



GUIDELINES FOR CAPACITY BUILDING OF SCHOOL GOVERNING BODY MEMBERS 2021



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



**GUIDELINES FOR CAPACITY BUILDING
OF SCHOOL GOVERNING BODY MEMBERS
2021**

Key Question: The role of School Governing Body members in supporting a school to offer effective teaching and learning?

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FOREWORD BY THE MINISTER OF BASIC EDUCATION, MRS AM MOTSHEKGA, MP



Your term of office begins during a tumultuous time as we battle the global pandemic, Covid-19. In spite of the ongoing threat posed by the pandemic, you have volunteered to serve our nation in one of the most critical sectors, i.e. basic education. Being a volunteer is the highest form of service to one's country. It is correctly argued that volunteers are the only human beings on the face of the earth who reflect this nation's compassion, unselfish caring, patience, and just plain loving one another. Thus, I believe that the nation's moral foundation, ubuntu, is best exemplified in those who elect to serve our children.

As volunteers in our schools, you are faced with the difficult task of stabilising the basic education system under difficult conditions induced by a global health emergency, definitely not of our choosing. It is true that men and women make history but certainly not under the circumstances of their choosing. Please seek solace in that being part of the School Governing Body (SGB) fulfils the historical mission of the Freedom Charter, which turned 66 years this year, i.e. to open the doors of learning for all. The importance of basic education in the life of our nation cannot be overstated.

As you join us as the mandarins of this epoch, you have elected to be counted amongst a few whose love for this country finds expression in community service. There's no higher calling than to serve one's country for no penny nor fame. You're the personalisation of what Martin Luther King Jr said: "you don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love." For that alone, I am overwhelmed with gratitude.

I request you to build from the successes of the last team of the SGBs who led our schools with the singular commitment of wartime generals. You have a moral duty to learn from the mishaps of the recent past, where applicable, go ahead and effect the necessary changes as per the guidelines of serving in the SGBs.

You're now the custodians of teaching and learning throughout the length and breadth of our land. At times you are called upon to be the moral entrepreneurs of school discipline, the wartime generals of school safety as well the moral army against social ills.

You're firmly in charge of ensuring that our schools offer more than just academic excellence but contribute meaningfully to building a nation of our dreams: non-racial, non-sexist and democratic and prosperous South Africa.

In your capable hands, we have a team of volunteers acting as quintessential ambassadors of public schooling. You're now the wise counsel to our principals and school management teams. If you insist, you're the servants of exemplary leadership, thrift and personification of what it means to serve. In you, we see the best of ourselves.

If this current cohort of SGBs flounders, the whole public schooling project hits a snag, and the gains of the last 27 years are threatened.

We implore you to provide leadership in all areas remotely connected to improving our schools' teaching and learning landscape. Do so without interfering with the professional duties of teachers. Do so without second-guessing the principals and school management teams. The grand idea is to work together as a team for the common good of our schools and, by extension, the nation.

To the incoming SGBs, I would like to thank you for availing yourselves to serve our children, the country's most important asset.

I cajole you serve our people with honour, grace, and humility so that posterity judges you favourably like our forebears, such as Charlotte Mannya Maxeke, Oliver Tambo, and Nelson Mandela. Lead thee-well, my people.

A handwritten signature in black ink, appearing to read 'Motshekga', written in a cursive style.

MRS AM MOTSHEKGA, MP

MINISTER

DATE:



1. Introduction

The South African Government declared education in public schools as a national responsibility. The South African Schools Act, No. 84 of 1996 as amended (SASA) allows for School Governing Bodies (SGBs) as statutory bodies to be elected in all public schools every three years and serve as a vanguard to ensure support for effective learning and teaching to take place in every school.

The next elections of SGBs will take place in March 2018. In order to capacitate the SGBs who have indicated a spirit of volunteerism to support the education system, systematic capacity building of SGBs will be conducted following the elections.

In 2012 the Department developed a guideline indicating minimum areas of capacity building that should be considered when SGBs are trained. This Guideline should be used in conjunction with the one developed in 2012.

Membership of SGBs comprises of parents, teachers, support staff and learners (in schools that have grade eight or higher). These immediate stakeholders in education can continue to work together and keep on improving the education system in the country.

The Department, through its Provincial Education Departments (PEDs) will support the election theme for the 2018 SGB Elections (SGBs changing the education landscape) by planning and ensuring the capacity building of SGBs informed by the amended Guideline.

2. Scope

These *Guidelines* can be used to enhance the level of functionality and effectiveness of SGBs in ordinary public schools.

3. Purpose

The purpose of these *Guidelines* is to inform capacity building programmes for SGBs. The *Guidelines* themselves are not intended to be a capacity building manual.

4. Rationale for the training of SGBs

Over the years the Department has received complaints that newly appointed SGB members receive little guidance regarding their roles and responsibilities. Most of the governors only begin to fully understand their mandates towards the end of their three-year terms. These *Guidelines* are aimed at assisting PEDs to support SGBs in a more meaningful way. They guide what PEDs should do to motivate and support governing bodies immediately after the elections.

5. Legislative framework

The following legislation and policy framework govern these *Guidelines*:

- The Constitution of the Republic of South Africa, Act No. 108 of 1996;
- The National Education Policy Act, No. 27 of 1996 (NEPA);
- South African Schools Act, No. 84 of 1996 as amended (SASA);
- Promotion of Administrative Justice Act, No. 3 of 2000 (PAJA);
- Employment of Educators Act, No. 76 of 1998 (E of EA).

6. Extracts from SASA on functions of governing bodies

The following are extracts from SASA on SGB responsibility and functions related to public schools.

6.1 Admission to public schools

Legislation	Description	Delegated to
SASA 5.2	The governing body of a public school may not administer any test related to the admission of a learner to a public school or direct or authorise the principal of the school or any other person to administer such test.	SGB
SASA 5.5	Subject to this Act and any applicable provincial law, the admission policy of a public school is determined by the governing body of such school.	SGB

6.2 Language policy of public schools

Legislation	Description	Delegated to
SASA 6.2	The governing body of a public school may determine the language policy of the school subject to the Constitution, this Act and any applicable provincial law.	SGB
SASA 6.3	No form of racial discrimination may be practiced in implementing policy determined under this section	SGB

6.3 Freedom of conscience and religion at public schools

Legislation	Description	Delegated to
SASA 7	Subject to the Constitution and any applicable provincial law, religious observances may be conducted at a public school under rules issued by the governing body if such observances are conducted on an equitable basis and attendance at them by learners and members of staff is free and voluntary.	SGB

6.4 Code of conduct

Legislation	Description	Delegated to
SASA 8.1	Subject to any applicable provincial law, a governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and educators of the school.	SGB / parents
SASA 8.6	A learner must be accompanied by his or her parent or a person designated by the parent at disciplinary proceedings, unless good cause is shown by the governing body for the continuation of the proceedings in the absence of the parent or the person designated by the parent.	Parents / SGB
SASA 8.7	Whenever disciplinary proceedings are pending before any governing body, and it appears to such governing body that it would expose a witness under the age of 18 years to undue mental stress or suffering if he or she testifies at such proceedings, the governing body may, if practicable, appoint a competent person as an intermediary in order to enable such witness to give his or her evidence through that intermediary.	SGB

Legislation	Description	Delegated to
SASA 8.8 (a)	An examination, cross-examination or re-examination of a witness in respect of whom a governing body has appointed an intermediary under subsection (7), except examination by the governing body, must not take place in any manner other than through that intermediary.	SGB
SASA 8.9	If a governing body appoints an intermediary under subsection (7), the governing body may direct that the relevant witness must give his or her evidence at any place which –	SGB
8.9 (a)	is informally arranged to put that witness at ease;	
8.9 (b)	is arranged in a manner in which any person whose presence may upset that witness, is outside the sight and hearing of that witness; and	
8.9 (c)	enables the governing body and any person whose presence is necessary at the relevant proceedings to hear, through the medium of any electronic or other devices, that intermediary as well as that witness during his or her testimony.	

