

# 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 public 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 independent schools increased by 5.1% (from 348 410 to 367 057) between 2007 and 2008, while enrolment in public 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*<sup>1</sup> (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 learners, it does collect detailed data on individual educators 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.

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<sup>1</sup> *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
<b>2007</b>	94%	94%	100%	97%	99%	95%	100%	96%	95%	<b>96%</b>
<b>2008</b>	99%	97%	100%	95%	97%	95%	100%	100%	97%	<b>98%</b>

### 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 10<sup>th</sup> 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 independent<sup>2</sup> and public<sup>3</sup> 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**

	2007						2008					
	INDEPE NDENT	%	PUBLIC	%	Total	%	INDEPE NDENT	%	PUBLIC	%	Total	%
<b>EC</b>	125	0.5	5 692	21.8	5 817	22.3	119	0.5	5 613	21.7	5 732	22.2
<b>FS</b>	60	0.2	1 659	6.4	1 719	6.6	60	0.2	1 660	6.4	1 720	6.6
<b>GT</b>	406	1.6	1 974	7.6	2 380	9.1	415	1.6	1 982	7.7	2 397	9.3
<b>KZ</b>	182	0.7	5 910	22.6	6 092	23.3	132	0.5	5 761	22.3	5 893	22.8
<b>LP</b>	102	0.4	4 034	15.5	4 136	15.8	117	0.5	4 018	15.5	4 136	16.0
<b>MP</b>	82	0.3	1 899	7.3	1 981	7.6	90	0.3	1 907	7.4	1 997	7.7

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

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

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

Source: 2007 and 2008 Annual School Survey

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 SCHOOL	INTERME DIATE SCHOOL	PRIMARY SCHOOL	SECONDARY SCHOOL	Total	COMBI NED SCHOOL	INTERME DIATE SCHOOL	PRIMARY SCHOOL	SECONDA RY SCHOOL	Total
<b>EC</b>	2 423	68	2 500	824	5 817	2 397	65	2 451	817	5 732
<b>FS</b>	207	47	1 203	261	1 719	207	47	1 203	262	1 720
<b>GT</b>	259	65	1 465	590	2 380	262	65	1 472	597	2 397
<b>KZ</b>	533	102	3 949	1 502	6 092	495	102	3 858	1 432	5 893
<b>LP</b>	132	80	2 623	1 301	4 136	143	80	2 609	1 303	4 135
<b>MP</b>	187	65	1 273	456	1 981	192	64	1 284	457	1 997
<b>NC</b>	37	120	348	99	604	39	121	358	101	619
<b>NW</b>	82	293	1 092	328	1 795	81	294	1 071	331	1 777
<b>WC</b>	106	176	973	330	1 585	107	176	980	333	1 596
<b>RSA</b>	3 966	1 016	15 426	5 691	26 109	3 923	1 014	15 286	5 633	25 866
<b>%</b>	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 Total	2008		2008 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

Source: 2007 and 2008 Annual School Survey

### 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 public 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**

Province	2007		2007 Total	2008		2008 Total
	INDEPENDENT	PUBLIC		INDEPENDENT	PUBLIC	
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

Source: 2007 and 2008 Annual School Survey

Table 6 (see also figure 1) indicates that over 1200 public 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 class<sup>4</sup>.

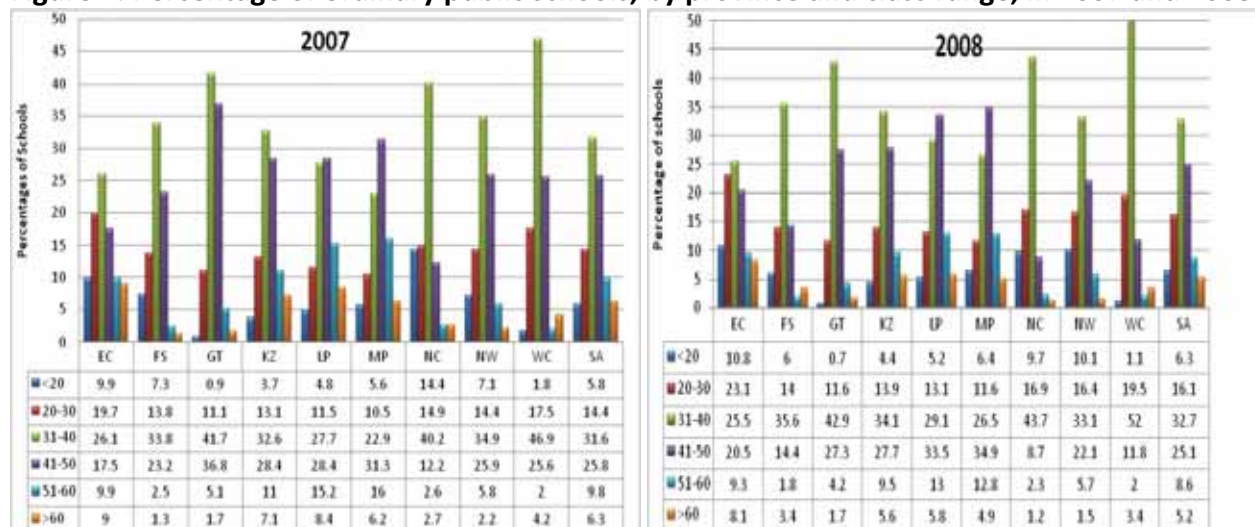
**Table 6: Number of ordinary public schools by, province and class size range, in 2007 and 2008**

	2007						2008					
	<20	20-30	31-40	41-50	51-60	>60	<20	20-30	31-40	41-50	51-60	>60
<b>EC</b>	532	1 063	1 406	943	535	486	586	1 253	1 384	1 114	503	441
<b>FS</b>	77	146	358	246	26	14	65	151	383	155	19	37
<b>GT</b>	18	219	825	727	100	33	14	231	851	542	84	33
<b>KZ</b>	209	740	1 849	1 609	623	402	244	774	1 896	1 537	530	310
<b>LP</b>	185	444	1 073	1 098	586	324	202	506	1 128	1 298	505	224
<b>MP</b>	99	187	407	555	284	110	115	207	474	625	229	87
<b>NC</b>	84	87	234	71	15	16	58	101	261	52	14	7
<b>NW</b>	118	241	584	432	97	36	173	280	564	377	97	25
<b>WC</b>	24	232	620	339	26	55	14	259	689	157	26	45
<b>RSA</b>	<b>1 346</b>	<b>3 359</b>	<b>7 356</b>	<b>6 020</b>	<b>2 292</b>	<b>1 476</b>	<b>1 471</b>	<b>3 762</b>	<b>7 630</b>	<b>5 857</b>	<b>2 007</b>	<b>1 209</b>

