REPORT ON THE ANNUAL SCHOOL SURVEY

2010



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Department of Basic Education

2010

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ACRONYMS

ABET Adult Basic Education and Training
ASS Annual Survey for Ordinary Schools
DBE Department of Basic Education

EC Eastern Cape Province

ECD Early Childhood Development

EMIS Education Management Information System

EXAM Examination

FET Further Education and Training

FS Free-State Province

GET General Education and Training
GIS Geographic Information System

GT Gauteng Province HL Home Language

KZ KwaZulu-Natal Province LER Learner: Educator Ratio

LURITS Learner Unit Record Information Tracking System

LP Limpopo Province

LOLT Language of Learning and Training

MP Mpumalanga Province
NC Northern Cape Province
NW North West Province

PED Provincial Education Department

WC Western Cape Province

REPORT ON THE ANNUAL SCHOOL SURVEY

EXECUTIVE SUMMARY

1. SCHOOL INFORMATION

- *Multi-Grade Classes*: Close to 25% of ordinary schools (6427) had multi-grade classes in 2008. This figure reflects a 1% drop from 2007, wherein about 6858 ordinary schools had multi-grade classes.
- Average Class Size: The average class size in <u>public</u> ordinary schools was 38 in 2008. However there is some variation in average class size across provinces. Limpopo and KwaZulu-Natal provinces have the highest average class sizes of 39 and 38 respectively, while Northern Cape has the least average class size. Additionally, many schools have very large class sizes. For example, in 2008, over 6% of schools (1476) had an average class size of over 60, while close to 10% of schools (2292) had an average class size of between 51 and 60.

2. LEARNER INFORMATION

2.1 General learner information

- *Enrolment*: Learner enrolment at ordinary <u>independent</u> schools increased by 5.1% (from 348 410 to 367 057) between 2007 and 2008, while enrolment in <u>public</u> schools dropped by 1.4% over this period.
- *Race Distribution*: The majority of learners in ordinary schools in 2008 were Africans (85%) followed by coloureds (8%), whites (5%) and Asians/Indian (1.6). More than half of coloured learners were based in the Western Cape while 43% of white learners were in Gauteng.
- Learner Migration: The movement of learners from one province to the other has increased between 2007 and 2008. Gauteng received the largest number of learners (48 358) in 2008 followed by Eastern Cape (18 025).

2.2 Subject information

• Mathematics: Close to 51% of Grade 10 learners were enrolled in mathematics in 2008, reflecting a 5% increase since 2007. However retention of mathematics learners up to Grade 12 appears to be a challenge. For example, while close to 440 000 learners were enrolled in mathematics in Grade 11 in 2007, only 290 000 of these learners proceeded to Grade 12 in the following year.

• **Physical Science**: Close to one-third of Grade 10 learners were enrolled in Physical Science in 2008. As is the case for mathematics, learner retention in physical science up to Grade 12 is not ideal, with close to 100 000 less learners enrolled in Physical Science in Grade 12 in 2008, as compared to those enrolled in Grade 11 in 2007.

2.3 Language

- *Home Language*: The home language of the majority of learners in 2008 was IsiZulu (25%) followed by IsiXhosa (20.4%).
- **Preferred Language of Learning and Teaching:** Although the department encourages learners to learn in their home language, the majority of learners prefer to be taught in English (63%) and Afrikaans (11%) in 2008.
- Language of Learning and Teaching: The majority of learners (irrespective of grade) are taught in English (65% in 2008).

2.4 Learner pregnancy

- Close to 50 000 learners in ordinary schools were reported by principals as having being pregnant in 2007. The majority of these learners were from Kwazulu-Natal and Limpopo provinces.
- Most of the learners that fell pregnant in 2007 were in Grade 10 (12 465).

2.5 Orphan status of learners

Over 2m learners enrolled in ordinary schools in 2007 were orphans (having lost either one or both parents). Of these, close to 460 000 learners were reported as having lost both parents. KwaZulu-Natal had the highest number of orphans (742 206) followed by Eastern Cape (358 315).

2.6 Learner mortality

According to information provided by principals, over 10 000 learners died in 2007. Death from illness seems to be the dominant causes of death amongst learners followed by accidents. The majority of learners that died in 2007 resided in KwaZulu-Natal and Eastern Cape.

2.7 Social Grants

Over 2.6m learners (15%) were reported as having received social grants in 2008. The majority of these were from the KwaZulu-Natal and Eastern Cape Provinces.

REPORT ON THE ANNUAL SCHOOL SURVEY

1. INTRODUCTION

This publication is based on data collected via the 2007 and 2008 *Annual Survey for Ordinary Schools*¹ (ASS). The survey was undertaken by the former Department of Education together with provincial education departments (PEDs). The survey was conducted in March in all Ordinary Schools, both Public and Independent.

The data obtained for the ASS is self-reported by school principals. The ASS collects aggregated school-level information about the school, its learners and its educators (see **APPENDIX A** for the 2008 ASS questionnaire).

Although the ASS does not collect data about individual <u>learners</u>, it does collect detailed data on individual <u>educators</u> through the *Educator Form*, which is self-completed by individual school-based educators. However, this report does not include information obtained from the educator form.

This is the Department's first report on the ASS – a reflection of its growing confidence in the quality of data provided by schools to the Education Management Information System (EMIS). The report contains information aimed largely at supporting education departments in decision-making. Additionally, it serves as a rich source of information for the research community as well as the public in general.

The report provides information obtained from the ASS over a two-year period: 2007 and 2008. Although the report is confined to a two-year period, certain sections may consider trends over five years for comparative purposes.

The publication is arranged into seven sections: general school information, learner enrolment, staff information, languages in school, subject information, learner pregnancy, mortality in schools and social grants. The first section (school information) looks at the number of ordinary schools in 2007 and 2008. This section presents the distributions of ordinary schools by sector and province. It also reviews the evidence on schools with double shifts and multi-grade classes.

The second section focuses on learner enrolment in ordinary schools during this period. It examines the number of learners in ordinary schools by race, school sector, phase and gender. The section also includes a comparative table of learners in ordinary public and independent schools across five years.

Section 3 (Subject Information) focuses on the number of Grade 10, 11, and 12 learners taking mathematics, physical science and accounting as optional subjects.

 $^{^1}$ An Ordinary School is a school that is not a special school. A special school is one that is resourced to deliver education to learners requiring high-intensity support

The fourth section (Languages in Schools) looks at the number of learners by different language media (i.e. home language, language of learning and teaching and preferred language of learning and teaching). Home language is the language which a learner speaks at home. Language of learning and teaching refers to the medium of instruction in school. Preferred language of learning and teaching identifies the language in which the learner prefers to be taught.

The fifth section presents information on orphan status of learners and mortality in schools. This section of the report includes the results of number of learners who are orphaned (both double and single orphans) by phase of schooling. It also reviews the evidence of number of learners and educators who are deceased by cause of death.

The final section looks at the number of learners who receive social grants in each province.

2. METHODOLOGY

2.1. Instrument Development

The ASS questionnaire is designed at national level but undergoes a number of approval processes involving PEDs prior to its finalization, including approval by the Committee of Heads of Education Departments (HEDCOM). Only core data essential for an education management information system are reflected in the questionnaire. The instrument is piloted in a few schools prior to finalisation.

The instrument development process includes the development of standards, definitions and code classifications to ensure cross-provincial alignment and uniformity in the collection of data.

2.2. Data Collection

Data for the ASS is obtained in three ways:

- a) **through a paper-based system**: In this instance, school principals complete a printed version of the annual school survey form provided through the offices of the PED. Upon completion, the principal submits this form to the district/regional office which is expected to verify the information provided by the school before submitting it to the provincial Head Office for capturing. In some PEDs, the information from the questionnaire is captured at district level. The majority of schools in the country submit their ASS information in this way.
- b) via an electronic tool: In this case, schools are provided with an electronic tool (either via e-mail or by CD) on which they record their data. The completed files are then submitted to the PED either via e-mail or by CD. Most schools in Gauteng provide ASS data via this method.

c) by uploading data from programmes such as the South African School Administration and Management System (SA SAMS): In provinces where the South African School Administration and Management System (SA SAMS) and similar such programmes are widely used, the method of collecting data for the ASS is based on uploading data from a school's electronic administration and management system, into a database. Most schools in the Free State and Western Cape provide data to the PED in this way.

2.3. Integration of data

PEDs provide their individual databases on the ASS to the national Department, which, in turn, establishes a national database and integrates the provincial data into it. At this stage the DBE does not "clean" or "edit" the data received from provinces; nor does it undertake imputations on the data. The DBE is however in the process of establishing protocols and systems to undertake imputations.

2.4. Unit Response Rate

The response by schools to the ASS is excellent. In 2008, the unit response rate was 98%. This means that 98% of schools that received the survey form, responded to it. Variations in response rate across provinces were not substantial, ranging between 95% and 100%. Three provinces (Gauteng, North West and Northern Cape) had a 100% response rate.

The 2008 unit response rate reflects a 2% improvement on that noted in 2007. The following are the response rate according to Province.

Table 1: Unit Response Rate

	EC	FS	GT	KZ	LP	MP	NW	NC	WC	SA
2007	94%	94%	100%	97%	99%	95%	100%	96%	95%	96%
2008	99%	97%	100%	95%	97%	95%	100%	100%	97%	98%

2.5. Analysis

The Department developed a tabulation plan to serve as a guide for analysing and interpreting information collected through the ASS.

The analysis in this publication is based on descriptive statistics and a two-way cross-tabulation. The data was analysed using excel pivot tables.

Several data variables in this report are compared with data obtained from other surveys such as the Department's Snap and Mathematics and Science Surveys and the Stats SA General Household Survey. These comparisons were undertaken to assist in interpreting the validity of data obtained via the ASS.

Results from the ASS are often different from those of the Department's own Snap Survey because the two surveys are conducted at different times. While the Snap Survey is undertaken on the 10th day after schools open at the beginning of the year, the ASS is undertaken in March, at a time when schools are more settled. The relative comprehensiveness of the ASS could also be a factor in the results of the two surveys being different.

3. RESULTS

3.1. SCHOOL INFORMATION

This section examines the profile of ordinary schools in South Africa. Ordinary schools are schools that are not special schools (that is, schools that cater mainly for children with disabilities), and they include both independent² and public³ schools

3.1.1. Number of Schools

In 2008, there were 25 868 ordinary schools in South Africa, of which 1 161 (4.4%) were ordinary independent schools.

The majority of schools were located in the KZN (5 893 or 23%) and the Eastern Cape (5 732 or 22%) provinces, while Northern Cape hosted only just over 600 (2.3%) schools.

The majority of ordinary independent schools (415 in 2008) are located in the Gauteng Province followed by KwaZulu-Natal which had 132 ordinary independent schools in 2008.

Overall, there were 241 less schools in the country in 2008 as compared to that in 2007. The reduction in the number of schools between 2007 and 2008 can be attributed, in the main, to the merging of very small schools by PEDs.

Table 2: Number of Ordinary Schools by Province and funding type, in 2007 and 2008

			2	007					2	008		
	INDEPE NDENT	%	PUBLIC	%	Total	%	INDEPE NDENT	%	PUBLIC	%	Total	%
EC	125	0.5	5 692	21.8	5 817	22.3	119	0.5	5 613	21.7	5 732	22.2
FS	60	0.2	1 659	6.4	1 719	6.6	60	0.2	1 660	6.4	1 720	6.6
GT	406	1.6	1 974	7.6	2 380	9.1	415	1.6	1 982	7.7	2 397	9.3
KZ	182	0.7	5 910	22.6	6 092	23.3	132	0.5	5 761	22.3	5 893	22.8
LP	102	0.4	4 034	15.5	4 136	15.8	117	0.5	4 018	15.5	4 136	16.0
MP	82	0.3	1 899	7.3	1 981	7.6	90	0.3	1 907	7.4	1 997	7.7

² An Independent School is a school registered or deemed to be registered in terms of section 46 of South African Act 84 of 1996

³ A Public School is a school contemplated in chapter 3 of the South African Schools Act 84 of 1996

NC	15	0.1	589	2.3	604	2.3	16	0.1	603	2.3	619	2.4
NW	49	0.2	1 746	6.7	1 795	6.9	52	0.2	1 725	6.7	1 777	6.9
WC	140	0.5	1 445	5.5	1 585	6.1	146	0.6	1 450	5.6	1 597	6.2
RSA	1 161	4.4	24 948	95.6	26 109	100	1 147	4.4	24 719	95.6	25 866	100

More than half of South Africa's ordinary schools are primary schools (59%). Eastern Cape showed the highest number of combined schools with 2 397 (22.2%) such schools in 2008, followed by KwaZulu-Natal with 495 schools.

Table 3: Number of ordinary schools by province and school level, in 2007 and 2008

			2007					2008		
	COMBINED	INTERME	PRIMARY	SECONDARY	Total	COMBI	INTERME	PRIMARY	SECONDA	Total
	SCHOOL	DIATE	SCHOOL	SCHOOL	iotai	NED	DIATE	SCHOOL	RY	Total
		SCHOOL				SCHOOL	SCHOOL		SCHOOL	
EC	2 423	68	2 500	824	5 817	2 397	65	2 451	817	5 732
FS	207	47	1 203	261	1 719	207	47	1 203	262	1 720
GT	259	65	1 465	590	2 380	262	65	1 472	597	2 397
KZ	533	102	3 949	1 502	6 092	495	102	3 858	1 432	5 893
LP	132	80	2 623	1 301	4 136	143	80	2 609	1 303	4 135
MP	187	65	1 273	456	1 981	192	64	1 284	457	1 997
NC	37	120	348	99	604	39	121	358	101	619
NW	82	293	1 092	328	1 795	81	294	1 071	331	1 777
WC	106	176	973	330	1585	107	176	980	333	1 596
RSA	3 966	1016	15 426	5 691	26 109	3 923	1 014	15 286	5 633	25 866
%	15.2	3.9	59.1	21.8	100.0	15.2	3.9	59.1	21.8	100.0

Source: 2007 and 2008 Annual School Survey

3.1.2. Schools with Multi-Grade Classes

Multi-grade classes are classes where learners in more than one grade are taught in the same classroom at the same time. They exist largely in rural areas, in small schools and in schools where there are not enough classrooms or teachers.

Table 4 shows that in 2008, over 6 000 schools in the country (26.4 %) had multi-grade classes. More than half of ordinary schools with multi-grade classes are situated in 3 provinces (Eastern Cape, Free State and KwaZulu-Natal). In 2008, Eastern Cape has the highest proportion of schools with multi-grade classes (2 100), followed by KZN (1278). Table 4 reveals a mild reduction in the number of schools with multi-grade classes between 2007 and 2008.