6.5 Suspension and expulsion from public school

Legislation	Description	Delegated to
SASA 9.1	The governing body may, on reasonable grounds and as a precautionary measure, suspend a learner who is suspected of serious misconduct from attending the school, but may only enforce such suspension after the learner has been granted a reasonable opportunity to make representations to it in relation to such suspension.	SGB
SASA 9.1 (A)	A governing body must conduct disciplinary proceedings in the manner contemplated in section 8 against a learner within seven school days after the suspension of such learner.	
SASA 9.1 (B)	If disciplinary proceedings are not conducted within seven school days after the suspension of a learner, the governing body must obtain the approval of the Head of Department for the continuation of the suspension of such learner.	SGB
SASA 9.1 (C)	A governing body may, if a learner is found guilty of serious misconduct during the disciplinary proceedings contemplated in section 8 –	SGB
9.1 (C)(a)	impose the suspension of such learner for a period not longer than seven school days or any other sanction contemplated in the code of conduct of the public school; or	
9.1 (C)(b)	make a recommendation to the Head of Department to expel such learner from the public school.	
SASA 9.1 (D)	A Head of Department must consider the recommendation by the governing body referred to in subsection (1C)(b) and must decide whether or not to expel a learner within 14 days of receiving such recommendation.	HOD
SASA 9.1 (E)	A governing body may suspend or extend the suspension of a learner for a period not longer than 14 days pending the decision by the Head of Department whether or not to expel such learner from the public school.	SGB

6.6 Prohibition of initiation practices

Legislation	Description	Delegated to
SASA 10A(1)	A person may not conduct or participate in any initiation practices against a learner at a school or in a hostel accommodating learners of a school.	SGB

6.7 Merger of public schools

Legislation	Description	Delegated to
SASA 12A(2)	Before merging two or more public schools the Member of the Executive Council must –	SGB
12A(2)(c)	give the governing bodies of the schools in question and any other interested persons an opportunity to make representations within a period of not less than 90 days from the date of the notice referred to in paragraph (b).	
SASA 12A(6)(a)	The governing bodies of the schools that are merged must have a meeting before the merger to constitute a single interim governing body comprising of all the members of the governing bodies concerned.	SGB
12A(6)(b)	The interim governing body must decide on the budget and differences in codes of conduct and school fees, as well as any issue that is relevant to the merger or which is prescribed, and until a new governing body is constituted in terms of sections 23 and 28.	SGB

6.8 Public schools on State property

Legislation	Description	Delegated to
SASA 13.2	Subject to section 20(1)(k), a public school which occupies immovable property owned by the State has the right, for the duration of the school's existence, to occupy and use the immovable property for the benefit of the school for educational purposes at or in connection with the school.	-
SASA 13.3	The right referred to in subsection (2) may only be restricted –	-
13.3 (b)	if the immovable property is not utilised by the school in the interests of education.	
SASA 13.4	The Member of the Executive Council may not act under subsection (3) unless he or she has –	SGB
13.4 (a)	informed the governing body of the school of his or her intention so to act and the reasons therefore;	
13.4 (b)	granted the governing body of the school a reasonable opportunity to make representations to him or her in relation to such action;	
13.4 (c)	duly considered any such representations received.	

6.9 Functions of all governing bodies

Legislation	Description	Delegated to
SASA 20.1	Subject to this Act, the governing body of a public school must –	
20.1 (a)	promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school;	
20.1 (b)	adopt a constitution;	
20.1 (c)	develop the mission statement of the school;	
20.1 (d)	adopt a code of conduct for learners at the school;	
20.1 (e)	support the principal, educators and other staff of the school in the performance of their professional functions;	SGB
20.1 (e)(jA)	adhere to any actions taken by the Head of Department in terms of section 16 of the Employment of Educators Act, 1998 (Act No. 76 of 1998), to address the incapacity of a principal or educator to carry out his or her duties effectively;	
20.1 (f)	determine times of the school day consistent with any applicable conditions of employment of staff at the school;	
20.1 (g)	administer and control the school's property, and buildings and grounds occupied by the school, including school hostels ...;	
20.1 (h)	encourage parents, learners, educators and other staff at the school to render voluntary services to the school;	
20.1 (i)	recommend to the Head of Department the appointment of educators at the school, subject to the Employment of Educators Act, 1998 (Act No. 76 of 1998), and the Labour Relations Act, 1995 (Act No. 66 of 1995);	
20.1 (j)	recommend to the Head of Department the appointment of non-educator staff at the school, subject to the Public Service Act, 1994 (Proclamation No. 103 of 1994), and the Labour Relations Act, 1995 (Act No. 66 of 1995);	
20.1 (k)	at the request of the Head of Department, allow the reasonable use under fair conditions determined by the Head of Department of the facilities of the school for educational programmes not conducted by the school;	SGB
20.1 (l)	discharge all other functions imposed upon the governing body by or under this Act; and	
20.1 (m)	discharge other functions consistent with this Act as determined by the Minister by notice in the Government Gazette, or by the Member of the Executive Council by notice in a Provincial Gazette.	
SASA 20.2	The governing body may allow the reasonable use of facilities of the school for community, social and school fund-raising purposes, subject to such reasonable and equitable conditions as the governing body may determine which may include the charging of a fee or tariff which accrues to the school.	SGB
SASA 20.3	The governing body may join a voluntary association representing governing bodies of public schools.	SGB

