EMIS NUMBER										

education
Department:
Education
REPUBLIC OF SOUTH AFRICA

ANNUAL SURVEY
Ordinary Schools
2008

SCHOOL NAME

ONLY TO BE COMPLETED BY ALL PUBLIC AND INDEPENDENT ORDINARY SCHOOLS (EXCLUDING PRE-PRIMARY SCHOOLS)

4 MARCH 2008

PROVINCE CODE (Codes at the bottom of the page) ☐

The Annual Survey for Schools is the most important source of information regarding the situation at your school. The information collected will contribute to the Education Management Information System (EMIS) of the province and will be of value to the management, administration and supply of school resources and governing of schools.

Please read the headings and instructions carefully before completing the survey form.

I ,……, principal of ……
fully understand the provision made in the South African Schools Act No. 84 of 1996 (section 59 [1] and [2]), regarding the duty of schools to provide information.
*This Act provides that every school **must** supply such information about the school as is reasonably required by the Head of Education.*

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

Principal: ..... ……..... .....
Please print surname and initials | Signature | Date

Checked by the Provincial Education Manager:

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

……..... ……..... .....
Please print surname and initials | Signature | Date

……..... Designation

Please use the following table when completing the survey form.

Provincial codes:		
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

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

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

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1 GENERAL INFORMATION

1.1	**School name**	
1.2	**Postal address**	
	Box/Private bag	
	Post Office name	
	Postal code	
1.3	**Telephone:** Code	Number
1.4	**Fax:** Code	Number
1.5	**Principal's home:** Code	Number
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; **11=**Grade 9; **12=**Grade 10; **13=**Grade 11; **14=**Grade 12; **15**=Post-Matric]

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

1.11.3 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.*

LOOK

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.)
(SNE learners in fulltime separate classes must be counted in the SNE column.)

	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
Male								
Female								
Total								

Pre Grade R = *Learners that are not yet in Grade R.*
Grade R = *Learners in the grade before Grade 1.*
SNE = *Refers to a class that learners who experience barriers to learning attend on a full-time basis so that their curriculum support needs can be individually addressed.*
Post matric = *Any other classes offered after matric for learners who have completed matric.*

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*1.13 Number of CLASSES/UNITS for each grade								
Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Post-Matric	SNE	Remedial/Aid/ Learning Support	Total

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

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

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

1.14 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	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Post Matric	SNE

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

2 LEARNER INFORMATION

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

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

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

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

No learner should be counted more than once.

2.1 LEARNER DISTRIBUTION

Specify the number of learners from various provinces and other countries that have registered at your school for the first time this year and who have never been registered at any school in **YOUR PROVINCE** before.	TOTAL
Eastern Cape	
Free State	
Gauteng	
KwaZulu-Natal	
Limpopo	
Mpumalanga	
Northern Cape	
North West	
Western Cape	
Other countries: Specify	
TOTAL	

2.2 HOSTEL BOARDERS

Specify the number of hostel boarders from various provinces and other countries.	MALE	FEMALE
Eastern Cape		
Free State		
Gauteng		
KwaZulu-Natal		
Limpopo		
Mpumalanga		
Northern Cape		
North West		
Western Cape		
Other countries: Specify		
TOTAL		

EMIS NUMBER										

*2.3.1 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.*

EMIS NUMBER										

This table is only for schools with SNE units/ classes

***2.3.2 Number SNE learners according to population group, gender and *PRIMARY* barrier to learning. EVERY SNE learner must be included in this table according to their PRIMARY barrier to learning (Learners may NOT be double-counted)**

For learners to be classified as SNE the assessment done by the school, with the permission of the parent/s, must be ratified by a member of the District-based Support Team or any other relevant district official.

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												
TOTAL												

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 development 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 learning 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.*

EMIS NUMBER										

This table is only for schools with SNE units/ classes

***2.3.3 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 Team or any other relevant district official.

***Multiply disabled**: Learners who experience more than one of the listed barriers to learning*

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												
TOTAL												

EMIS NUMBER | | | | | | | | | | |

| *2.4.1 | Number of learners according to grade and age group *including SNE* learners: MALE | | | | | | | | | |

EMIS NUMBER										

| *2.4.2 | Number of learners according to grade and age group ***including SNE*** learners: FEMALE | | | | | | | | | |

