

**School Principal Questionnaire (Baseline version)**

**Evaluation of three Early-Grade Reading Interventions in North-West Province**

1. Identifying information:

(Code for office use)

(a) School: \_\_\_\_\_ [ \_\_\_\_\_ ]

(b) School's EMIS number: \_\_\_\_\_

(c) District: \_\_\_\_\_ [ \_\_\_\_\_ ]

(d) Circuit: \_\_\_\_\_ [ \_\_\_\_\_ ]

(e) Principal: \_\_\_\_\_ (Surname and initials)

\_\_\_\_\_ (Title – Dr, Mr, Ms, etc)

\_\_\_\_\_ (Sex – M or F)

(f) Contact numbers:

Of Principal:

Of School:

Tel: (\_\_\_\_\_) \_\_\_\_\_

Tel: (\_\_\_\_\_) \_\_\_\_\_

Fax: (\_\_\_\_\_) \_\_\_\_\_

Fax: (\_\_\_\_\_) \_\_\_\_\_

Cell: (\_\_\_\_\_) \_\_\_\_\_

Cell: (\_\_\_\_\_) \_\_\_\_\_

E-mail (1): \_\_\_\_\_

E-mail (2): \_\_\_\_\_

(g) School's physical address: \_\_\_\_\_

\_\_\_\_\_

(h) Date of data collection/visit: \_\_\_\_\_

(i) Name of data collector: \_\_\_\_\_

## 2. Demographic and other characteristics:

(a) Age of principal at last birthday: \_\_\_\_\_

(b) What is the highest level of qualification you have obtained? (*Insert "X" at **one** appropriate option only*)

Did not complete Grade 12 \_\_\_\_\_

Finished Grade 12 \_\_\_\_\_

Finished a post-matric certificate (maximum 2 years) \_\_\_\_\_

Finished a diploma (3 years) \_\_\_\_\_

Finished a first degree (3 years) \_\_\_\_\_

Finished a four-year degree (including PGCE<sup>1</sup>) \_\_\_\_\_

Finished an Honours degree \_\_\_\_\_

Finished a Master's degree \_\_\_\_\_

Finished a Doctoral degree \_\_\_\_\_

(c) How many educators are there now in the school? Filled posts      Vacancies

- (i) Principal: \_\_\_\_\_ [ \_\_\_\_ ]

- (ii) Deputy principal/s: \_\_\_\_\_ [ \_\_\_\_ ]

- (iii) Head/s of Department: \_\_\_\_\_ [ \_\_\_\_ ]

- (iv) Teachers in total: \_\_\_\_\_ [ \_\_\_\_ ]

- (v) Grade R teachers: \_\_\_\_\_ [ \_\_\_\_ ]

- (vi) Foundation Phase teachers: \_\_\_\_\_ [ \_\_\_\_ ]

(d) Please indicate the number of learners and classes per grade in the table below

	Gr R	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Total	Gr 8-12*
<b>Boys</b>										
<b>Girls</b>										
<b>Total</b>										
<b>Classes</b>										

\* Just indicate these numbers, if any, but do not add them into the "Total" in the column immediately to the left.

<sup>1</sup> PGCE = Post-Graduate Certificate in Education

3. Language characteristics and support:

(a) Which language(s) is the school's official Language of Learning and Teaching (LoLT) for Grades R to 7?

*(Complete as many lines as apply to your situation for Setswana, English, Afrikaans and any other languages. Do not forget to include Gr R with the other Foundation Phase grades (Gr R/1-3))*

- (i) It is \_\_\_\_\_ for Grade \_\_\_\_ to Grade \_\_\_\_
- (ii) It is \_\_\_\_\_ for Grade \_\_\_\_ to Grade \_\_\_\_
- (iii) It is \_\_\_\_\_ for Grade \_\_\_\_ to Grade \_\_\_\_
- (iv) It is \_\_\_\_\_ for Grade \_\_\_\_ to Grade \_\_\_\_

(b) Which language(s) is (are) taught as the First Additional Language in the Foundation Phase?

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_

(c) What percentage of your learners and teachers has the following languages as home languages?