SASA 20.4	Subject to this Act, the Labour Relations Act, 1995 (Act No. 66 of 1995), and any other applicable law, a public school may establish posts for educators and employ educators additional to the establishment determined by the Member of the Executive Council in terms of section 3(1) of the Educators Employment Act, 1994,	SGB
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Legislation	Description	Delegated to
SASA 20.5	Subject to this Act, the Labour Relations Act, 1995 (Act No. 66 of 1995), and any other applicable law, a public school may establish posts for non-educators and employ non-educator staff additional to the established determined in terms of the Public Service Act, 1994 (Proclamation No. 103 of 1994).	SGB
SASA 20.6	An educator and a non-educator employed in a post established in terms of subsection (4) or (5) must comply with the requirements set for employment in public schools in terms of this Act, the Labour Relations Act, 1995 (Act No. 66 of 1995), and any other applicable law.	
SASA 20.7	A public school may only employ an educator in a post established in terms of subsection (4) if such educator is registered as an educator with the South African Council of Educators (SACE).	
SASA 20.8	The staff contemplated in subsections (4) and (5) must be employed in compliance with the basic values and principles referred in section 195 of the Constitution and the factors to be taken into account when making appointments include but are not limited to –	
20.8 (a)	the ability of the candidate;	-
20.8 (b)	the principle of equity;	
20.8 (c)	the need to redress past injustices: and	
20.8 (d)	the need for representivity.	
SASA 20.9	When presenting the annual budget contemplated in section 38, the governing body of a public school must provide sufficient details of any posts envisaged in terms of subsections (4) and (5), including the estimated costs relating to the employment of staff in such posts and the manner in which it is proposed that such costs will be met.	SGB
SASA 20.10	Despite section 60, the State is not liable for any act or omission by the public school relating to its contractual responsibility as the employer in respect of staff employed in terms of subsections (4) and (5).	-
SASA 20.11	After consultation as contemplated in section 5 of the National Education Policy Act, 1996 (Act No. 27 of 1996), the Minister may determine norms and standards by notice in the Gazette regarding the funds used for the employment of staff referred to in subsections (4) and (5), but such norms and standards may not be interpreted so as to make the State a joint employer of such staff.	-

6.10 Allocated functions of governing bodies

Legislation	Description	Delegated to
SASA 21.1	Subject to this Act, a governing body may apply to the Head of Department in writing to be allocated any of the following functions :	SGB
21.1 (a)	To maintain and improve the school's property, and buildings and grounds occupied by the school, including school hostels, if applicable;	
21.1 (b)	to determine the extra-mural curriculum of the school and the choice of subject options in terms of provincial curriculum policy;	
21.1 (c)	to purchase textbooks, educational materials or equipment for the school;	
21.1 (d)	to pay for services to the school;	
21.1 (d)(dA)	to provide an adult basic education and training class or centre subject any applicable law; or	
21.1 (e)	other functions consistent with this Act and any applicable provincial law.	
SASA 21.2	The Head of Department may refuse an application contemplated in subsection (1) only if the governing body concerned does not have the capacity to perform such function effectively.	SGB
SASA 21.3	The Head of Department may approve such application unconditionally or subject to conditions.	HOD
SASA 21.4	The decision of the Head of Department on such application must be conveyed in writing to the governing body concerned, giving reasons.	HOD
SASA 21.5	Any person aggrieved by a decision of the Head of Department in terms of this section may appeal to the Member of the Executive Council	SGB
SASA 21.6	The Member of the Executive Council may, by notice in the Provincial Gazette, determine that some governing bodies may exercise one or more functions without making an application contemplated in subsection (1), if –	HOD
21.6 (a)	he or she is satisfied that the governing bodies concerned have the capacity to perform such function effectively; and	
21.6 (b)	there is a reasonable and equitable basis for doing so.	

6.11 Withdrawal of functions from governing bodies

Legislation	Description	Delegated to
SASA 22.1	The Head of Department may, on reasonable grounds, withdraw a function of a governing body.	HOD
SASA 22.2	The Head of Department may not take action under subsection (1) unless he or she has –	HOD
22.2 (a)	informed the governing body of his/her intention so to act and the reasons therefore;	
22.2 (b)	granted the governing body a reasonable opportunity to make representations to him or her relating to such intention; and	
22.2 (c)	given due consideration to any such representations received.	

Legislation	Description	Delegated to
SASA 22.3	In cases of urgency, the Head of Department may act in terms of subsection (1) without prior communication to such governing body, if the Head of Department thereafter –	HOD
22.3 (a)	furnishes the governing body with reasons for his or her actions;	
22.3 (b)	gives the governing body a reasonable opportunity to make representations relating to such actions; and	
22.3 (c)	duly considers any representations received.	
SASA 22.4	The Head of Department may for sufficient reasons reverse or suspend his or her action in terms of subsection (3).	HOD
SASA 22.5	Any person aggrieved by a decision of the Head of Department in terms of this section may appeal against the decision to the Member of the Executive Council.	-

7. Needs analysis

Research indicates that most of the newly elected SGB members do not have the necessary capabilities to govern schools at the required level. This is particularly true for those SGBs serving in poor communities and those located in rural areas.

Section 19 of SASA provides that the Head of the Department and the provincial legislature should allocate funds for the capacity building of SGBs. These capacity building programmes must ensure that all SGBs receive the necessary training and development to perform their functions optimally.

Provincial Education Departments through Districts are expected to continue employing the SGB functionality Tool to assist in identifying areas of need per SGB and also do need analysis of all elected SGB members in all schools. The exercise is meant to assist districts in drawing up programmes that meet the needs of particular schools and not to develop a “one-size-fits-all” programme.

The DBE considered areas in which schooling is challenged since the introduction of the previous capacity building guidelines for SGBs to inform further areas of training. Such areas of challenge are those that are not covered in the previous guidelines.

8. Induction

As a gesture to acknowledge and appreciate the spirit of volunteerism by elected SGB members, the district should organise a welcome imbizo for the new governors. It is critical that the district sets the tone for the functioning of SGBs, gives direction, clarifies general SGB issues and dispels misunderstandings. The occasion can be used to motivate the new governors and at the same time to thank the outgoing members of the governing body.

The district director may address the function by elaborating on the district's vision and planned programmes for SGBs. The speech ought to include an expression of gratitude to the outgoing SGBs for their contribution to the success of the district during their term of office. A clear welcome message has also to be given to the newly appointed governors, laying the foundation for their work ahead.

The programme may include an address by an outgoing governor, representing a functional SGB in the district, in which he or she will share ideas on how his or her SGB achieved success. The address may include advice on how to avoid certain pitfalls and this should be followed by a word of encouragement. The District director may hand over certificates of appreciation to the exiting team. The programme could also include a motivational talk by a renowned guest speaker.

It is recommended that one of the newly elected governors responds to the challenge put before all SGBs. A message of commitment or a pledge to the SGB could be made by the entire group.

Some of the key responsibilities of governors as articulated in the South African Schools Act, 1996 (SASA) must be clearly spelt out for the new SGBs. They must at all times promote the welfare of their schools and ensure that the learners receive the best possible (quality) education. The current framework for parent involvement in school governance is through participation in SGBs.

9. Support to school governing bodies

Many SGBs currently receive initial training from provincial departments. However, they are then left without the necessary support from the school principal or departmental officials. This results in a situation in which many members either rubber-stamp the decisions of the principals without interrogating the issue or they do not complete the prescribed term of office due to increasing frustration.

SGBs must be supported at all levels of the education system – school, district, provincial and national level. Section

19.2 of SASA requires the principal of a school to render all necessary assistance to the governing body in performing its functions.

10. Support at cluster/circuit level

Schools in the district must be clustered according to circuits controlled by a circuit manager. The circuit manager is tasked with building the capacity of SGBs in her or his cluster and monitoring and supporting their activities. Meetings with individual SGBs are a crucial support mechanism.

