Social Development Nr										

EMIS NUMBER										

education

Department:
Education
REPUBLIC OF SOUTH AFRICA

ANNUAL SURVEY For Early Childhood Development (ECD) 2010

SCHOOL/SITE NAME

ONLY TO BE COMPLETED BY ALL EARLY CHILDHOOD DEVELOPMENT SITES THAT ARE PROVIDING *UP TO GRADE R* AND ARE REGISTERED AT THE DEPARTMENT OF EDUCATION OR ANY OTHER GOVERNMENT AGENCY (INCLUDING PRE-PRIMARY SCHOOLS)

ALL INFORMATION TO BE PROVIDED AS AT 2 MARCH 2010

The Annual Survey for Early Childhood Schools/Centres is the most important source of information regarding the situation at your school/centre. The information collected will contribute to the Education Management Information System (EMIS) of the province and will be of assistance in the management, administration and governance of schools, including the supply of school resources to schools/centre.

DECLARATION

I,……., principal of……..
fully understand the provision made in the South African Schools Act No. 84 of 1996 (Section 59 (1) and (2) and Section 16A (2)(g)), which stipulates that every school must supply such information about the school as is reasonably required by the Head of Education

Site Manager/Principal:

.....	……..…….....	…….....
Surname and initials	Signature	Date

I certify that the information provided on this form is to the best of my knowledge and belief correct and complete

……..	……..……
Surname and initials	Signature Date

I certify that the information provided on this form is to the best of my knowledge and belief correct and complete

Education Manager:

……..	……..……
Surname and initials	Signature Date

……
Designation

N.B: Education Manager means an official who functions at the level of administration between the institutions and the province. This manager may function at regional, district, circuit or ward level

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Code		Province Name
1	=	Western Cape
2	=	Eastern Cape
3	=	Northern Cape
4	=	Free State
5	=	KwaZulu-Natal
6	=	North West
7	=	Gauteng
8	=	Mpumalanga
9	=	Limpopo

1 GENERAL INFORMATION

1.1	**Site/Host school name** (If using a school)	
1.2	**EMIS number of the host school** (if a school building is used)	

1.3.1	**Province code**	**(Codes on the cover page)**
1.3.2	**Type of site**	[**1**=Public; **2**=Private]
1.4	**School sector of the host school**	[**1**=Public School; **2**=Independent School]
1.5	**Ownership of land**	[**1**=State;**2**=Church;**3**=Mine;**4**=Farm;**5**=Hospital;**6**=Trust;**7**=Company;**8**=Private Individual;**9**=Factory; **10=**Other: (specify)]
1.6	**Educational region**	
1.7	**Educational district**	
1.8	**Circuit** (If applicable)	
1.9	**Municipality**	
1.10	**Email address**	

1.11	**Postal Address** Enter the postal address under the relevant Address Type in either Section A or B. Only complete Section B: 1.11.6 to 1.11.9 if the physical address is the postal address. ***(Post office: complete only if either PO Box , P/Bag or SAPO village has been selected)*** ***(Town/City: complete only if street address or Building address has been selected)***
A.	**Post Office postal address**
1.11.1	**SAPO* Village**
1.11.2	**PO Box**
1.11.3	**Private bag**
1.11.4	**Post Office**
1.11.5	**Postal Code**
B.	**Physical Address as postal address**
1.11.6	**Building**
1.11.7	**Street Address**
1.11.8	**Town or City**
1.11.9	**Postal code**

SAPO = *South African Post Office*

1.12	**Telephone numbers**	**Telephone numbers**	
1.13	**Fax numbers**		
1.14	**Principal's home telephone numbers**		
1.15	**Principal's Cell phone numbers**		

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1.16	What is the type of accommodation used? (Mark each with **1**=yes or **2**=no)							
School		Church		Community Centre		House		
Other (specify)								

