form in the space provided.
5. **The site manager/principal must ensure that learners and staff are not counted twice.**
6. The subject code list must be made available to educators for the completion of educator form.
7. It is important to collect learner and educator information in terms of race and gender in order to track the extent to which equity and access are being addressed.
8. Section 2 – LEARNER INFORMATION – Note that the totals for table 2.2, 2.3 AND Table 2.4 should equal to the totals of Table 2.1.
9. Section 3 – **PERSONNEL STAFF** – pertains **only** to staff involved in ECD education, i.e. **Grade R** and **Pre-Grade R** classes
10. Section 4 – **EDUCATOR/PRACTITIONER INFORMATION** – must be filled by all educators /practitioners teaching **Grade R** and **Pre-Grade R** learners. *Note* that the **EDUCATOR/PRACTITIONER INFORMATION** form for Annual School Survey **may look** the “same” as the one for **ECD**, the information collected is not the same. So, please fill in the one for ECD survey. If there are any problems, feel free to contact your district official for assistance
11. **The VERIFICATION AND CLEARANCE SECTION** – must be completed in full and signed by **all** the designated personnel. If they are not completed in full, the forms will not be accepted and will be sent to the District.
12. The site manager/principal and, at the District Office, a district official must ascertain the validity of the information contained in the ECD Centres Annual Survey form.
13. The completed survey and photo copy must be submitted to the Education Operations Support & DISM office at the district by **Thursday, 20 March 2014**.



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

Guidelines, with examples, for completing Survey Annual Survey for AET Centres

1. According **to** the acts (as outlined in the legislative framework), the Department of Education may record or collect all relevant information from centres/satellites relating to education in the province.
2. The data provided in the survey form should be a collation of data from ALL satellites, including the main centre if it operates as a satellite.
3. All the centre information provided must pertain to the survey date, i.e. **Tuesday, 6 May 2014.**
4. Adult learners who are absent on the survey date must also be counted.
5. It is important to collect learner and educator information in terms of race and gender in order to track the extent to which equity and access are being addressed.
6. Main centres must ensure that learners and staff are not counted twice.
7. The subject code list must be made available to educators for the completion of educator form.
8. The educator and the site manager/principal must sign the educator form in the space provided.
9. The site manager/principal and a district official must ascertain the validity of the information contained in the AET Centres Annual Survey forms (and in the educator forms).
10. The completed survey and a photo copy should be submitted to the Education Operations Support & DISM office at the district by **Tuesday, 20 May 2014.**



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

Guidelines, with examples, for completing Survey

Annual Survey for Special Schools

1. Schools are expected to return a signed, completed manual survey or printout of the form, a photocopy and the electronic database with the captured information (on a memory stick). Schools that do not have access to computers should return a signed, completed manual survey form and a photocopy
2. All the information provided must pertain to the survey date, i.e. **Thursday, 4 September 2014.**
3. Learners who are absent on the survey date must be counted.
4. However, learners temporarily enrolled at hospital schools **should NOT be counted**, as these institutions will fill in separate survey questionnaires.
5. It is important to collect learner and educator information in terms of race and gender in order to track the extent to which equity and access are being addressed.
6. **The principal must ensure that learners and staff are not counted twice.**
7. The subject code list must be made available to educators for the completion of the educator form.
8. The **educator and the school principal** must sign the educator form in the space provided.
9. The school principal and, at the District Office, a district official must ascertain the validity of the information contained in the Special Schools Annual Survey forms and in the accompanying forms.
10. The completed survey form and a photo copy should be submitted to the Education Operation Support & DISM office at the district by **Tuesday, 16 September 2014.**