Annexures: Technical Indicator Descriptions

16.1 Programme 1: Administration

PPI 1.1			
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Ensure financial management
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	To provide overall management of and support to the education system in accordance with the National Education Policy Act, Public Finance Management Act and other relevant policies
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Compliance with laid down policies and financial statements with no material misstatements
		3.2 Why is it important?	Good governance
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Auditor-general management report
		4.2 Data collector/storer (section/manager name)	Director Financial Accounting
		4.3 How is data collected?	Reports issued by Auditor-general
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Not calculated
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Outcomes
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director Financial Accounting

PPI 1.2			
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Deviations iro procurement matters
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	It is an indication where exceptions were made, within allowed rules and regulations, within Supply Chain Management
3	PurposeImportance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	No of deviations
		3.2 Why is it important?	Indication of either unplanned event or unforeseen circumstances
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Supply Chain management records
		4.2 Data collector/storer (section/manager name)	Director Procurement Management
		4.3 How is data collected?	Manual system of record keeping

No	Technical Indicator	Description	Response
PPI 1.2			
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of cases of deviations
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Activities
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	X
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower performance desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director Procurement Management

No	Technical Indicator	Description	Response
PPI 1.3			
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Time taken to audit Annual Leave in months
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Management of condition of service/employment
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Rate of absenteeism
		3.2 Why is it important?	To assess how employees utilize leave entitlement
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Tracking of output of officials
		4.2 Data collector/storer (section/manager name)	N Daniels
		4.3 How is data collected?	Record-tracking
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of leave forms received and processed compared to attendance register
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Where registers do not exist or not complied with.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	

PPI 1.3			
No	Technical Indicator	Description	Response
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director IHCA

PPI 1.4			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Number of additional schools with computer facilities for teaching and learning
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	In terms of the Khanya Project each public school in the Western Cape should receive at least ONE ICT facility by the end of 2012. This indicator provides information on exactly how many facilities were provided in any one year.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	This indicator provides information on exactly how many facilities were provided in any one year.
		3.2 Why is it important?	This indicator shows how close to reaching the goal espoused in Education White Paper 7 of each school in the province having at least ONE ICT facility
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Khanya Project team
		4.2 Data collector/storer (section/manager name)	Khanya Programme Manager (JJ van Wyk)
		4.3 How is data collected?	Project Managers provide data to Programme Director
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Count
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			(i), (iv)
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher is more desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	CES: e-Learning (with assistance from Khanya Programme Director)

PPI 1.5			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Number of schools using I-SAMS</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This measure refers to the number of schools that have been successfully trained in the core modules of iSAMS (web-enabled Schools Administration Management Systems) and have implemented the software.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	This indicator reflects the successful rollout phase target for iSAMS.
		3.2 Why is it important?	It demonstrates the successful implementation of iSAMS post pilot.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	The number of schools returning their ASS data via iSAMS
		4.2 Data collector/storer (section/manager name)	EMIS Head
		4.3 How is data collected?	The data is extracted from the central database for iSAMS
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The records are read off the central database or from a report from the BI tool.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Lack of buy-in by the schools and non-compliance on returning ASS data via iSAMS
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Outputs based on source of ASS data
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	Non-cumulative
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	Annually
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Exceeding target is desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	EMIS Head

PPI 1.6			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Percentage of grievances handled within the required period
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Ensuring that workforce ' dissatisfactions are handled and managed well for employees' increased satisfaction at work
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Wellbeing
		3.2 Why is it important?	Job satisfaction

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

PPI 1.6			
No	Technical Indicator	Description	Response
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Aggrieved employees and amount of time taken to settle
		4.2 Data collector/storer (section/manager name)	Director Labour Relations- S Faker
		4.3 How is data collected?	Tracking records: date from receipt to sign off of concluded matter
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Date of sign off minus date of recept (take number of working days) divided by total number of cases ie average
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Outputs
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	X
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DLR