Source: 2007 and 2008 Annual School Survey

<sup>4</sup> 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**

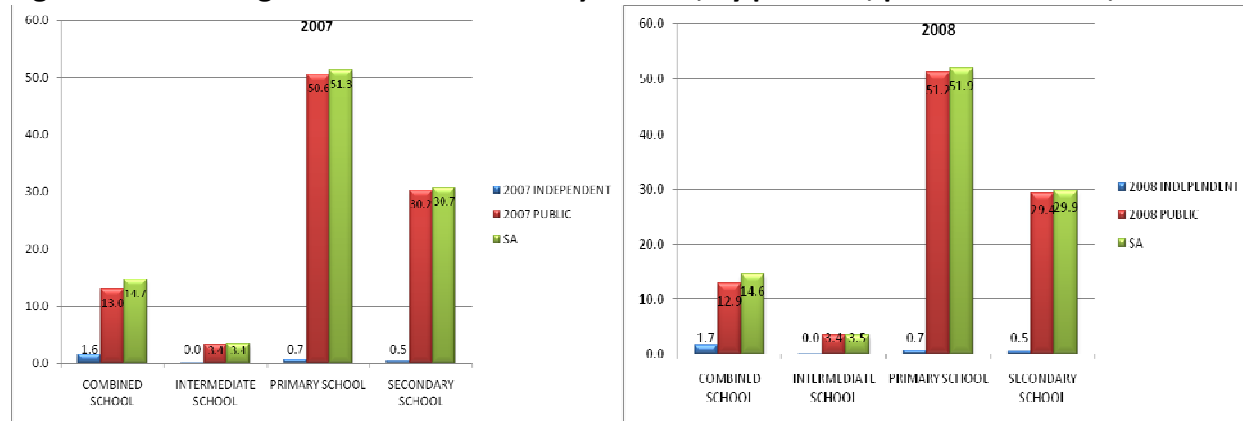
		2007		2007 Total	2008		2008 Total
		Indepen dent	Public		Independent	Public	
EC	Combined School	18 794	1 057 335	1 076 129	17 853	1 021 415	1 039 268
	Intermediate School		11 856	11 856		11 445	11 445
	Primary School	10 105	610 926	621 031	13 236	610 873	624 109
	Secondary School	8 710	421 504	430 214	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	108 426	51 492	159 918	113 922	50 066	163 988
	Intermediate School	663	46 037	46 700	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
	Total	22 107	948 705	970 812	30 580	945 864	976 444
RSA		348 410	11 982 120	12 331 674	367 057	11 818 864	12 185 921

Source: 2007 and 2008 Annual School Survey

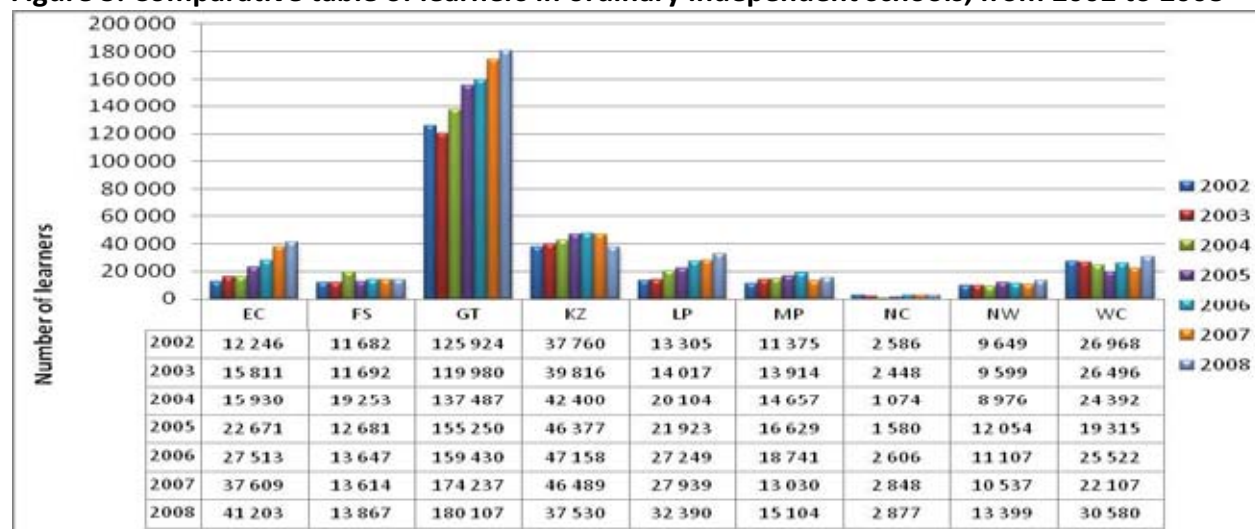
**Figure 2: Percentage of learners in ordinary schools, by province, phase and sector, in 2007 and 2008**



Source: 2007 and 2008 Annual School Survey

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.

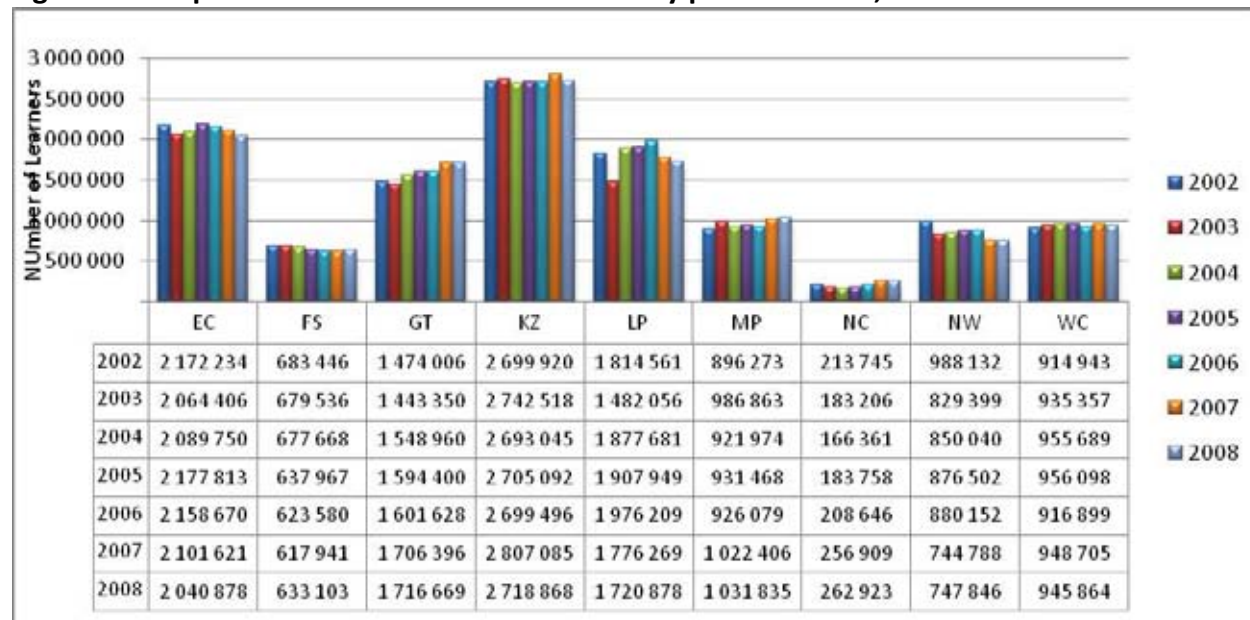
**Figure 3: Comparative table of learners in ordinary independent schools, from 2002 to 2008**



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**



Source: 2007 and 2008 Annual School Survey

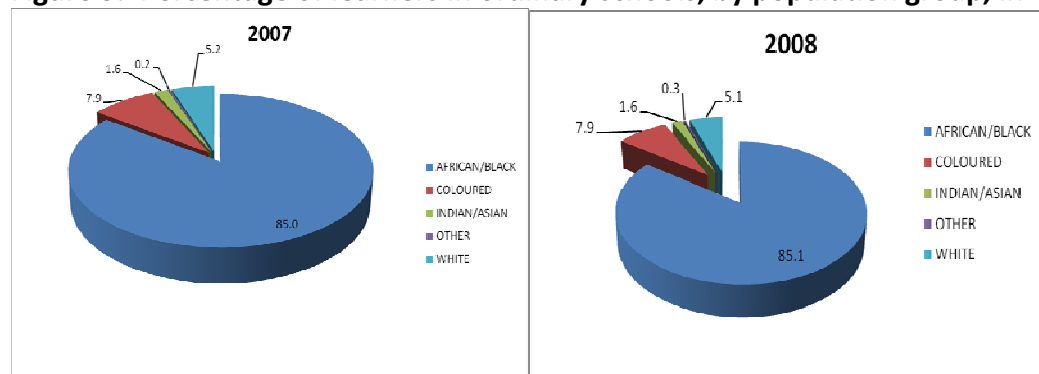
Table 8 (see also figure 3) indicates that, the majority of learners in ordinary schools were Africans/blacks (10 334 059 or 85%) followed by Coloureds (961 514 or 8%) and whites (623 330 or 5%) in 2008. More than half of Coloured learners (571 500 or 59%) were in Western Cape while 272 248 (43%) of 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**

	2007						2008					
	African/Blacks	Coloured	Indian/Asian	Other	White	Total	African/Black	Coloured	Indian/Asian	Other	White	Total
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
<b>RSA</b>	<b>10 426 356</b>	<b>969 041</b>	<b>202 120</b>	<b>28 885</b>	<b>634 273</b>	<b>12 260 675</b>	<b>10 334 559</b>	<b>961 514</b>	<b>193 980</b>	<b>31 948</b>	<b>623 330</b>	<b>12 145 331</b>

Source: 2007 and 2008 Annual School Survey

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



Source: 2007 and 2008 Annual School Survey

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.