11. Support at district level

The district's SGB structure is composed of elected chairpersons from all the circuits. The number of members of the district structure is determined by the number of circuits in that district. The district director, who must hold regular meetings to discuss governance issues affecting schools in the district as a whole, leads the district SGB structure. The district director may delegate this responsibility to the manager responsible for circuit managers at district level.

12. Support at provincial level

Each district elects a team from its SGB structure to represent it at the provincial level. Every provincial department has a governance directorate. The directorate is responsible for coordinating the activities of the provincial governance structure. The province will determine the size of the provincial structure depending on its needs. The provincial structure will meet regularly, as often as circumstances demand or allow.

13. Support at national level

Each province elects two representatives to serve in the national SGB structure. The national SGB structure meets twice per annum. The deputy director general leads and guides this structure through the school management and governance directorate, which also serves as the secretariat to the structure. All the Basic Education branches access the structure for consultation and sharing of information through the Deputy Director General. It is envisaged that the minister will also meet the structure when available.

14. Governing body serving two or more schools

SASA allows a governing body to serve more than one school. Before a decision can be taken to have one SGB serving more than one school, the SGB elections have to take place. It is only when evidence indicates that a particular SGB is not coping in performing its functions that a recommendation can be made to have that SGB dissolved and another SGB serve that school. This decision can only be made once all the stakeholders of the affected school have been properly consulted.

Steps to follow in applying section 17 of SASA may include the following:

- Individual schools conduct SGB elections separately.
- A handover process is conducted between the outgoing and the incoming SGBs.
- The district conducts induction programmes for newly appointed SGB members.
- The circuit manager supports the new SGBs in his or her area or cluster of schools.
- The circuit managers identify any areas of concern in certain SGBs.
- The district consults with the affected SGBs.
- The district informs the MEC of the intention to merge any SGBs.
- The MEC gives notice of his or her intention in the Provincial Gazette.
- Concerned parties are given 30 days to respond.
- The circuit manager formalises the functioning of the newly established SGB.

15. Areas of orientation and training

It should be made mandatory that all newly elected SGB members/governors undergo an induction or orientation programme. This programme ought to prepare members/governors to perform their roles and responsibilities at schools. After the initial orientation, provincial officials should plan capacity building programmes focusing particularly on the following key areas:

15.1 Legislation and policy

At the drafting of this additional Guideline, SASA was in the process of being amended. It is crucial that School Governing Body (SGB) members operate within the South African Schools Act (SASA) 84 of 1996. It is for this reason therefore that once SASA has been amended, SGBs must be taken through the amendments stressing also the spirit behind the amendments. This can obviously only be carried out once the amendments have been passed by parliament.

At the end of the training programme members of the governing body should be able to:

- identify with the amended sections of SASA;
- relate to the spirit behind the amendments; and
- display an understanding of the amended sections in relation to the previous.

It is crucial that School Governing Body (SGB) members operate within the South African Schools Act (SASA) 84 of 1996, as amended, so that they are able to support the professional management of the school in its quest to provide quality education. The reality is that non-adherence to policy has become a daily challenge for schools and the Department. School governors must understand and apply relevant sections of the Constitution and all other legislation (including regulations) that impact on school governance. If every action is taken within the ambit of the law, the actions taken by the SGB are then easily defensible.

At the end of the training programme members of the governing body should be able to:

- identify and apply the relevant sections of the South African Constitution in relation to school governance;
- understand and implement SASA as the legal basis for school governance;
- understand and fulfil their roles, functions and responsibilities in contradistinction to school management; and
- identify and apply supporting legislation, regulations and policy related to school governance.

15.2 Support of curriculum delivery

SGBs must understand that curriculum delivery is the core business of all schools and that all SGB programmes are aimed at supporting curriculum implementation. It is important for governing bodies to be exposed to what they have to support during their term of office. Therefore training programmes for SGBs must include brief information on:

- Curriculum Assessment Policy Statement (CAPS);
- workbooks and their utilisation;
- Annual National Assessment (ANA);
- textbooks catalogue;
- Literacy and Numeracy Strategy; and
- Grade R Strategy

15.3 Planning for school development

The School Development Plan (SDP) is a document that directs the developmental initiatives to be undertaken by a governing body during their time in office. Unfinished improvement projects from the previous governing body's existence can be adopted as tasks worthy of completion. At the end of the programme, members of the governing body should be able to:

- develop and implement an SDP utilising measures of analysis to derive the needs of the institution;
- monitor and evaluate the SDP within both budgets and time frames; and
- understand and support the School Improvement Plan (SIP).

15.4 School funding and financial management

School governors must be able to prepare, implement and monitor a budget for the school. In addition, they must be able to present the budget to the parent body for consideration and adoption. The budget is a powerful instrument essential for sound fiscal management of the school. The budget must be drafted within a regulatory framework so that strong controls are maintained to better manage it. In most cases of poorly performing schools, money matters are found to be the main cause of conflict and disharmony. Finances that are controlled in a transparent way, and according to accepted principles of money management, allow a school to experience less stress and disagreement. In the case non-fee-paying quintile 1, 2 and 3 schools, the matter of finances and the management thereof is no less important.

At the end of the programme, members of the governing body should be able to:

- manage school finances in an accountable and transparent manner;
- understand and implement the regulatory framework regarding the school budget and budget processes;
- explain the concept of budgeting pertaining to the cost centre;
- prepare a draft budget;
- present the proposed budget to parents for adoption;
- implement and monitor the budget;
- fundraise within the context of a school;
- read, understand and analyse school financial statements;
- manage and implement school fee exemption.
 - Implement asset Management;
 - master recordkeeping;
 - the development of an ethos in which all participants will be proudly South African;
 - conduct appointment criteria for auditors and accounting officers; and
 - develop improvement plans for audit outcomes.

15.5 Maintenance of school assets

Of all the problems being faced by schools, theft of assets in particular is a ponderous and complex issue that contributes to the continued poverty in many communities. A properly trained and effective governing body will ensure measures are in place to prevent losses and damages.

SGB members in schools need to be proficient in facilities maintenance so as to ensure that the school facilities are well maintained. Maintenance of facilities will prolong the life expectancy of school buildings, furniture and other equipment and thus contribute to effective teaching and learning in schools. A well-maintained school provides a fertile environment in which fruitful learning and teaching can take place. In addition, the cost of fixing broken equipment is usually much higher than that of servicing and maintaining it: a stitch in time saves nine.

The department has designed a manual that SGBs can use to maintain schools and create learning environments that are conducive to proper learning and teaching.

At the end of the programme, members of the governing body should be able to:

- understand the legal framework within which schools occupy and administer grounds and buildings;

- identify and manage different assets of a school;
- maintain school buildings;
- lease buildings and land;
- manage additional construction utilising school funds; and
- apply appropriate knowledge of the procurement and administration of movable assets.

15.6 Policy development

The South African schooling landscape provides many opportunities for institutions to engage in practices that foster an open society. School governing bodies are at the vanguard of policy making and implementation at this level and, as such, face monumental challenges of regulating the school environment in a spirit and attitude of transparency and fairness.

The SASA stipulates that SGBs must develop policies governing, among others, the constitution of the SGB and policy guidelines relating to language, admissions, religion and a code of conduct for learners. The SGB is not limited to those policies stipulated in the SASA – it may develop any other policies that will improve the effectiveness of its governance.