Table 4: Number of Ordinary Schools with Multi-Grade Classes, by Province and Funding Type in 2007 and 2008

	2007		2007	2008		2008
		_	Total		_	Total
	INDEPENDENT	PUBLIC		INDEPENDENT	PUBLIC	

EC	42	2 086	2 128	30	2 075	2 105
FS	30	895	925	38	951	989
GT	86	223	309	92	274	366
KZ	61	1 229	1 290	37	1 243	1 280
LP	34	742	776	35	620	655
MP	35	505	540	38	443	481
NC	8	189	197	13	199	212
NW	14	388	402	12	400	412
WC	37	340	377	31	312	343
RSA	347	6 597	6 944	326	6 517	6 843
%	29.9	26.4	26.6	28.4	26.4	26.4

3.1.3. Average Class Size

The average class size is the average number of learners per class. It is calculated by dividing the total number of learners enrolled by the total number of classes that exist in schools.

Table 5 indicates that in 2008, the national average class size in ordinary schools was 31. However this figure hides the impact of low class sizes in independent schools on the national average. If one considers <u>public</u> ordinary schools only, the average national class size is a significantly higher figure of 38.

Public schools in Limpopo had the highest average class size, while those in the North-West province had the lowest.

Table 5: Average class size in ordinary schools, by province and funding type, in 2007 and 2008

	2007		2007	2008		2008
Province	INDEPENDENT	PUBLIC	Total	INDEPENDENT	PUBLIC	Total
EC	29	35	32	28	39	34
FS	22	34	28	28	37	33
GT	24	39	32	24	39	32
KZ	20	39	30	22	39	31
LP	24	40	32	24	40	32
MP	19	39	29	15	37	26
NC	14	29	21	19	35	27
NW	21	35	28	20	33	27
WC	20	38	29	20	37	28
RSA	21	37	29	23	38	31

Table 6 (see also figure 1) indicates that over 1200 <u>public</u> ordinary schools (5%) had very large class sizes of 60 learners and over. The majority of these schools, by far, are located in the Eastern Cape (441) and Limpopo (224) provinces.

About 1346 (6.3%) of South African ordinary public schools reported that they have less than 20 learners per class.

Close to 40% of public ordinary schools (over 9000 schools) had class sizes above the norm of 40 which has been established for classroom size. It is evident that many of these classrooms are overcrowded.

About 3216 (14%) of schools had classes with above 50 learners per class in 2008, while more than a third of public ordinary schools fall within the acceptable norm standard of 40 learners per class⁴.

Table 6: Number of ordinary public schools by, province and class size range, in 2007 and 2008

			2	2007					2	800		
	<20	20-30	31-40	41-50	51-60	>60	<20	20-30	31-40	41-50	51-60	>60
EC	532	1 063	1 406	943	535	486	586	1 253	1 384	1 114	503	441
FS	77	146	358	246	26	14	65	151	383	155	19	37
GT	18	219	825	727	100	33	14	231	851	542	84	33
KZ	209	740	1 849	1 609	623	402	244	774	1 896	1 537	530	310
LP	185	444	1 073	1 098	586	324	202	506	1 128	1 298	505	224
MP	99	187	407	555	284	110	115	207	474	625	229	87
NC	84	87	234	71	15	16	58	101	261	52	14	7
NW	118	241	584	432	97	36	173	280	564	377	97	25
wc	24	232	620	339	26	55	14	259	689	157	26	45
RSA	1 346	3 359	7 356	6 020	2 292	1 476	1 471	3 762	7 630	5 857	2 007	1 209

 $^{^4}$ DoE, National Minimum Norms and Standards for School Infrastructure, Vol 1

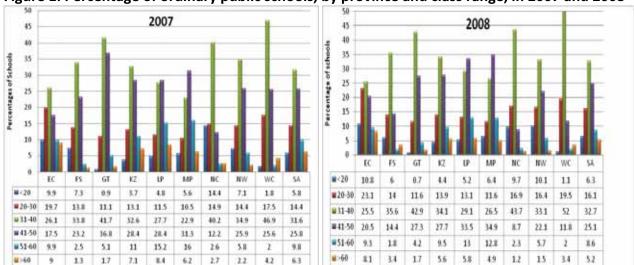


Figure 1: Percentage of ordinary public schools, by province and class range, in 2007 and 2008

Source: 2007 and 2008 Annual School Survey

3.2. LEARNER INFORMATION

3.2.1. Enrolment Patterns

Table 7 below indicate that there were 12 185 921 learners in South African Schools in 2008. KwaZulu-Natal (2 756 398) had the highest number of learners followed by Eastern Cape with 2 082 081, while Northern Cape had the smallest number (265 800).

According to table 7 and Figure 2, the number of learners enrolled in independent schools increased by about 5% between 2007 and 2008, while that in public schools dropped by 1.4%. North West reported the highest increase in the number of learners attending intermediate independent schools.

Figure 2, shows that, more than half of the learners are enrolled in primary schools.

Table 7: Number of learners in ordinary schools, by province, phase and sector, in 2007 and 2008

		2007		2007 Total	2008		2008 Total
		Indepen	Public		Independent	Public	
		dent					
EC	Combined School	18 794	1 057 335	1 076 129	17 853	1 021 415	1 039 268
	Intermediate School		11 856	11 856		11 445	11 445
	Primary School	10 105	610 926	621 031	13 236	610 873	624 109
	Secondary School	8 710	421 504	430 214	9 869	397 145	407 014
	Total	37 609	2 101 621	2 139 230	41 203	2 040 878	2 082 081
FS	Combined School	8 291	78 124	86 415	8 271	80 281	88 552
	Intermediate School		23 932	23 932		24 146	24 146
	Primary School	2 700	323 146	326 990	2 860	331 552	334 412
	Secondary School	2 623	192 739	195 362	2 736	197 124	199 860
	Total	13 614	617 941	632 699	13 867	633 103	646 970

GT	Combined School Intermediate School	108 426 663	51 492 46 037	159 918 46 700	113 922 743	50 066	163 988
		663	46 037	46 700	742	47.440	40.400
	D: C.I. I			40 700	743	47 449	48 192
	Primary School	38 650	1 022 657	1 061 307	38 646	1 039 398	1 078 044
	Secondary School	26 466	5 86 210	612 676	26 660	578 157	604 817
	Total	174 237	1 706 396	1 880 633	180 107	1 716 669	1 896 776
KZ	Combined School	25 177	225 577	250 754	204 42	219 456	239 898
	Intermediate School		24 533	24 533		24 865	24 865
	Primary School	11 233	1 629 018	1 640 251	10 364	1 608 938	1 619 302
	Secondary School	10 079	927 957	938 036	6 378	865 609	871 987
	Total	46 489	2 807 085	2 853 574	37 530	2 718 868	2 756 398
LP	Combined School	15 522	32 877	48 399	18 684	32 439	51 123
	Intermediate School		22 285	22 285		23 883	23 883
	Primary School	7 103	1 030 637	1 037 740	8 479	1 009 799	1 018 278
	Secondary School	5 314	690 470	695 784	5 077	654 298	659 375
	Total	27 939	1 776 269	1 804 208	32 390	1 720 878	1 753 268
MP	Combined School	6 264	94 865	101 129	8 127	102 324	110 451
	Intermediate School		26 739	26 739		26 890	26 890
	Primary School	4 710	563 531	568 241	4 611	575 717	580 328
	Secondary School	2 056	337 271	339 327	2 106	326 633	328 739
	Total	13 030	1 022 406	1 035 436	15 104	1 031 835	1 046 939
NC	Combined School	754	14 388	15 142	829	14 931	15 760
	Intermediate School	1 686	54 133	55 819	1 638	55 780	57 418
	Primary School	277	124 357	124 634	248	127 218	127 466
	Secondary School	131	64 031	64 162	162	64 994	65 156
	Total	2 848	256 909	259 757	2 877	262 923	265 800
NW	Combined School	5 345	26 716	32 061	7 036	26 463	33 499
	Intermediate School	506	95 394	95 900	1 525	96 589	98 114
	Primary School	3 613	419 618	423 231	3 919	420 407	424 326
	Secondary School	1 073	203 060	204 133	919	200 528	201 447
	Total	10 537	744 788	755 325	13 399	747 846	761 245
WC	Combined School	12 401	25 714	38 115	15 784	25 622	41 406
	Intermediate School	881	108 286	109 167	979	108 106	109 085
	Primary School	7 799	510 748	518 547	8 589	514 088	522 677
	Secondary School	1 026	303 957	304 983	4 227	298 048	302 275
	Secondary School						
	Total	22 107	948 705	970 812	30 580	945 864	976 444

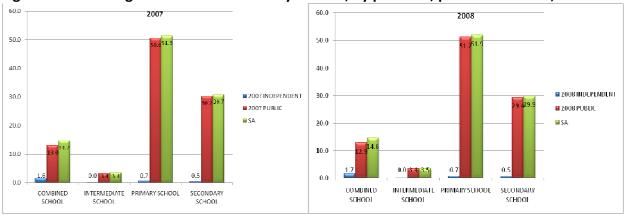


Figure 2: Percentage of learners in ordinary schools, by province, phase and sector, in 2007 and 2008

The general trend between 2002 and 2008 is an increase in number of learners attending ordinary independent schools, from 251 495 in 2002 to 367 057 in 2008. In 2005 there was a major decrease in number of learners in independent schools in Western Cape from 24 392 in 2004 to 19 315 in 2005. Most provinces show a steady increase in number of learners in ordinary independent schools between 2004 and 2008.

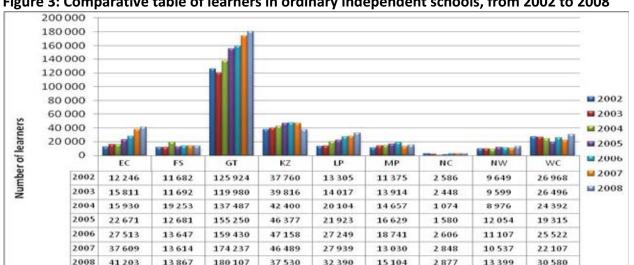


Figure 3: Comparative table of learners in ordinary independent schools, from 2002 to 2008

Source: 2007 and 2008 Annual School Survey

Total number of learners in ordinary public schools decreased between 2002 and 2004, and increased in the following years. In most provinces, the number of learners is inconsistent, it is decreasing in some years and increasing in other years. There was a decrease of 82 484 learners in Eastern Cape between 2002 and 2004. Limpopo also experienced a sharp decrease of 332 505 in number of learners in public schools between 2002 and 2003. Gauteng is the only province with a steady increase in learner enrolment in ordinary public schools.

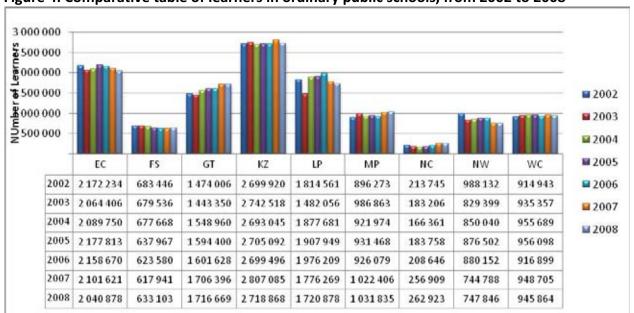


Figure 4: Comparative table of learners in ordinary public schools, from 2002 to 2008

Table 8 (see also figure 3) indicates that, the majority of learners in ordinary schools were Africans/blacks (10 3340559 or 85%) followed by Coloureds (961 514 or 8%) and whites (623 330 or 5%) in 2008. More than half of Coloured learners (571 500 or 59%) were in Western Cape while 272 248 (43%) of white learners were located in Gauteng. The majority of Indians in ordinary schools were in KwaZulu-Natal (132 111 or 70.4%).

Table 8: Number of Learners in ordinary schools, by province and population group, in 2007 and 2008

			200	7					20	08		
	African/	Coloured	Indian/A	Other	White	Total	African/	Coloured	Indian/	Other	White	Total
	Blacks		sian				Black		Asian			
EC	1 969 963	119 158	2 624	1 323	44 629	2 137 697	1 911 935	118 447	2 906	3 530	45 400	2 082 218
FS	555 990	19 340	888	1 330	37 825	615 373	579 968	18 608	1 225	1 416	37 689	638 906
GT	1 464 447	88 168	43 878	5 194	272 248	1 873 935	1 489 910	87 528	44 170	5 589	265 858	1 893 055
KZ	2 595 952	26 546	142 310	2 066	55 926	2 822 800	2 524 073	25 994	132 111	1 129	51 042	2 734 349
LP	1 763 457	6 155	1 679	150	22 618	1 794 059	1 723 609	3 502	1 903	532	22 206	1 751 752
MP	983 988	6 296	2 356	104	38 199	1 030 943	994 630	5 189	2 511	167	39 110	1 041 607
NC	122 881	119 313	454	1 558	13 948	258 154	130 123	120 562	285	1 591	13 205	265 766
NW	700 633	12 565	2 031	483	41 390	757 102	703 324	11 260	2 522	2 915	41 359	761 380
WC	269 045	571 500	5 900	16 677	107 490	970 612	276 987	570 424	6 347	15 079	107 461	976 298
RSA	10 426 356	969 041	202 120	28 885	634 273	12 260 675	10 334 559	961 514	193 980	31 948	623 330	12 145 331

Figure 5: Percentage of learners in ordinary schools, by population group, in 2007 and 2008

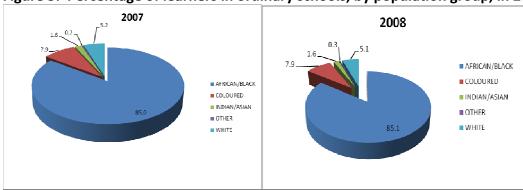


Table 9 (see also figure 4) indicates the number of learners in ordinary schools by grade and gender. This table indicates a drop in enrolments as learners proceed to higher grades. The total number of grade 1 learners in ordinary schools were 1 177 797 (9.6%) in 2007 and 1 123 672 (9.3%) in 2008. About 634 837 (5.2%) learners enrolled for grade 12 in 2007 and 587 780 (4.8) in 2008. The highest enrolment is evident between grades 1 and 10.

According to table 9, there were more male learners than female learners in the lower grades, and more female than male learners in the FET band (grade 10 to 12). In grade R, female (49.7%) and male (50.2%) learners were equally represented.