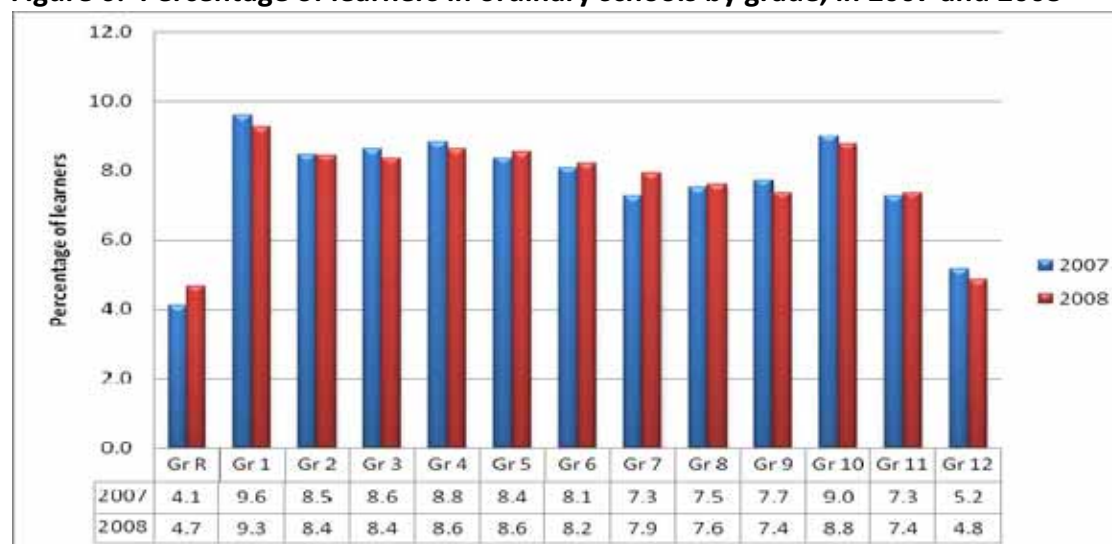
According to table 9, there were more male learners than female learners in the lower grades, and more female than male learners in the FET band (grade 10 to 12). In grade R, female (49.7%) and male (50.2%) learners were equally represented.

**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
		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	131958	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
		Male	47714	70513	70293	75882	80195	71827	69576	63497	75310	70974	89236	72627	47700	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
2008	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	27490	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	948443
		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	137131	118989	117518	119420	117011	117135	112643	103732	97256	109322	99457	68755	1387074
		Total	136199	260848	228581	225842	229457	227051	232213	229461	205076	189871	221999	210532	147782	2744912
	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
		Total	99773	128472	126522	135432	147312	146943	134429	130342	137081	135238	183270	152649	92081	1749544
	MP	Female	21749	43368	41969	41760	43622	44872	40620	39350	40789	40294	45606	42876	30497	517372
		Male	21940	47637	45360	44839	47211	46377	41431	39751	41214	40348	44159	38197	26778	525242
		Total	43689	91005	87329	86599	90833	91249	82051	79101	82003	80642	89765	81073	57275	1042614
	NC	Female	4754	12411	11977	11253	11356	11893	10560	10569	10009	10428	11290	9331	5567	131398
		Male	4765	13234	12653	11713	12416	12257	10833	10793	10087	10752	11025	7939	4772	133239
		Total	9519	25645	24630	22966	23772	24150	21393	21362	20096	21180	22315	17270	10339	264637
	NW	Female	10565	35486	34240	32604	32829	31581	30755	31355	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	12130684

Source: 2007 and 2008 Annual School Survey

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



Source: 2007 and 2008 Annual School Survey

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
F S	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
<b>RSA</b>	<b>118 856</b>	<b>151 869</b>

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 scarce 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.

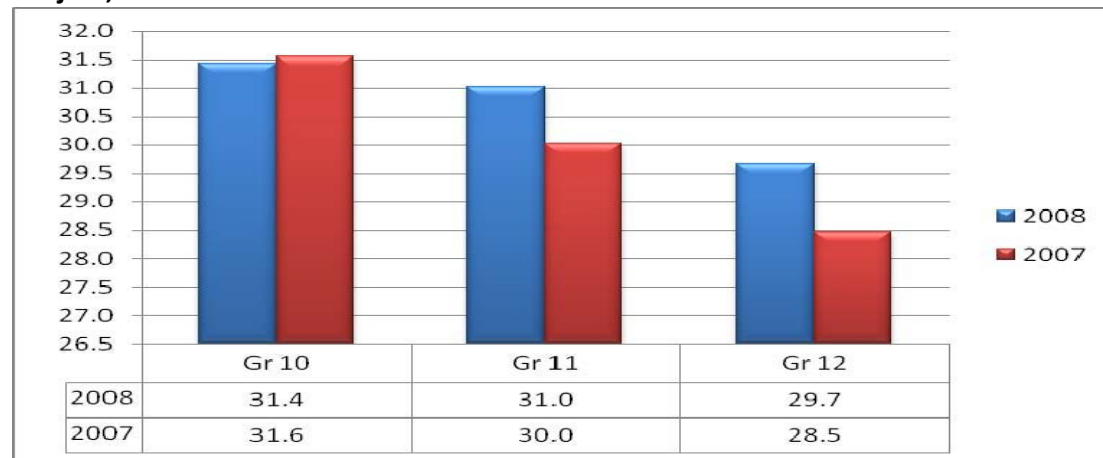
Table 11 shows an increase in number of girl-learners taking accounting between 2007 and 2008. Learner should be encouraged to continue with accounting at grade 12 as it is one of the essential subjects.

**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**

Province	Gender	2007				2008			
		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
<b>RSA</b>		<b>348 688</b>	<b>267 787</b>	<b>180 690</b>	<b>797 165</b>	<b>334 920</b>	<b>276 991</b>	<b>174 398</b>	<b>786 309</b>

Source: 2007 and 2008 Annual School Survey

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



Source: 2007 and 2008 Annual School Survey

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 2007 and 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**