EMIS NUMBER | | | | | | | | | | |

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

EMIS NUMBER | | | | | | | | | | |

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

NO LEARNER MUST BE DOUBLE-COUNTED IN THIS TABLE

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 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*

EMIS NUMBER										

***2.6.1 Learners *(excluding SNE unit/class)* according to Language of Learning and Teaching and grade: (MALE AND FEMALE)**
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																																											

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

EMIS NUMBER | | | | | | | | | | |

*2.6.2 SNE unit/class learners according to Language of Learning and Teaching and barrier to learning: (MALE AND FEMALE)

NO LEARNER MUST BE DOUBLE-COUNTED IN THIS TABLE

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 TOTAL FOR TABLES 2.6.1 AND 2.6.2 MUST EQUAL THE TOTAL 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*

EMIS NUMBER										

***2.7.1 Indicate the PREFERRED Language of Learning and Teaching for learners by language and grade *(excluding SNE unit/class)*: (MALE AND FEMALE)**
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																																										

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*

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***2.7.2 PREFERRED Language of Learning and Teaching for learners in *SNE unit/class* by language and barrier to learning: (MALE AND FEMALE)**
NO LEARNER MUST BE DOUBLE-COUNTED IN THIS TABLE

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*

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***2.8.1 SNE learners in *MAINSTREAM* classes per PRIMARY barrier to learning and grade: MALE (Learners may NOT be double-counted.)**

For learners to be classified as SNE the assessment done by the school, with the permission of the parent/s, must be ratified by a member of the District-based Support Team or any other relevant district official.

GRADE	Attention deficit disorder	Autistic spectrum disorder	Behavioural disorder	Blind	Cerebral palsied	Deaf	Deaf/blind disabled	Epilepsy	Hard of hearing	Mildly or moderately intellectually disabled	Multiply disabled	Partially sighted	Physically disabled	Severely intellectually disabled	Specific learning disability	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																

EMIS NUMBER										

***2.8.2 SNE learners in *MAINSTREAM* classes per PRIMARY barrier to learning and grade: FEMALE (Learners may NOT be double-counted.)**

For learners to be classified as SNE the assessment done by the school, with the permission of the parent/s, must be ratified by a member of the District-based Support Team or any other relevant district official.

GRADE	Attention deficit disorder	Autistic spectrum disorder	Behavioural disorder	Blind	Cerebral palsied	Deaf	Deaf/blind disabled	Epilepsy	Hard of hearing	Mildly or moderately intellectually disabled	Multiply disabled	Partially sighted	Physically disabled	Severely intellectually disabled	Specific learning disability	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																

EMIS NUMBER										

***2.9 ALL learners in *MAINSTREAM* classes according to grade and gender who experience reading, numeric or language difficulties as barriers to learning.**

Grades	Reading difficulties								Numeric difficulties								Language difficulties								Total							
	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																																

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

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

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

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

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

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*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		
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]

Please apply the necessary sensitivity when collecting this information.

*2.12.2 If Yes, give number of learners who are registered for a social grant

	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
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.

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***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)

GRADE	*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.

EMIS NUMBER										

*2.16.1 Mortality statistics for learners during the previous academic year

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

Cause of death:	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																
Total																

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

2.16.2 Mortality statistics for educators during the previous academic year

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

Cause of death:	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																
Total																

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

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

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

Year	Number of Grade 1 learners who have attended ***non-formal** pre-primary programmes or Grade R. *(Not registered programmes.)*				Number of Grade 1 learners who have attended ***formal** 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											
11 years											
12 years											
13 years and Older											
Total											

EMIS NUMBER | | | | | | | | | | |

2.18 Languages in GET Band: Number of learners according to languages as subjects and phase

Phase	Subject Level	Afrikaans	English	IsiNdebele	Sepedi	SiSwati	Xitsonga	Tshivenda	Setswana	IsiXhosa	IsiZulu	Sesotho	Sign Language	Other
Foundation Grade 1-3 (excl. Grade R)	Primary Language													
	Additional language													
	2nd Additional Language													
Intermediate Grade 4-6	Primary Language													
	Additional language													
	2nd Additional Language													
Senior Grade 7-9	Primary Language													
	Additional language													
	2nd Additional Language													
Total	Primary Language													
	Additional language													
	2nd Additional Language													

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)						
	(A)÷(B)							