All school policies established by the governing body must be consistent with the national legislation. The formulation of a policy must be a democratic process. School governors must be able to review current school policy and either amend existing policy or develop more appropriate policies. When a school defines policies, most of the disrupting issues are eradicated because there are agreed ways on how things are done at that particular school.

At the end of the programme, members of the governing body should be able to:

- understand and implement the principles of policy development within the context of a school;
- develop and review a SGB constitution;
- understand aspects related to policy formulation;
- formulate a policy;
- develop a plan for policy implementation; and
- monitor and evaluate policy implementation.

15.7 Recruitment and selection

In terms of the South African Schools Act (84 of 1996), as amended, the SGB may recruit and select candidates for various posts within the school and make recommendations to the Head of Department. It is very important for SGBs to recommend candidates that are suitable for the job and not chosen because of social status, affiliation or any other reason outside of fair process, equity and the inherent requirements of the post.

At the end of the programme, members of the governing body should be able to:

- demonstrate an understanding of human resource;
- plan and prepare for recruitment;
- plan and prepare the selection process;
- conduct interviews and recommend short-listed applicants; and
- conclude the contractual process with SGB appointees.

15.8 School safety

School safety is of paramount importance in our society and threats in South African schools have been widely reported in the media. Due to a spate of recent cases facing school managers and governors, learner suspensions and expulsions are on the increase. The issues of safety and security are uppermost in the minds of policy- and law-makers.

No productive and positive learning can take place in an environment of fear and intimidation. On a basic level, this means it is vital to ensure that learners and the school staff feel secure and are safe. The physical and material resources at a school should cover all the basic and necessary elements of safety and security. The school environment must also be safe in terms of protecting learners from dangers such as drugs and bullying. Discipline in schools can be reinforced through programmes that promote respect for human dignity.

At the end of the programme, members of the governing body should be able to:

- follow procedural steps in reporting incidents of crime and violence;
- develop a code of conduct for learners;
- establish and maintain partnerships with relevant stakeholders, e.g. South African Police Service, Department of Social Development, etc;
- develop access control measures;
- develop emergency procedure plans;
- develop communication strategies for safe schools; and
- develop procedures and strategies to ensure schools are gun- and drug-free zones.

15.9 Skill and attribute development

Certain skills need to be fostered to ensure that schools are centres of excellence. With the changes that the country has undergone it is important that SGBs display skills that support, respect and recognise the important task that is expected of governors. A primary aspect of this task is dealing with stakeholders. SGB members therefore require significant and complex communication and negotiation skills. In addition, governors are expected to exercise reason, knowledge and wisdom when applying educational policies in their institutions.

At the end of the programme, members of the governing body should be able to:

- communicate with stakeholders using various communication methods;
- liaise between school and interested parties;
- apply conflict resolution strategies;
- apply learner disciplinary procedures;
- conduct a meeting; and
- involve themselves in self-development programmes.

15.10 Values and nation building

Schools continue to face the issue of diversity. Social cohesion remains a daunting challenge and a prized goal yet to be attained.

SGBs need to focus on building a national identity among learners and educators and to eliminate divisions based on race, ethnicity, language, religion and culture. This can be achieved by encouraging schools to celebrate significant national days, promoting the national symbols and advancing patriotic activities such as flag-raising ceremonies.

Infusing a sense of values in a school is intended to help people achieve higher levels of moral judgement that will benefit both the school and the community it serves. An understanding and appreciation of government programmes and protocols will benefit governors and schools in the planning and execution of their functions.

At the end of the programme, members of the governing body should be able to:

- understand and appreciate the national symbols;
- celebrate the national symbols;
- influence the development of an ethos in which all participants will be proudly South African; and
- understand the processes and procedures through which government departments carry out their duties.

15.11 Social issues

SGBs were not trained on human rights issues in school governance. As a result, many expressed the view that they felt disempowered. Concerns were raised around issues of learner pregnancy, discipline, high rate of poverty, safety, HIV and AIDS and a growing number of child-headed families. Learners' right to education was being compromised by a lack of proper implementation of the no-fee policy and educators not being able to deal with multi-grade/phase classes. Some schools struggled to understand and implement national guidelines and policies.

The Department's believes that achieving gender equity is more than a matter of creating comprehensive parity. Focusing on access and enrolment is an important part of examining gender equity, but differentials in the performance and success rates of girls and boys are also important, and should be examined as part of a concern about overall parity. The achievement of gender equity requires a focus on the complexities of different aspects of the system, as well as attention to the qualitative aspects of education that affect girls and boys, and men and women in different ways.

At the end of the programme SGB members should have a sound knowledge and understanding of social issues relating to:

- The Bill of Responsibilities;
- School Uniforms
- Religion in Education
- Language in Education
- Prevention and management of learner pregnancy
- Prevention and Management of HIV and AIDS
- Prevention and Management of Sexual Violence & Harassment in Public Schools
- Building an Inclusive Education and Training System;
- Social diversity and multiculturalism

15.12 Discipline Corporal Punishment and Bullying

SGBs must be kept up to date with expectations with expectations around bullying and all forms of corporal punishment. RCLs and teachers must be informed of ways in which they can assist to rooting out bullying in schools.

Principals must be assisted and empowered to ensure that:

- corporal punishment is not practiced at schools; and
- bullying is effectively treated and, as far as possible, eliminated at school.

15.13 Learner Code of Conduct and School Uniform

Without a learner Code of Conduct, schools might find themselves in a weaker position to hold learners accountable. At the end of the programme, members of the governing body should be able to display knowledge of how they can:

- Include RCLs in the development of the school's Code of Conduct;
- Encourage parents to persuade learners to adhere to the code of conduct e a good understanding of how to view and act in line with it; and
- Encourage parents and persuade learners to wear school uniform.

15.14 Declaring a school full

School governors must be able to understand the constitutional right of a learner to education and how they as school governors can make that right a reality. SGBs should be further assisted to have understanding of the different and complementary roles that SGBs and the Departments of Education have towards matters pertaining to learner admission.

At the end of the programme, members of the governing body should be able to:

- understand the role of both the HOD and the SGB pertaining to matters of learner admissions and declaring a school full;
- understand what informs the capacity of a school; and
- understand the legal limitations of the powers of both parties regarding learner admission issues.

15.15 SGB meetings

SASA requires of the SGB to hold certain meetings and have a record of such. It is in meetings where members of the SGB can respond to matters of governance and also hold each other accountable in relation to their roles and responsibilities. Meeting topics should be limited to items on the agreed-upon agenda.

At the end of the programme, members of the governing body should be able to show an understanding of:

- which meetings are legislated by SASA and their frequency;
- how to plan, record and conduct productive meetings;
- develop action plans stemming from meetings and act on these.

15.16 Parental Support and effective use of SGB committees

As indicated earlier the South African Government has declared education as a societal responsibility it is important that SGBs are able to:

- organise school community members to be part of shaping programmes of the school;
- utilise SGB committees in a manner that allows the expertise of members to benefit the school;
- inform parents on how to support their school going children, so as to improve learner outcomes.