 $Table \ 9: \ Number \ of \ learners \ in \ ordinary \ schools \ by, \ gender \ and \ province, \ in \ 2007 \ and \ 2008$

		Gender	Gr R	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
2007	EC	Female	60 451	115160	95743	96311	94186	89899	86293	81602	79733	74522	82052	58406	59787	1074145
2		Male	60 074	125397	104017	104409	101704	92700	85748	79737	76335	67012	68821	45211	45264	1056429
		Total	120525	240557	199760	200720	195890	182599	172041	161339	156068	141534	150873	103617	105051	2130574
	FS	Female	10645	27125	25121	25115	26861	25985	24474	23414	23461	25301	34274	23925	15792	311493
		Male	10602	29251	26299	26280	28212	26705	24889	23680	24882	26723	33193	21478	13894	316088
		Total	21247	56376	51420	51395	55073	52690	49363	47094	48343	52024	67467	45403	29686	627581
	GT	Female	26796	82155	76521	77333	79132	79265	77523	69721	67057	76814	91221	77675	51543	932756
		Male	27554	87972	79107	79287	80919	80257	76066	69028	72846	78012	92551	69329	42847	935775
		Total	54350	170127	155628	156620	160051	159522	153589	138749	139903	154826	183772	147004	94390	1868531
	KZ	Female	61809		113069	113835	116020	119211	121260	97509	99810	107931	121673	116719	84873	1405677
		Male	62834	147840	123067	123782	125375	123333	118999	99486	108381	107239	118339	104224	73781	1436680
		Total	124643	279798	236136	237617	241395	242544	240259	196995	208191	215170	240012	220943	158654	2842357
	LP	Female	46802	64709	65379	69815	74553	67627	65717	61703	67649	71828	93742	87155	59217	895896
	LF				70293	75882					75310	71828		72627	47700	
		Male	47714	70513			80195	71827	69576				89236			905344
		Total	94516	135222	135672	145697	154748	139454	135293	125200	142959	142802	182978	159782	106917	1801240
	MP	Female	15228	46430	41761	43499	45290	40902	39553	36521	41576	39270	48283	45115	30156	513584
		Male	15226	50592	44728	46141	47873	43148	40494	37708	43073	38294	46460	39636	24875	518248
		Total	30454	97022	86489	89640	93163	84050	80047	74229	84649	77564	94743	84751	55031	1031832
	NC	Female	4367	12880	11243	10888	12176	10654	10360	9983	9710	10034	11960	8905	5380	128540
		Male	4218	13813	11703	11509	12926	11298	10474	10189	9796	10111	11632	7649	4801	130119
		Total	8585	26693	22946	22397	25102	21952	20834	20172	19506	20145	23592	16554	10181	258659
	NW	Female	8508	36819	33230	32746	32660	31193	31368	26974	26537	31267	36895	27302	16865	372364
		Male	8639	40330	35345	34962	35072	32221	30226	28026	29734	31700	37070	23876	14379	381580
		Total	17147	77149	68575	67708	67732	63414	61594	55000	56271	62967	73965	51178	31244	753944
	wc	Female	16294	45560	41363	41883	45359	39959	39955	37508	32862	41759	46965	35462	25198	490127
		Male	16813	49293	43179	43954	46413	40357	39677	36758	34601	40112	40505	27308	18485	477455
		Total	33107	94853	84542	85837	91772	80316	79632	74266	67463	81871	87470	62770	43683	967582
	RSA		504574	1177797	1041168	1057631	1084926	1026541	992652	893044	923353	948903	1104872	892002	634837	12282300
	EC	Female	70648	105939	90379	88873	90888	88258	85514	81310	77387	72545	82228	65746	37502	1037217
		Male	70364	115285	99054	98366	99444	92688	86350	79201	74776	67388	69611	51639	28845	1033011
		Total	141012	221224	189433	187239	190332	180946	171864	160511	152163	139933	151839	117385	66347	2070228
	FS	Female	11611		25323	24917	25162	26952	26402	24374	24595	25957	33425	25723	16052	317983
		Male	11720	29555	26636	25920	26545	27647	26711	24783	25114	28441	33521	22702	14194	323489
		Total	23331	57045	51959	50837	51707	54599	53113	49157	49709	54398	66946	48425	30246	641472
	GT	Female	29267	82445	78474	76605	76948	78976	79152	77963	72818	67152	88271	75842	56079	939992
		Male	29657	88249	81356	78918	79052	79946	79492	75646	73244	73196	89861	69117	47109	944843
		Total	58924	170694	159830	155523	156000	158922	158644	153609	146062	140348	178132	144959	103188	1884835
	KZ	Female	67494	123717	109592	108324	110037	110040	115078	116818	101344	92615	112677	111075	79027	1357838
		Male	68705		118989	117518	119420	117011	117135		101344	97256		99457	68755	1387074
		Total	136199	260848	228581	225842	229457	227051	232213	229461	205076	189871	221999	210532	147782	2744912
	LP															
	LP	Female	49782	61502	60626	64986	69707	71709	65791	64004	67102	64654	93087	84259	49346	866555
		Male	49991	66970	65896	70446	77605	75234	68638	66338	69979	70584	90183	68390	42735	882989
	140	Total	99773	128472	126522	135432	147312	146943	134429	130342	137081	135238	183270	152649	92081	1749544
	MP	Female	21749		41969			44872	40620					42876	30497	517372
		Male	21940		45360	44839	47211	46377	41431	39751	41214	40348	44159	38197	26778	525242
		Total	43689		87329	86599	90833	91249	82051	79101	82003	80642	89765	81073	57275	1042614
	NC	Female	4754		11977	11253	11356	11893	10560		10009	10428	11290	9331	5567	131398
		Male	4765		12653	11713	12416	12257	10833	10793	10087	10752	11025	7939	4772	133239
		Total	9519	25645	24630	22966	23772	24150	21393		20096	21180	22315	17270	10339	264637
	NW	Female	10565		34240	32604	32829	31581	30755		27129	26332	34743	28714	18617	374950
		Male	11296	38917	36492	34671	35470	32995	31178	29606	28124	29156	35093	25336	15989	384323
		Total	21861	74403	70732	67275	68299	64576	61933	60961	55253	55488	69836	54050	34606	759273
	wc	Female	16600	45329	41871	40438	42594	44785	40377	39658	37487	36928	44232	37294	26384	493977
		Male	16619	49007	43678	41329	45365	44466	39964	38403	36159	38256	37308	29106	19532	479192
		Total	33219	94336	85549	81767	87959	89251	80341	78061	73646	75184	81540	66400	45916	973169
															.	
	RSA		567527	1123672	1024565	1013480	1045671	1037687	995981	962565	921089	892282	1065642	892743	587780	1213068

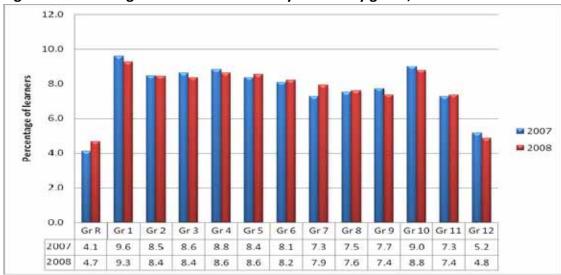


Figure 6: Percentage of learners in ordinary schools by grade, in 2007 and 2008

Table 10 shows the movement of learners from one province to the other. About 151 869 learners moved from one province to the other in 2008. In 2008, Gauteng received the highest number of learners from other provinces (48 358) which is a 5.5% increase from 2007. Western Cape was the second province to receive more learners from other provinces with 31 911 transfers in 2008. From this table it is evident that the movement of learners from one province to the other had increased by 21.7% between 2007 and 2008.

Table 10: Number of learners in ordinary schools from other province in 2007 and 2008

Province	2007	2008
E C	16 111	18 025
FS	6 141	6 146
GT	45 684	48 358
KZ	13 761	12 068
LP	12 426	11 892
MP	10 241	10 405
N C	3 888	3 440
NW	9 466	9 558
WC	1 138	31 977
RSA	118 856	151 869

Source: 2007 and 2008 Annual School Survey

3.2.2. Subject Information

In 2006 the department of education introduced the new revised curriculum statement which required that all learners enroll in either Mathematics or Mathematical Literacy. It was aimed at ensuring that all learners are prepared for life and work in an increasingly technological, numerical and data-driven world. Physical science and accounting are also important subjects as more scare skills careers require physical science or accounting. Therefore it is important to have information on patterns of enrolment in these important subjects.

Table 11 (see also figure 7) below indicates that, 786 309 learners in the FET band enrolled for accounting in 2008. Slightly more than a third of grade 10 learners in ordinary schools enrolled for accounting in 2008 (29 037 or 31.0%). KwaZulu-Natal (197 980) had the highest number of learners taking mathematics as optional subject in the FET band, followed by Gauteng (150 538).

Learner enrolment in accounting starts at a high ratio of 31.6 in grade 10 and decreases to approximately 29% in grade 12. Number of learners enrollment in the FET band had dropped by 1.3% between 2007 and 2008.

Table 11 shows an increase in number of girl-learners taking accounting between 2007 and 2008. Learner should be encouraged to continue with accounting at grade 12 as it is one of the essential subjects.

Table 11: Number of grade 10, 11 and 12 learners in ordinary schools taking Accounting as optional subject, by province and gender, in 2007 and 2008

	.,		20	07			20	008	
Province	Gender	Gr 10	Gr 11	Gr 12	Total	Gr 10	Gr 11	Gr 12	Total
EC	Female	26 263	18 044	17 320	61 627	26 553	21 271	11 988	59 812
	Male	17 584	11 073	10 318	38 975	17 888	12 810	6 818	37 516
	Total	43 847	29 117	27 638	100 602	44 441	34 081	18 806	97 328
FS	Female	15 764	10 342	7 172	33 278	14 560	10 847	6 326	31 733
	Male	12 362	7 308	4 917	24 587	12 202	7 688	4 349	24 239
	Total	28 126	17 650	12 089	57 865	26 762	18 535	10 675	55 972
GT	Female	32 071	25 658	18 238	75 967	33 874	28 848	20 647	83 369
	Male	27 715	19 241	12 107	59 063	29 917	22 924	14 328	67 169
	Total	59 786	44 899	30 345	135 030	63 791	51 772	34 975	150 538
KZ	Female	47 285	42 834	30 358	120 477	42 394	41 768	28 876	113 038
	Male	37 814	31 299	21 385	90 498	34 172	30 973	19 797	84 942
	Total	85 099	74 133	51 743	210 975	76 566	72 741	48 673	197 980
LP	Female	29 395	26 102	15 367	70 864	29 037	25 205	15 114	69 356
	Male	22 058	16 421	9 352	47 831	22 333	15 579	9 375	47 287
	Total	51 453	42 523	24 719	118 695	51 370	40 784	24 489	116 643
MP	Female	15 337	13 500	7 085	35 922	13 679	12 715	7 160	33 554
	Male	11 934	9 611	4 554	26 099	10 760	9 035	4 898	24 693
	Total	27 271	23 111	11 639	62 021	24 439	21 750	12 058	58 247
NC	Female	3 320	2 345	1 074	6 739	3 264	2 353	1 651	7 268
	Male	2 965	1 724	837	5 526	2 809	1 798	1 189	5 796
	Total	6 285	4 069	1 911	12 265	6 073	4 151	2 840	13 064
NW	Female	10 667	7 873	3 811	22 351	9 303	7 719	5 064	22 086
	Male	9 008	5 474	2 514	16 996	8 063	5 507	3 046	16 616
	Total	19 675	13 347	6 325	39 347	17 366	13 226	8 110	38 702
wc	Female	15 850	11 666	8 850	36 366	14 203	12 104	8 663	34 970
	Male	11 296	7 272	5 431	23 999	9 909	7 847	5 109	22 865
	Total	27 146	18 938	14 281	60 365	24 112	19 951	13 772	57 835
RSA		348 688	267 787	180 690	797 165	334 920	276 991	174 398	786 309

32.0 31.5 31.0 30.5 30.0 29.5 29.0 **2008** 28.5 ■ 2007 28.0 27.5 27.0 26.5 Gr 12 Gr 10 Gr 11 2008 31.4 31.0 29.7 2007 31.6 30.0 28.5

Figure 7: Percentage of Grade 10, 11 and 12 learners in ordinary schools taking Accounting as optional subject, 2007 and 2008

Figure 8 (see also Table 12) shows that, about 1 280 498 (49.9%) learners in the FET band enrolled for mathematics in 2008.

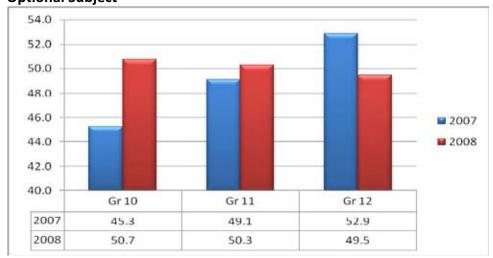
KwaZulu-Natal had the highest number of learners (76 597 or 61%) enrolling for mathematics in grade 12 in 2007, however it dropped to 51.8% in 2008 which is 9.2% drop. Mpumalanga had the lowest (38.7% and 33%) number of learners enrolling for mathematics in grade 12 in 2007and 2008. Enrolment in mathematics for grade 10 learners increased from 45.3% in 2007 to 50.7% in 2008. The number of female learners enrolling for mathematics seems to be increasing.

Table 12: Number of grade 10, 11 and 12 learners in ordinary schools taking mathematics as an optional subject, in 2007 and 2008

			2	007			2	800	
	Gender	Gr 10	Gr 11	Gr 12	Total	Gr 10	Gr 11	Gr 12	Total
EC	Female	48 074	33 816	32 028	113 918	50 172	38 956	22 497	111 625
	Male	38 864	25 619	23 431	87 914	40 384	29 342	16 464	86 190
	Total	86 938	59 435	55 459	201 832	90 556	68 298	38 961	197 815
FS	Female	16 848	11 540	7 441	35 829	16 183	12 314	7 403	35 900
	Male	16 736	10 942	7 360	35 038	16 804	11 339	6 876	35 019
	Total	33 584	22 482	14 801	70 867	32 987	23 653	14 279	70 919
GT	Female	41 095	35 910	27 820	104 825	45 837	38 639	29 043	113 519
	Male	42 002	32 833	24 721	99 556	46 829	36 156	25 497	108 482
	Total	83 097	68 743	52 541	204 381	92 666	74 795	54 540	222 001
KZ	Female	67 358	61 821	52 263	181 442	62 160	59 370	40 925	162 455
	Male	62 407	55 408	44 537	162 352	56 559	52 158	35 672	144 389
	Total	100 000	117 229	96 800	343 794	118 719	111 528	76 597	306 844
LP	Female	49 184	43 534	29 091	121 809	49 966	44 178	26 461	120 605
	Male	45 782	36 365	24 446	106 593	46 907	36 146	22 340	105 393
	Total	94 966	79 899	53 537	228 402	96 873	80 324	48 801	225 998
MP	Female	19 953	17 055	10 980	47 988	18 750	16 550	9 616	44 916
	Male	19 624	15 734	10 284	45 642	18 236	15 432	9 266	42 934
	Total	39 577	32 789	21 264	93 630	36 986	31 982	18 882	87 850
NC	Female	4 012	2 844	1 427	8 283	3 723	3 227	1 992	8 942

RSA		547 654	437 976	335 588	1 321 218	540 649	449 006	290 843	1 280 498
	Total	40 261	29 316	24 111	93 688	37 756	31 913	20 862	90 531
	Male	18 866	13 140	11 005	43 011	17 500	14 467	9 314	41 281
wc	Female	21 395	16 176	13 106	50 677	20 256	17 446	11 548	49 250
	Total	31 355	22 545	14 317	68 217	26 500	20 382	14 131	61 013
	Male	15 770	10 669	6 813	33 252	13 322	9 830	6 818	29 970
NW	Female	15 585	11 876	7 504	34 965	13 178	10 552	7 313	31 043
	Total	8 111	5 538	2 758	16 407	7 606	6 131	3 790	17 527
	Male	4 099	2 694	1 331	8 124	3 883	2 904	1 798	8 585

Figure 8: Percentage of Grade 10, 11, and 12 Learners in Ordinary Schools taking Mathematics as an Optional Subject



Source: 2007 and 2008 Annual School Survey

Table 13 (see also figure 9) indicates that, there were 872695 learners in the FET band taking physical science as optional subject in 2008. More than a third (212 3313 or 6.1%) of grade 12 learners are taking physical science as optional subject in 2008. Percentages of learners taking mathematics as optional subject ranges from 33% to 36% across all the grades.