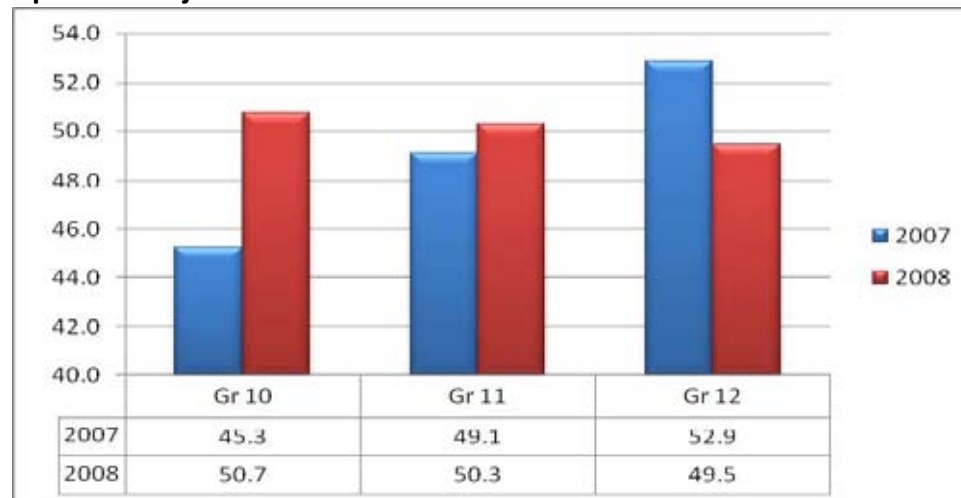
	Gender	2 007				2 008			
		Gr 10	Gr 11	Gr 12	Total	Gr 10	Gr 11	Gr 12	Total
EC	Female	48 074	33 816	32 028	113 918	50 172	38 956	22 497	111 625
	Male	38 864	25 619	23 431	87 914	40 384	29 342	16 464	86 190
	<b>Total</b>	86 938	59 435	55 459	201 832	90 556	68 298	38 961	197 815
FS	Female	16 848	11 540	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
	<b>Total</b>	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
	<b>Total</b>	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
	<b>Total</b>	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
	<b>Total</b>	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
	<b>Total</b>	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



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

Source: 2007 and 2008 Annual School Survey

**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.

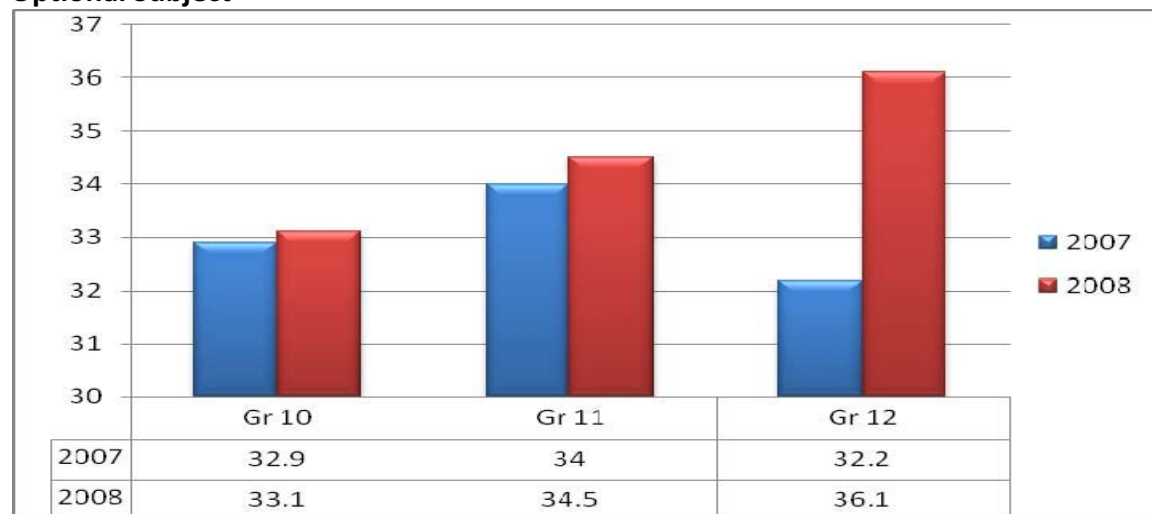
**Table 13: Number of grade 10, 11, and 12 learners in ordinary schools taking physical science as optional subject in 2007 and 2008**

		<b>2007</b>				<b>2008</b>			
	<b>Gender</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Total</b>	<b>Gr 10</b>	<b>Gr 11</b>	<b>Gr 12</b>	<b>Total</b>
<b>EC</b>	<b>Female</b>	29 332	21 827	20 387	71 546	30 642	24 554	14 764	69 960
	<b>Male</b>	26 480	18 715	17 908	63 103	27 209	20 740	12 361	60 310
	<b>Total</b>	<b>55 812</b>	<b>40 542</b>	<b>38 295</b>	<b>134 649</b>	<b>57 851</b>	<b>45 294</b>	<b>27 125</b>	<b>130 270</b>
<b>FS</b>	<b>Female</b>	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

Source: 2007 and 2008 Annual School Survey

**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.

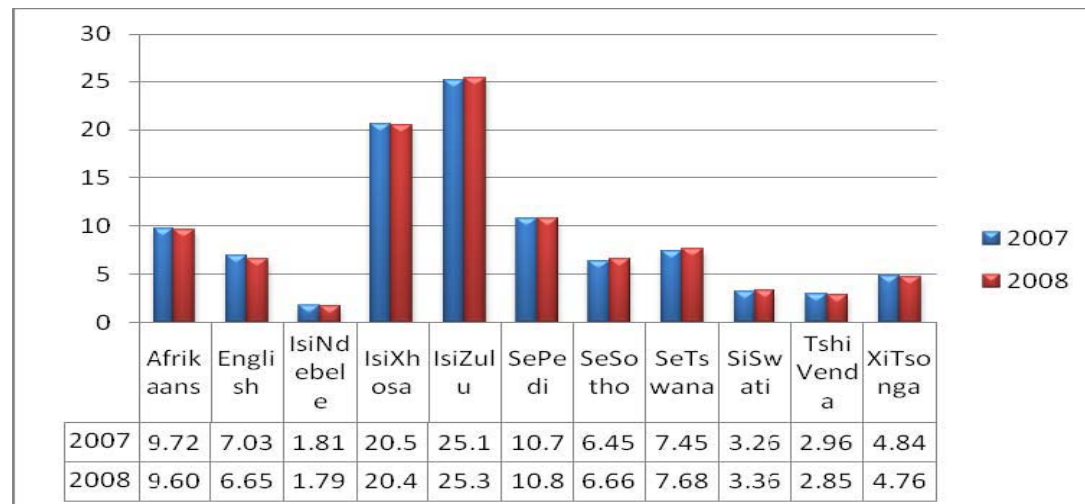
Table 14 (see also Figure 10) shows that, the home language of the majority (3053434 or 25.3%) of learners is IsiZulu followed by IsiXhosa with 2 462 390 (20.5%) learners. Close to 10% of learners have Afrikaans as their home language. Gauteng shows a high number of learners speaking IsiZulu (426 672), 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 Venda	XiTsonga
<b>2007</b>	<b>EC</b>	132 749	66 099	223	1 874 129	9 564	24	47 766	4 131	25	218	1 673
	<b>FS</b>	57 917	8 257	4 637	60 017	43 560	1 650	388 397	47 478	1 022	760	1 336
	<b>GT</b>	221 833	226 164	54 134	137 808	407 494	190 194	248 218	195 023	35 729	38 741	99 174
	<b>KZ</b>	22 490	270 704	1 446	98 871	2 389 567	109	16 728	577	1 891	68	1 134
	<b>LP</b>	27 090	18 627	42 912	3 478	11 042	976 577	9 697	30 655	12 771	310 976	323 784
	<b>MP</b>	41 509	27 092	112 030	14 368	177 424	123 664	25 962	17 177	342 561	3 201	142 543
	<b>NC</b>	136 885	7 184	75	16 207	522	186	1 705	92 374	30	854	59
	<b>NW</b>	52 572	16 630	4 977	48 302	16 998	19 532	43 465	520 450	3 007	6 521	19 848
	<b>WC</b>	491 576	216 152	84	251 782	1 049	72	3 788	485	234	126	104
	<b>RSA</b>	1 184 621	856 909	220 518	2 504 962	3 057 220	1 312 008	785 726	908 350	397 270	361 465	589 655
<b>2008</b>	<b>EC</b>	125 949	61 694	639	1 828 249	5 956	17	51 711	4 310	407	20	450
	<b>FS</b>	56 693	9 479	4 593	58 181	42 833	1 740	403 400	49 867	1 467	2 078	1 510
	<b>GT</b>	216 430	204 720	51 919	138 434	426 672	205 399	250 669	202 800	37 673	36 672	100 876
	<b>KZ</b>	17 980	220 433	776	99 772	2 358 359	85	16 142	287	1 803	64	128
	<b>LP</b>	24 567	27 738	45 417	2 295	12 008	951 097	8 333	28 051	18 129	297 466	307 184
	<b>MP</b>	46 518	30 656	107 456	12 301	188 592	122 732	24 654	16 234	342 497	2 520	141 613
	<b>NC</b>	140 073	6 660	44	14 937	663	200	1 761	99 095	29	765	53
	<b>NW</b>	48 700	13 611	5 345	50 052	17 260	20 557	42 764	524 316	2 793	4 415	21 686
	<b>WC</b>	479 916	226 400	108	258 169	1 091	65	3 696	474	240	131	132
	<b>RSA</b>	1 156 826	801 391	216 297	2 462 390	3 053 434	1 301 892	803 130	925 434	405 038	344 131	573 632