1.17	What is the standard annual (school) fee per learner for the current academic year? (Exclude rebates for more than one learner in a family or discounts for early payment, etc.) (RAND ONLY)											
	Pre Grade R	R					-00	Grade R	R					-00

1.18	What is the Primary funding source of your ECD Services? (Mark each with **1**=yes or **2**=no) (More than one can be marked.)							
Department of Education		Department of Social Development		Private Owner		Donations		
Religious Institutions		Community Organisation		Fund raising		Company		
Other (specify)								

1.19	How many Grade R classes does the site/school have?		

1.20	What other sources of income support does the site have? (Mark each with **1**=yes or **2**=no)							
Department of Education		Department of Social Development		Private Owner		Donations		
Religious Institutions		Community Organisation		Fund raising		Company		
Other (specify)								

1.21	Number of days per week that the site operates	

1.22	Number of hours per day that the site operates (e.g. 2:30 hrs)			:		

1.23	Language of Learning and Teaching (more than one language can be marked.)											
Afrikaans		English		IsiNdebele		Sepedi		SiSwati		Xitsonga		
Tshivenda		Setswana		IsiXhosa		IsiZulu		Sesotho				
Other (specify)												

1.24	How long has the facility been operating? (Mark with an x.) (Mark only one answer.)							
Less than 1 year		1 to 2 years		3 to 4 years		5 years and over		

2 LEARNER INFORMATION

THE FOLLOWING TABLES PERTAIN TO LEARNERS WHO ARE REGISTERED AT THE SCHOOL THIS YEAR.
Information for learners must be for male and female learners separately, where applicable.
It is important to collect learner numbers in terms of population group and gender in order to track the extent to which equity and access are being addressed in the education system.
The learner or the learner's parents/guardians and/or family should determine population group. This should reflect the parents' and/or the families' own perception of their population group and not the racial classification used in the past.
No learner should be double-counted

NOTE: If a particular grade is NOT offered at your school/centre, place an X in the NOT APPLICABLE area for that grade. Do not enter any learner numbers or total for a grade not offered at your school/centre.

If your school/centre does offer a particular grade, but there are no learners for either the Male or Female gender, then enter 0 for the relevant gender. e.g. If your school has only Female learners in Grade R then enter 0 under the Male row in the Grade R column and the correct number of Female learners in the Female row for Grade R. Include the total

2.1	How many learners are registered with your site? *(Including Learners experiencing barriers to learning)*	Male	Female	Total	N/A
Pre Grade R					
Grade R					
Total					

2.2	Number of Pre Grade R learners according to population group, gender and year of birth. (*including learners experiencing barriers to learning)* (Learners may NOT be double-counted.)

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Year of birth	Black African		Coloured		Indian		White		Other		Total		Age in Years
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
≥2010													≤1
2009													2
2008													3
2007													4
2006													5
2005													6
≤2004													≥7
Total													

Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*

2.3	**Number of learners in Grade R according to population group, gender and year of birth** *(including learners experiencing barriers to learning)* (Learners may NOT be double-counted.)

Year of birth	Black African		Coloured		Indian		White		Other		Total		Age in Years
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
≥2006													≤5
2005													6
≤2004													≥7
Total													

The Totals for Table 2.2 AND Table 2.3 should equal the Totals of Table 2.1
Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*

2.4	**Number of learners according to languages and grade** *(Including learners experiencing barriers to learning)* (Learners may NOT be double-counted.)

