

# Wat word van die skool verwag indien die Departement die skool besoek vir 'n skool evaluering? (WSE)?

**PRESENTED BY: Martin Botha**  
DATE: 24 Mei 2022



DIE VERANDERING IN ONDERWYS  
THE CHANGE IN EDUCATION

**Die proses van die  
departementele besoek  
[Geheel Skool Evaluering]  
bestaan uit twee fases:**

**Whole School Evaluation through the  
medium of a school visit in  
preparation for the official Quality  
Assurance Visit.**

**SAOU**

**Phase 1: Virtual consultation with the principal after Pre-Evaluation meeting [2 to 3 hours] – more or less two weeks before the formal visit/phase 2.**

**Phase 2: Visit by Quality Assurance team.  
Duration of visit- two days**

**Virtual consultation with the principal after  
Pre-Evaluation meeting [2 to 3 hours] –  
more or less two weeks before the formal  
visit/phase 2.**

**FASE 1 / PHASE 1**

**SΔOU**



## Fase 1 besoek deur spanleier:

- Kontrole van generiese inligting soos algemene inligting van die skool en pre-evaluering.
- Konsultasieproses:
- 1. Opdatering van kontakbesonderhede.
- 2. Bestuursplan.
- 3. Voorbereiding van dokumente. [Annexure A]
- 4. Rol van die IWSE koördineerder/ Onderhoude met Beheerliggaam en ander komitee lede.
- 5. Fasiliteit waar evaluering gaan plaasvind.
- 6. Beskikbare bronne.
- 7. Parkering vir besoekende beamptes.



**ANNEXTURE A – DOCUMENTS TO PREPARE  
FOR THE VISIT:** Post covid 19 period. Only three  
of the 9 focus areas.

- ✓ **A.1 GOVERNANCE/ BESTUUR**
- ✓ **A2 CURRICULUM PROVISIONING AND RESOURCES/  
KURRIKULUMVOORSIENING EN -HULPBRONNE**
- ✓ **A3. PARENTS AND COMMUNITY/  
OUIERS EN GEMEENSKAP**



## A1 GOVERNANCE

- ✓ Minutes of meetings
- ✓ Policies
- ✓ Handover
- ✓ Evidence of training
- ✓ Financial management
- ✓ Practices for payments/ receipts
- ✓ Petty Cash
- ✓ Audited Financial Statements
- ✓ Human Resource management
- ✓ Purchasing and management of physical resources





### A2 CURRICULUM PROVISIONING AND RESOURCES

- ✓ **LTSM File**
- ✓ **Procurement of LTSM**
- ✓ **Resources/ Records**





## A3 PARENTS AND COMMUNITY

- ✓ **Records of meetings**
- ✓ **Policies**
- ✓ **Curriculum matters**
- ✓ **Records of partnership with the community**



# A1 GOVERNANCE

- ✓ **Minutes of meetings:** SGB meetings, election of office bearers, handover process, AGM, Resolutions, attendance registers, approved Petty cash float amount.
- ✓ **Policies:** Vision/ mission, SGB constitution, Admission, Finance, Religion, Code of conduct for learners, Language.
- ✓ **Evidence of training:** focus on training, Invitations/s, service providers, number of portfolio attendees
- ✓ **Financial management:** Finance policy, receipt books, cash receipt journal, cash payment journal, deposit book/s.
- ✓ **Proper practices for payments/ receipts:** Budget, supporting documents for payments, invoices, EFT requisition forms, EFT elected authorizers of payments, EFT receipts/ payments.
- ✓ **Petty cash:** petty cash journal, vouchers for payments, monthly reconciliation of petty cash journal with vouchers and cash payment journal.

# A1 GOVERNANCE

- ✓ **Audited Financial Statements:** Service level agreement from the auditor/s, Audited financial statements, Reports by the auditor/s, evidence of submission of reports to the provincial HOD.
- ✓ **Human resource management:** Recruitment/ employment policy/ procures [within legislation], SGB employment contracts, Tax payments to SARS.
- ✓ **Purchasing and management of physical resources:** Completed purchase requisition forms, Quotations, Payments according to invoices, Appointment of asset register controller, asset register, evidence of periodic stock taking, movement of assets.