PPI 1.7			
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Number of vacancy lists issued in respect of institution-based teacher posts for the school year 2011 Publication of Vacancy lists per annum
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Vacancies occur at schools which impact on teaching. Currently there are 2 per annum. If there are 5 p.a. then the system should cope better with school needs
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Educator provision
		3.2 Why is it important?	To capacitate the system with educator resources for learning/teaching
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	The evidence will be the publication of 5 lists
		4.2 Data collector/storer (section/manager name)	N Daniels (Director IHCA)
		4.3 How is data collected?	5 lists
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Publication of lists
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

PPI 1.7			
No	Technical Indicator	Description	Response
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	X
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	N/A
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director IHCA

PPI 1.8			
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Number of additional schoolsto undergo Whole School Evaluation
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Whole School Evaluation – Schools are evaluated by using 9 key areas for evaluation. These are the standards to which schools should adhere. Whole School Evaluation is one of the quality management systems in WCED which aims at improving quality education
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number of schools evaluated in a year
		3.2 Why is it important?	Quantitive and qualititive data on the status of schools informs planning and intervention strategies to develop and support schools.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	On-site visits
		4.2 Data collector/storer (section/manager name)	Director and CES – Quality Assurance
		4.3 How is data collected?	➢ Examining records of learner performance, including Trends to determine reasons for poor/weak performance and low levels of achievement in Literacy and Numeracy in SA schools. ➢ Scrutising documentation of schools, including School Improvement Plans and the school's Self Evaluation to form a hypotheses ➢ Conductiong Interviews with different stakeholders ➢ Observing teaching and assessment practices All the data is verified and triangulated through the above data collection methodology
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Count
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Outputs

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

PPI 1.8			
No	Technical Indicator	Description	Response
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	X
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	The Director: Quality Assurance

16.2   Programme 2

PPI 2.1			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Learners retained in the school system from Grades 10 – 12
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Measure of the degree (%) to which learners that enter grade 10 continue to grade 12 in Public Ordinary Schools for the same cohort.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	A higher % of learners remain in the system until grade 12
		3.2 Why is it important?	Academically better prepared work force; better opportunity for learners; access to tertiary education enhanced; reduce the vulnerability rate amongst learners; more efficient deployment of support (social)
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	ASS
		4.2 Data collector/storer (section/manager name)	Mr. S. Hansraj
		4.3 How is data collected?	Extracted from CEMIS for ASS.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The difference between the Gr10 learners and the Gr12 learners for the same cohort (2 years later) divided by the number of GR10 learners as a percentage.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The calculation is for Public Ordinary schools only and is dependent on the unit record administration at schools. It does not reflect all learners in all education sectors. This excludes in and out migration of learners, deaths, and other factors.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Output; Efficiency; Economy; Equity
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X

PPI 2.1			
No	Technical Indicator	Description	Response
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	Annually, on the previous academic year, in first quarter of following year
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher than target desirable.
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Could be coordinated by CD ED's; data collected and reported by KM; Collaborative effort including many role players

PPI 2.2			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	% of learners in Grade 3 attaining acceptable outcomes in literacy
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 3 systemic tests,who are able to pass the tests. The pass mark for standardised tests is set at 50%
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the foundation phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	The report of the systemic test forms the basic data source. The report contains the total number of learns who took part in the test and a disaggregation of the proportion that passed the test and the proportion that did not pass the test.
		4.2 Data collector/storer (section/manager name)	Research Services
		4.3 How is data collected?	It is recorded from the final report.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) are expressed as a percentage of the total number of learners who took part in the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 3 do not take part in the systemic tests.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X

No	Technical Indicator	Description	Response
PPI 2.2			
No	Technical Indicator	Description	Response
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is higher than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of Research Services.