*(Please make sure the figures in each column add up to 100%)*

	<u>Learners</u>	<u>Teachers</u>
(i) Setswana	____%	____%
(ii) English	____%	____%
(iii) Afrikaans	____%	____%
(ii) Other languages	____%	____%
	<u>100%</u>	<u>100%</u>

(d) Which language is spoken most widely in the community from which most of your learners come?

\_\_\_\_\_

(e) Do Foundation Phase language teachers put learners in separate groups in their classes according to learners' reading proficiency?      \_\_\_\_ Yes      \_\_\_\_ No

(f) Does the school have a formal language policy? ☐ Yes ☐ No (Please attach a copy)

(i) Could you provide a copy to the data collector? ☐ Yes ☐ No

(ii) When was the policy implemented? \_\_\_\_\_ (year) \_\_\_\_\_ (month)

(iii) What is the nature of this policy document? (Please select **one** option)

(1) ☐ It was largely based on a standard template, with minimal changes

(2) ☐ Standard template was adjusted for the school (by the SGB and/or SMT)

(3) ☐ A unique policy was developed to fit the school's needs (by the SGB and/or SMT)

(SGB = School Governing Body; SMT = School Management Team)

(iv) Are the following issues addressed / specified in the school's language policy?

(Please select one option in each row)

Yes

No

(1) The LoLT for each grade ☐ ☐

(2) The language(s) taught as First Additional Language ☐ ☐

(3) Effective provision of language learning materials ☐ ☐

(4) Involving parents in improving learners' language proficiency ☐ ☐

(5) Time allocation for various language activities ☐ ☐

(6) Increasing learners' exposure to reading activity ☐ ☐

(7) Making available more readers and books to learners ☐ ☐

(8) Establishing a library at the school ☐ ☐

(9) Developing the language teaching proficiency of teachers ☐ ☐

(v) Which of the following difficulties have been experienced on implementing this language policy?

(Please select one option in each row)

Yes

No

(1) Language diversity among learners (home language is not the school's LoLT) ☐ ☐

(2) Assuring the quality of its implementation ☐ ☐

(3) Not enough support from those who has to implement it ☐ ☐

(4) No problems ☐ ☐

(vi) Is language policy implementation monitored at the school? ☐ Yes ☐ No

(g) Please establish the following from the School Governing Body meetings' minutes:

*(Please attach a copy of the attendance register for each meeting)*

- (i) Number of meetings held from January to June 2014 \_\_\_\_\_
- (ii) Number of meetings held from July to November 2014 \_\_\_\_\_
- (iii) Percentage of members attending each meeting on average \_\_\_\_\_
- (iv) How many parents attended each of these SGB meetings on average? \_\_\_\_\_
- (v) How many times during 2014 did the SGB discuss learners' language performance? \_\_\_\_\_
- (vi) How many times during 2014 did the SGB discuss reading in particular? \_\_\_\_\_
- (vii) Has the SGB already met at least once this year (2015)? \_\_\_\_\_

(h) How and how often does the school communicate with the "Grade 1" parents? *(Indicate for each row)*

Type of contact	Less than once a year	Once a year	Once a semester	Once per term	Once a month	Once a week or more
Formal parents meetings						
SMS messages per cellphone						
Cell or telephone calls						
Regular circulars						
Specific letters						
Parent-teacher evenings/days						
Other (specify _____)						

(i) How often do you receive complaints from parents of Grade 1 learners about language teaching and learning to Foundation Phase learners at the school?

Never	Once or twice in a year	Once or twice in a term	Once or twice in a month	Every week

(j) Please rate the highest overall education qualification level of the majority of parents/caregivers of Grade 1 learners.

*(Please select one option)*

No more than Grade 6	Completed primary school	Completed secondary school	After-school certificate / diploma	3- to 4-year degree or post- degree diploma	Post-graduate (Honours, Master's, Doctoral)

(k) For how many children in Grade 1 are both their parents employed?