## A2 CURRICULUM PROVISIONING AND RESOURCES

- ✓ **LTSM FILE:** Policy, inventory list, distribution record, retrieval record, reading books, laboratory resources, library resources.
- ✓ **Procurement of LTSM:** LTSM committee, service level agreement, list of preferred service providers, needs analysis, quotations for LTSM procurement.
- ✓ **Resources (Records):** Teaching resources available (computers, laptops, tablets, any other gadgets for on-line learning), Teaching and learning aids used (equipment, models, charts, data projectors, etc.)



## A3 PARENTS AND COMMUNITY

- ✓ **Records of meetings:** Notice, agenda and minutes of parent meetings, attendance registers, correspondence to parents (Letters, diaries, emails, records of telephone calls and SMS).
- ✓ **Policies:** Code of conduct for learners, minutes of disciplinary hearings.
- ✓ **Curriculum matters:** Parent-teacher conference book/ minutes QLTC meetings, copy of a report card.
- ✓ **Records of partnership with the community:** correspondence pertaining to partnerships with the community.

**Visit by Quality Assurance  
team. Duration of visit- two  
days**

**FASE 2/ PHASE 2**

**SΔOU**

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	A	B	C	D
1	Cycle Number			
2	Name of the School			
3	Emis no.			
4	District			
5				
6	Governance and Relations	Fill in only column B	Notes: Only for Supervisors own references/report writing	
7				
8	3.1 Election procedures and Training			
9	3.1.1 Was the SGB election conducted in a free and fair manner?	Choose one		
10	3.1.2 Has the SGB elected the required Office Bearers for the current year?	Choose one		
11	3.1.3 Indicate vacancies that exist on the SGB.			
12	Representatives on the SGB	Number of Vacancies		
13	3.1.3.1 Parents/Guardians			
14	3.1.3.2 Educators			
15	3.1.3.3 Non-teaching staff			
16	3.1.3.4 Learners (RCL)			
17	3.1.4 If any vacancies exist,			
18	3.1.4.1 Has there been co-option/by-elections	Choose one		
19	3.1.4.2 Is there any formalised intention to co-opt/by-elections	Choose one		
20	3.1.5 Has the previous SGB conducted a Handover of ALL the required documents as appears in the required checklist?	Choose one		
21	3.1.6 Did the incoming Chairperson sign the Checklist/Certificate?	Choose one		
	3.1.7 Trainings of SGB members - Provide the following information regarding Capacity Building of the School			

GOVERNANCE

CPR

PARENTS

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D58

	A	B	C	D
69	3.3.1.4 Money received, is recorded in the CRJ daily?	Choose one		
70				
71	3.3.2 Proper practices for payments			
72	3.3.2.1 Are payments accompanied by supporting documents (invoices etc.)?	Choose one		
73	3.3.2.2 Are payments accompanied by appropriately signed EFT requisition forms?	Choose one		
74	3.3.2.3 Are payments approved in line with the approved budget?	Choose one		
75	3.3.2.4 Are payments made by EFT?	Choose one		
76	3.3.2.5 Are all payments recorded on the Cash Payment Journal (CPJ) on daily basis?	Choose one		
77				
78	3.3.3 Petty Cash (PC)			
	3.3.3.1 In the event that petty cash amount exceeds R3000.00, has the SGB sought approval from the Director:			
79	School Financial Management and Governance?	Choose one		
80	3.3.3.2 Are all transactions recorded daily in the Petty Cash Journal?	Choose one		
81	3.3.3.3 Are Petty Cash Vouchers issued for all payments?	Choose one		
82	3.3.3.4 Does the Financial Officer complete a requisition form to supplement the PC float?	Choose one		
83	3.3.3.5 Does the school conduct a monthly reconciliation of PCJ with vouchers and CPJ?	Choose one		
84				
85	3.3.4 Budget Processes			
86	3.3.4.1 Was the Resolution to charge school fees (fee paying schools) adopted at the AGM?	Choose one		
87	3.3.4.2 Was the Budget compiled by the SGB?	Choose one		
88	3.3.4.3 Was the school Budget presented at the AGM?	Choose one		
89	3.3.4.4 Is the attendance register and minutes of the AGM available?	Choose one		
90	3.3.4.5 Does the budget contain the appropriate income and expenditure items	Choose one		

GOVERNANCE

CPR

PARENTS

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A13 4.1.4 Are reading books available and accessible to all learners?