No	Technical Indicator	Description	Response
PPI 2.3			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	% of learners in Grade 3 attaining acceptable outcomes in Numeracy
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 3 systemic tests, who are able to pass the tests. The pass mark for standardised tests is set at 50%
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the foundation phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	The report of the systemic test forms the basic data source. The report contains the total number of learners who took part in the test and a disaggregation of the proportion that passed the test and the proportion that did not pass the test.
		4.2 Data collector/storer (section/manager name)	Research Services
		4.3 How is data collected?	It is recorded from the final report.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who took part in the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 3 do not take part in the systemic tests.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	

No	Technical Indicator	Description	Response
PPI 2.3			
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance that is higher than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of Research Services.

No	Technical Indicator	Description	Response
PPI 2.4			
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	% of learners in Grade 6 attaining acceptable outcomes in Literacy
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 6 systemic tests,who are able to pass the tests. The pass mark for standardised tests is set at 50%
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Intermediate phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	The report of the systemic test forms the basic data soure. The report contains the total number of learners who took part in the test and a disaggregation of the proportion that passed the test and the proportion that did not pass the test.
		4.2 Data collector/storer (section/manager name)	Research Services
		4.3 How is data collected?	It is recorded from the final report.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) are expressed as a percentage of the total number of learners who took part in the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 6 do not take part in the systemic tests.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

No	Technical Indicator	Description	Response
	PPI 2.4		
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Actual performancethat is higher than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch whole reporting on the indicator is a function of Research Services.

No	Technical Indicator	Description	Response
	PPI 2.5		
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	% of learners in Grade 6 attaining acceptable outcomes in Numeracy
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 6 systemic tests,who are able to pass the tests. The pass mark for standardised tests is set at 50%
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Intermediate phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	The report of the systemic test forms the basic data source. The report contains the total number of learns who took part in the test and a disaggregation of the proportion that passed the test and the proportion that did not pass the test.
		4.2 Data collector/storer (section/manager name)	Research Services
		4.3 How is data collected?	It is recorded from the final report.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) are expressed as a percentage of the total number of learners who took part in the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 6 do not take part in the systemic tests.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is higher than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of Research Services.

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

PPI 2.6			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	% of learners in Grade 9 attaining acceptable outcomes in Languages
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 9 systemic tests,who are able to pass the tests. The pass mark for standardised tests is set at 50%
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Senior Phase of GET.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the Senior Phase of GET.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	The report of the systemic test forms the basic data soure. The report contains the total number of learners who took part in the test and a disaggregation of the proportion that passed the test and the proportion that did not pass the test.
		4.2 Data collector/storer (section/manager name)	Research Services
		4.3 How is data collected?	It is recorded from the final report.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) are expressed as a percentage of the total number of learners who took part in the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 9 do not take part in the systemic tests.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is lower than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of Research Services.

PPI 2.7			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	% of learners in Grade 9 attaining acceptable outcomes in Mathematics
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 9 systemic tests, who are able to pass the tests. The pass mark for standardised tests is set at 50%

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

No	Technical Indicator	Description	Response
PPI 2.7			
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Intermediate phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	The report of the systemic test forms the basic data soure. The report contains the total number of learners who took part in the test and a disagregation of the proportion that passed the test and the proportion that did not pass the test.
		4.2 Data collector/storer (section/manager name)	Research Services
		4.3 How is data collected?	It is recorded from the final report.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) are expressed as a percentage of the total number of learners who took part in the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 9 do not take part in the systemic tests.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is higher than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of Research Services.

No	Technical Indicator	Description	Response
PPI 2.8			
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Schools with a pass rate where <60% pass
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Indication of the number of under performing schools
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Output of under performing schools
		3.2 Why is it important?	To determine if interventions are assisting in reducing the lower pass rates, especially in disadvantaged areas.

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

PPI 2.8			
No	Technical Indicator	Description	Response
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	IECS
		4.2 Data collector/storer (section/manager name)	DAM
		4.3 How is data collected?	Pass rates for schools
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Z / W X 100 determines the pass rate for a school. Where Z is the number of candidates that passed according to the criteria from the NSC policy. Where W is the number of candidates in a school that wrote 7 subjects toward the NSC. Pass rates of all schools are filtered to determine the schools that have achieved a pass rate of below 60%.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Output
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DAM

PPI 2.9			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	National Senior Certificate pass rate
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	The percentage of learners that pass the National Senior Certificate examinations by obtaining a pass in Home Language at 40% or more and obtain a pass in two other subjects with 40% or more and pass three other subjects at 30% or more.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Indicator shows % of learners that have obtained the National Senior Certificate qualification.
		3.2 Why is it important?	Important to determine the achievement of the education system and the extent to which the educational output has been achieved.