The majority of learners enrolling for mathematics are in KwaZulu-Natal (198699). Northern Cape had the lowest (12 682) number of learners taking physical science in 2008.

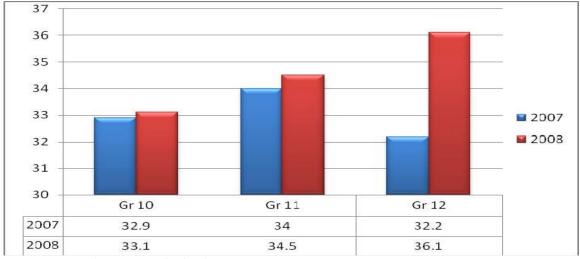
There is an increase in number of learners taking physical science as optional subject, from 32.2% in 2007 to 36.1% in 2008.

Table 13: Number of grade 10, 11, and 12 learners in ordinary schools taking physical science as optional subject in 2007 and 2008

			20	07			20	08	
	Gender	Gr 10	Gr 11	Gr 12	Total	Gr 10	Gr 11	Gr 12	Total
EC	Female	29 332	21 827	20 387	71 546	30 642	24 554	14 764	69 960
	Male	26 480	18 715	17 908	63 103	27 209	20 740	12 361	60 310
	Total	55 812	40 542	38 295	134 649	57 851	45 294	27 125	130 270
FS	Female	12 063	8 627	4 899	20 697	11 428	9 358	5 955	26 741

	Male	13 130	8 948	5 555	22 164	13 009	9 663	6 377	29 049
	Total	25 193	17 575	10 454	42 861	24 437	19 021	12 332	55 790
GT	Female	27 474	25 133	18 202	70 809	29 591	26 858	21 287	77 736
	Male	31 345	26 418	19 017	76 780	32 284	28 228	21 122	81 634
	Total	58 819	51 551	37 219	147 589	61 875	55 086	42 409	159 370
KZ	Female	38 350	36 774	27 502	102 626	36 589	35 234	26 182	98 005
	Male	39 339	36 398	27 225	102 962	35 926	34 048	25 720	95 694
	Total	77 689	73 172	54 727	205 588	72 515	69 282	51 902	193 699
LP	Female	32 829	28 618	17 556	79 003	32 076	29 059	17 744	78 879
	Male	32 843	26 738	16 582	76 163	32 581	26 334	16 743	75 658
	Total	65 672	55 356	34 138	155 166	64 657	55 393	34 487	154 537
MP	Female	13 988	12 885	7 784	34 657	13 272	12 473	8 290	34 035
	Male	15 191	12 989	8 071	36 251	13 787	12 780	8 279	34 846
	Total	29 179	25 874	15 855	70 908	27 059	25 253	16 569	68 881
NC	Female	2 834	2 132	798	5 764	2 397	2 282	1 468	6 147
	Male	3 135	2 242	858	6 235	2 758	2 294	1 483	6 535
	Total	5 969	4 374	1 656	11 999	5 155	4 576	2 951	12 682
NW	Female	10 675	8 406	4 475	23 556	8 828	7 368	5 252	21 448
	Male	11 519	8 741	4 724	24 984	9 352	7 761	5 488	22 601
	Total	22 194	17 147	9 199	48 540	18 180	15 129	10 740	44 049
wc	Female	11 040	8 819	6 483	26 342	10 197	9 344	6 839	26 380
	Male	11 476	8 975	6 875	27 326	10 628	9 432	6 977	27 037
	Total	22 516	17 794	13 358	53 668	20 825	18 776	13 816	53 417
RSA		363 043	303 385	204 540	870 968	352 554	307 810	212 331	872 695

Figure 9: Percentage of Grade 10, 11, and 12 Learners in Ordinary Schools taking Physical Science as Optional Subject



Source: 2007 and 2008 Annual School Survey

3.2.3. Learner Languages

The Department of Basic Education encourages learners to learn in the languages that they best understand. Learning through home language is encouraged as it ensures a solid foundation for future learning. Learners are expected to learn in their preferred language of learning and teaching in terms of

the South African Constitution. Learners may choose any of the 11 South African languages as their preferred language of learning and teaching.

Table 14 (see also Figure 10) shows that, the home language of the majority (3053434 or 25.3%) of learners is IsiZulu followed by IsiXhosa with 2 462 390 (20.5%) learners. Close to 10% of learners have Afrikaans as their home language. Gauteng shows a high number of learners speaking IsiZulu (426 672), while SeSotho (250 669) is the second highest. The majority of learners in Western Cape are Afrikaans speaking (491 576) followed by Xhosa. Tshivenda is the least spoken home language in South African ordinary schools with only about 3% of learners in that category.

Table 14: Number of learners in ordinary schools, by home language, province and phase, in 2007 and 2008

		Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	SePedi	SeSotho	SeTswana	SiSwati	Tshi	XiTsonga
											Venda	
2007	EC	132 749	66 099	223	1 874 129	9 564	24	47 766	4 131	25	218	1 673
	FS	57 917	8 257	4 637	60 017	43 560	1 650	388 397	47 478	1 022	760	1 336
	GT	221 833	226 164	54 134	137 808	407 494	190 194	248 218	195 023	35 729	38 741	99 174
	ΚZ	22 490	270 704	1 446	98 871	2 389 567	109	16 728	577	1 891	68	1 134
	LP	27 090	18 627	42 912	3 478	11 042	976 577	9 697	30 655	12 771	310 976	323 784
	MP	41 509	27 092	112 030	14 368	177 424	123 664	25 962	17 177	342 561	3 201	142 543
	NC	136 885	7 184	75	16 207	522	186	1 705	92 374	30	854	59
	NW	52 572	16 630	4 977	48 302	16 998	19 532	43 465	520 450	3 007	6 521	19 848
	WC	491 576	216 152	84	251 782	1 049	72	3 788	485	234	126	104
	RSA	1 184	856 909	220 518	2 504 962	3 057 220	1 312	785 726	908 350	397 270	361 465	589 655
		621					008					
2008	EC	125 949	61 694	639	1 828 249	5 956	17	51 711	4 310	407	20	450
	FS	56 693	9 479	4 593	58 181	42 833	1 740	403 400	49 867	1 467	2 078	1 510
	GT	216 430	204 720	51 919	138 434	426 672	205 399	250 669	202 800	37 673	36 672	100 876
	ΚZ	17 980	220 433	776	99 772	2 358 359	85	16 142	287	1 803	64	128
	LP	24 567	27 738	45 417	2 295	12 008	951 097	8 333	28 051	18 129	297 466	307 184
	MP	46 518	30 656	107 456	12 301	188 592	122 732	24 654	16 234	342 497	2 520	141 613
	NC	140 073	6 660	44	14 937	663	200	1 761	99 095	29	765	53
	NW	48 700	13 611	5 345	50 052	17 260	20 557	42 764	524 316	2 793	4 415	21 686
	WC	479 916	226 400	108	258 169	1 091	65	3 696	474	240	131	132
	RSA	1 156	801 391	216 297	2 462 390	3 053 434	1 301	803 130	925 434	405 038	344 131	573 632
		826					892					

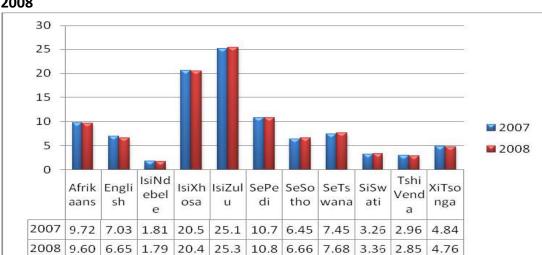


Figure 10: Number of learners in ordinary schools, by home language, province and phase, in 2007 and 2008

Although the Department encourages learners to learn in their home language, it is evident from table 15 (see also figure 11) below that the majority of learners prefer to be taught in English (7651658 or 63.4%) and Afrikaans (1319679 or 10.9%), while the remaining 25.7% prefers to be taught in one of other languages. The number of learners who prefer to be taught in Afrikaans has dropped by 4.2% between 2007 and 2008.

Table 15: Number of learners in ordinary schools, by preferred language of learning and teaching, by province, in 2007 and 2008

		Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	SePedi	SeSotho	SeTswana	SiSwati	TshiVenda	XiTsonga
	EC	138 066	1 357 144	1 263	621 097	2 852		16 484	642	1	82	58
2007	FS	79 012	368 537	918	5 804	7 656	171	142 082	9 931	4	93	138
	GT	293 439	1 254 705	4 355	21 455	118 426	52 949	56 675	47 330	1 695	5 295	17 625
	KZ	22 995	2 033 841	344	26 596	695 764	11	1 034	16	16	17	135
	LP	59 753	1 156 783	8 748	587	5 774	400 000	261	5 611	2 970	107 304	110 587
	MP	80 151	653 759	31 021	589	70 206	42 636	1 978	6 570	93 127	149	49 933
	NC	149 600	72 916	59	4 263	8	4	62	32 149		26	
	NW	74 952	453 612	506	4 662	572	452	5 201	208 386	128	1 564	653
	wc	478 349	348 116	53	140 824	209	25	1 111	140	360	38	17
	RSA	1 376 317	7 699 413	47 267	825 877	901 467	448 007	224 888	310 775	98 301	114 568	179 146
	EC	135 703	1 396 999	1 042	530 299	1 086		15 549	563	1		119
2008	FS	71 088	391 144	287	5 851	6 804	176	138 226	15 344	14	14	147
	GT	269 303	1 287 398	3 084	20 744	121 069	57 173	57 476	49 135	1 148	5 774	17 654
	KZ	32 894	1 962 541	1 169	25 347	696 066	3	678	26	25	5	5
	LP	38 880	1 088 419	9 576	143	3 645	400 000	187	4 507	2 094	110 964	100 782
	MP	88 001	634 100	39 111	884	79 977	43 679	1 867	7 181	95 179	935	45 040
	NC	144 676	84 828	36	4 049	11	3	46	31 016		157	
	NW	71 126	444 802	3 178	6 880	744	886	6 790	216 600	122	568	775
	wc	468 008	361 427	45	143 714	174	16	1 085	107	301	32	19
	RSA	1 319 679	7 651 658	57 528	737 911	909 576	457 076	221 904	324 479	98 884	118 449	164 541

by province, in 2007 and 2008 70.0 60.0 50.0 40.0 30.0 ■ 2007 20.0 ■ 2008 10.0 0.0 Afrika IsiXho Englis IsiNde SeTsw SiSwat TshiVe XiTson SeSot IsiZulu SePedi bele ans ho ana ì nda 2007 62.9 7.4 11.3 0.4 6.8 3.7 1.8 2.5 0.8 0.9 1.5

7.5

3.8

1.8

Figure 11: Percentage of learners in ordinary schools, by preferred language of learning and teaching, by province in 2007 and 2008

Source: 2007 and 2008 Annual School Survey

0.5

6.1

63.4

2008

10.9

Table 16 (see also figure 12) below indicates that in 2008, the majority of learners are taught in English (65%) followed by Afrikaans (11%).

2.7

0.8

1.0

1.4

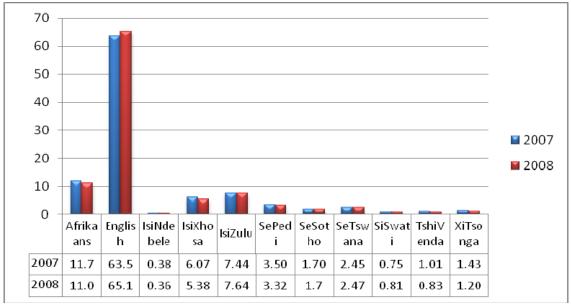
The majority of learners being taught in Afrikaans are in Western Cape (464059) followed by Gauteng (286 430). There was a slight decrease in the proportion of learners who were taught in Afrikaans over the two year period: from 11.7% in 2007 to 11% in 2008.

Table 16: Number of learners in ordinary schools, language of learning and teaching, province and phase, in 2007 and 2008

		Afrikaans	English	IsiNdebele	IsiXhosa	IsiZulu	SePedi	SeSotho	SeTswana	SiSwati	TshiVenda	XiTsonga
2007	EC	137 412	1 366 468	1 188	613 063	2 310	0	16 796	185	0	82	192
	FS	78 125	406 497	455	6 913	8 792	4	132 894	10 746	5	5 365	135
	GT	323 097	1 251 434	5 929	21 260	110 095	46 266	52 348	44 451	795	4 244	13 537
	KZ	37 844	2 047 426	1 007	25 763	727 175	0	1 114	3	13	0	1
	LP	84 947	1 204 037	5 016	64	5 468	346 764	304	6 825	2 421	111 895	112 398
	MP	85 870	669 631	32 678	1 564	70 533	42 146	2 108	6 521	90 834	107	52 062
	NC	145 604	79 357	229	3 645	686	3	62	28 754	0	903	2
	NW	90 391	453 161	790	5 477	128	334	5 098	207 287	46	3 476	629
	wc	475 412	416 518	0	77 760	0	00	747	26	0	0	0
	RSA	1 458 702	7 894 529	47 292	755 509	925 187	435 517	211 471	304 798	94 114	126 072	178 956
2008	EC	130 112	1 395 552	620	538 024	1 831	1	15 165	65	92	0	55
	FS	77 744	403 949	520	4 532	6 642	143	132 029	12 661	15	406	153
	GT	286 430	1 303 913	3 293	19 381	111 742	47 044	51 425	45 852	1 673	6 212	13 649
	KZ	44 068	1 983 875	818	26 492	729 650		42	1	3		
	LP	44 523	1 183 997	5 154	101	3 098	317 626	63	4 665	954	94 412	91 055
	MP	90 955	650 654	34 083	1 028	78 202	40 548	2 921	6 561	97 024	28	42 010
	NC	144 205	86 793		3 711	12	5	87	30 901	2	36	
	NW	66 601	480 628	134	5 000	67	322	5 127	200 437	63	869	140

wc	464 059	454 364	0	57 515	0	0	287	2	0	0	0
RSA	1 348 697	7 943 725	44 622	655 784	931 244	405 689	207 146	301 145	99 826	101 963	147 062

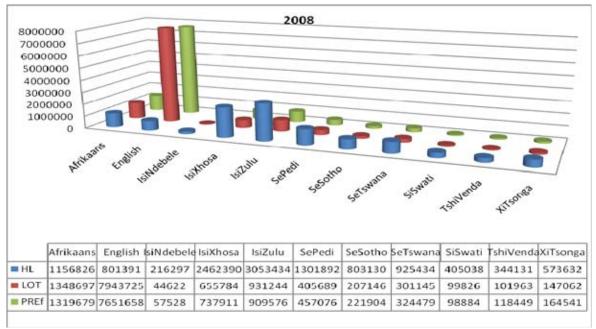
Figure 12: Percentage of learners in ordinary, by language of teaching and learning, province, in 2007 and 2008



Source: 2007 and 2008 Annual School Survey

Figure 13 compares home language, language of learning and teaching and preferred language of learning and teaching. From this figure, it can be concluded that the majority of learners are being taught in English and prefer to be taught in English. There are more learners who are being taught in English than learners whose home language is English.