15.17 Applying the King Principles in Public Schools

Good governance stems from implementing good values. The King Principles should persuade SGBs to clean and efficient governance within the law.

At the end of the programme, members of the governing body should be able to:

- understand the King Principles; and
- relate the principles to school governance and how they can be implemented.

15.18 Accountability

SGBs should be assisted to have an understanding that even though they are volunteers, they are required to be accountable to the school and the Departments of Education.

At the end of the programme SGB members should have a sound knowledge and understanding of:

- Reporting;
- Getting mandates from component members; and
- Serving in the best interest of the school and all its learners, while taking account of the needs of society at large.

15.19 Social cohesion

Government has stressed the importance of enhancing ways of improving social cohesion in South Africa. Communities are concerned on issues around xenophobia, learner pregnancy, discipline, high rate of poverty, safety, HIV and AIDS and a growing number of child-headed families.

It is the believe of the Department of Basic Education that through informed and trained SGBs communities can be assisted to be tolerant of one another.

At the end of the programme, SGB members should have a sound knowledge and understanding of social issues relating to:

- The Bill of Responsibilities;
- School uniforms;
- Religion in Education;
- Language in Education;
- Prevention and management of learner pregnancy;
- Prevention and management of HIV and AIDS;
- Prevention and management of Sexual Violence & Harassment in Public Schools;
- Building an Inclusive Education and Training System; and,
- Social diversity and multiculturalism.

15.20 School sport

In line with the school sport policy, the SGBs should ensure that sport is part of the annual school programme. The school should have a sound school stakeholder sport policy that articulates the roles and responsibilities of the school. The SGB should determine the selection and approve the school sport codes in line with departmental priorities and with consideration of needs and interest as expressed by learners and parents. The SGBs should take cognisance of diversity, promote social cohesion and inclusivity when dealing with sport in schools.

Sport forms part of the integral development and experience of any young person. Schools should provide opportunities for school going children to be exposed to a number of enrichment programmes for their individual growth. The programmes could range from arts and cultural activities, music, drama, reading, spelling bee etc.

At the end of the programme, SGBs should be able to:

- Understand the role of sport and physical education in the development process of learners;
- Support educators in the implementation of the sport programme; and
- Support and monitor the school sport policy through the sport committee.

15.21 Promotion of Reading

SGBs are vital in supporting schools to create a conducive atmosphere to learning and culture. One of the most critical cultures lacking in the majority of our schools, and even in communities serving these schools, is that of reading.

As part of their commitment to supporting curriculum delivery, and providing the critical parental support, SGBs should consider promotion of reading as one of the key focus areas of their term of office. SGBs are therefore encouraged to establish Reading Promotion Committees.

At the end of the programme, SGBs should have an understanding of:

- the Read to Lead campaign and what it aims to achieve;
- how they can support the school's reading promotion initiatives;
- how to support the school in mobilising the community and the business sector to support reading promotion; and
- the role they can play in encouraging all parents to read to their children and participate in the school's planned reading activities.

16. Conclusion

The DBE echoes the sentiments of research findings which indicate that schools that have effective SGBs generally perform better in relation to learner outcomes. It is one of the reasons that moved the DBE to act on challenges faced by schools by guiding areas of training that will contribute to eliminating such challenges and also lessen their negative impact on schooling.

In the spirit of supporting good governance in schools the training programmes by Provincial Education Departments will aim to enhance the confidence of SGBs to better support their schools.

The Department will continue to contribute efforts of improving the quality of life through better education supported by effective SGBs.

References

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2. Constitution of the Republic of South Africa Act No.108 of 1996.
3. Develop an HIV and AIDS plan for your school - A guide for school governing bodies and management teams.
4. Education White Paper 6 - Building an Inclusive Education and Training System.
5. Guidelines for the Prevention and Management of Sexual Violence & Harassment in Public Schools, 2008.
6. Guidelines on the development of a Code of Conduct for schools.
7. Implementation Guidelines for Safe, Caring and Child-Friendly Schools, 2009.
8. Language in Education Policy, 14 July 1997.
9. Measures for the prevention and management of learner pregnancy, 2008.
10. National Education policy Act No.27 of 1996.
11. National Guidelines on School Uniforms (Government Notice 28538).
12. Promotion of Administrative Justice Act No3 of 2000.
13. Religion in Education Policy, August 2003.
14. South African Schools Act No.84 of 1996 as amended.
15. Strategy for Integration and Non-Discrimination, December 2005.
16. The Bill of Rights.

Glossary of Terms

Circuit Manager (CM)	A Circuit Manager is an official of a provincial Department of education who is in control of education in any educational circuit determined by a provincial MEC.
Constitution	A Constitution is a written document of the Republic of South Africa that establishes and defines the fundamental rules and principles to govern the functioning of the South African government. It establishes the structures, procedures, powers and duties of those structures, and guarantees certain rights to the people as individuals, in groups and or structures.
Head of Department (HoD)	An HOD is the Head of a provincial Department of Education, also referred to as Superintendent General (SG).
Induction	A process by which people taking up a new post or position is introduced or socialised onto the workings of the organization
Learner	A learner is any person officially enrolled at a school and is receiving education or obliged to receive education in terms of the Schools Act.
Member of the Executive Council (MEC)	An MEC is the Member of the Executive Council of a province. He/ she is the political head responsible for education in that province.
Policy	An external directive or general plan of action stipulated by national or provincial government underpinned by a statute or circular
Province	A province means any one of the nine (9) provinces established under section 103 of the Constitution of the Republic of South Africa, 1996.
School Community	Involves people such as parents, learners, educators who are living and at times working within the location of a school. These are people who are stakeholders and have a vested interest in the school and it's function. They have a sense of ownership in the school.
School Governing Body (SGB)	The School Governing Body is an elected body consisting of parents, educators, non-educator staff, learners from grade 8 upwards and the school principal. Their main responsibility is to govern the school.
South African Schools Act (SASA)	South African Schools Act is an Act of Parliament that governs the functioning of the South African schooling system.

Abbreviations and Acronyms

ABET	ADULT BASIC EDUCATION AND TRAINING
AIDS	ACQUIRED IMMUNO-DEFIENCY SYNDROME
DBE	DEPARTMENT OF BASIC EDUCATION
HIV	HUMAN IMMUNODEFIENCY VIRUS
RCL	REPRESENTATIVE COUNCIL OF LEARNERS
SACE	SOUTH AFRICAN COUNCIL OF EDUCATORS
SASA	SOUTH AFRICAN SCHOOLS ACT 84 OF 1996 (AS AMENDED)
SDP	SCHOOL DEVELOPMENT PLAN SGB SCHOOL GOVERNING BODY SIP SCHOOL IMPROVEMENT PLAN