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

No	Technical Indicator	Description	Response
PPI 2.9			
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	The data comes from the Integrated Examinations Computer System, which is a national system.
		4.2 Data collector/storer (section/manager name)	Mr A Clausen
		4.3 How is data collected?	Processed by the DoE.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of learners that passed the National Senior Certificate examinations by obtaining a pass in Home Language at 40% or more and obtain a pass in two other subjects with 40% or more and pass three other subjects at 30% or more divided by the number of learners that wrote the examinations.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The data is extracted from the IECS; any problems with the IECS will be beyond the WCED's control as the IECS is a National system
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Outputs
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher performance is desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DoE

No	Technical Indicator	Description	Response
PP1 2.10			
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	National Senior Certificate pass numbers
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Number of learners that pass the National Senior Certificate (NSC) examinations by obtaining a pass in Home Language at 40% or more and obtain a pass in two other subjects with 40% or more and pass three other subjects at 30% or more
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Indicator shows the number of learners that obtained the NSC qualification
		3.2 Why is it important?	
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	The data comes from the Integrated Examinations Computer System, which is a national system.
		4.2 Data collector/storer (section/manager name)	Mr A Clausen
		4.3 How is data collected?	Processed by the DoE.

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

PP1 2.10			
No	Technical Indicator	Description	Response
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of learners that passed the National Senior Certificate examinations by obtaining a pass in Home Language at 40% or more and obtain a pass in two other subjects with 40% or more and pass three other subjects at 30% or more divided by the number of learners that wrote the examinations.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The data is extracted from the IECS, any problems with the IECS will be beyond the WCED's control as the IECS is a National system
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher performance is desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DoE

2.11			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	% of learners who qualify for Bachelor's degree study
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	A percentage of learners that pass the NSC with an achievement of 50-59% or more in four subjects chosen from the list of designated subjects and a minimum of 30% in the Language of Teaching and Learning of the institution.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Percentage of learners that can gain access to a B.Degree
		3.2 Why is it important?	Important in determining the quality of passes and ensuring progression from FET to HE
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	The data comes from the Integrated Examinations Computer System, which is a national system.
		4.2 Data collector/storer (section/manager name)	Mr A Clausen
		4.3 How is data collected?	Processed by the DoE.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of learners that passed the National Senior Certificate examinations by obtaining an achievement of 50-59% or more in four subjects chosen from the designated subjects chosen from the list of designated subjects and a minimum of 30% in the Language of Teaching and Learning of the institution divided by the number of learners that wrote the examinations.

2.11			
No	Technical Indicator	Description	Response
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The data is extracted from the IECS, any problems with the IECS will be beyond the WCED's control as the IECS is a National system
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher performance desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Mr A Clausen

PPI 2.12			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Numbers of learners who qualify for Bachelor's degree study
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Total number of candidates in the province that achieved a pass equivalent or better than the minimum criteria for entrance into a Bachelor's degree.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Performance output
		3.2 Why is it important?	Indication on the quality of passes since these candidates will have access to higher education and specifically courses that are geared toward professions and leadership in their fields of study.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	IECS
		4.2 Data collector/storer (section/manager name)	DAM
		4.3 How is data collected?	
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of candidates that meet the minimum criteria for a pass giving minimum access to a degree course at a higher education institute.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Outputs
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	

PPI 2.12			
No	Technical Indicator	Description	Response
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DAM