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

EMIS NUMBER | | | | | | | | | | |

***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
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									

EMIS NUMBER

***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									

EMIS NUMBER

***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									

EMIS NUMBER

***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									

EMIS NUMBER

***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.)**

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									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									

EMIS NUMBER

***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.)**
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									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									

EMIS NUMBER										

***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									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									

EMIS NUMBER										

***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									
	Black African									
	Coloured									
	Indian									
	White									
	Other									
	TOTAL									

EMIS NUMBER

3 EDUCATOR INFORMATION

3.1	Title	3.2	Initials	3.3	Surname
3.4	PERSAL number			3.5	ID number
3.6	SACE number			3.7	Gender [**1**=Male; **2**=Female]
3.8	Age	3.9	Population group [**1**=Black African, **2**=Coloured, **3**=Indian, **4** = White, **5**=Other]		
3.10	Cellphone			3.11	Home telephone
3.12	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**=SASL; **13**=Other]				
3.13	Disability status [**1**= Sight, **2**=Hearing, **3**=Physical, **4=**Multiple, **5**=Epilepsy, **6=**Other, **7**=None]				
Other					
3.14	Post level [1, 2, 3, 4]			3.15	Years of teaching experience

3.16	**Personnel category**
3.16.1	Actual category [**1**=Principal, **2**=Deputy Principal, **3**=HOD, **4**=Educator, **5**=SNE Educator, **6**=Remedial Educator, **7**=Other]
3.16.2	Acting –if different from actual [**1**=Principal, **2**=Deputy Principal, **3**=HOD, **4**=Educator, **5**=SNE Educator, **6**=Remedial Educator, **7**=Other]

3.17	**Nature of appointment** [**1**=Permanent, **2**=Temporary, **3**=Substitute]
3.18	**Remuneration** [**1**=State, **2**=Governing body]
3.19	**Duration of appointment** [**1**=Full time, **2**=Part time]
3.20	**Teaching level [1**=Pre grade R; **2**=Grade R; **3**=Primary; **4**=Intermediate; **5**=Secondary, **6**=Remedial/Special; **7=**Other] (More than one may be marked)

3.21 Qualification category	3.22 Qualification type
99 = Without Matric and no training at all, **10=**REQV 10 (Matric, no training); **11**=REQV 11 (Std 6,7,8,9+ *2 years training); **12**=REQV 12 (Matric + *2 years training); **13**=REQV 13 (Matric + *3 years BA, B Sc, etc); **14**=REQV 14 (Matric + *4 years training); **15**=REQV 15 (Matric + *5 years training); **16**=REQV 16 (Matric + *6 years training); **17**=REQV 17 (Matric + *7 years training) ***Kindly note that the duration of the qualification is taken into consideration and not the time taken to complete the qualification!!***	(Choose the highest qualification) **See Annexure D for more detail** **1**=Professional Teaching Qualification; **2**=Post-Professional teaching Qualification; **3**=First Academic Qualification; **4**=Post-Graduate Qualification

3.23	**Are you qualified to teach the FET level?** [**1**=yes, **2**=no]

3.24 If your answer is yes to question 2.23, specified the subject/major subjects taken when trained as an educator	
Subjects/ Learning area "codes"	**Subjects/Learning area names**

3.25	**Indicate whether in-service training (INSET) attended during the previous academic year:** [**1**=yes; **2**=no]
3.26	**Please indicate the type of in-service training (INSET) attended.**

Signature of educator	**Signature of principal**

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

3.2	Initials		3.3	Surname		3.5	ID 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	Pre Grade R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Teaching experience	No. of years' formal training
		Learners										
Hours per week, e.g. 30	45 (Hours, minutes)		H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M		
		Learners										
Hours per week, e.g. 30	45 (Hours, minutes)		H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M		
		Learners										
Hours per week, e.g. 30	45 (Hours, minutes)		H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M		
		Learners										
Hours per week, e.g. 30	45 (Hours, minutes)		H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M		
		Learners										
Hours per week, e.g. 30	45 (Hours, minutes)		H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M		

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 M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M		
		Learners										
Hours per week, e.g. 30	45 (Hours, minutes)		H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M		
		Learners										
Hours per week, e.g. 30	45 (Hours, minutes)		H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M		
		Learners										
Hours per week, e.g. 30	45 (Hours, minutes)		H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M		
		Learners										
Hours per week, e.g. 30	45 (Hours, minutes)		H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M	H H M M		

Signature Principal:..... Signature Educator: .....