	Home Language				Language of Learning and Teaching				PREFERRED Language of Learning and Teaching			
	Pre-Grade R		Grade R		Pre-Grade R		Grade R		Pre-Grade R		Grade R	
Afrikaans												
English												
IsiNdebele												
Sepedi												
SiSwati												
Xitsonga												
Tshivenda												
Setswana												
IsiXhosa												
IsiZulu												
Sesotho												
SA Sign Language												
Other												
Total												

Totals for Tables 2.4 should equal the Totals for Table 2.1
***Gr. R** = Learners in the grade before grade 1.*
***Pre-Gr. R** = Learners who are not yet in grade R*

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Definitions

Attention deficit disorder with/without hyperactivity (ADHD):	ADHD refers to a chronic disorder that initially manifests in childhood and is characterized by hyperactivity, impulsivity and/or inattention. Not all of those affected by ADHD manifest all three behavioral categories. Can lead to difficulty in academic, emotional, and social functioning. May be associated with other neurological, significant behavioral, and/or developmental/ learning disabilities.
Autistic spectrum disorders:	Autistic spectrum disorders impact the normal development of the brain in the areas of social interaction and communication skills. Children typically have difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities, find it hard to communicate with others and relate to the outside world. - A medical practitioner, preferably a specialist (paediatrician or psychiatrist) must diagnose learners.
Behavioural / conduct disorder (including Severe behavioural problems):	Learners with behaviour / conduct disorder usually have little concern for others and repeatedly violate the basic rights of others and the rules of society. Children and adolescents act out their feelings or impulses in destructive ways. Offences often grow more serious over time. Such offences may include lying, theft, aggression, truancy, the setting of fires, and vandalism.
Blindness:	Loss of useful sight. Blindness can be temporary or permanent. Damage to any portion of the eye, the optic nerve, or the area of the brain responsible for vision can lead to blindness. <3/60 in the better eye, after maximum correction.
Cerebral palsy:	Cerebral palsy describes a group of chronic conditions affecting body movements and muscle coordination. Caused by damage to one or more specific areas of the brain, either traumatic, infectious, or developmental. Major types include spastic, dystonic, athetoid and ataxic and they can be quadriplegic, diplegic or hemiplegic. A medical practitioner must make the diagnosis.
Deafness:	Learners who experience a severe hearing impairment and who depend on specialised educational support. Hearing must be assessed through an auditory test and the hearing loss should be more than 61 dB at 0,5; 1; 2 and 4KHz in the better ear
Deaf-blindness:	Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs different from children with deafness or children with blindness.
Epilepsy:	Disorder caused by the sudden overactivity of brain cells and characterized by repetitive attacks of a diverse nature. Seizures (or convulsions) occur when there is abnormal electrical discharge in the brain. This may be triggered by chemical imbalance or a structural abnormality. Seizures differ in cause, nature, severity, management and long term effect.
Hard of hearing:	Learners who experience a moderate hearing impairment and who are in need of additional specialised support. Hearing must be assessed through an auditory test and the decibell loss must be more than 31dB for persons under the age of 15 and more than 41dB for persons 15 years and older
Mild to moderate intellectual disability:	Learners with an intellectual disability have significantly lower than average intellectual ability and deficits in social and adaptive functioning, that is, limitations in such areas as communication, social, daily living or movement skills. Learners with mild to moderate intellectual disability are academically functioning on level below 75% of that of their peers. (See moderate to severe intellectual disability below) IQ tests are no longer considered appropriate
Moderate to severe/profound intellectual disability:	Learners with moderate to severe/profound intellectual disability are academically functioning on a level below 50% of that of their peers. Some identifiable causes include: hereditary factors; chromosome abnormalities, such as in Down Syndrome; brain damage before or at birth; brain damage after birth due to illness or accident; malnutrition or other deprivation in early childhood.
Multiple disability:	Learners who experience more than one of the disabilities.
Partial sightedness / Low Vision:	Low vision is impairment of visual functioning even after treatment, for example an operation and/or standard refractive correction (has been given glasses or lenses) and has a visual acuity of less than 6/18 to light perception, or a visual field of less than 10° from the point of fixation (i.e. 20° across) but who uses, or is potentially able to use, vision for the planning and/or execution of a task
Physical disability:	Learners with a significant physical disability that substantially limits one or more basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying.
Severely intellectually disabled:	Learners who experience severe intellectual disability and are more than two years behind their peers.
Specific learning disability:	A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence and emotional maturity.
Psychiatric disorder:	These disorders must be diagnosed by a psychiatrist or psychologist and could include: Personality disorders: Mental illnesses that share several unique qualities. While many disorders vacillate in terms of symptom presence and intensity, personality disorders typically remain relatively constant. Adjustment disorders: Disorders in this category relate to a significantly more difficult adjustment to a life situation than would normally be expected considering the circumstances. Mood disorders: These include those disorders where the primary symptom is a disturbance in mood. In other words, inappropriate, exaggerated, or limited range of feelings, e.g. bipolar disorder, major depression disorder, etc. Anxiety disorders: The primary feature is abnormal or inappropriate anxiety such as Acute Stress Disorder, Obsessive-Compulsive disorder, Phobias, Posttraumatic Stress Disorder, etc. Psychotic disorders: The major symptom of these disorders is psychosis, or delusions and hallucinations. Delusions are false beliefs that significantly hinder a person's ability to function, e.g. schizophrenia