SGB Functionality Tool

1. The South African School's Act 84 of 1996 (SASA) as amended stipulates that the governance of a school is vested in its School Governing Body (SGB). Some of the key statutory obligations of the SGB are summarized as follows:
 - (a) Determining the following policies-
 - Admission policy of the school
 - Language policy of the school
 - Religious policy of the school
 - (b) Adopt a learner code of conduct as well as dealing with cases of learner misconduct.
 - (c) Maintain school buildings
 - (d) Deal with all money issues at the school
 - (e) Approve purchase of resources at the school
 - (f) Support the principal in his or her work
 - (g) Ensure that all children of school going age have access to schooling
 - (h) Develop and implement a school strategic plan
2. The above policies and responsibilities provide a comprehensive framework for intervention. The key challenge is to ensure the coherence, alignment and implementation of the various provisions embodied within these policies and responsibilities.
3. The SGB support tool has been designed to provide guidance to School Governing Bodies in fulfilling their roles and responsibilities in terms of SASA with regard to supporting teaching and learning in schools. The tool focuses on the following key areas:
 - (a) Policies legislated by the South African Schools Act 84 of 1996
 - (b) Policies implied by the South African Schools Act 84 of 1996
 - (c) Meetings of the SGB and its committees
 - (d) Maintenance and procurement of school assets
 - (e) Financial planning and management
 - (f) Training and information sharing
 - (g) Planning
4. You can use this tool for rating the following:
 - Availability and implementation of policies regarding school governance;
 - The frequency of legislated meetings held by the school governing body;
 - How the SGB has planned to manage the school assets;
 - How the SGB manages the school's finances; and
 - How the SGB is involved in some curriculum matters of the school.
5. For each statement the rating of the SGB functionality is between the scores 0 to 3. The rating should be done as per attached descriptor table. The School Principal should administer the first rating and then followed by the rating of the Circuit Manager based on the evidence provided by the school. The Department of Basic Education/ the province will select a sample of schools from those rated for verification purposes.
6. The official completing the tool is required to populate all sections from 1 to 3 in order to get a comprehensive view of the SGB functionality.

SGB Functionality Tool: 2018/2019

Name of School: _____ EMIS: _____ District: _____
 Province: _____

Fee Paying: YES/No Quintile Number _____ Type of School: Urban Rural Township Farm School

KEY AREA	Rating by the Principal				Comments	Rating by the Education Official				Comments
	3	2	1	0		3	2	1	0	
<i>A. Policies and Documents legislated by SASA</i>										
SGB Constitution										
Admission Policy										
Language Policy										
Religious Observance Policy										
Learner Code of Conduct										
<i>Policies and Documents implied by SASA</i>										
Finance Policy										
Procurement Policy including Supply Chain Management										
Buildings, grounds and maintenance Policy										
HIV and Aids Policy										
Health and Safety Policy										
Recruitment and selection policy for posts										
Subtotal (33)										

B. Meetings	Rating by the Principal				Comments	Rating by the Education Official				Comments
	3	2	1	0		1	0			
						3	2	1	0	
Executive Committee										
SGB Quarterly meetings										
Annual General Meeting										
Parents, learners and other staff meetings										
Finance Committee										
Disciplinary Committee for Learners										
Sub Total (18)										

C. Assets	Rating by the Principal				Comments	Rating by the Education Official				Comments
	3	2	1	0		3	2	1	0	
Maintenance Plan										
Procurement Plan										
Asset Register										
Sub Total (9)										

D. Financial Management	Rating by the Principal				Comments	Rating by the Education Official				Comments
	3	2	1	0		3	2	1	0	
Approved Annual Budget										
Audited Financial Statements										
Spend allocated provincial funds on LTSM accordingly										
Spend allocated provincial funds on Maintenance accordingly										
Spend allocated provincial funds on Municipal Service accordingly										
Cheque book/EFT payment										
Payment of Requisition Forms										
Receipt books - branded										
Invoices and Claim Forms										
Petty Cash Monthly Reconciliation										
Monthly Cash Book: Statements of Receipts and Payments										
Approved signatories to the bank account										
Record of Exemption of school fees										
Sub Total (39)										

Curriculum Support

Has the SGB been involved in the planning of the following?

E. Curriculum matters requiring SGB support	Ratings by the Principal				Comments	Rating by the education Official				Comments
	1					0				
	3	2	1	0		3	2	1	0	
Drafting of Annual Academic Report										
Strategy to improve overall learner performance										
Strategy to improve learner performance in key subjects										
Setting of realistic targets										
Procurement of relevant textbooks per learner and per grade										
Procurement of furniture										
Utilization of resources in the school										
Systems by parents to play an over site supporting role to effective learning										
Reporting systems to hold staff and SGB accountable										
Management plan for the school to provide progress report on learner performance to parents										
Attracting good teachers										
Sub Total (33)										

Section 2

TOTAL SCORE(135): _____/135 (add the total scores in the columns above)

Name of the School:		Rating by the Principal	Rating by the Education Official
		Place x	Place x
5 - 106-132.....+ 80%	Works very well		
4 - 80-105.....80%	Works		
3 - 53-79.....60%	Almost works		
2 - 27-52.....40%	Does not work		
1 - 0-26.....20%	Needs Intervention		

Section 3

OVERVIEW OF AREAS: School Governing Body Functionality

Area rated	Principal's Score	Principal's Percentage	Education official's Score	Education official's Percentage
A. Policies	/33	%	/33	%
B. Meetings	/18	%	/18	%
C. School assets;	/9	%	/9	%
D. School's finances	/39	%	/39	%
E. Curriculum matters	/33	%	/33	%
Total	/132	%	/132	%

Remarks

1. 1. NAME OF SCHOOL	
2. 2. SCHOOL TELEPHONE	
3. NAME OF PRINCIPAL	
SIGNATURE:	
Telephone/Cell no	
DATE:	

4. NAME OF SGB CHAIR	
SIGNATURE:	
Telephone/Cell no	
DATE:	

5. NAME OF EDUCATION OFFICIAL	
SIGNATURE:	
Telephone/Cell no	
DATE:	

School Stamps

SGB Functionality Tool Descriptors:

1. Please use the descriptors provided below to help complete the functionality tool.
2. What the indicators mean

Rating	What the rating means
0	Mean the SGB does not have a policy, process or plan in place
1	Means the SGB has developed the policy, process or plan through consultation
2	Means that the policy, process or plan has been approved by the SGB/relevant official
3	Means the policy, processes or plan is being fully implemented

3. The aim of the descriptors is to assist in populating the SGB Functionality Tool.

SGB Functionality Tool: Standards

KEY AREA	Ratings Descriptors			
	3	2	1	0
A. Policies and Documents legislated by SASA				
SGB Constitution	Constitution has been approved by the District and implemented	Constitution has been approved by the SGB and signed	Develop a constitution through consultation	Have no constitution
Admission Policy	Admissions Policy has been approved by the District and implemented	Admissions policy has been approved by the SGB and signed	Develop an admissions policy through consultation	No Admissions policy
Language Policy	The language policy has been approved by the SGB and implemented	Approved by the district	Developed a language policy through consultation	No language policy
Religious Observation Policy	Implemented by the school and approved by the SGB	Approved by the district	Developed a religious observance policy through consultation	No religious observance policy
Learner Code of Conduct	Implemented by the school and approved by the SGB	Approved by the district	Learner code of conduct has been developed through consultation	No learner code of conduct
Policies and Documents implied by SASA				
Finance Policy	The Finance policy has been approved by the SGB and Implemented by the school and	Approved by the district	Finance policy has been developed by the finance committee	No finance policy