Source: 2007 and 2008 Annual School Survey

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



Source: 2007 and 2008 Annual School Survey

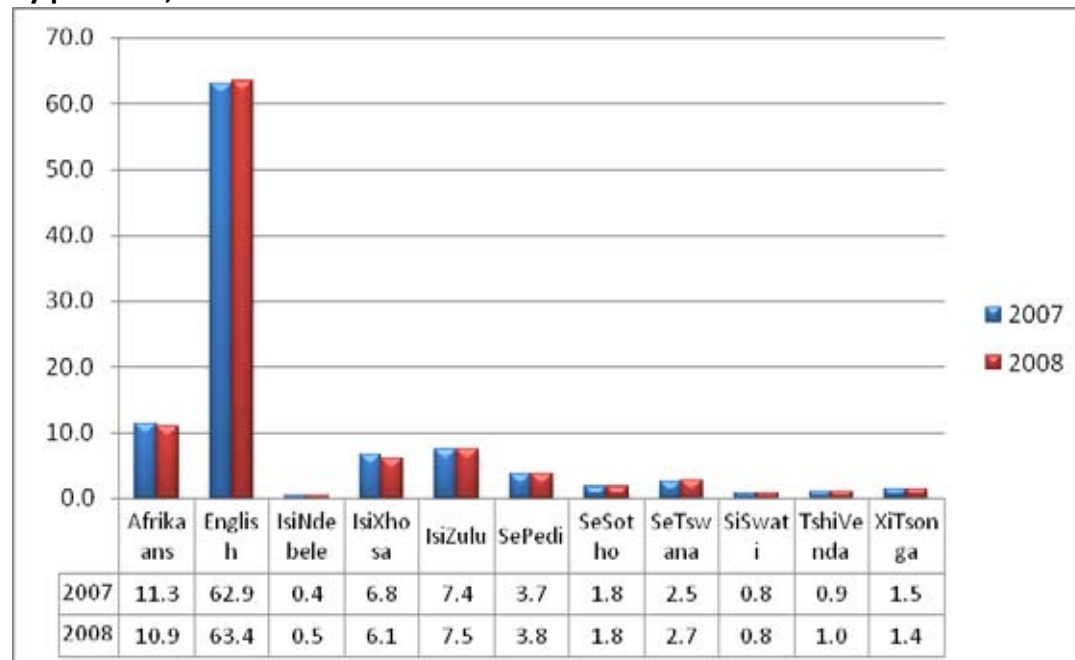
Although the Department encourages learners to learn in their home language, it is evident from table 15 (see also figure 11) below that the majority of learners prefer to be taught in English (7651658 or 63.4%) and Afrikaans (1319679 or 10.9%), while the remaining 25.7% prefers to be taught in one of 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
2007	EC	138 066	1 357 144	1 263	621 097	2 852		16 484	642	1	82	58
	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
	<b>RSA</b>	<b>1 376 317</b>	<b>7 699 413</b>	<b>47 267</b>	<b>825 877</b>	<b>901 467</b>	<b>448 007</b>	<b>224 888</b>	<b>310 775</b>	<b>98 301</b>	<b>114 568</b>	<b>179 146</b>
2008	EC	135 703	1 396 999	1 042	530 299	1 086		15 549	563	1		119
	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
	<b>RSA</b>	<b>1 319 679</b>	<b>7 651 658</b>	<b>57 528</b>	<b>737 911</b>	<b>909 576</b>	<b>457 076</b>	<b>221 904</b>	<b>324 479</b>	<b>98 884</b>	<b>118 449</b>	<b>164 541</b>

Source: 2007 and 2008 Annual School Survey

**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

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

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.

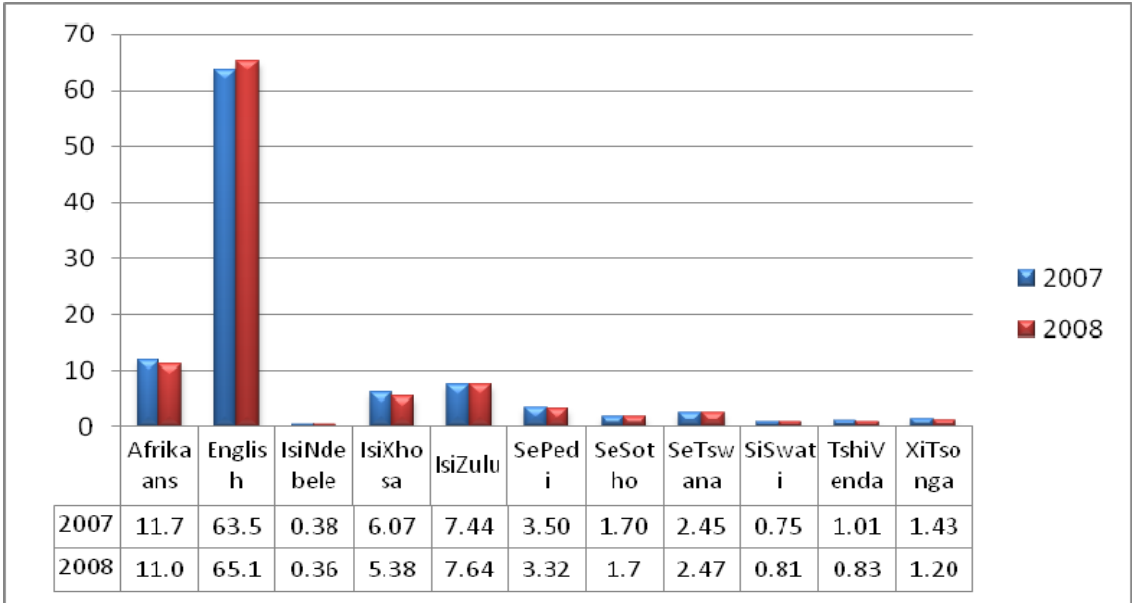
**Table 16: Number of learners in ordinary schools, language of learning and teaching, province and phase, in 2007 and 2008**