PPI 2.13			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Numbers of learners passing Mathematics in the National Senior Certificate examinations
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Total number of grade 12 candidates who wrote Mathematics and passed the subject.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Shows performance output in Mathematics
		3.2 Why is it important?	Maths is an important gateway subject - critical for higher education study.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	IECS
		4.2 Data collector/storer (section/manager name)	DAM
		4.3 How is data collected?	Marks from Maths school based assessment and exams captured.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of candidates who passed the subject, Mathematics, with 30% or more. The number of candidates who passed the subject, Mathematics, with 50% or more is also determined in order to see the total number of candidates who achieved a higher level pass.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Output
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	

PPI 2.13			
No	Technical Indicator	Description	Response
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DAM

PPI 2.14			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Numbers of learners passing Physical Science in the National Senior Certificate examinations
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Total number of grade 12 candidates who wrote Physical Sciences and passed the subject.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Performance output of Physical Sciences
		3.2 Why is it important?	Science passes deemed to be important in the context of the economy and its requirements for more scientists and engineers.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	IECS
		4.2 Data collector/storer (section/manager name)	DAM
		4.3 How is data collected?	Marks from P. Sciences school based assessment and exams captured.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of candidates who passed the subject P. Sc with 30% or more. The number of candidates who passed the subject Physical Sciences with 50% or more is also determined in order to see the total number of candidates who achieved a higher level pass.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Output
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DAM

PPI 2.15			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Number of additional schools secured with an alarm linked to armed response, b/bars, stone guards on windows. Support during school holidays.
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	• The indicator would demonstrate the programme's systemic injection [input] in raising the safety levels at schools and the direct results over a defined period.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	• It shows the measures instituted by a school to raise its safety profile.
		3.2 Why is it important?	• This would account for minimum measures that should be in place at a school.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	• Financial reports indicating the purchase of goods and services for particular schools. • Call centre statistics relating to incidents at schools.
		4.2 Data collector/storer (section/manager name)	• Nariman Khan
		4.3 How is data collected?	• Internally • External audit would also be utilized in 2010/11.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	• Incident count; financial outlay.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	• Reliability of call centre statistics at times.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	Same as previous year
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	More schools equipped; but less incidents occurring
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Safe schools co-ordinator at districts; safe schools manager at Head Office

PPI 2.16			
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Number of learners in public ordinary schools benefiting from learner transport
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	It is not always possible to build schools within a 5km radius of every learner. To make it possible for these learners to reach their nearest suitable school, the WCED has put other measures in place. These include the provision of a Learner Transport Schemes or the payment of either a boarding bursary or transport bursary to needy learners to ensure that they reach school.

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

	PPI 2.16		
No	Technical Indicator	Description	Response
3	PurposeImportance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The number of learners that are authorized according to the LTS policy to make use of the learner transport schemes.
		3.2 Why is it important?	To indicate how many learners are provided an opportunity to access education.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Sub-directorate: Learner Transport Schemes
		4.2 Data collector/storer (section/manager name)	Sub-directorate: Learner Transport Schemes
		4.3 How is data collected?	The number of learners to be transported on a route is indicated in the contract concluded with the Service Provider. These numbers are then communicated to the districts and the schools.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners from Public Primary and Secondary schools that aremaking use of LTS and those that are transported on the schemes administered by the schools as devolved schemes.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The information provided by the school when applications are submitted tends to contradict the numbers we have on our records due to the fact that unauthorized learners are also transported.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			(iii) outputs and (v) impact
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	Quarterly
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	Same as previous year
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Sub-directorate : Learner Transport Schemes

	PPI 2.17 – 2.20		
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Number of educators (publicly employed) [Programme 2 : Public Primary Schools]
			Number of non-educators (publicly employed) [Programme 2: Public Primary Schools]
			Number of educators (publicly employed) [Programme 2 : Public Secondary Schools]
			Number of non-educators (publicly employed) [Programme 2: Public Secondary Schools]
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Number of educators & public service staff employed

