

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	Province code	(Codes on the cover page)
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	Nearest town/city	
1.11	Distance to nearest town/city (Km)	
1.12	Email	
1.13	Physical address	
1.14	Postal address	
	Postal code	
1.15	Telephone: Code	
1.16	Fax: Code	
1.17	Principal's home: Code	
1.18	Principal's Cell phone:	
1.19	What is the type of accommodation used? (Mark each with 1=yes or 2=no)	
	School	Church
	Community Centre	House
	Other (specify)	
1.20	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
	Grade R	R
1.21	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
	Church, Mosque	Community Organisation
	Fund raising	Company
	Other (specify)	
1.22	How many Grade R classes does the site/school have?	
1.23	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
	Church, Mosque	Community Organisation
	Fund raising	Company
	Other (specify)	



1.24	Number of days per week that the site operates	<input type="text"/>	:	<input type="text"/>		
1.25	Number of hours per day that the site operates (e.g. 2:30 hrs)	<input type="text"/>	:	<input type="text"/>		
1.26	Language of Learning and Teaching (more than one language can be marked.)					
	Afrikaans	English	IsiNdebele	Sepedi	SiSwati	Xitsonga
	Tshivenda	Setswana	IsiXhosa	IsiZulu	Sesotho	SASL
	Other (specify) <input type="text"/>					
1.27	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**

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.

2.1	How many learners are registered with your site? (Including Learners experiencing barriers to learning)	Male	Female	Total
	Pre Grade R	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grade R	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Total	<input type="text"/>	<input type="text"/>	<input type="text"/>

2.2	Number of Pre Grade R learners (including learners experiencing barriers to learning)											
Age in Years	Black African		Coloured		Indian		White		Other		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
0 – 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 – 3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7 and above	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2.3	Number of learners in Grade R (including learners experiencing barriers to learning)											
Age in Years	Black African		Coloured		Indian		White		Other		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5 and below	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7 and above	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

The Totals for Table 2.2 AND Table 2.3 should equal the Totals of Table 2.1



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

2.5 Number of Pre Grade R learners experiencing barriers to learning per PRIMARY barrier to learning, grade and gender. (Learners may NOT be double-counted.)												
Age in Years	Black African		Coloured		Indian		White		Other		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
0 – 1												
2 – 3												
4												
5												
6												
7 and above												
Total												

2.6 Number of Grade R learners experiencing barriers to learning per PRIMARY barrier to learning, grade and gender. (Learners may NOT be double-counted.)												
Age in Years	Black African		Coloured		Indian		White		Other		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5 and below												
6												
7 and above												
Total												

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	
	Male		Female		Male		Female		Male	Female	Male	Female
Age in years												
0-3												
4												
5												
6												
7 and above												
Total												

2.9 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											
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														

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.

Social Development Nr

EMIS NUMBER

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

3.4 Number of educators/ practitioners trained											
Pre-Grade R						Grade R					
NCS		First Aid		HIV/AIDS skills		NCS		First Aid		HIV/AIDS skills	



