Western Cape Government
Education

Annexure E: Technical Indicator Descriptions for the Annual Performance Plan of the WCED for 2013/14

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 Data	Describe where the information comes from and how it is collected:	
		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 in respect of tenders above R500 000
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

PPI 1.2			
No	Technical Indicator	Description	Response
		3.2 Why is it important?	Indication of either unplanned event or unforeseen circumstances
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		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
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?	
		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?	Re-worded to clarify that this refers to tenders
		10.3 Same as previous year	
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

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	Percentage of 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 Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Annual School Survey
		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 number of Gr12 learners divided by the number of Gr10 learners for the same cohort (2 years earlier) as a percentage.

PPI 2.1

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 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
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?	
		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 than target desirable.
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Co-ordinated 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	Number of additional schools secured with an alarm linked to armed response, burglar bars, and stone guards on windows.
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 Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	• Financial reports indicating the purchase of goods and services for particular schools.
		4.2 Data collector/storer (section/manager name)	• Nariman Khan/Oscar Apollis
		4.3 How is data collected?	• Internally
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	• Number of schools counted
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	
		Inputs	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	

No	Technical Indicator	Description	Response
PPI 2.2			
		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. Should be as per target.
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

No	Technical Indicator	Description	Response
PPI 2.3			
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 Higher Education Institutions.
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 Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	From individual bursary files and bursary contracts.
		4.2 Data collector/storer (section/manager name)	Director: Human Resource Management
		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 as at 31 March at the end of the financial year concerned.
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	
			Input
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

PPI 2.3			
No	Technical Indicator	Description	Response
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	Human Resource Management

PPI 2.4			
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/quarter.
		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?	PERSAL
		4.2 Data collector/storer (section/manager name)	Directorate: Human Resource Management
		4.3 How is data collected?	• Data extracted from Persal at a particular point in time to reflect educator absenteeism during a quarter or annually.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	• The data is collected by using the start date of the leave in order to determine in which quarter the leave falls • Should the leave period (leave approved over two quarters or longer) fall outside the reporting period, the leave taken will be included in the reporting period that corresponds with the end of the leave. • The number of days of leave taken is calculated as a % of the total number of possible working days in a quarter.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	There is a time lag between the days taken and the processing of the documentation. There is a further lag in the computation of the categories as certain leave types are exempt and the leave regulations by which leave is calculated in 3 year cycles
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?	
		10.2 Significantly different?	
		10.3 Same as previous year	X (however using a new database)

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	Lower
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	The Chief-Director: Human Resource Management

No	Technical Indicator	Description	Response
PPI 2.5			
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 number 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]
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 and Information Management
		4.3 How is data collected?	• At each school learner attendance is required to be captured quarterly on the CEMIS system at the end of each term and no later than the first week of the next term. • CTM per District can monitor the data on Eduinfosearch. • 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 a percentage of days lost due to Learner absence from school.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The aggregated number of learners absent at all compliant public ordinary schools is expressed as a percentage of the total possible attendance days.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	In 2012 75% of schools complied with the data request. The compliance challenge will be attended to during 2013 as this is now an indicator in the School Improvement Plans. Schools that repeatedly return erroneous data will be identified and will receive training.
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	

No	Technical Indicator	Description	Response
PPI 2.5			
		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	The Chief-Director: Business Intelligence Management

No	Technical Indicator	Description	Response
PPI 2.6			
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Numbers of teachers in Grades R-12 attending formal curriculum training programmes at the Cape Teaching and Leadership Institute
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 subject content and teaching methodology presented by the CTLI, including Mathematics, Sciences and Languages. (To provide overall management of and support to the education system in accordance with the National Education Policy Act, and other relevant policies). The courses could be two weeks in duration OR one or two day short interventions.
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?	*To strengthen content knowledge and practical teaching methodology, towards improved learning and teaching in the classroom.*
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Attendance registers
		4.2 Data collector/storer (section/manager name)	N Pasiya (Head: Cape Teaching and Leadership Institute)
		4.3 How is data collected?	Count captured names
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of teachers successfully completing courses.
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	Extras are accommodated if possible.