		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

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

Source: 2007 and 2008 Annual School Survey

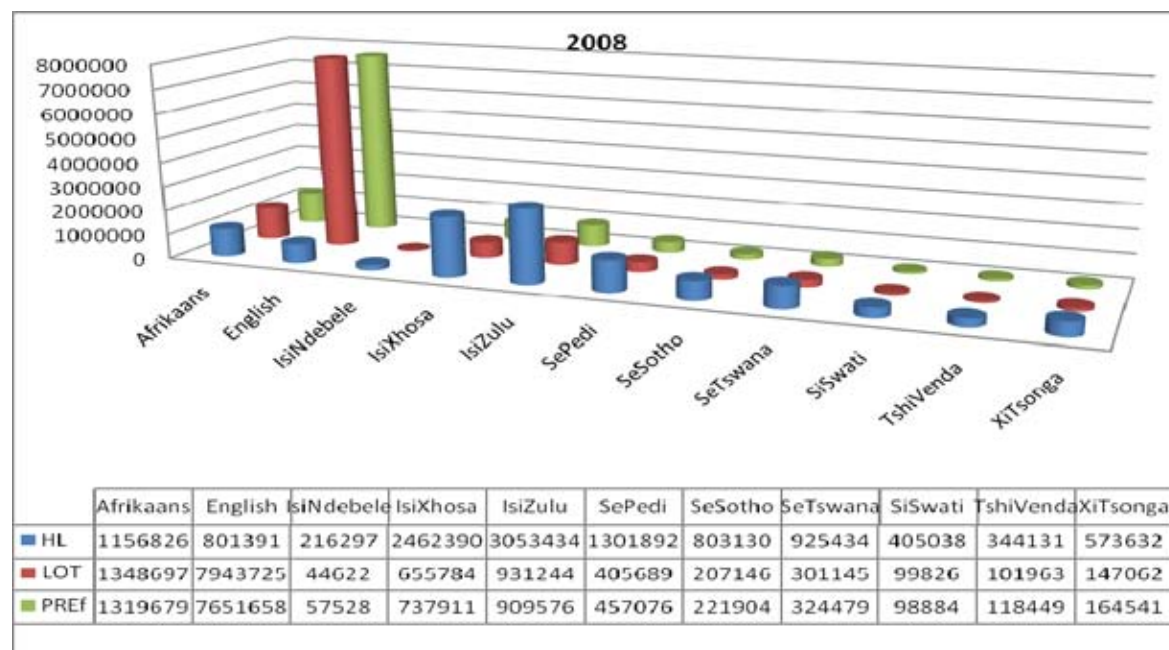
**Figure 12: Percentage of learners in ordinary, by language of teaching and learning, province, in 2007 and 2008**



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**



Source: 2007 and 2008 Annual School Survey

### 3.2.4. Learner Pregnancy<sup>5</sup>

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**

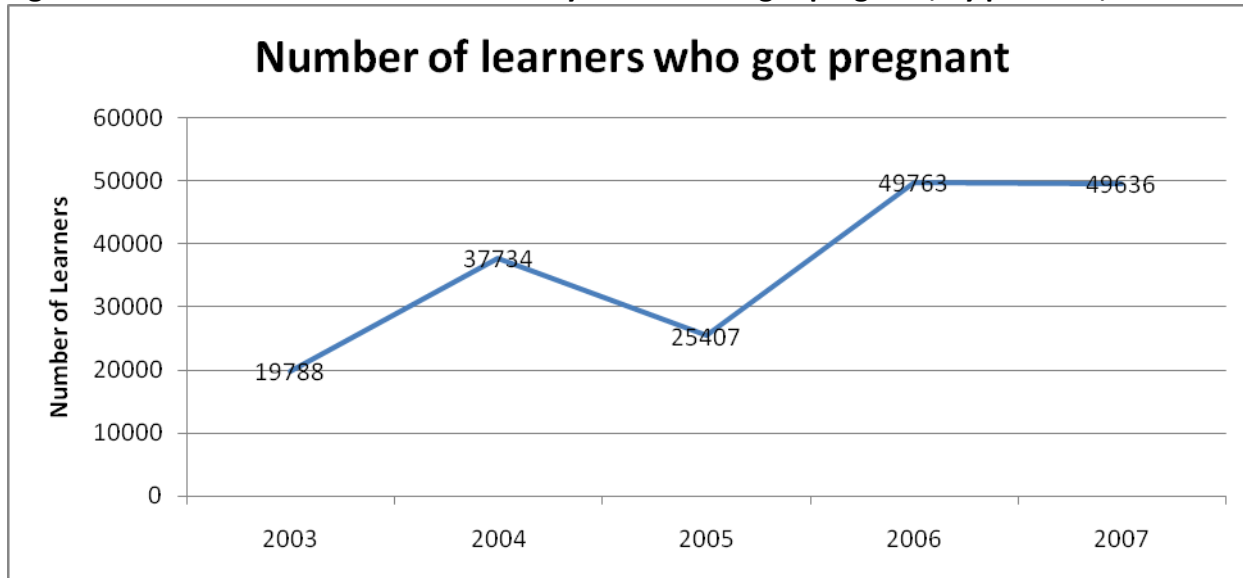
	2006											Total	2007											Total
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Gr 3		Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12			
EC	6	17	81	229	459	945	1479	1704	1776	1522	8221	3	23	61	222	536	1008	1721	1939	1839	1664	9016		
FS	2	4	14	27	87	225	362	629	530	432	2319	1	5	12	28	65	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

<sup>5</sup> 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**

Province	2007			Total	2008			Total
	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



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

Source: 2007 and 2008 Annual School Survey

### 3.2.6. Learner Mortality<sup>6</sup>

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**

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

Source: 2007 and 2008 Annual School Survey

### 3.2.7. Learner Social Grants

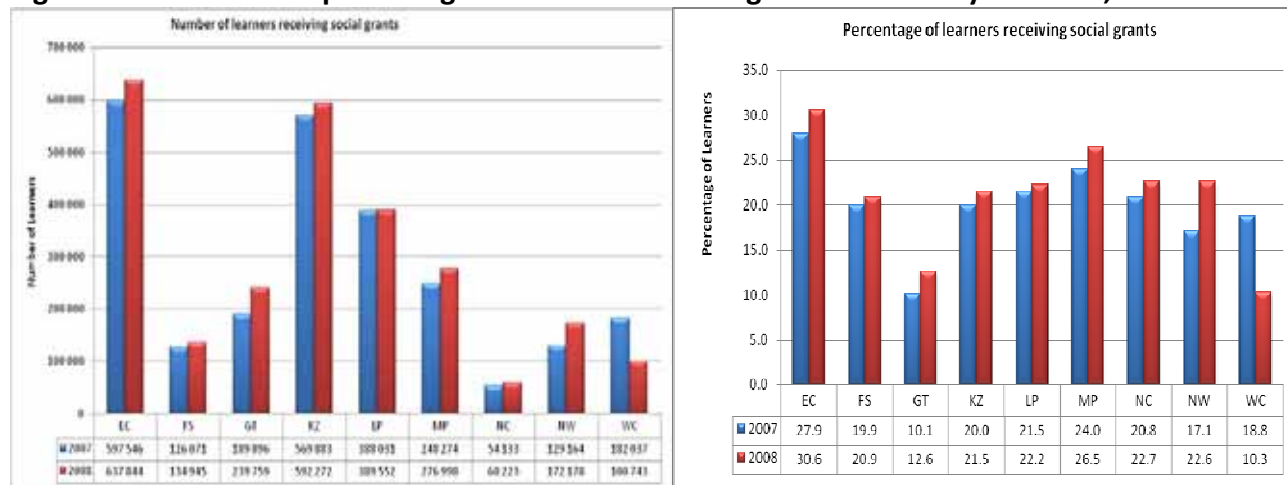
The provision of social grants is the government's biggest poverty relief programme, paying out in the region of R50-billion per annum to over nine million South Africans. This programme contributes to an increase in the number of children enrolling in schools. It is therefore important to establish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

<sup>6</sup> 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.

**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**

Province	2007						2008					
	ADMINISTRATIVE STAFF	EDUCATOR	HOSTEL STAFF	PROFESSIONAL NON TEACHING STAFF	SUPPORT STAFF	Total	ADMINISTRATIVE STAFF	EDUCATOR	HOSTEL STAFF	PROFESSIONAL NON TEACHING STAFF	SUPPORT STAFF	Total
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

<b>RSA</b>	<b>23 200</b>	<b>398 007</b>	<b>7 190</b>	<b>3 444</b>	<b>47 802</b>	<b>479 643</b>	<b>24 449</b>	<b>404 356</b>	<b>6 920</b>	<b>3 881</b>	<b>52 802</b>	<b>492 408</b>
------------	---------------	----------------	--------------	--------------	---------------	----------------	---------------	----------------	--------------	--------------	---------------	----------------

Source: 2007 and 2008 SNAP Survey

### 3.3.2. Educator Mortality<sup>7</sup>

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**

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

Source: Annual School Survey

<sup>7</sup> 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 refers to the language preference as indicated by the learner at the time of 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.