No	Technical Indicator	Description	Response
PPI 2.17 – 2.20			
No	Technical Indicator	Description	Response
3	PurposeImportance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number of educators employed in terms of Post Distribution Model and Approved Establishments
		3.2 Why is it important?	Not to exceed budgetary provisions. To ensure and to track stability in the schools.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Persal
		4.2 Data collector/storer (section/manager name)	Deputy director: HR Planning
		4.3 How is data collected?	Persalshare
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of educator post as per Post Distribution Model and Approved establishments
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Post allocation not be higher than approved posts
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Not higher than approved post allocations
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director: HRM and Deputy Director: HR Planning

No	Technical Indicator	Description	Response
PPI 2.21			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Educator absenteeism in public ordinary schools expressed as a %
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	The percentage of working days lost due to educator absenteeism in public ordinary schools. [result to be expressed as a % of the total number of actual working days in the school year/quarter]
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The % of possible working days lost due to educator absenteeism during a specific school year.
		3.2 Why is it important?	The status informs planning and intervention strategies to be developed to improve education policy and support/discipline.

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

PPI 2.21			
No	Technical Indicator	Description	Response
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Human Capital – Leave Management System (HC-LMS)
		4.2 Data collector/storer (section/manager name)	Project manager: HC LMS– Internal Human Capital Administration
		4.3 How is data collected?	• At each school educator attendance is captured on the HC LMS system before 10:00 daily. • CTM per District controls the captured data per school and manages the capturing of records. • The administrator at H/O draws reports upon request, but more specifically for quarterly/annual reporting on Educator Attendance. • The attendance figures are then presented as days lost due to Educator absence from school.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of educators present at school is expressed as a percentage of population employed by the department.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	In 2010 80% of schools complied with the data request. The compliance challenge will be attended to during 2011. On a given day, a school may not comply with updates to the HC-LMS, but this should not negatively influence the percentage as an average.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Outputs/efficiency
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	X
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	The Chief-Director: Human Resource Management

PPI 2.22			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Learner absenteeism in public ordinary schools expressed as a %
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	The percentage of working days lost due to learner absenteeism in public ordinary schools. [result to be expressed as a % of the total number of actual working days in the school year/quarter]

No	Technical Indicator	Description	Response
**PPI 2.22**			
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The % of possible working days lost due to learner absenteeism during a specific school year.
		3.2 Why is it important?	The status informs planning and intervention strategies to be developed to improve education policy and support/discipline.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	CEMIS
		4.2 Data collector/storer (section/manager name)	Project manager: CEMIS– Directorate: Knowledge Management, Information Management Systems and ICT
		4.3 How is data collected?	• At each school learner attendance is captured on the CEMIS system daily. • CTM per District controls the captured data per school and manages the capturing of records. • The administrator at H/O draws reports upon request, but more specific for quarterly/annual reporting on the Learner Attendance. • The attendance figures are then presented as days lost due to Learner absence from school.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners present at school is expressed as a percentage of population.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	In 2010 80% of schools complied with the data request. The compliance challenge will be attended to during 2011. On a given day, a school may not comply with updates to CEMIS, but this should not negatively influence the percentage as an average.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Outputs/efficiency
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	X
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	The Chief-Director: Business Intelligence Management

No	Technical Indicator	Description	Response
**PPI 2.23**			
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Numbers of teachers in Grades 1-6 attending formal literacy and numeracy workshops at the Cape Teaching and Leadership Institute

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

PPI 2.23			
No	Technical Indicator	Description	Response
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Number of educators attending in-service courses in Literacy and Numeracy presented by the CTLI (To provide overall management of and support to the education system in accordance with the National Education Policy Act, Public Finance Management Act and other relevant policies)
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The number of educators trained in the various categories
		3.2 Why is it important?	Content and methodology, towards improved learning and teaching in the classroom.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Number of registrations and certificates issued after completion of the courses
		4.2 Data collector/storer (section/manager name)	
		4.3 How is data collected?	
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Output
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	Non-cumulative
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	Quarterly
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	Same as previous year
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	No
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	The Head of the CTLI

PPI 2.24			
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Numbers of school management team members trained at the CTLI
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Records the number of members of school management teams who undergo formal training over a period of weeks and are certificated by the CTLI.
3	PurposeImportance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Numbers of SMT members who have been exposed to elements of best practice.
		3.2 Why is it important?	Schools that suffer from poor management can have their success options improved if their managers develop new skills.