PPI 2.6			
No	Technical Indicator	Description	Response
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	**The Director: CTLI**

PPI 2.7			
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. Short courses (one or two days) are also included.
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.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Attendance Registers
		4.2 Data collector/storer (section/manager name)	Programme manager. Records of attendance.
		4.3 How is data collected?	Count of records.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of candidates successfully completing the courses
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
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

Programme 5

PPI 5.1.			
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Number of students enrolled in NC(V) courses in FET Colleges
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	The NC(V) is a 3 year study programme. The records will show who has enrolled for the course of study leading to

PPI 5.1.			
No	Technical Indicator	Description	Response
			the certificate.
3	PurposeImportance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number of students enrolled in NC(V) courses in FET Colleges in the Western Cape.
		3.2 Why is it important?	The qualification opens doors to further study and to employment opportunities.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	FET Colleges enrolment data
		4.2 Data collector/storer (section/manager name)	FET Colleges submit the data to the Department of Higher Education and Training.
		4.3 How is data collected?	Count of learner records
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Count of those enrolled for courses expressed in head count and FTE
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Records are kept at colleges and supplied to the DHET.
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?	
		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: it was previously a national Programme Performance Measure
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	Department of Higher Education and Training; FET College sector in Western Cape.

PPI 5.2.			
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Number of FET College NC(V) students who completed full courses successfully
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	The NC(V) is a 3 year study programme. The students are required to write examinations at the end of each year. The records will show who qualifies for the certificate after completing all the requirements.
3	PurposeImportance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	It is a count of numbers of who had successfully completed the programme of study that leads to the NC(V) qualification.
		3.2 Why is it important?	This is the programme of study that is central to the programme offerings at colleges.
4	Source/Collection of	Describe where the information comes from and how it is collected:	

PPI 5.2.			
No	Technical Indicator	Description	Response
	Data	4.1 Where does data come from?	Learner records on the national examinations database
		4.2 Data collector/storer (section/manager name)	Department of Higher Education and Training
		4.3 How is data collected?	Learner records
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Individual records are presented on a summary list: it is a COUNT of successful candidates.
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	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	Same as previous year: it was previously a national Programme Performance Measure
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	Department of Higher Education and Training; FET College sector in Western Cape.

Programme 6

PPI 6.1.			
No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Number of learners enrolled in public ABET Centres. [Definition of ABET: All learning and training programmes for adults from Level 1 to 4, where ABET Level 4 is equivalent to Grade 9 in public schools or a National Qualifications Framework level 1, as contemplated in the South African Qualifications Authority Act, Number 58 of 1995.]
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Record of the total number of learners (expected to be) enrolled in public ABET Centres in the planned financial year.
3	PurposeImportance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Record of the total number of learners (expected to be) enrolled in public ABET Centres in the planned financial year.
		3.2 Why is it important?	AET is a key sector for skills and economic development and ensuring redress and opportunity.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Snap and Annual Survey
		4.2 Data collector/storer (section/manager name)	Snap and Annual Survey data are recorded and capturedon CEMIS.
		4.3 How is data collected?	Snap and Annual Survey are recorded and captured – this is a COUNT

PPI 6.1.

No	Technical Indicator	Description	Response
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Snap and Annual Survey are recorded and captured – this is a COUNT.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Records are maintained at centres and data captured on CEMIS.
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
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	Same as previous year: it was previously a national Programme Performance Measure
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	Department of Higher Education and Training; AET sub-directorate in the Western Cape.

PPI 6.2.