Figure 13: Number of learners in ordinary, by home language, language of learning and teaching and preferred language of learning and teaching, in 2008



3.2.4. Learner Pregnancy ⁵

According to school principals, 49636 learners had become pregnant in 2007. KwaZulu-Natal had the highest number of learners who got pregnant (14 246), followed by Limpopo province (10 195). The intermediate phase (Grades 4, 5 and 6) shows disturbing figures of learner pregnancies. The trend over years reveals that the majority of learners who became pregnant are from Grade 10.

Table 17: Number of learners in ordinary schools who got pregnant by province and grade, in 2006 and 2007

					2	.006					Total						2007					Total
	Gr 3	Gr 4	Gre 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12		Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	
EC	6	17	81	229	459	945	1479	1704	1776	1522	8221	3	23	61	222	536	1008	1721	1939	1839	1664	9016
FS	2	. 4	14	27	87	225	362	629	530	432	2319	1	5	12	28	65	147	277	504	529	314	1882
GT	11	. 5	10	28	93	355	594	1046	1073	684	3909	11	3	10	25	97	290	634	1171	1240	937	4418
KZ	5	12	54	126	374	1266	2031	3512	4290	3550	15227	7	29	45	155	308	1170	1972	3343	3768	3449	14246
LP	2	30	27	132	326	814	1416	2495	2520	1847	9628	2	17	36	115	324	749	1390	2942	2830	1790	10195
MP	2	. 4	35	80	200	590	826	1329	1187	834	5088	5	2	29	65	138	396	756	1165	1139	750	4445
NC		1		6	21	71	130	221	219	168	837		1	6	14	38	90	193	282	306	168	1098
NW	1	. 7	11	. 33	95	205	321	604	545	375	2197	6	8	17	38	82	179	321	595	564	347	2157
WC	10	26	55	171	372	665	569	465	1	3	2337	18	22	58	126	298	580	540	524	5	8	2179
SA	39	106	287	832	2027	5136	7728	12005	12141	9415	49763	53	110	274	788	1886	4609	7804	12465	12220	9427	49636

Source: 2007 and 2008 Annual School Survey

⁵ The question on learner pregnancy asks about: "number of learners who got pregnant the previous academic year".

Figure 14 shows that the national trend in learner pregnancy from 2003 to 2007, although inconsistent, is generally upwards. The upward trend could be due to either improved reporting or an actual increase. Further investigations are required to confirm which scenario is likely.

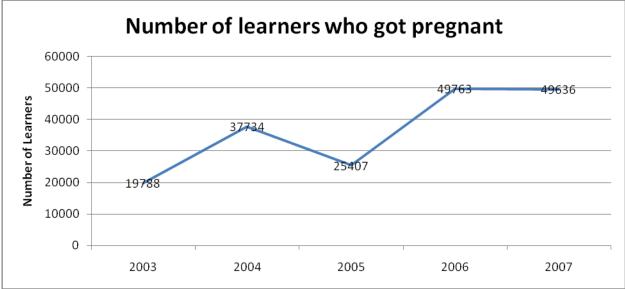


Figure 14: Trend line of learners in ordinary schools who got pregnant, by province, from 2004 to 2008

Source: 2007 and 2008 Annual School Survey

3.2.5. Orphan status of learners

In 2008, 481 994 learners enrolled in ordinary schools were reported to be "double" orphans (having lost both parents). However, the figures for "single" orphans are much higher, with over 1m learners without fathers and 627 589 without their mothers.

In 2008, KwaZulu-Natal had the highest number of "double" orphans (742 206 learners) followed by Eastern Cape (358 315 learners). The number of orphans increased by 0.7% between 2007 and 2008.

Table 18: Number of Learners in Ordinary Schools whose Parents are Deceased by Province, in 2006 and 2007

	2007			Total	2008			Total
Province	Both parents deceased	Father Deceased	Mother Deceased		Both parents deceased	Father Deceased	Mother Deceased	
EC	76 397	164 409	103 704	344 510	83 432	168 390	106 493	358 315
FS	36 011	59 451	34 441	129 903	38 674	59 071	34 303	132 048
GT	47 505	122 309	70 490	240 304	51 668	139 455	77 498	268 621
KZ	173 165	371 262	217 202	761 629	178 584	351 717	211 905	742 206
LP	39 997	108 413	63 656	212 066	40 847	109 424	64 640	214 911
MP	42 649	87 527	57 986	188 162	44 536	87 178	58 243	189 957

NC	5 803	18 429	13 432	37 664	6 170	19 061	13 588	38 819
NW	27 260	52 811	42 501	122 572	28 464	49 862	41 166	119 492
WC	10 621	56 918	22 854	90 393	9 619	49 528	19 753	78 900
RSA	459 408	1 041 529	626 266	2 127 203	481 994	1 033 686	627 589	2 143 269

3.2.6. Learner Mortality⁶

According to information provided by schools, close to 11 000 learners passed away in 2007. The majority of learner deaths occurred in Kwazulu-Natal (3578 in 2006) followed by Eastern Cape with 2097 deaths. Nationally there was a slight decrease in number of learners in ordinary schools who died between 2006 and 2007.

Death from illnesses seems to be the dominant causes of death amongst learners followed by accidents. KwaZulu-Natal showed the highest number of suicide deaths in 2007.

Table 19: Number of learners in ordinary schools who passed away, by province and causes of death, in 2006 and 2007

			2006	1				2007		
Province	Accident	Illness	Suicide	Violence	Total	Accident	Illness	Suicide	Violence	Total
				and					and	
				homicide					homicide	
EC	602	1172	146	177	2097	539	1547	128	226	2440
FS	111	397	37	37	582	120	395	23	60	598
GT	379	960	96	95	1530	419	843	73	82	1417
KZ	757	2318	302	201	3578	689	2155	154	171	3169
LP	246	889	85	59	1279	215	740	56	48	1059
MP	195	807	54	41	1097	209	794	36	51	1090
NC	55	86	9	14	164	58	87	12	23	180
NW	136	475	32	44	687	122	473	21	22	638
WC	183	144	29	89	445	177	128	17	82	404
RSA	2664	7248	790	757	11459	2548	7162	520	765	10995

Source: 2007 and 2008 Annual School Survey

3.2.7. Learner Social Grants

The provision of social grants is the government's biggest poverty relief programme, paying out in the region of R50-billion per annum to over nine million South Africans. This programme contributes to an increase in the number of children enrolling in schools. It is therefore important to establish how many learners are receiving social grants in the country.

In 2008, 2604514 learners in the country (21.3%) were beneficiaries of social grants. Government's extension of the child support grant to older children in 2008 explains why the number of grant beneficiaries increased between 2007 and 2008. Eastern Cape had the highest percentages of learners

⁶ The question on learner mortality asks about: "mortality statistics for learners during the previous academic year".

receiving social grants (31% in 2008) followed by Mpumalanga (26% in 2008). In Western Cape the number decreased from 182037 in 2007 to 100743 in 2008. This could be due to under reporting in 2008.

Number of learners receiving social grants Percentage of learners receiving social grants 35.0 Percentage of Learners 30.0 25.0 419 900 20.0 15.0 10.0 795 80 5.0 0.0 EC FS GT ΚZ LP MP NC NW WC 2007 27.9 19.9 10.1 20.0 21.5 24.0 20.8 17.1 18.8 597546 569 883 149 274 54333 329 364 116 871 119 196 188 053 182 037 ■ 2008 30.6 20.9 12.6 21.5 22.2 26.5 22.7 22.6 10.3 M 2003 637844 134945 239759 592.272 109.552 176,990 60 223

Figure 15: Number and percentage of Learners Receiving Social Grants by Province, in 2007 and 2008

Source: 2007 and 2008 Annual School Survey

3.3. STAFF INFORMATION

3.3.1. Staffing Levels

Table 20 indicates that there were 404356 school-based educators in 2008. The number of school-based educators in ordinary schools increased by 1.6% between 2007 and 2008. Table 20 also shows a slight increase in the number of administrative staff in ordinary schools – from 23200 in 2007 to 24449 in 2008.

The importance of professional non-teaching staff such as school psychologists and school nurses cannot be disputed, given the extent of social and health problems experienced by learners. However, not all schools have such staff. Table 20 shows that there were 3881 professional non-teaching staff in schools in 2008, reflecting a slight increase from 2007.

Table 20: Number of staff in ordinary schools by province and staff type, in 2007 and 2008

			2007	7					20	08		
Pro	ADMINIST	EDUCAT	HOSTEL	PROFE	SUPPOR	Total	ADMINI	EDUCAT	HOST	PROFE	SUPPOR	Total
vinc	RATIVE	OR	STAFF	SSION	T STAFF		STRATIV	OR	EL	SSION	T STAFF	
е	STAFF			AL			E STAFF		STAFF	AL		
				NON						NON		
				TEACH						TEAC		
				ING						HING		
				STAFF						STAFF		
EC	1 487	66 506	1 179	626	5 604	75 402	1 571	66 928	1 245	373	6 763	76 880
FS	1 807	24 052	1 139	196	2 963	30 157	1 784	23 583	972	155	2 995	29 489
GT	6 747	63 847	495	1 332	12 255	84 676	7 274	64 800	514	1 816	13 516	87 920
KZ	4 773	88 998	1 017	372	10 140	105 300	4 909	87 959	962	474	10 631	104 935
LP	1 199	55 092	687	144	4 007	61 129	1 279	57 398	572	205	5 002	64 456
MP	2 127	32 406	418	232	4 341	39 524	2 290	33 786	358	247	4 631	41 312
NC	532	8 786	629	72	1 349	11 368	576	9 183	622	91	1 433	11 905
NW	1 516	25 851	586	85	2 152	30 190	1 570	26 724	613	101	2 451	31 459
WC	3 012	32 469	1 040	385	4 991	41 897	3 196	33 995	1 062	419	5 380	44 052

RSA 23 200 398 007 7 190 3 444 47 802 479 643 24 449 404 356 6 920 3 881 52 802 492

Source: 2007 and 2008 SNAP Survey

3.3.2. Educator Mortality⁷

According to information received from schools, 2332 educators passed away in 2008, an increase of 248 as compared to 2007. Illness was a major cause of death across the provinces, followed by accidents.

Table 21: Number of educators in ordinary schools who passed away, by province and causes of death, in 2006 and 2007

	2006					2007						
Province	Accident	Illness	Suicide	Violence and homicide	Total	Accident	Illness	Suicide	Violence and homicide	Total		
EC	46	376	4	9	435	51	407	2	8	468		
FS	6	109	3	3	121	21	149	7	4	181		
GT	32	202	5	9	248	24	222	4	7	257		
KZ	59	751	8	22	840	47	640	8	16	711		
LP						28	173	3	7	211		
MP	21	210	2	8	241	16	202	7	2	227		
NC	11	30	1	1	43	7	33			40		
NW	15	125	2	2	144	13	129	3	5	150		
wc	9	66	3	4	82	10	76	1		87		
RSA	199	1869	28	58	2154	217	2031	35	49	2332		

Source: Annual School Survey

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⁷ The question on educator mortality asks about: "mortality statistics of educators during the previous academic year.

4. GLOSSARY OF TERMS

Class size

The average number of learners per class, calculated by dividing the number of learners enrolled by the number of classes

Combined school

A school that offers all grades from both primary and secondary levels of schooling that is, a school that offers every grade from Grade R to Grade 12.

Funding type

The funding sector to which the educational institution belongs for example independent or public

Gender

Social distinction between males and females

Grade R

Learners in the grade before grade 1

Home language

The main language spoken by the learner at home

Independent school

A school registered or deemed to be registered in terms of section 46 of the South African Schools Act 84 of 1996.

Intermediate school

A school that offers a selection of grades from Grade R to Grade 12, but such a selection is not in line with the grade limits of either a primary or secondary school

Item response rate

The ratio of the number of units responding to an item in a questionnaire (survey form) to the number of responding units eligible to have responded to the item

Language of learning and teaching (LOLT)

Is a language medium through which learning and teaching, including assessment occurs

Learner

Means any person receiving education or obliged to received education in terms of the South African Schools Act, 1996 (Act 84 of 1996).

Learner-educator ratio (LER)

Average number of learners per educator at a specific level of education in a given school-year

Multi-grade classes

These are classes where learners in more than one grade are taught in the same classroom at the same time.

Ordinary school

A school that is not a special school

Orphan

A learner who has one/both parents deceased.

Post-Matric

Any other classes offered after matric for learners who have completed matric

Preferred language of learning and teaching

This refer to the language preference as indicated by the learner at the time off registration

Pre-Grade R

Learners that are not yet in grade R

Primary school

An institution that offers formal schooling from Grade R to Grade 7. An institution that offers only a selection of grades from Grade R to Grade 7 is also referred to as a primary school

Secondary school

An institution that offers formal schooling from Grade 8 to Grade 12. An institution that offers only a selection of grades from Grade 8 to Grade 12 is also referred to as a secondary school.

SNE

Refers to a class that learner who experiences barriers to learning attend on a full time basis so that their curriculum support needs can be individually addressed. For a learner to be classified as SNE the assessment done by the school, with the permission of the parent/s, must be ratified by a, member of the district-based support team or any other relevant district official.

Staff Type

The employee categories within the Department of Education

Unit response rate

The number of respondents who respond to a questionnaire compared to the number of respondents provided with a questionnaire expressed as a percentage.