KEY AREA	Ratings Descriptors			
Procurement Policy including Supply Chain Management	The Procurement policy has been approved by the SGB and Implemented by the school and	Approved by the district	Procurement policy has been developed by the finance committee	No Procurement Policy
Buildings, grounds and maintenance policy	Implemented by the school and approved by the SGB	Approved by the district	Maintenance policy has been developed	No maintenance policy
HIV and Aids Policy	Implemented by the school and approved by the SGB	Approved by the district	HIV and aids policy has been developed	No HIV and aids policy
Health and Safety Policy	Implemented by the school and approved by the SGB	Approved by the district	Health and Safety Policy has been developed	No Health and Safety Policy
Recruitment and selection policy for SGB posts	Implemented by the school SGB	Approved by the SGB	Recruitment and selection policy for SGB posts been developed	No Recruitment and selection policy for SGB posts

B. Meetings	Ratings Descriptors			
	3	2	1	0
Executive Committee	SGB executive meets at least once a week with the Principal	SGB executive meets at least once a month with the Principal	SGB executive meets from time to time with the Principal	No meetings
SGB Quarterly meetings	SGB meets once a term, keeps minutes, actions plans and resolutions and register	SGB meets once a term keeps minutes	SGB meets from time to time	No meetings
Parents, learners and other staff	Reports are discussed with parents at the end of each term	Reports handed out to parents quarterly	Information meetings per grade once a year.	No meetings
Annual General Meeting	Have an AGM, minutes taken, finances, and reports, motions tabled	Have an AGM, minutes taken	Have an AGM	No AGM
Finances	Systems in place, policy operational and reports and resolutions to the SGB.	Meets twice a term and have developed a policy	Meets twice a term	No Finance meetings
Disciplinary	Policy in place, with systems operational, hold hearings	Policy in place with appropriate systems	Have a disciplinary policy in place	No disciplinary system in the school

C. Assets	Ratings Descriptors			
	3	2	1	0
Maintenance Plan	Maintenance plan has been implemented	Maintenance plan has been reflected in the budget	Maintenance plan has been developed	No maintenance plan
Procurement Plan	Procurement of stock is signed by relevant parties	Procurement policy has been implemented	Procurement policy has been developed	No procurement plan
Asset Register	After annual stock take assess register is updated	Annual stock take is taken	Has an asset register	No asset register

D. Financial Management	Ratings Descriptors			
	3	2	1	0
Approved Annual Budget	Annual budget is implemented includes NSNP funding	The budget and financial report is approved at the AGM and report	Annual budget developed by finance committee	No annual budget
Audited Financial Statements	Audited financial statements are sent to district by 30 June	The SGB approves findings and audited report	Financial statements are audited	Financial statements are not audited

D. Financial Management	Ratings Descriptors			
	3	2	1	0
Spend allocated provincial funds on LTSM accordingly	Spend the full budgeted allocated amount	Not spent the budgeted allocated amount in full	Have a budget but not spent the allocated amount as stipulated	Not spent the allocated amount or spent it on other items
Spend allocated provincial funds on Maintenance accordingly	Spend the full budgeted allocated amount	Not spent the budgeted allocated amount in full	Have a budget but not spent the allocated amount as stipulated	Not spent the allocated amount or spent it on other items
Spend allocated provincial funds on Municipal Service accordingly	Spend the full budgeted allocated amount	Not spent the budgeted allocated amount in full	Have a budget but not spent the allocated amount as stipulated	Not spent the allocated amount or spent it on other items
Cheque book/EFT payment	Payment can also be made if requisition form accompany payment and is approved by the SGB	Payment must be only made if the item is budgeted for with correct processes followed	Three signatories and two must sign or approve the payment	No signatories or approval
Payment of Requisition Forms	Requisition are filed per date of transaction	Requisition forms are signed and checked by SGB/ Principal	Requisition forms are made for each transaction	No Requisition forms
Receipt books - branded	Receipts are filed per date of transaction	Receipts are reconciled with money received	Receipts made for each payment or when money is received	No receipts

Financial Management (Continued)	Ratings Descriptors			
	3	2	1	0
Invoices and Claim Forms	Payment is made if invoice are reconciled to orders, goods received and signed for by SMT member	Invoice is signed by SGB/Principal and checked against budget	Invoices received are checked with order and procurement policy	No invoices kept
Petty Cash Monthly Reconciliation	Petty cash is reconciled against the budget	Petty cash payments are reconciled, signed for monthly	Petty cash policy is developed	No petty cash journal
Monthly Cash Book: Statements of Receipts and Payments	Income and expenses are allocated to budget	Follow up on any errors found	Reconciled statement are checked monthly and signed	Monthly reconciliation statements are not checked monthly
Approved signatories to the bank account	Signatories sign if a motion from the SGB is approved	Signatories sign or approve if item is budgeted for.	Must be three official signatories	No signatory
Record of Exemption of school fees	Qualifying parents are granted exemption by the SGB	Proper working process for exemptions	Policy for exemption in line with provincial policy	No fee paying school

Curriculum Support

Has the SGB been involved in the planning of the following?

E. Curriculum matters requiring SGB support	Ratings Descriptors			
	3	2	1	0
Drafting of Annual Academic Report	Handed to the district for their approval	Accepted by the SGB	Academic report completed	No academic report
Strategy to improve overall learner performance	Teachers are held accountable for reaching their targets	Strategy developed by input from the Teachers and SMT	Strategy for learner performance produced	No Strategy to improve learner performance
Strategy to improve learner performance in key subjects	Teachers are held accountable for reaching their targets	Consultation with teachers and parents	An improvement strategy is developed in key subjects	No Strategy for learner performance in key subjects
Setting of realistic targets	Teachers are held accountable for reaching their targets	Consultation for the setting of targets with stakeholders	Targets are set each subject	No targets setting
Procurement of relevant textbooks per learner and per grade	Textbooks have been purchased timeously	A procurement plan with a budget	A procurement plan is developed	No such plan
Procurement of furniture	Furniture has been purchased timeously	A procurement plan with a budget	A procurement plan for furniture	No such plan

E. Curriculum matters requiring SGB support	Ratings Descriptors			
	3	2	1	0
Utilization of resources in the school	Each year stock is counted and resources are monitored	Resources are distributed to teachers for use	Recourses that are bought are catalogued	Resources are in the store unpacked
Systems by parents to play an over site supporting role to effective learning	Quarterly meeting held to inform and support parents	Parents sign and comment on test and workbooks	Parents sign homework dairies	No systems to establish learning communities
Reporting systems to hold staff and SGB accountable	The staff are held accountable for the implementation of the strategic plan	Strategic plan is developed after consultation with staff	The vision, missions statements are made known to staff	The vision, missions statements are not made known to staff
Management plan for the school to provide progress report on learner performance to parents	Parents discuss the report with teachers	Parents review the report and sign for the report.	Report issued to parents per quarter	No learner reports produced
Attracting good teachers	School actively seeks to attract good teachers	Partnership with Universities and districts	School Interview policy developed	No policy or process in place



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