No	Technical Indicator	Description	Response
1	Indicator Title	Identifiy the title of the strategic goal, objective or programme performance indicator	Number of educators employed in public ABET Centres. [Definition of ABET: All learning and training programmes for adults from Level 1 to 4, where ABET Level 4 is equivalent to Grade 9 in public schools or a National Qualifications Framework level 1, as contemplated in the South African Qualifications Authority Act, Number 58 of 1995.]
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Count of the number of educators employed in public ABET Centres. NB.: This measure includes both part-time and full time (Headcount) ABET educators.
3	PurposeImportance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	How many educators are employed in public ABET Centres
		3.2 Why is it important?	There needs to be a balance between students and staff
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Public ABET Centres supply data to CEMIS.through the Annual Survey
		4.2 Data collector/storer (section/manager name)	Directorate Knowledge Management
		4.3 How is data collected?	The Annual Survey data colection
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Count of the number of educators employed in public ABET Centres. NB.: This measure includes both part-time and full time (Headcount) ABET educators
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Records are maintained at centres and data captured on CEMIS
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	

PPI 6.2.

No	Technical Indicator	Description	Response
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	Same as previous year: it was previously a national Programme Performance Measure
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	Department of Higher Education and Training; AET sub-diectorate in Western Cape.

Programme 7

PPI 7.1

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 Data	Describe where the information comes from and how it is collected:	
		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 and equity
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?	
		9.2 Annually?	X
		9.3 Other? Please state	

PPI 7.1			
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	On target
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DIM ECD CES S Fortuin

PPI 7.2			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Additional ECD kits to 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 Data	Describe where the information comes from and how it is collected:	
		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
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

Programme 8

PPI 8.1

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 Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	DTPW, and implementing agents of the WCED provide the "Practical Completion Certificates" that indicate that a project has been signed off.
		4.2 Data collector/storer (section/manager name)	DD: Infrastructure Maintenance.
		4.3 How is data collected?	Record the number of practical completion certificates.
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	
			Output; 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?	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

Programme 9

PPI 9.1

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 Lamguage
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This measures the proportion of learners participating in the Grade 3 systemic tests (Language),who are able to pass the tests. The pass mark for the 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

No	Technical Indicator	Description	Response
PPI 9.1			
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
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 wrote 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	
			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	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 the Directorate: Research.
PPI 9.2			
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 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 measures the proportion of learners participating in the Grade 3 systemic tests (Mathematics),who are able to pass the tests. The pass mark for the 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 Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
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 wrote the test.

PPI 9.1

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	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	
			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	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 the Directorate: Research

PPI 9.3

No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	% of learners in Grade 6 attaining acceptable outcomes in Language
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This measures the proportion of learners participating in the Grade 6 systemic tests (Language),who are able to pass the tests. The pass mark for the 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 Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
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 wrote 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	
			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	

PPI 9.3

No	Technical Indicator	Description	Response
		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	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 while reporting on the indicator is a function of the Directorate: Research.

PPI 9.4

No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	% of learners in Grade 6 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 measures the proportion of learners participating in the Grade 3 systemic tests (Mathematics),who are able to pass the tests. The pass mark for the 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 Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
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 wrote 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	
			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

No	Technical Indicator	Description	Response
PPI 9.4			
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 the Directorate: Research

No	Technical Indicator	Description	Response
PPI 9.5			
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 measures the proportion of learners participating in the Grade 9 systemic tests (Language),who are able to pass the tests. The pass mark for the 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 Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
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 wrote 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	
			Outcomes
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 the Directorate: Research

PPI 9.6

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 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 measures the proportion of learners participating in the Grade 9 systemic tests (Mathematics),who are able to pass the tests. The pass mark for the 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 Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
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 wrote 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	
			Outcomes
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 the Directorate: Research.

PPI 9.7			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Schools with a pass rate where <60% pass the National Senior Certificate
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.
4	Source/Collection of	Describe where the information comes from and how it is collected:	

No	Technical Indicator	Description	Response
PPI 9.7			
	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	
		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	Lower desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DAM

No	Technical Indicator	Description	Response
PPI 9.8			
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.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		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 DBE.
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

No	Technical Indicator	Description	Response
PPI 9.8			
			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	
		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	DDBE (Mr A Clausen)

No	Technical Indicator	Description	Response
PPI 9.9			
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 Data	Describe where the information comes from and how it is collected:	
		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.
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	

PPI 9.9			
No	Technical Indicator	Description	Response
		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