ANNUAL SURVEY Ordinary Schools

2008

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provid	e info	rmati	on.																							
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					De	signat	tion																			

NEMIS004A ASS08-32

EMIS NUMBER					

Please use the following table when completing the survey form.

	Prov	rincial codes:
<u>Code</u>		Province Name
1	=	Western Cape
2	=	Eastern Cape
3	=	Northern Cape
4	=	Free State
5	=	KwaZulu-Natal
6	=	North West
7	=	Gauteng
8	=	Mpumalanga
9	=	Limpopo

Schools without Grade 10 - Grade 12 do only pages 1 - 21 + 30 - 31

Δ	CR	O	N١	//	15

ABET: Adult Basic Education and

Training

FET: Further Education and Training

NQF: National Qualifications

Framework

SNE: Special Needs Education

SASL: South African Sign Language

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1	GENER	ΑL	INFC	R	MA	TIC	N																			
1.1	School nam	ne																								
1.2	Postal addr	ess																								
	Box/Private	e ba	g																							
	Post Office	naı	ne																							
	Postal code																									
1.3	Telephone:	C	ode							,																
1.4	Fax:	C	ode							,																
1.5	Principal's	hor	ne: Code							,																
1.6	Principal's	cell	phone:																							
1.7	E-mail																			<u>'</u>						
*1.9 Multi-grad 1.10 Double shi are dividea	Lowest grade at Highest grade at Highest grade at Total numb le classes = These Does the schoo fit = These are self into two groups, Platooning school.) Provide the na	oer (are a ll have	of multi- lasses when we double s where there are taught	-gr -gr le	ade control and co	code i	es es eno classic eators only b	n one	grad	ccomn val.	nodate	e all l	learn	iers.	The s	scho	ol da	y is a	livide	ed int						arner
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	Grade 8		Grade 9		Gra	de 10)	Gr	ade 1	1	C	rade	12		Pos	st-N	I atri	C		SNE	5			Tot	al	

					EM	IS NU	IMBEI	₹							
Male															
Female															
Total															

Pre Grade R = Learners that are not yet in Grade R.

Grade R = Learners in the grade before Grade 1.

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed.

Post matric = Any other classes offered after matric for learners who have completed matric.

				1052.1					
*1.13 Numb	oer of CLAS	SSES/UNITS	S for each g	grade					
Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grad	le 4	Grade 5	Grade 6	Grade 7
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Post-Matric	SN	ΙE	emedial/Aid/ urning Support	Total
Indicate the num								NOT be complete	

Indicate the number of class groups in each grade and NOT the number of learners or class rooms. This table must NOT be completed for multi-grade classes. Information on multi-grade classes must be indicated in Table 1.9. See also the definition below table 1.9

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed

Remedial/Aid/Learning support = Refers to a class attended by learners who experience barriers to learning on a part time, temporary or withdrawal basis so that specific barriers to learning can be individually addressed.

		d annual (scho			ırrent academi Y)	c year? (Exclude	e rebates for
Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Post Matric	SNE

NOTE: PLEASE LEAVE THE BLOCKS BLANK WHERE THERE IS NO INFORMATION IN SECTION 2 AND 3. DO NOT USE LEADING ZEROS, ZEROS OR DASHES TO INDICATE AN ABSENCE OF DATA.

2 LEARNER INFORMATION

THE FOLLOWING TABLES PERTAIN TO LEARNERS WHO ARE REGISTERED AT THE SCHOOL THIS YEAR.

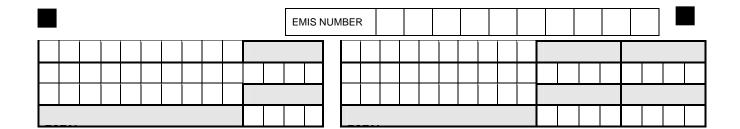
Information for learners must be for male and female learners separately, where applicable.

It is important to collect learner numbers in terms of population group and gender in order to track the extent to which equity and access are being addressed in the education system.

The learner or the learner's parents/guardians and/or family should determine population group. This should reflect the parents' and/or the families' own perception of their population group and not the racial classification used in the past.

No learner should be counted more than once.

2.1 LEARNER DISTRIE	BUTION	2.2	HOSTEL	BOARDERS	
Specify the number of learners from various provinces and other countries that have registered at your school for the first time this year and who have never been registered at any school in YOUR PROVINCE before.	TOTAL	hostel variou	fy the number of I boarders from Is provinces and countries.	MALE	FEMALE
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	of learners (excluding SNE unit/class) according to population group, gender and grade	Black African								
	× F I€	Bla	Male							
	9		Σ							l

Female

Total

*2.3. Number

Pre Grade R

Grade R Grade 1 Grade 2

Grade 3 Grade 4 Grade 5

Grades

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed in the education system. Population group data = It is important to collect learner numbers in terms of population group and gender to track the extent to which equity and access are being addressed in the education system.

Grade 12 Post Matric

TOTAL

Grade 10 Grade 11

Grade 9

Grade 8

Grade 7

Grade 6

The learner or the learner's parents/guardians and/or famity should determine population group. This should reflect the parents' and/or the families' own perception of their population group and not the racial classification used in the past.

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nools with SNE units/ classes	EMIS NUMBER
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This table is only for sch

*2.3. Number SNE learners according to population group, gender and <i>PRIMARY</i> barrier to learning. EVERY SNE learner must be 2 included in this table according to their PRIMARY barrier to learning (Learners may NOT be double-counted) For learners to be classified as SNE the assessment done by the school with the permission of the parent's must be ratified by a	SNE lea	table acc	ording to t	3. Number SNE learners according to population group, gender and <i>PRIMARY</i> barrier to learning. EVERY SNE 2 included in this table according to their PRIMARY barrier to learning (Learners may NOT be double-counted). For learners to be classified as SNE the assessment done by the school with the permission of the parent's must be	group, g	er to learn	A PRIMAI	RY barrier	to learni / NOT be	ng. EVER double-cα	Y SNE learr vunted)	1 ≥ :	ed by
	iels to be classi	وممط بمنتيف	ds Jine alle al	Toom of or		عالبه عصبط المنصط	SCHOOI, WILLI LIN			g pareilles,		illust de lat	For realities to be classified as SINE title assessified dolle by title scribbly, with title perfittission of title parents, indee be rathled by a
Barrier-to-learning	Black	Black African	ပိ	Coloured	Inc	Indian	\$	White	_	Other			Total
Category	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		Male	Male Female
Attention deficit disorder													
Autistic spectrum disorder													
Behavioural disorder													
Blind													
Cerebral palsied													
Deaf													
Deaf/Blind disabled													
Epilepsy													
Hard of hearing													
Mildly or moderately intellectually disabled													
Partially sighted													
Physically disabled													
Severely intellectually disabled													
Specific learning disability													
TOTAL													

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed THE TOTALS FOR TABLE 2.3.1 AND 2.3.2 MUST EQUAL THE TOTALS OF TABLE 1.12.

epilepsy and are in need of additional specialised support. Must be declared medically as such by a medical practitioner. Hard of hearing. Learners who experience a moderate himperiment and who are in need of additional specialised support. Partially sighted. Learners who experience wisual impairment and specialised support. Midly or moderately intellectually disabled. Learners who experience wisual intellectual barrier to learning and who are in need of additional support. Severely intellectually disabled. (includes Severely mentally handicapped): Learners with a significant physical barrier to learning and who experience severe barriers to learning and are more than two years behind their peer. Specific learning disability. Learners who experience severe barriers to learning and are more than two years behind their peer. Specific learning disability. Learners who experience severe intellectual barrier to learning and are more than two years behind their peer. Specific learning disability. Attention deficit disorder withwithout hyperactivity: Learners who experience barriers to learning owing to attention defect disorders and who are in need of additional specialised support. Autistic spectrum disorders: Learners with a severe behavioural disorder of such a degree that it is difficult to accommodate pervasive development disorder of such a degree that it is difficult to accommodate Deaf. Learners who experience a severe hearing impairment and who depend on specialised educational support. Deaf/Blind disabled: Learners who are completely deaf and blind. Epilepsy: Learners, who experience barriers to learning owing to them in an ordinary class. Blind: Learners who experience a severe visual impairment and who depend on specialised educational support. Cerebral palsied: Injury of the spine and must be declared medically as such by a medical practitioner: of additional specialised help.

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EMIS NUMBER					

This table is only for schools with SNE units/ classes

*2.3. Number of SNE learners according to population group, gender and all barriers to learning. (<i>Indicate ALL the different barriers</i> 3 to learners with multiple barriers to learners to learners to be classified as
w

SNE the	assessme	ent done b	y the scho	ol, with the	e permissic	on of the p	arent/s, rr	ust be ratif	ed by a m	nember of t	he District-ba	SNE the assessment done by the school, with the permission of the parent/s, must be ratified by a member of the District-based Support
Barrier-to-learning	Black African	ıfrican	Cok	Coloured	Indian	ian	M	White	Ot	Other	To	Total
Category	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attention deficit disorder												
Autistic spectrum disorder												
Behavioural disorder												
Blind												
Cerebral palsied												
Deaf												
Deaf/Blind disabled												
Epilepsy												
Hard of hearing												
Mildly or moderately									H			
intellectually disabled												
Partially sighted												
Physically disabled												
Severely intellectually disabled												
Specific learning disability												
тотаг												

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*2.4.1	Number	of learner	s accord	ing to gra	ade and	*2.4.1 Number of learners according to grade and age group including SNE learners: MALE	including	SNE lear	ners: MA	TE								
Age in years	Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Post- Matric	SNE	Total	_
0-3																		
4																		
2																		
9																		
7																		
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10																		
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THE VERTICAL TOTALS (TOTALS AT THE BOTTOM OF THE ROWS) FOR TABLE 2.4.1 MUST EQUAL THE VERTICAL TOTALS FOR MALES IN THE TABLE 1.12.

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed All learners' ages must be determined as at 31 December of the current year.

NEMIS004A ASS08-41

		SNE																									
		Ø																									
		Post- Matric																									
		₽≥																									
		Grade 12																									
		Ö																									
		Grade 11																									
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	rners	Gra																									
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	ndinc	Grade 5																									
BER	inch	Gra																									
EMIS NUMBER	dno.	Grade 4																									
EMIS	ge group <i>including SNE</i> learners: FEMALE	Gra																									
	ınd a	Grade 3																									
	ade a	Gra																									
	o gr	Grade 2																									
	ling 1	Gra																									
	corc	Grade 1																									
	rs ac	Gr																									
	arne	Grade R																									
	of le																										
	nber	Pre Grade R																									
	2 Nur																										
	*2.4.2 Number of learners according to grade and a	Age in years	0-3	4	2	9	7	8	6	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26 >	Total

Total

THE VERTICAL TOTALS (TOTALS AT THE BOTTOM OF THE ROWS) FOR TABLE 2.4.2 MUST EQUAL THE VERTICAL TOTALS FOR FEMALES IN THE TABLE 1.12.

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed All learners' ages must be determined as at 31 December of the current year.

NEMIS004A ASS08-42

*2.5. Let $1 MO$	arners (<u>excl</u> Leaduige Miss	luding SNI	Learners (<u>excluding SNE unit/class</u>) according) according	to home l	anguage ar	nd grade: (N	*2.5. Learners (<i>excluding SNE unit/class</i>) according to home language and grade: (MALE AND FEMALE)) FEMALI	Е)				
Grades	Afrikaans	English	IsiNdebele	Sepedi	SiSwati	Xitsonga	Tshivenda	Setswana	IsiXhosa	ısiZulu	Sesotho	Sign Language	Other	Total
Pre Grade R														
Grade R														
Grade 1														
Grade 2														
Grade 3														
Grade 4														
Grade 5														
Grade 6														
Grade 7														
Grade 8														
Grade 9														
Grade 10														
Grade 11														
Grade 12														
Post Matric														
тотаг														
Home I cont	iiom odT - oco.	20 000000000	col odt vid acilo	omod to som										

Home Language = The main language spoken by the learner at home.

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed

NEMIS004A ASS08-43

*2.5. SNI	3 unit/clas	ss learners	*2.5. SNE unit/class learners according to home language	o home lan		barrier to l	earning: (N	and barrier to learning: (MALE AND FEMALE)) FEMAL)	E)				
Barrier-to- learning Category	Afrikaans	English	IsiNdebele	Sepedi	SiSwati	Xitsonga	Tshivenda	Setswana	IsiXhosa	IsiZulu	Sesotho	Sign Language	Other	Total
Attention														
disorder														
Autistic														
disorder														
Behavioural														
disorder	-													-
Blind														
Cerebral														
palsied			-			-					-	-	-	
Deaf														
Deaf/Blind														
disabled	-		-			-	-	-		-	-		-	-
Epilepsy														
Hard of														
hearing	-		,											-
Mildly or moderately intellectually														
disabled														
Partially														
signted	_		-	-	-	-	-		-	-	-		-	-
Physically														
Severely														
intellectually -														
Specific														
learning disability			-		-	-	-		-	-	-	-	-	-
TOTAL														
THE TOTAL F	OR TABLES.	2.5.1 AND 2.5	THE TOTAL FOR TABLES 2.5.1 AND 2.5.2 MUST EQUAL THE TOTAL OF TABLE 1.12.	L THE TOTAL	OF TABLE 1.	12.								
For learners to be class relevant district official.	to be classifict official.	ied as SNE	For learners to be classified as SNE the assessment done by the school, relevant district official.	nt done by the	school, with	the permissi	ion of the par	ent/s, must be	e ratified by a	a member of	the District-b	with the permission of the parent/s, must be ratified by a member of the District-based Support Team or any other	Team or any c	other

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed

NEMIS004A ASS08-44

		age													l
		Sign Language													l
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	udi.	Ш													ĺ
	excl	ns													
	rs (Afrikaans													
	rne.	Afr													
	*2.6. Learners (<i>excluding SNE unit/class</i>) according to Language of Learning and Teaching and grade: (MALE AND FEMALE)	ý	e R												
	2.6.	Grades	Pre Grade R	Grade R	de 1	de 2	de 3	de 4	de 5	de 6	de 7	Grade 8	de 9	Grade 10	
	*	9	Pre	Grad	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grad	Grade 9	Grad	

Total

Other

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed THE TOTAL FOR TABLES 2.6.1 AND 2.6.2 MUST EQUAL THE TOTAL OF TABLE 1.12

Post Matric

TOTAL

Grade 11 Grade 10

Grade 12

NEMIS004A ASS08-45

		Other															
)															
		ı ıge															
		Sign Language															
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	N	n															
	E A	IsiZulu															
	IAL	31															
	: (<u>N</u>	sa															
	ing	IsiXhosa															
	arn	ISI															
	to le	na															
	ier 1	Setswana															
	oarr	Set															
	nd l	da															
	ıg a	Tshivenda															
	chir	Tsh															
	Геа	Ja															
	. pu	Xitsonga															
	ıg a	Xit															
~	rnir	Ξ															
EMIS NUMBER	Lea	SiSwati															
S N	of	Si															
SIWIE	age													-			
	ngu	Sepedi															
	La	Se											-				
	g to	9									Г			-			
	din	IsiNdebele	-								H		-	-			
	cor	IsiN	-								H		-	-			
	s ac		-	_	1				H		H		-	-			
	.uer	English	-					\dashv			H		-	-			
	lear	En							\vdash		\vdash		-				
	ass	(0	-	\vdash	1			\dashv	H		H	\vdash	-	-	\dashv	$\overline{}$	
	it/cl	Afrikaans	-					\dashv							\dashv		
	unit/class learners according to Language of Learning and Teaching and barrier to learning: (MALE AND FEMALE)	Afrik	-					\dashv			\vdash						
	[T -]									1	10				- 1		

Total

*2.6. SNE

Barrier-to-learning Category
Attention deficit disorder
Autistic spectrum disorder

Behavioural disorder

Blind

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed

THE TOTAL FOR TABLES 2.6.1 AND 2.6.2 MUST EQUAL THE TOTAL OF TABLE 1.12.