[illegible]

9

**\*NEMIS004A ASS08-32\***

Please use the following table when completing the survey form.

Provincial codes:		
<u>Code</u>		<u>Province Name</u>
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**

ACRONYMS
<b>ABET:</b> Adult Basic Education and Training
<b>FET:</b> Further Education and Training
<b>NQF:</b> National Qualifications Framework
<b>SNE:</b> Special Needs Education
<b>SASL:</b> South African Sign Language

**1 GENERAL INFORMATION****1.1** School name**1.2** Postal address

Box/Private bag

Post Office name

Postal code

**1.3** Telephone: Code**1.4** Fax: Code**1.5** Principal's home: Code**1.6** Principal's cellphone:**1.7** E-mail**1.8** What are the lowest and highest grades currently in the school?

[1=Pre-Grade R; 2=Grade R; 3=Grade 1; 4=Grade 2; 5=Grade 3; 6=Grade 4; 7=Grade 5; 8=Grade 6; 9=Grade 7; 10=Grade 8;

**1.8.1** Lowest grade at the school (Enter only the code in the boxes.)**1.8.2** Highest grade at the school (Enter only the code in the boxes.)**\*1.9** Total number of multi-grade classes*Multi-grade classes = These are classes where learners in more than one grade are taught in the same classroom at the same time.***1.10** Does the school have double shifts? [1=yes; 2=no]*Double shift = These are schools where there are not enough classrooms to accommodate all learners. The school day is divided into two sessions and the learners are divided into two groups, who are taught by the same educators and principal.***\*1.11** Platooning schools (This question must only be answered by schools that are platooning at another school and NOT by the hosting school.)**1.11.1** Provide the name of the host school in the blocks below**1.11.2** Provide the EMIS number of the host school

When does your school use the host school's building? [1=Morning; 2=Afternoon; 3=The two schools are using the building at the same time]

*Platooning = Two schools, with different learners, staff and principal, use the same building at the same time.***NOTE: PLEASE LEAVE THE BLOCKS BLANK WHERE THERE IS NO INFORMATION.****DO NOT USE LEADING ZEROS, ZEROS OR DASHES TO INDICATE AN ABSENCE OF DATA.****\*1.12** Total number of LEARNERS enrolled at the school during the current academic year according to grade and gender

(Total number of learners per grade including the SNE learners in the mainstream classes from Pre grade R – Post-Matric.)

	Pre Grade R			Grade R			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7		
Male																											
Female																											
Total																											
	Grade 8			Grade 9			Grade 10			Grade 11			Grade 12			Post-Matric			SNE			Total					



[illegible]

**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.

[illegible]

**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.

[illegible]

**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
	<p>THE FOLLOWING TABLES PERTAIN TO LEARNERS WHO ARE REGISTERED AT THE SCHOOL THIS YEAR.</p> <p>Information for learners must be for male and female learners separately, where applicable.</p> <p>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.</p> <p>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.</p> <p>No learner should be counted more than once.</p>

<b>2.1</b>		<b>LEARNER DISTRIBUTION</b>					
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 <b>YOUR PROVINCE</b> before.							<b>TOTAL</b>
English							
French							
German							
Hindi							
Mandarin							
Punjabi							
Russian							
Spanish							
Tamil							
Vietnamese							
Other							

[illegible]

EMIS NUMBER																		
-------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--


*2.3. Number of learners (excluding SNE unit/class) according to population group, gender and grade												
Grades	Black African		Coloured		Indian		White		Other		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
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												

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  
Population group data = 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.

This table is only for schools with SNE units/ classes

<p><b>*2.3. Number SNE learners according to population group, gender and PRIMARY 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)</b> 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 member of the District based Support Team or any other relevant district official</p>													
Barrier-to-learning Category	Black African		Coloured		Indian		White		Other		Total		
	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 intellectually disabled													
Partially sighted													
Physically disabled													
Severely intellectually disabled													
Specific learning disability													
<b>TOTAL</b>													

THE TOTALS FOR TABLE 2.3.1 AND 2.3.2 MUST EQUAL THE TOTALS OF 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

**Attention deficit disorder with/without 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 experiencing pervasive developmental disorder. They must be declared as such by a medical practitioner. **Behavioural disorder (includes Severe behavioural problems):** Learners with a severe behavioural disorder of such a degree that it is difficult to accommodate 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; **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 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 hearing impairment and who are in need of additional specialised support. **Mildly or moderately intellectually disabled:** Learners who experience moderate intellectual barrier to learning and are more than two years behind their peers. **Partially sighted:** Learners who experience visual impairment and are in need of additional help. **Physically disabled:** Learners with a significant physical barrier to learning and who are in need of additional specialised support. **Severely intellectually disabled:** (includes Severely mentally handicapped); Learners who experience severe intellectual barrier to learning and are more than two years behind their peer. **Specific learning disability:** Learners who experience severe barriers to learning, e.g. in the form of reading or writing difficulties and are in need of additional specialised help.

**\*2.3. Number of SNE learners according to population group, gender and all barriers to learning. (Indicate ALL the different barriers to learning of SNE learners with multiple barriers to learning.) (Learners may 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 member of the District-based Support**



*2.4.1 Number of learners according to grade and age group <u>including SNE</u> learners: MALE																	
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																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	
19																	
20																	
21																	
22																	
23																	
24																	
25																	
26 >																	
Total																	

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.

[illegible][illegible]

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\***



EMIS NUMBER

\*2.5. Learners (excluding SNE unit/class) according to home language and grade: (MALE AND FEMALE)

1. NO LEARNER MUST BE DOUBLE COUNTED IN THIS TABLE

Grades	Afrikaans	English	IsiNdebele	Sepedi	SiSwati	Xitsonga	Tshivenda	Setswana	IsiXhosa	IsiZulu	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														
TOTAL														

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

**\*2.5. SNE unit/class learners according to home language and barrier to learning: (MALE AND FEMALE)**

Barrier-to-learning Category	Afrikaans	English	IsiNdebele	Sepedi	SiSwati	Xitsonga	Tshivenda	Setswana	IsiXhosa	IsiZulu	Sesotho	Sign Language	Other	Total
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														
<b>TOTAL</b>														

THE TOTAL FOR TABLES 2.5.1 AND 2.5.2 MUST EQUAL THE TOTAL OF TABLE 1.12.

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 member of the District-based Support Team or any other relevant district official.

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

[illegible][illegible]

**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





*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)														
Barrier to learning Category	Afrikaans	English	IsiNdebele	Sepedi	SiSwati	Xitsonga	Tshivenda	Setswana	IsiXhosa	IsiZulu	Sesotho	Sign Language	Other	Total
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														

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

**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



[illegible][illegible]

**\*NEMIS004A ASS08-50\***







## \*2.11 Number of transfers to and from the school

GRADE	NUMBER OF TRANSFERS INTO THE SCHOOL												* NUMBER OF TRANSFERS FROM THIS SCHOOL TO ANOTHER SCHOOL THE PREVIOUS YEAR			
	Learners who were at another school in this province the previous year				Learners who were at a school in another province the previous year				Learners who were not at any school in any province the previous year							
	Male		Female		Male		Female		Male		Female		Male		Female	
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 school.

**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 Does your school keep records of learners registered for or receiving social grant?  
 [1=yes; 2=no]

## \*2.12. If Yes, give number of learners who are registered for a social grant

2																	
	<b>Pre-Grade R</b>	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Post - Matric</b>	SNE	Total
Receiving a social grant																	
Registered, not receiving a social grant																	

## \*2.13 Grade 1 first-time enrolments

(Include only those learners who are enrolled in Grade 1 for the first time and who have never before been in a Grade 1 class for any reason)

Gender	0-3 years			4 years			5 years			6 years			7 years			8 years			9 years		
Male																					
Female																					
Gender	10 years			11 years			12 years			13 years			14 years and older			Total					
Male																					
Female																					

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

*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	*NUMBER OF LEARNERS WHO STOPPED ATTENDING SCHOOL						**NUMBER OF LEARNERS WHO WERE NOT PROMOTED LAST YEAR						***NUMBER OF LEARNERS REPEATING A GRADE THIS YEAR					
	Male			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 schedules).