0% - 20%	21% -40%	41% - 60%	61% - 80%	More than 80%

- (I) Prioritise the three most important factors, in your opinion, that affect your school's capacity to provide good language teaching and learning. (Use "1" for the highest priority, followed by "2" & "3")

Factors	(Three priorities only)
Teacher leave / absenteeism / latecoming / lack of discipline	
Learner absenteeism / latecoming / lack of discipline	
Lack of safety / bullying	
Shortages of learning materials and workbooks in classrooms	
Shortages of books and other library reading materials	
Teachers not having specialisation in literacy / language	
Lack of parental involvement in learner's language learning activities	
Other (specify: _____)	

4. Infrastructure and facilities:

- (a) Do learners receive a daily meal from a feeding or school nutrition scheme? \_\_\_\_ Yes \_\_\_\_ No

- (b) Rate the existence, sufficiency and quality of the following school facilities:

(Indicate with an "X" in each row; the rating key appears below the table)

Facility	0	1	2	3	4
Staff room					
Computer centre / facilities for learners (Internet, educational software)					
Other Information and Computer Technology-based resources (iPad, Tablet, etc.)					
Storage / walk-in safe room					

Key: 0 = Does not exist, or can handle not even 10% of learners/staff/stock, and/or is mostly not usable.

1 = "Poor", that is, sufficient for only about 10% - 33% of learners/staff/stock, and more often broken or not usable than available.

2 = "Average", that is, satisfying about half the need of learners/staff/stock, and is equally often not usable or available.

3 = "Good", that is, sufficient for about 67% - 90% of learners/staff/stock, and more often usable and available than broken, etc.

4 = "Very good", that is almost always or always available to learners/staff/stock, in excellent condition, and mostly usable.

- (c) Where is the school located?

(Select only one, most applicable option)

(i) Remote rural / farming area \_\_\_\_

(ii) Small country village \_\_\_\_

(iii) Informal / 'squatter' settlement area

(iv) Formal 'township' area (on the edge of a town or city)

(v) Formal suburban area

(vi) Inner-city urban area

**Thank you for your time and effort!**

(Data-collector is to complete the following few observations.)

## School Observations

**Completed by the Data Collector:**

1. Have you received a copy of the school's language policy? ☐ Yes ☐ No

2. Have you received copies of the SGB meeting attendance registers for 2014? ☐ Yes ☐ No

*(The data collector discusses and verifies with the Principal what s/he indicated at Item 3(f) (i)-(vi))*

3. Please request to see the school's attendance register once the first period has started.

(a) For the school as a whole, how up to date is the attendance register? *(Select one option)*

Very few/no teachers have signed in for at least a week	Only some teachers have signed in for the preceding week	Most teachers have signed in for the week up to today	All teachers have signed in right up to today

(b) For the previous full five-day week, please record the following from the attendance register:

Information required (Grades R to 2 only)	Grade		
	R	1	2
(i) How many teachers are there in each of the listed grades?			
(ii) How many teachers were absent on <u>Monday</u> in each of the listed grades?			
(iii) How many teachers were absent on <u>Tuesday</u> in each of the listed grades?			
(ii) How many teachers were absent on <u>Wednesday</u> in each of the listed grades?			
(ii) How many teachers were absent on <u>Thursday</u> in each of the listed grades?			
(ii) How many teachers were absent on <u>Friday</u> in each of the listed grades?			

4. How would you describe the maintenance and upkeep of the school grounds and buildings?

☐ (i) Well-maintained, clean, neat

☐ (ii) Satisfactory, some signs of disrepair / untidiness

☐ (iii) State of disrepair / general untidiness (e.g., litter, many broken windows, etc.)

5. In which language/s does general communication take place among members of the following groups when they move around on the school premises outside classes, during breaks, etc.?

Teachers: \_\_\_\_\_

Learners: \_\_\_\_\_

6. Does the school have a school library? ☐ Yes ☐ No

7. If the school has a library, try to speak to the teacher who manages it, and if possible, let the teacher take you to see it.

(a) Is the library in active use? (*Try to establish this by seeing the borrowing system, etc.*)

☐ Yes ☐ No ☐ Not applicable/no library

(b) Are learners allowed to take books out on loan? ☐ Yes ☐ No

(c) Please indicate how many books learners can take out on loan or be given access to.

Type of item	50 titles or fewer	51 to 200 titles	201 to 500 titles	501 to 1 000 titles	More than 1 000 titles
(i) Books					
(ii) Magazines and periodicals	None	1 to 10 titles	11 to 20 titles	21 to 50 titles	More than 50 titles