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2.5 **Number of Pre Grade R learners experiencing barriers to learning per PRIMARY barrier to learning, year of birth and gender. (Learners may NOT be double-counted.)**

Year of birth	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural disorder/ Conduct	Blindness	Cerebral Palsy	Deafness	Deaf-Blindness	Epilepsy	Hard of Hearing	Mild to Moderate Intellectual disability	Moderate to severe profound intellectual disability	Partial Sighted/ Low vision	Physical disability	Severely intellectually disabled	Specific learning disability	Psychiatric disorder	Total	Age in years
≥2010	Male																		≤1
	Female																		
2009	Male																		2
	Female																		
2008	Male																		3
	Female																		
2007	Male																		4
	Female																		
2006	Male																		5
	Female																		
2005	Male																		6
	Female																		
≤2004	Male																		≥7
	Female																		
Total	Female																		

Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*

2.6 **Number of Grade R learners experiencing barriers to learning per PRIMARY barrier to learning, year of birth and gender. (Learners may NOT be double-counted.)**

Year of birth	Gender	Attention Deficit Disorder	Autistic Spectrum Disorder	Behavioural disorder/ Conduct Disorder	Blindness	Cerebral Palsy	Deafness	Deaf-Blindness	Epilepsy	Hard of Hearing	Mild to Moderate Intellectualdisability	Moderate to severe/profound intellectual disability	Partial Sighted/ Low vision	Physical disability	Severely intellectually disabled	Specific learning disability	Psychiatric disorder	Total	Age in years
≥2006	Male																		≤5
	Female																		
2005	Male																		6
	Female																		
≤2004	Male																		≥7
	Female																		
Total	Male																		
	Female																		

Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*

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2.7	Please indicate the programmes offered	National Curriculum Statement (NCS)		Other	
If other, please specify					
2.7.1					
2.7.2					

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

Cause of death	Illness		Accident		Suicide		Violence and homicide		Age in Years
Year of birth	Male	Female	Male	Female	Male	Female	Male	Female	
≥2008									≤3
2007									4
2006									5
2005									6
≤2004									≥7
Total									

Note: *Age groups must be calculated from the verified birth year of the learner recorded in the learner profile or on the learner registration form.*

2.9 Number of learners whose parent(s) are deceased.

GRADE	Male Learners			Female Learners		
	Only mother deceased	Only father deceased	Both parents deceased	Only mother deceased	Only father deceased	Both parents deceased
Pre Grade R						
Grade R						
Total						

SECTION 3: PERSONNEL STAFF

3.1 Number of STAFF remunerated by STATE (Do not include employees paid by the governing body)

CATEGORY	Permanent				Temporary				Substitutes				Total
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Educators													
Practitioners													
Prof. non-teaching staff													
Admin. Staff													
Support staff													