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

PPI 2.24			
No	Technical Indicator	Description	Response
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Number of registrations and certificates issued after completion of the courses
		4.2 Data collector/storer (section/manager name)	Programme manager. Records of attendance and course completion.
		4.3 How is data collected?	Count off records.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director CTLI

PPI 2.25			
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Number of maintenance projects completed.
P	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	The number of completed scheduled maintenance projects is counted and recorded.
3	PurposeImportance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	It shows the number of schools that receive scheduled maintenance for the period
		3.2 Why is it important?	It keeps track of the WCED's efforts to keep schools functional for learning and teaching purposes.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	DTPW, and implementing agents of the WCED
		4.2 Data collector/storer (section/manager name)	DD: Infrastructure Maintenance.
		4.3 How is data collected?	Record the number of schools
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Count of schools
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Since implementing agents are external agents, the WCED does not always have control of numbers recorded. Also, the work requested may not necessarily be the work that is delivered.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

	PPI 2.25			
No	Technical Indicator	Description		Response
				Output; impact
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative		
		8.1 Cumulative		
		8.2 Non-cumulative		X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals		
		9.1 Quarterly?		X
		9.2 Annually?		
		9.3 Other? Please state		
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:		
		10.1 New?		X
		10.2 Significantly different?		
		10.3 Same as previous year		
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable		On target
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator		DD: Infrastructure property and maintenance

16.3   Programme 3 – Independent Schools

None

16.4   Programme 4

	PPI 4.1		
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Resource Centres</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Strengthened special school
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number of resource centres
		3.2 Why is it important?	Provision of specialized educational support to schools/learners
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	DSE
		4.2 Data collector/storer (section/manager name)	DSE
		4.3 How is data collected?	District reports to DSE
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of resource centres identified by districts
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Response from districts regarding identification of centres
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Input
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

No	Technical Indicator	Description	Response
PPI 4.1			
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	
		9.3 Other? Please state	X
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DSE

No	Technical Indicator	Description	Response
PPI 4.2			
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Number of Schools of Skills
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Special schools for learners with mild intellectual barriers to learning
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Greater access to the curriculum
		3.2 Why is it important?	Addressing learner dropout
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	District reports
		4.2 Data collector/storer (section/manager name)	DSE
		4.3 How is data collected?	District reports
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of resource schools of skills identified by districts
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Response from districts regarding identification of centres
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DSE

PPI 4.3			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	No of additional learners in special public schools
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Number of additional learners enrolled at special schools
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number of learners receiving specialised education
		3.2 Why is it important?	Ensuring curriculum access
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Special schools
		4.2 Data collector/storer (section/manager name)	CEMIS
		4.3 How is data collected?	CEMIS & EduInfosearch (Snap & Annual Survey)
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number recorded on CEMIS
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	CEMIS data not updated regularly
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Input
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	X
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DSE

PPI 4.4 – 4.5			
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Number of teachers (publicly employed) [Programme 4 : Public Special Schools]
			Number of non-teachers (publicly employed) [Programme 4: Public Special Schools]
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Number of educators & public service staff employed
3	PurposeImportance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number of educators employed in terms of Post Distribution Model and Approved Establishments
		3.2 Why is it important?	Not to exceed budgetary provisions. To maintain and track stability for educational purposes.