Severely intellectually disabled

Specific learning disability

TOTAL

Physically disabled

Partially sighted

Mildly or moderately intellectually disabled

Deaf/Blind disabled

Epilepsy Hard of hearing

Cerebral palsied

Deaf

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	E)											
	IAL	Total										
	ŒM	•										
	DF	,										
	AN	Other										
	LE											
	MA	ıge										
): (ī	Sign Language										
	lass	La										
	Teaching for learners by language and grade (excluding SNE unit/class): (MALE AND FEMALE)	ы										
	E ui	Sesotho										
	SN	S										
	ing	크										
	<u>lud</u>	IsiZulu										
	$\overline{(exa)}$											
	ade	Sa										
	l gra	IsiXhosa										
	anc	37										
	age	ana										
	ngu	Setswana										
	y la											
	rs b	Tshivenda										
	rneı	shive										
	. lea	Ľ										
	for	nga										
	ing	Xitsonga										
	eacl	^										
ER	d T	/ati										
EMIS NUMBER	g an	SiSwati										
IIS N	ning F											
EN	ear	edi										
	of I	Sepedi										
	age IN T	-										
	ngu TED	IsiNdebele										
	Lar	siNde										
	cate the PREFERRED Language of Learning and	<u> </u>										
	RR	English										
	EFE RED	Eng										
	PR											
	the	Afrikaans										
	ate	Afrik										
	H		1	1	Ī			1	1	1		

Pre Grade R

Grade R

Grade 1 Grade 2 Grade 4 Grade 5 Grade 6 Grade 7

Grade 3

Grades

Preferred language of learning and teaching: This refers to the language preference as indicated by the learners at the time of registration.

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed

Post Matric

TOTAL

Grade 12 Grade 11

Grade 10

Grade 8 Grade 9

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									-					
*2.7. PRI	EERRED	Language	*2.7. PREFERRED Language of Learning and Teaching for learners in <u>SNE unit/class</u> by language and barrier to learning: (MALE AND FEMALE)	g and Teacl	hing for lea	arners in <u>S/</u>	VE unit/clas	<u>ss</u> by langu	age and ba	rrier to lea	rning: (MA	LE AND I	EMALE)	
Barrier to learning Category	Afrikaans	English	IsiNdebele	Sepedi	SiSwati	Xitsonga	Tshivenda	Setswana	IsiXhosa	IsiZulu	Sesotho	Sign Language	Other	Total
Attention deficit														
disorder	-						-	-	-	-		-	-	-
Autistic														
disorder														
Behavioural														
disorder														
Blind														
Cerebral palsied														
Deaf														
Deaf/Blind														
disabled														
Epilepsy														
Hard of														
hearing														
Mildly or														
incueratery intellectually disabled														
Partially														
sighted														
Physically disabled														
Severely				E					E				E	F
intellectually disabled	-			_	-	-		- -	-	-	-	-	-	-
Specific														
disability														
TOTAL														

Preferred language of learning and teaching: This refers to the language preference as indicated by the learners at the time of registration.

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed

THE TOTALS FOR TABLES 2.7.1 AND 2.7.2 MUST EQUAL THE TOTAL OF TABLE 1.12.

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IBER	
≥	
EMIS N	

	nent done by the school, with the permission of the parent/s, must be ratified by a member elevant district official.	Total																
d	а те	disability																
(Learners may NOT be double	d by	Specific learning																
o de	ıtifiec	bəldssib																
OT b	oe ra	Severely intellectually																
Ž Ž	ust k																	
ů.	/s, rr	Physically disabled																
rner	arent	bəidgis																
(l ea	ne pa	Partially																
	of th	bəldssib																
grade: MALE	ssior	Multiply																
rade	ərmis	intellectually disabled																
o pu	he pe	Mildly or moderately																
E	/ith tl	hearing																
arnir	ool, w	Hard of																
IMARY barrier to learning and	nent done by the scho elevant district official	Epilepsy																
rier	/ the rict o	sasijag																
, bar	ne by disti	bəldszib																
ARY	it dor	Deaf/blind																
	men r rele	Deaf																
ner F	ssess																	
Ses	ne as any	Cerebral palsied																
clas	NE tl m or																	
=AM	as S Tea	bnila																
STR	ified oport																	
MA	slassi d Sup	Behavioural disorder																
in M	be c	disorder																
ners.	counted.) For learners to be classified as SNE the assessmof the District-based Support Team or any other r	Autistic murtoeqs																
lear	counted. For learne of the Dist	disorder																
SNE	coul For I	noitnettA tioifeb																
*2.8.1 SNE learners in MAINSTREAM classes per PR		GRADE	Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Post Matric	TOTAL

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	*2.8.2	GRADE	Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade
	*2.8.2 SNE learners in MAINSTREAM classes per counted.) For learners to be classified as SNE the assement the District-based Support Team or any oth	noitnettA ficiteb rebrosib														
	SNE learners in MAINSTREAM classes per counted.) For learners to be classified as SNE the asses of the District-based Support Team or any oth	Autistic mutbeqs tebrosib														
	MAINST classifice ed Supp	Behavioural disorder														
	FREAM cod as SN out Tean	bnila														
EM	lasses p E the ass or any or	Cerebral baisisd														
EMIS NUMBER	. s 9	Deaf														
	ARY barr done by /ant distr	Deaf/blind beldszib														
	PRIMARY barrier to leassement done by the schoer relevant district official	Epilepsy														
	arning a ool, with t II.	Hard of hearing														
	PRIMARY barrier to learning and grade: FEMALE sment done by the school, with the permission of the per relevant district official.	or Mildly or moderately intellectually disabled														
	ssion of t	ylqi3luM bəldszib														
	-E (Lea :he parer	Partially bejrhgis														
	rners m t/s, mus	Physically beldssib														
	(Learners may NOT be double- parent/s, must be ratified by a mer	Severely intellectually disabled														
	be doul ed by a	Specific learning disability														
	ole- memb															

Grade 12

TOTAL Post Matric

Total

by a member

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Ording to grade and gender who experier Numeric difficulties Female Male Male	rg to grade and gender who experience reading c difficulties Female	de and gender who experien Language difficult Male Male
Language difficult	lender who experience reading Language difficulties Male Female Female	lender who experience reading, numeric or la Language difficulties Male Female Female Anale Female Femal
	rties Female	ries To la

Grade 2 Grade 3 Grade 4

Grade 5 Grade 6 Grade 7

Grade 1

emale

<u>o</u>

Reading Difficulties = These are learners who experience difficulties in acquiring or mastering all aspects of reading and are at least two years behind the stipulated reading levels. These are learners who have been identified as needing additional support in reading.

Post Matric

TOTAL SNE

Grade 10 Grade 11 Grade 12

Grade 8 Grade 9 Numeracy Difficulties = These are learners who experience difficulties in achieving the assessment standards relevant to their grade and are at least two years behind on all levels of understanding Mathematics. These are learners who have been identified as needing additional support in numeracy.

Language Difficulties = These are learners who experience serious difficulties to participate in spoken or written language activities due to the fact that they are learning in a language, which is not their home language and need additional support to overcome this barrier.

2.10 Number of female learners (that you are aware of) who fell pregnant during the previous academic year

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	Total	
	SNE	
	Post-Matric	
	Grade 12	
	Grade 11	
	Grade 10	
	Grade 9	
	Grade 8	
EMIS NUMBER	Grade 7	
	Grade 6	
	Grade 5	
	Grade 4	
	Grade 3	

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									L		101112													
*2.11 Num	ber o	of tra	nsfe	rs to	ano	d fro	m th	ne sc	hool															
						NUM	BER (OF TRA	ANSFE	ERS IN	TO TI	HE SC	HOOL	,						* 1	NUMI	BER (F	
GRADE		chool i	who w n this p reviou	provir	ice th	-		rners v other p		e the		-		chool i	who v in any oreviou	provi	nce th		S	CHOC	DL TC	FROM ANC E PRE	THE	R
		Male		F	Female	e		Male]	Female	,		Male]	Female	;		Male		F	emale	e
Grade 1																								
Grade 2																								
Grade 3																								
Grade 4																								
Grade 5																								
Grade 6																								
Grade 7																								
Grade 8																								
Grade 9																								
Grade 10																								
Grade 11																								
Grade 12																								
Post Matric																								
SNE																								
Total																								

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed

Transfers TO school = Only learners who did not complete the previous academic year at the school must be included in this columns.

ALSO NOTE: Primary Schools: Grade 1 learners enrolled for the first time must NOT be indicated in the columns giving transfers to the school.

Secondary schools: No new enrolments from primary schools to Grade 8 must be included in the columns giving transfers to the

Transfers FROM school = No learners leaving a primary school at the end of Grade 7 must be indicated in the column giving transfers FROM the school and no learners graduating in Grade 12 from a secondary school must be indicated in the column transfers FROM this school.

2.12.1 C	oes l=yes;		r scho	ool k	еер	reco	rds d	of lea	arne	rs re	giste	ered	for o	or re	ceivi	ing s	ocia	I gra	nt?	
*2.12. It	8 1 1 1 0 6 0 1 1 Z																			
	Pre- Grade R Grade 1 Grade 9 Grade 1 Grade 2 Grade 3 Grade 3															Total				
Receiving	ng a social grant																			
Registered social gran	ving a social grant tered, not receiving a grant grant																			
			irst-tim those lear				in Gra	de 1 foi	the fir	st time	and wh	o have	never	before l	been in	a Grado	e 1 clas	s for ar	ıy reaso	on)
Gender	0	-3 year	:s	4 y	ears		5 yea	ars		6 yea	ırs		7 yea	rs		8 years	S		9 years	3
Male																				
Female																				
Gender		10 yea	rs		11 year	s		12 yea	urs		13 y	ears		14 ye	ars and	older		Т	otal	
Male																				

All learners' ages must be determined as at 31 December of the current year.

EMIS NUMBER					

*2.14 Number of learners: a) who stopped attending school; b) who were not promoted last year and c) who are repeating a grade. (Notes at end of the table)

GRAD E	*NUMBE	R OF LEAF ATTENDI		PPED	JMBER NOT PR					OF LEA RADE T		
GR.	M	ale	Female		Male		Female		Male		Female	
Grade R												
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												
Grade 8												
Grade 9												
Grade 10												
Grade 11												
Grade 12												
SNE												
TOTAL												

^{*(}Learners who did not complete the final year end examination at the school and were not issued with official transfer certificate
**(Please include all learners who were not promoted to the next grade at the end of the previous academic year according to the official PROMOTION
schedules; even if they have since left the school. This information should be obtained from end-of-year schedules and must balance with the

^{***(}Do a headcount of number of learners who are in the same grade as they were last year. Make sure you include those who were in the same grade but in a different school last year. This column should include learners who were not promoted as well as learners repeating for other reasons.)

SNE = Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed

		Male			Female	
GRADE	Only mother	Only father	Both parents	Only mother	Only father deceased	Both parents
Pre-Grade R	III EASEU	I I I I I I I I I I I I I I I I I I I		UFI EASEI		UFI FASEU
Grade R						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Post-Matric						
SNE						

EMIS NUMBER					

All learners' ages must be determined as at 31 December of the current year.

*2.16.1 Mortality statistics for learners during the previous academic year

(The Department of Education needs to monitor changes in overall mortality trends for planning purposes. Information is needed on the number of deaths amongst learners according to cause of death, gender and age group.)

Cause of death:		Illn	ess				Acci	dent				Sui	cide			٧	iolen	ce an	d ho	micid	е
Age in years	Male		F	emal	е	Male		F	emal	е	Male	!	F	emal	е		Male		F	emal	е
Younger than 3																					
3 – 5																					
6 – 9																					
10 – 14																					
15 – 19																					
20 – 24																					
25 and Older																					
Total																					

All learners' ages must be determined as at 31 December of the previous year.

2.16.2 Mortality statistics for educators during the previous academic year

(The Department of Education needs to monitor changes in overall mortality trends for planning purposes. Information is needed on the number of deaths amongst educators according to cause of death, age group and gender.)

Cause of death:		ess				Acci		Í	0 0	J	Suid				٧	iolen	ce an	d ho	micid	е
Age in years	Male	F	emal	е	Male		F	emal	е	Male		F	emal	е		Male		F	emal	е
20 – 24																				
25 – 29																				
30 – 34																				
35 – 39																				
40 – 44																				
45 – 49																				
50 – 54																				
55 and Older																				
Total																				

All educators' ages must be determined as at 31 December of the previous year.

*2.17 Number of Grade 1 learners who have attended pre-primary programmes

Pre-primary education in this case should include <u>formal</u> and <u>non-formal</u> provision of pre-primary education/early childhood development programmes up to and including Grade R.

Year	Number attend	r of Grade 1 ded *non-fo orogrammes	rmal pre or Gra	e-primai de R.		ed *forr	nal pre- or Gr	l learner primary ade R.	y progra		,	TOTAL	,
		ale		Female		Male		_	Female				
0-3 years													
4 years													
5 years													
6 years													
7 years													
8 years													
9 years											•		
10 years													

			EMIS N	JMBER				
11 years								
12 years								
13 years and Older								
Total								

	Other				
	Sign Sanguage				
	Sesotho				
	0410302				
	uluZisl				
	seodXiel				
	Setswana				
l phase	sbnevidaT				
cts and					
s subje	Xitsonga				
ages a					
langn	SiSwati				
ding tc	Sepedi				
s accor					
earners	ələdəbNisl				
er of 1					
: Num	English				
Band	Afrikaans				
in GET	Occopies V				
2.18 Languages in GET Band: Number of learners according to languages as subjects and phase	Subject Level	Primary Language Additional language 2 nd Additional Language	Primary Language Additional language 2nd Additional Language	Primary Language Additional language 2 nd Additional Language	Primary Language Additional language 2 nd Additional Language
2.18	Рһаѕе	Foundation Grade I-3 (excl. Grade R)	Intermediate 6-rade 4-6	Senior Grade 7-9	IstoT

Schools without Grade 10 - Grade 12 do only pages 1 - 21 + pages 34 - 35.