3.2 Number of STAFF remunerated by GOVERNING BODY (Do not include employees paid by the state)

CATEGORY	Permanent				Temporary				Substitutes				Total
	Full-time		Part-time		Full-time		Part-time		Full-time		Part-time		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Educators													
Practitioners													
Prof. non-teaching staff													
Admin. Staff													
Support staff													

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3.3	Number of Practitioners remunerated by State or Governing Body or both															
Nature of appointment	SGB				State Paid				Both				Total			
	Male		Female		Male		Female		Male		Female		Male		Female	
Part-time																
Full-time																

Educators = *Staff working in a teaching position including principal, remedial educators and specialist educators.*
Practitioner *= Staff working in a pre-primary or a grade R class without the minimum teacher qualification (Lower than NQF level 5.)*
Professional non-teaching staff = *Personnel who are classified as paramedics, social workers, caregivers, therapists and psychologists.*
Administrative Staff *= Personnel who are classified as secretaries, typists and administrative clerks.*
Support Staff *= Personnel who are classified as laboratory assistants, cleaners, kitchen staff, gardeners, caretakers, messengers, pre-primary and grade R assistants.*
Substitutes = *An educator who is filling in for another educator who has been included in the permanent or temporary column.*
Full-time = *Appointed in a full-time substantive post who works a full week.*
Part-time *= Appointed to work fewer hours than a full-time employee.*

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

Cause of death	Illness				Accidental				Suicide				Violence and homicide				Total					
Age in years	Male		Female		Male		Female		Male		Female		Male		Female		Male			Female		
16 – 24																						
25 – 29																						
30 – 34																						
35 – 39																						
40 – 44																						
45 – 49																						
50 – 54																						
55 and Older																						
Total																						

3.5	Number of educators/ practitioners trained (note: Certification in first aid has to be within 12 months)														
Pre-Grade R							Grade R								
First Aid			HIV/ AIDS skills				NCS			First Aid			HIV/AIDS skills		

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4 EDUCATOR INFORMATION

4.1	School name	
4.2	Title	
4.3	Initials	
4.4	Surname	
4.5	PERSAL number	
4.6	SACE number	
4.7	Gender [**1**=Male; **2**=Female]	
4.8	Are you a South African citizen? [**1**=Yes; **2**=No]	
4.9	If yes to question 4.8, provide your ID number	
4.10	If no to question 4.8, provide Passport number	
4.11	If not a South African citizen, please provide the name of your country of citizenship	
4.12	Age	
4.13	Population group [**1**=Black African, **2**=Coloured, **3**=Indian, **4** = White, **5**=Other]	
4.14	Cellphone	
4.15	Home telephone	
4.16	Home language [**1**=Afrikaans; **2**=English; **3**=IsiNdebele; **4**=Sepedi; **5**=SiSwati; **6**=Xitsonga; **7**=Tshivenda; **8**=Setswana; **9**=IsiXhosa; **10**=IsiZulu; **11**=Sesotho; **12**=Other]	
4.17	Disability status [**1**= Sight, **2**=Hearing, **3**=Physical, **4=**Multiple, **5**=Epilepsy, **6=**Other, **7**=None]	
	Other	
4.18	Post level [1, 2, 3, 4, 5, 6]	
4.19	Years of teaching experience	
4.20	Personnel category	
4.20.1	Actual category [**1**=Principal, **2**=Deputy Principal, **3**=HOD, **4**=Teacher, **5**=Other]	
4.21	Nature of appointment [**1**=Permanent, **2**=Temporary, **3**=Substitute]	
4.22	Remuneration [**1**=State, **2**=Governing body;**3**= Both]	
4.23	Duration of appointment [**1**=Full time, **2**=Part time]	
4.24	Have you (yourself) used a computer for work purposes in the last month? [**1**=Yes; **2**=No]	