	A	B	C
4	<b>District</b>		
5			
6	<b>4. CURRICULUM PROVISIONING AND RESOURCES</b>		Notes: Only for Su own references/r writing
7			
8	<b>4.1 The school provides curriculum resources to support teaching and learning</b>		
9			
10	4.1.1 Are there appropriate LTSM resources, that are in line with CAPS?	Choose one	
11	4.1.2 Are the LTSM resources sufficient? -each learner has access to a textbook / e-book per subject, per grade (in compliance with COVID-19 protocols)	Choose one	
12	4.1.3 Has the school made provision for FET( Physical Science, Technical Sciences, Civil Tech, Electrical Tech, Mechanical Tech) GET Science Tech. Natural Sciences, Technology) PAT's & Simulation resources?	Choose one	
13	4.1.4 Are reading books available and accessible to all learners?	Choose one	
14	,	Choose one	
15	4.1.6 Do learners have access to library, laboratory, tablets or other gadgets for on-line learning?	Choose one	
16	4.1.7 Are learners trained on the use of tablets as an effective gadget to enhance learning?	Choose one	
17	4.1.8 Are the following resources sufficiently available for educators/learners?		
18	(i) Computers/Laptops	Choose one	
19	(ii) Tablets	Choose one	
20	(ii) Data Projectors	Choose one	
21	(iv) Wifi/Data	Choose one	
22	(v) Any other	Choose one	

GOVERNANCE CPR PARENTS

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A134.1.4 Are reading books available and accessible to all learners?

A	B	C
25		
26	4.2 The school manages procurement, distribution, and retrieval of LTSM effectively	
27		
28	4.2.1 Has the LTSM Committee been appropriately established?	Choose one
29	4.2.2 Is there evidence of LTSM Committee meetings to determine prioritised LTSM needs based on stock-on-hand and budget availability?	Choose one
30	4.2.3 Does the staff have access to LTSM exhibitions?	Choose one
31	4.2.4 Is there evidence of LTSM procurement processes (based on Section 21.1c functional status of the school)?	Choose one
32	4.2.5 Are Service Level Agreement concluded in writing?	Choose one
33	4.2.6 Is there evidence of Proof of Orders / Requisition Forms?	Choose one
34	4.2.7 Is there evidence of proof of Deliveries - aligned to orders placed?	Choose one
35	4.2.8 Does the school have detailed inventory lists?	Choose one
36	4.2.9 Is there a Management Plan for the distribution of LTSM?	Choose one
37	4.2.10 Does the Management Plan for the distribution of LTSM affect contact time?	Choose one
38	4.2.11 Does the LTSM Policy outline distribution and retrieval processes?	Choose one
39	4.2.12 Does the LTSM Policy outline retrieval of tablets and all other resources?	Choose one
40	4.2.13 Does the School sensitise parents regarding liability of lost and damaged LTSM (e.g textbooks)?	Choose one
41	4.2.14 Are LTSM Inventory lists updated quarterly / as stock is received?	Choose one
42	4.2.15 Is there evidence of LTSM audits that are conducted at the end of each quarter?	Choose one
43		
44		
45		
46		

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A243.3.1 Does the school advise parents on how to assist learners with homework?