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

No	Technical Indicator	Description	Response
PPI 4.4 – 4.5			
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Persal
		4.2 Data collector/storer (section/manager name)	Deputy director: HR Planning
		4.3 How is data collected?	Persalshare
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of educator post as per Post Distribution Model and Approved establishments
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Post allocation not be higher than approved posts
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Not higher than approved post allocations
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director: HRM and Deputy Director: HR Planning

16.5   Programme 5: FET
None

Programme 6
None

16.6   Programme 7

No	Technical Indicator	Description	Response
PPI 7.1			
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Newly built Grade R classrooms</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	To provide specialised infrastructure for establishment of Grade R classes to fulfil the 2014 mandate. The indicator refers to the number of newly built classrooms that will be provided to accommodate new Grade R learners at selected Public Ordinary Schools. These schools are spread across all eight education districts
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Expansion of the sector
		3.2 Why is it important?	Planning for the expansion of Grade R and the fulfilling of 2014 ECD mandate. To contribute to the improvement of the Literacy and numeracy competencies & assessment results of the learners who are in the Foundation Phase.

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

No	Technical Indicator	Description	Response
PPI 7.1			
No	Technical Indicator	Description	Response
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	Snap and Annual School Survey & District lists
		4.2 Data collector/storer (section/manager name)	Directorate: Knowledge Management & District IMG ECD manager
		4.3 How is data collected?	Managed through the Directorate responsible for infrastructure – register of projects.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Count of completed rooms
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	N/A
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Outputs
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target or higher than target would depend on budget.
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DIM ECD CES S Fortuin

No	Technical Indicator	Description	Response
PPI 7.2			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Additional ECD kits to Public Ordinary Schools</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	100 selected Primary Schools that have Grade R classes are provided with ECD indoor and outdoor equipment to assist with inter-active and effective learning and teaching
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number and names of schools that received ECD kits
		3.2 Why is it important?	To update the database of schools that received ECD Kits and to avoid the duplication of services.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	District lists
		4.2 Data collector/storer (section/manager name)	District IMG ECD manager
		4.3 How is data collected?	Survey – district database
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	School count
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Vandalism and burglaries that occur at schools could be the reason for the disappearance of ECD kits. Schools that have been affected by burglaries would then require an additional ECD Kit and the number of schools that

PPI 7.2			
No	Technical Indicator	Description	Response
			would still require ECD kits would be increased.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Efficiency, economy and equity
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DIM ECD CES S Fortuin

PPI 7.3			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Provisioning of ECD kits in Independent Schools
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	50 selected Independent schools that have Grade R classes are provided with ECD indoor and outdoor equipment to assist with inter-active and effective learning and teaching
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number and names of schools that received ECD kits
		3.2 Why is it important?	To update the database of schools that received ECD Kits and to avoid the duplication of services.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	District lists
		4.2 Data collector/storer (section/manager name)	District IMG ECD manager
		4.3 How is data collected?	Survey – district database
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	School count
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Vandalism and burglaries that occur at schools could be the reason for the disappearance of ECD kits. Schools that have been affected by burglaries would then require an additional ECD Kit and the number of schools that would still require ECD kits would be increased.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Efficiency, economy & equity
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

PPI 7.3			
No	Technical Indicator	Description	Response
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DIM ECD CESS Fortuin

16.7   Programme 8

PPI 8.1			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Number of bursaries awarded to deserving students, for four years of formal study at HEIs.
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	The number of bursaries awarded to enable aspiring teachers to qualify in scarce subject areas both new and continuing bursaries.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The number of bursary recipients.
		3.2 Why is it important?	To indicate how many newly qualified teachers in scarce subject areas are capacitated per annum to alleviate the demand. Ensuring a constant pool of educators.
4	Source/Collection of	Describe where the information comes from and how it is collected:	
	Data	4.1 Where does data come from?	From individual bursary files and bursary contracts.
		4.2 Data collector/storer (section/manager name)	Director Cape Teaching and Leadership Academy
		4.3 How is data collected?	By maintaining effective record keeping and communication with bursary holders.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of active bursary contracts at a given time .
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Unexpected drop out /falure of students.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Outcomes
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	

WESTERN CAPE
Education Department
Provincial Government of the Western Cape

PPI 8.1			
No	Technical Indicator	Description	Response
		10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Actual performance should match target.
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director Cape Teaching and Leadership Academy