4.23	Indicate in the spaces provided below ALL the qualification types that you have attained. *You can tick more than one qualification type provided in the list below, and leave the space blank where the qualification does not apply to you.*	
1	Two-year Teachers' Certificate	
2	Three-year Teachers' Diploma/National Professional Diploma in Education	
3	Four-year Higher Diploma in Education	
4	Four-year professional teaching degree	
5	Higher Diploma in Education (Post-Graduate)/Post-Graduate Certificate in Education	
6	One-year Post-Professional Teachers' Certificate (with specialization)	
7	One-year Higher Diploma in Education	
8	Diploma in Specialized Education	
9	Further Diploma in Education	
10	Advanced Certificate in Education	
11	One-year National Higher Diploma/Bachelor of Technology (Education management/other specialization)	
12	Partially completed first Bachelor's degree	
13	Three-year Bachelor's degree	
14	Four-year Bachelor's degree	
15	Four-year Bachelor of Technology degree	
16	Three-year National Diploma	
17	Four-year National Higher Diploma	
18	Post-Graduate Diploma (other than a HDE Post-Graduate)	
19	Honours degree (including an old one-year B Ed/B Ed Honours))	

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20	**Master's degree**	
21	**Doctors degree**	
22	**ABET Practitioner Certificate**	
23	**ABET Practitioner Diploma**	
24	**National N 3 to N 6 Certificates**	
25	**Completed apprenticeship/passed trade test**	
26	**National N Diploma**	

Signature of educator/Practitioner	**Signature of principal**

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VERIFICATION AND CLEARANCE SECTION

The purpose of this clearance document is for the verification and authentication of the information declared by the site on the survey form.

The form is to be completed in full and verified by the Principal or Deputy Principal (or another designated person) at the site. The principal must sign and stamp the provided space at the bottom of the verification form to confirm that the checking of the survey data has taken place and that all mistakes have been rectified per item on the form. This verification form should be submitted to the district/ regional offices and a copy should be filed at the site for audit purposes.

Once the form is received from a site at the district or regional office, the designated Provincial Education Manager must verify the data in each item on the form. The Provincial Education Manager must sign and stamp the provided space at the bottom of the verification form to confirm that the checking of the survey data has taken place and that all mistakes have been rectified.

1	LEARNER SECTION	Checked and confirmed? Yes / No		If not confirmed, please comment
		Principal	Education Manager	
1.1	Has the section on **General Information** been completed correctly in all aspects? [Table 1.1 – Table 1.24]			

Summary Control Table: Learners				
• **Please check ALL the following tables against the totals in Table 2.1** • NOTE: the totals should be transferred from the Annual Survey form as completed by the data compiler • The totals of each of the tables in the list should balance with the totals for table 2.1				
Table		Total: Male	Total: Female	Grand Total
1.2	**Table 2.1 CONTROL TABLE**			
The totals in each table below must balance with the totals recorded for TABLE 2.1 Please also check the totals of each grade against Table 2.1 where applicable.				
1.2.1	Table 2.2 and 2.3: "Number of learners according to population group, gender and year of birth"			
1.2.2	Table 2.4 "Number of learners according to languages and grade"			

Summary Control Table: Educators				
1.2.3	Total number of Educators (State and SGB paid) at the site (excluding substitute educators)			
1.2.4	Total number of Educator (State and SGB paid) forms attached (excluding substitute educators)			
1.2.5	Total number of substitute Educators (State and SGB paid) at the site			
1.2.6	Total number of substitute Educator (State and SGB paid) forms attached			

2	SCHOOL EDUCATOR SECTION	Confirmed? Yes / No	If not confirmed, please comment
2.1	Have the educator details e.g. ID and PERSAL number, post level, etc been verified with the relevant source documents?		
2.2	Has the principal verified that all the educator forms are completed in full?		

I certify that the information provided on this form is to the best of my knowledge and belief correct and complete.

	Name	Signature	Date

Principal to place site stamp here

Education Manager to place office stamp here