			Gra	Grade 10	Gra	Grade 11	Grade 12	e 12
2.19	*CHECK		Male	Female	Male	Female	Male	Female
	Total for subjects	(A)						
	Enrolment as per Table 1.12	(B)						

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EMIS NUMBER	
	(A)÷(B)

How to complete the check table. For each column add the subject enrolments (Table 2.20) and enter these totals in the appropriate columns next to "Total for subjects (A)". Take the enrolment for each gender in each grade from Table 1.12 and write it next to "Enrolment as per Table 1.12". Divide the "Total for subjects (A)" by the "Enrolment as per table 1.12 (B)" and write the answer next to "(A) +(B)". In general, the number of subjects for Grades 10 to 12 will be 6 (six). It some learners take additional subjects the answer will not be an integer (whole number).

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*2.20. N	umber of lea	rners (G	rade 10 –	12) taking	secondar	y subjects	according	to gende	er and popu	ılation
1 101	Oun (Refer to	<u>Annex</u>	<u> </u>		t codes a	Grade 11	ts)		Grade 12	
Subject	Population group	Code	Male	Female	Code	Male	Female	Code	Male	Female
Accounting	Black African Coloured Indian White Other TOTAL	03060012			03060023			03060034		
Agricultural Management Practices	Black African Coloured Indian White Other TOTAL	01060012			01060023			01060034		
Agricultural Sciences	Black African Coloured Indian White Other TOTAL	01060042			01060053			01060064		
Agricultural Technology	Black African Coloured Indian White Other TOTAL	01060072			01060083			01060094		
Business Studies	Black African Coloured Indian White Other TOTAL	03060042			03060053			03060064		
Civil Technology	Black African Coloured Indian White Other TOTAL	06060012			06060023			06060034		
Computer Applications Technology	Black African Coloured Indian White Other TOTAL	10060072			10060083			10060094		

EMIS NUMBER					

lσι	roun (Refer t	O Annexi	<u>re A - Li</u> Grade 10	st ot subjec)	t codes a	nd subjec Grade 1			Grade 12	2
Subject	Population group	Code	Male	Female	Code	Male	Female	Code	Male	Female
	Black African									
e "	Coloured	2			က္လ			7.		
um Zies	Indian	001			005			000		
Consumer Studies	White	11060012			11060023			11060034		
ပ္ပိုက္က	Other	7			7			1		
	TOTAL									
တ	Black African									
Dance Studies	Coloured	2			က္လ			34		
Stu	Indian	001			005			00		
e S	White	02060012			02060023			02060034		
an	Other	ő			ö			05		
	TOTAL									
	Black African									
	Coloured	42			53			64		
Design	Indian	02060042			02060053			02060064		
Des	White	506			506			506		
_	Other	Ö			Ö			0		
	TOTAL									
S	Black African									
Dramatic Arts	Coloured	2			33			94		
댪	Indian	.00			õ			00		
Ша	White	02060072			02060083			02060094		
Oral	Other	Ö			Ö			00		
	TOTAL									
	Black African									
<u>ics</u>	Coloured	2			33			94		
E	Indian	.00			80) O		
Economics	White	03060072			03060083			03060094		
ы	Other	0			Ö			ŏ		
	TOTAL									
	Black African							_		
Electrical Technology	Coloured	42			53			64		
Electrical echnolog	Indian	06060042			06060053			06060064		
chr	White	909			909			909		
H P	Other				°			Ŏ		
	TOTAL									
ם ס	Black African							_		
Engineering Graphics and Design	Coloured	05			13			24		
gineerii iphics a Design	Indian	901			901			901		
Engineering Graphics and Design	White	06060102			06060113			06060124		
i i	Other				0			Ō		
	TOTAL									

EMIS NUMBER					

*2.20. N	umber of lea	rners (G	rade 10 – ure A - Li	12) taking	secondar	y subjects	according	to gende	r and pop	ulation
			Grade 10)		Grade 11			Grade 12	2
Subject	Population group	Code	Male	Female	Code	Male	Female	Code	Male	Female
	Black African									
<u>ک</u>	Coloured	7			က္က			46		
Geography	Indian	07060042			07060053			07060064		
ogr	White)90)90)90		
G G	Other	07			07			02(
	TOTAL							1 -		
	Black African			<u> </u>						
	Coloured							-		
>		07060072			07060083			07060094		+
History	Indian	009)09			900		+
±	White)20			. 02			02		
	Other	0			0			0		
	TOTAL									
	Black African									
≯ ″	Coloured	Ŋ			က္			4		
Hospitality Studies	Indian	11060042			11060053			11060064		
spir tud	White)90)90)90		
လို ဇို	Other	1			1			11(
_	TOTAL				-			1		+++
	Black African			<u> </u>						
c >										+++
tioi og	Coloured	02			13			24		
na. Jol	Indian	301			501			0,0		
ori Chi	White	10060102			10060113			10060124		
Information Technology	Other	7			7			7		
	TOTAL									
2	Black African									
i t i	Coloured	7			က			4		
nta	Indian	01;		† † †	023			03		
<u>ë</u>	White	07050012		 	07050023		1	150		
0	Other	070		 	070			07050034		+++
Life Orientation	TOTAL									++-
										+ + +
S	Black African			+	-		\blacksquare			+++
Life Sciences	Coloured	32			43			10060154		+++
<u>ë</u>	Indian	10060132			10060143			501		$\bot \bot \bot$
Š	White	900			900			906		$\bot \bot \bot$
-i-	Other	7			-			1		
	TOTAL									
	Black African									
ca _	Coloured	2			က			4		
ıthematic Literacy	Indian	01:			023			03		1
em	White)30)30			30		1
Mathematical Literacy		10030012		 	10030023			10030034		+++
Ĕ	Other							{		+++
	TOTAL									

EMIS NUMBER					

σ	lumber of lea roun (Refer t	Annexi	re A - Li Grade 10	st of subjec	et codes a	nd subject Grade 1	ets)	lo gener	Grade 12	
Subject	Population group	Code	Male	Female	Code	Male	Female	Code	Male	Female
	Black African									
S	Coloured	<u> </u>			_			4		
ati	Indian	042			053			90		
Mathematics	White	10040042			10040053			10040064		
at L	Other	10			10			100		
2	TOTAL	-			-			,		
	Black African									
g g	Coloured	8			_m			4		
	Indian	06060072			06060083			06060094		
Mechanical Technology	White	090)90)90		
Mec	Other	90			90			90		
_ '	TOTAL	-			1			•		
	Black African						1			
	Coloured	2			က			4		
<u>:</u>	Indian	02060102			02060113			02060124		
Music	White	90:			90:)90		
_	Other	05			05			05		
	TOTAL				1 1			1		
	Black African									
_ v	Coloured	2			က			4		
ica Ice	Indian)16			117			118		
Physical Sciences	White	10060162			10060173			10060184		
⊒ ⊗	Other	1			9			10		
	TOTAL				1			1		
	Black African									
C 10	Coloured	02			က			24		
Religion Studies	Indian	010			07060113			012		
eliç	White	070601			90,			070601		
& W	Other	0/			0.7			07		
	TOTAL									
	Black African									
E	Coloured	72			23			94		
Tourism	Indian	11060072			11060083			11060094		
no_	White	106			106			90		
_	Other	+			-			= =		
	TOTAL									
	Black African									\bot
rts	Coloured	32			43			54		
₹	Indian	901;			01,			9		
Visual Arts	White	02060132			02060143			02060154		
<u>=</u>	Other	Ö			Ö			ő		
	TOTAL			-						I │

EMIS NUMBER					

Number of learners (Grade 10 – 12) taking LANGUAGE subjects according to gender and population group (Refer to Annexure B - List of subject codes and subjects.) Grade 12 Grade 10 Grade 11 Subject **Population** Code Male Female Code Male **Female** Code Male Female Black African Coloured Indian White Other **TOTAL** Black African Coloured Indian White Other **TOTAL** Black African Coloured Indian White Other TOTAL Black African Coloured Indian White **TOTAL** Black African Coloured Indian White Other TOTAL

ELUCAU DED		1			
EMIS NUMBER					

*2.20. Number of learners (Grade 10 – 12) taking LANGUAGE subjects according to gender and population group (Refer to Annexure B - List of subject codes and subjects.)

			Grade 10)			G	rade 1	1			Grad	de 12	?	
Subject	Population	Code	Male		male	Code	_	Male		emale	Code	Ма		_	emal
	Black African			П											
	Coloured														
	Indian														
	White														
	Other														
	TOTAL								1						
11									_						
	Black African			Π					I						
	Coloured								1						
	Indian														
	White								1						
	Other								1						
	TOTAL														
	-								-						
	-														
	Black African			П					Т						
	Coloured														
	Indian														
	White														
	Other														
	TOTAL			H					1						
		<u> </u>													<u> </u>
	1	_													
	Black African			П					Т						
	Coloured														
	Indian														
	White								1						
	Other														
	TOTAL								T		 	\vdash			
	Black African			П					Т				T		
	Coloured								1				+		
	Indian														
	White								+						
	Other														
	TOTAL	-		\vdash					1			\vdash			
+ +		-													

EMIS NUMBER					

*2.20. Number of learners (Grade 10 – 12) taking subjects of other Assessment Bodies that are approved according to gender and population group (Refer to Annexure C - List of subject codes and subjects.)

			Grade 1	the aubicet co)		Grade 11			Grade 12	2
Subject	Population	Code	Male	Female	Code	Male	Female	Code	Male	Female
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
							•			
	Black African									
	Coloured									
	Indian									
	White									1
	Other									
	TOTAL		\vdash							
	Black African									\Box
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
				<u> </u>						
	Black African									$\overline{1}$
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
		1								
	Black African									\Box
	Coloured									1
	Indian									1
	White									1
	Other									1
	TOTAL							1		1
+										

EMIS NUMBER					

*2.20. Number of learners (Grade 10 – 12) taking subjects of other Assessment Bodies that are approved according to gender and population group (Refer to Annexure C - List of subject codes and subjects.)

			Grade 1)		Grade 11			Grade 12	2
ubject	Population	Code	Male	Female	Code	Male	Female	Code	Male	Female
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
$\perp \perp \downarrow$	Black African									
$\perp \perp$	Coloured									
	Indian									
	White									
	Other									
	TOTAL									

	3	EDUCATOR	INFO	RMA	TIO	N															
3.1			nitials			urna	mo														
3.1	Ë	3.2	Illiais	╛╽	3.3 S	urna	me														
	3.4	PERSAL number							3.5	ID	numb	er									
	3.6	SACE number							3.7	Ge	nder [1=Male	; 2 =Fe	emale]							
	3.8	Age	3.9	Populat	tion gro	up [1	1 =Bl	ack A	frican,	2 =Cc	loured	d, 3 =In	dian,	4 = Wl	nite,	5 =O	ther]				
3	.10	Cellphone							3.11	Hoi	ne tel	ephor	е								
3	.12	Home language [1: 7=Tshivenda; 8=Setsw	=Afrikaans vana; 9 =Isi										songa	а;							
3	.13	Disability status [1= \$	Sight, 2 =H	earing, 3	B=Physic	cal, 4 :	=Mu	ıltiple,	5 =Epi	lepsy	, 6= Ot	her, 7 :	=None	e]							
Oth	er																				
3	.14	Post level [1, 2, 3, 4]								3	.15	Years	of tea	aching	j exp	erie	nce				
3	.16	Personnel category																			
3.10	6.1	Actual category [1=Prin	ncipal, 2 =[Deputy F	Principal	, 3 =H	HOD,	4=E	ducato	r, 5 =5	SNE E	ducato	r, 6 =F	Remed	ial E	duca	ator,	7 =0	ther	1	
3.1	6.2	Acting –if different from	n actual [1:	=Principal	l, 2 =Deρι	uty Pri	incipa	al, 3 =F	IOD, 4 =	Educa	ator, 5 =	SNE E	ducato	r, 6 =Re	medi	al Ed	lucate	or, 7 =	=Othe	er]	
3	.17	Nature of appointmen	nt [1=Perma	anent, 2 =	Tempora	ry, 3 =	Subs	stitute]													
3	.18	Remuneration [1=State	te, 2 =Gove	erning bo	ody]																
3	.19	Duration of appointm	ıent [1=Fu	III time, 2	:=Part tii	me]															
3	.20	Teaching level [1=Pre (More than one may be m		2=Grad	e R; 3 =l	Prima	ary; 4	! =Inte	rmedia	ite; 5 :	=Seco	ndary,	6 =R∈	emedia	ıl/Spe	ecial	; 7=0	Othe	er]		
3.	.21	Qualification category	у									3.2							type	•	
99 =	With	out Matric and no traini	ing at all, 1		,				O, ,			(C	hoose	the h	ighes	st qu	alific	catio	n)	•	
99 = 11=l 13=l	With REQ\ REQ\	out Matric and no traini / 11 (Std 6,7,8,9+ *2 ye / 13 (Matric + *3 years l	ing at all, 1 ears trainin BA, B Sc,	g); 12 =R etc); 14 =	REQV 12 REQV	2 (Ma 14 (N	atric - ⁄latric	+ *2 y c + *4	ears tr years	traini		(C Se 1=	hoose e Anı Profe	nexure ssiona	ighes D fo	st qu or m	alific nore ng Q	atio deta ualifi	n) ail		
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99 = 11=H 13=H 15=H 17=H	With REQ\ REQ\ REQ\ REQ\	out Matric and no traini / 11 (Std 6,7,8,9+ *2 ye / 13 (Matric + *3 years I / 15 (Matric + *5 years I / 17 (Matric + *7 years I note that the duration	ing at all, 1 ears trainin BA, B Sc, training); 1 training)	g); 12 =R etc); 14 = I 6 =REQ\ ualificati	REQV 12 REQV V 16 (Ma	2 (Ma 14 (M atric -	atric - Matrio + *6 <i>into</i>	+ *2 y c + *4 years <i>cons</i>	ears tr years trainir	traini ng);	ng);	(C Se 1= 2=	hoose e An Profe Post- Quali First	n exur e ssiona Profes	ighes D for I Tea siona n; mic C	st qu or m achin al tea Quali	ialific nore ng Q achir	deta deta ualifi ng tion;	n) ail		
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EMIS NUMBER					

If an educator is teaching more subjects than the available number of rows in Question 3.27, then a second copy of page 31 containing the additional teaching information should be returned as part of the educator form.

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			years' formal											
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Signature Principal:	

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