\*\*\*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

*2.15	Number of learners whose parent(s) are deceased.																
GRADE	Male									Female							
	Only mother deceased			Only father deceased			Both parents deceased			Only mother deceased			Only father deceased			Both parents deceased	
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																	

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

<b>*2.16.1 Mortality statistics for learners during the previous academic year</b> (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:	Illness						Accident				Suicide				Violence and homicide			
Age in years	Male			Female			Male		Female		Male		Female		Male		Female	
Younger than 3																		
3 – 5																		
6 – 9																		
10 – 14																		
15 – 19																		
20 – 24																		
25 and Older																		
<b>Total</b>																		

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

<b>2.16.2 Mortality statistics for educators during the previous academic year</b> (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:	Illness						Accident				Suicide				Violence and homicide			
Age in years	Male			Female			Male		Female		Male		Female		Male		Female	
20 – 24																		
25 – 29																		
30 – 34																		
35 – 39																		
40 – 44																		
45 – 49																		
50 – 54																		
55 and Older																		
<b>Total</b>																		

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

<b>*2.17 Number of Grade 1 learners who have attended pre-primary programmes</b> 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 of Grade 1 learners who have attended <u>*non-formal</u> pre-primary programmes or Grade R. (Not registered programmes.)						Number of Grade 1 learners who have attended <u>*formal</u> pre-primary programmes or Grade R. (Registered programmes.)						TOTAL		
	Male			Female			Male			Female					
0-3 years															
4 years															
5 years															
6 years															
7 years															
8 years															
9 years															
10 years															



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11 years															
12 years															
13 years and Older															
Total															

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

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

**\*NEMIS004A ASS08-57\***





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

Subject	Population group	Grade 10			Grade 11			Grade 12		
		Code	Male	Female	Code	Male	Female	Code	Male	Female
Accounting	Black African	03060012			03060023			03060034		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Agricultural Management Practices	Black African	01060012			01060023			01060034		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Agricultural Sciences	Black African	01060042			01060053			01060064		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Agricultural Technology	Black African	01060072			01060083			01060094		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Business Studies	Black African	03060042			03060053			03060064		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Civil Technology	Black African	06060012			06060023			06060034		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Computer Applications Technology	Black African	10060072			10060083			10060094		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									

\*2.20.1 Number of learners (Grade 10 – 12) taking secondary subjects according to gender and population group (Refer to Annexure A - List of subject codes and subjects)

Subject	Population group	Grade 10			Grade 11			Grade 12		
		Code	Male	Female	Code	Male	Female	Code	Male	Female
Consumer Studies	Black African	11060012			11060023			11060034		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Dance Studies	Black African	02060012			02060023			02060034		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Design	Black African	02060042			02060053			02060064		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Dramatic Arts	Black African	02060072			02060083			02060094		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Economics	Black African	03060072			03060083			03060094		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Electrical Technology	Black African	06060042			06060053			06060064		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									
Engineering Graphics and Design	Black African	06060102			06060113			06060124		
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									

*2.20.1	Number of learners (Grade 10 – 12) taking secondary subjects according to gender and population group (Refer to Annexure A - List of subject codes and subjects)											
Subject	Population group	Grade 10			Grade 11			Grade 12				
		Code	Male	Female	Code	Male	Female	Code	Male	Female		
Geography	Black African	07060042			07060053			07060064				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
History	Black African	07060072			07060083			07060094				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
Hospitality Studies	Black African	11060042			11060053			11060064				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
Information Technology	Black African	10060102			10060113			10060124				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
Life Orientation	Black African	07050012			07050023			07050034				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
Life Sciences	Black African	10060132			10060143			10060154				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
Mathematical Literacy	Black African	10030012			10030023			10030034				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											

*2.20.1	Number of learners (Grade 10 – 12) taking secondary subjects according to gender and population group (Refer to Annexure A - List of subject codes and subjects)											
Subject	Population group	Grade 10			Grade 11			Grade 12				
		Code	Male	Female	Code	Male	Female	Code	Male	Female		
Mathematics	Black African	10040042			10040053			10040064				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
Mechanical Technology	Black African	06060072			06060083			06060094				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
Music	Black African	02060102			02060113			02060124				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
Physical Sciences	Black African	10060162			10060173			10060184				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
Religion Studies	Black African	07060102			07060113			07060124				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
Tourism	Black African	11060072			11060083			11060094				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											
Visual Arts	Black African	02060132			02060143			02060154				
	Coloured											
	Indian											
	White											
	Other											
	TOTAL											



*2.20.1	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.)												
<i>Please enter the name of the subject and the subject code vertically in the relevant blocks.</i>													
Subject	Population group	Grade 10				Grade 11				Grade 12			
		Code	Male	Female		Code	Male	Female		Code	Male	Female	
	Black African												
	Coloured												
	Indian												
	White												
	Other												
	<b>TOTAL</b>												
	Black African												
	Coloured												
	Indian												
	White												
	Other												
	<b>TOTAL</b>												
	Black African												
	Coloured												
	Indian												
	White												
	Other												
	<b>TOTAL</b>												
	Black African												
	Coloured												
	Indian												
	White												
	Other												
	<b>TOTAL</b>												



*2.20. 1	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.)												
<i>Please enter the name of the subject and the subject code vertically in the relevant blocks.</i>													
Subject	Population group	Grade 10			Grade 11			Grade 12					
		Code	Male	Female	Code	Male	Female	Code	Male	Female			
	Black African												
	Coloured												
	Indian												
	White												
	Other												
	<b>TOTAL</b>												
	Black African												
	Coloured												
	Indian												
	White												
	Other												
	<b>TOTAL</b>												
	Black African												
	Coloured												
	Indian												
	White												
	Other												
	<b>TOTAL</b>												
	Black African												
	Coloured												
	Indian												
	White												
	Other												
	<b>TOTAL</b>												
	Black African												
	Coloured												
	Indian												
	White												
	Other												
	<b>TOTAL</b>												

\*2.20.2 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.)

Please enter the name of the subject and the subject code vertically in the relevant blocks.

Subject	Population group	Grade 10			Grade 11			Grade 12		
		Code	Male	Female	Code	Male	Female	Code	Male	Female
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	<b>TOTAL</b>									



*2.20.2	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.)												
Please enter the name of the subject and the subject code vertically in the relevant blocks													
Subject	Population group	Grade 10				Grade 11				Grade 12			
		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												



<b>3</b>	<b>EDUCATOR INFORMATION</b>
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EMIS NUMBER									
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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.



EMIS NUMBER

3.27	Subjects/ learning areas taught (Place an "E" in the Examinable box if examinable.) (WEEK: Monday – Friday)												
Subjects/ Learning area "codes"		Examinable	Number	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Post matric	SNE	Teaching experience	No. of years' formal training
			Learners										
	Hours per week, e.g. 30	45 (Hours, minutes)		H	H	H	M	H	M	H	H	M	
			Learners										
	Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	M	H	H	M	
			Learners										
	Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	M	H	H	M	
			Learners										
	Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	M	H	H	M	
			Learners										
	Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	M	H	H	M	
			Learners										
	Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	M	H	H	M	
			Learners										
	Hours per week, e.g. 30	45 (Hours, minutes)		H	H	M	M	H	M	H	H	M	

Signature Principal:.....

Signature Educator:.....



EMIS NUMBER																	
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**\*NEMIS004A ASS08-71\***



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**\*NEMIS004A ASS08-72\***