	A	B	C
6	3. PARENTS AND COMMUNITY		Notes: Only for Supervisors own references/report writing
7			
8	3.1 Mode of communication		
9			
10	3.1.1 What mode of communication does the school use to contact parents?		
11	3.1.2 Which language is used by the school to communicate with parents?		
12	3.1.3 How frequent does the school meet with parents	Choose one	
13			
14	3.2 The school engages with parents on the following general matters		
15	3.2.1 School Rules	Choose one	
16	3.2.2 Uniform	Choose one	
17	3.2.3 Excursions/ Educational tours	Choose one	
18	3.2.4 Disciplinary matters	Choose one	
19	3.2.5 School fees	Choose one	
20	3.2.6 Issues of scholar transport	Choose one	
21			
22	3.3 Engagement of parents on Curriculum matters		
23			
24	3.3.1 Does the school advise parents on how to assist learners with homework?	Choose one	
25	3.3.2 Does the school encourage parents to assist learners to practice reading and Mathematics	Choose one	
26	3.3.3 Do all parents collect learners' quarterly report cards?	Choose one	

GOVERNANCECPRPARENTS

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## Addisionele inligting:

- ✓ Onderhoud met Beheerliggaam- ongeveer 1 uur lank.
- ✓ Gesprek met ouer wat toevallig die skool besoek.
- ✓ Gesprek met VLR.
- ✓ Gesprek met SMT.
- ✓ Kyk na algemene stand van infrastruktuur/badkamers.
- ✓ Voer gesprekke met die algemene assistente.
- ✓ Visie en missie in ingangsportaal?

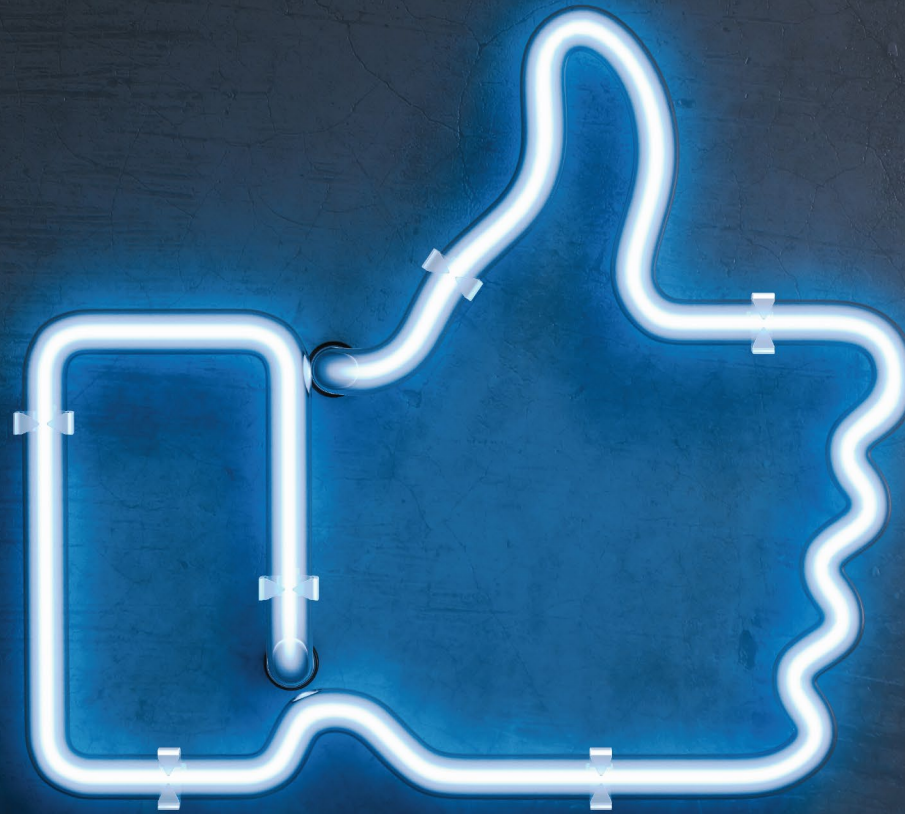
### Afsluiting:

Voer gesprek met hoof en gee voorlopige mondelinge terugvoering. Die formele verslag volg daarna.

The logo for SAOU is located in the bottom right corner. It features the letters 'S', 'A', 'O', and 'U' in a stylized font. The 'S' and 'O' are blue, while the 'A' and 'U' are yellow. The letters are set against a background of a large, light blue triangle that is composed of many thin, parallel lines radiating from a point at the top, creating a sense of depth and perspective.

SAOU

# SAOU



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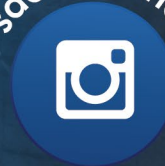
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