

School Principal Questionnaire (Wave 3 Main – End-line)

**Evaluation of Early-Grade Reading Study in North-West
Province**

(To be completed by the data collector.)

Label

School ID and name

EMIS Nr etc

1. Identifying information:

(a) School name: _____

(b) School's EMIS number:

6	0	0	1					
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(c) Principal: _____ (Surname and initials)

_____ (Title – Dr, Mr, Ms, etc) Gender

Male	1	Female	2
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(d) Contact numbers:

Of Principal:

Tel:

0								
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Fax:

0								
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Cell:

0								
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Of School:

Tel:

0								
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Fax:

0								
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Cell:

0								
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(e) E-mail address: _____

(f) Date of data collection visit:

d	d	m	m	y	y	y	y
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(g) Name of data collector: _____

(h) Information provided by:

Principal him/herself	1	Someone on his/her behalf	2
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2. Demographic and other characteristics:

(a) Age of principal at last birthday: _____

(b) How many educators are there now in Grade 1 to 3 in the school?	Filled posts	Vacancies

3. Language characteristics and support:

(a) How many School Governing Body (SGB) meetings were held from 1 July 2016? _____ meetings
(If SGB minutes are easily available, verify the number of meetings against them)

- (b) How often does the school communicate with the “Grade 2” parents about their children’s school work in the listed ways?
(Indicate one option in each row)

	Type of contact	Never	About once a year	About once a term	About once a month	About once a week or more
i	Formal meetings with parents	0	1	2	3	4
ii	Messages per cellphone	0	1	2	3	4
iii	Cell- or telephone calls	0	1	2	3	4
iv	Letters to parents*	0	1	2	3	4

*Please exclude letters to individual parents

- (c) How often do you receive complaints from parents of Grade 2 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
0	1	2	3	4

- (d) Please rate the highest overall education qualification level of the majority of parents/caregivers of Grade 2 learners.
(Please select one option only)

No more than Grade 6	Completed primary school	Completed secondary school	Certificate, diploma or degree after school
1	2	3	4

- (e) What percentage of learners in Grade 2 have at least one employed parent?

0% - 20%	21% -40%	41% - 60%	61% - 80%	More than 80%
1	2	3	4	5

- (f) How much do the following factors affect your school’s capacity to provide good language teaching and learning?

Factor	A lot	Somewhat	Not that much	Not at all
(i) <u>Teacher</u> leave/ absenteeism/ late-coming/ lack of discipline	1	2	3	4
(ii) <u>Learner</u> absenteeism/ late-coming/ lack of discipline	1	2	3	4
(iii) Shortages of learning materials, books and library materials	1	2	3	4
(iv) Lack of parental involvement in language learning activities	1	2	3	4
(v) Other (specify: _____)	1	2	3	4

4. Infrastructure and facilities:

- (a) Where is the school located?
*(Select **only one**, most applicable option)*

Remote rural / farming area	Small country village	Informal / ‘squatter’ settlement area	Formal ‘township’ area (on the edge of a town or city)	Formal suburban area	Inner-city urban area
1	2	3	4	5	6

Thank the principal for his/her time and effort and the information provided so far!

The remaining information is mostly gained from site observation

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

School Observations

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

(a) For the school as a whole, how up to date is the teacher 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
1	2	3	4

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

Information required: (Record "0" when there were no absences on a day. Include SGB posts.)	Number
(i) How many teachers are there in the school in total?	
(ii) How many teachers were absent on <u>Monday</u> ?	
(iii) How many teachers were absent on <u>Tuesday</u> ?	
(iv) How many teachers were absent on <u>Wednesday</u> ?	
(v) How many teachers were absent on <u>Thursday</u> ?	
(vi) How many teachers were absent on <u>Friday</u> ?	

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

Strong state of disrepair / general untidiness (e.g., litter, many broken windows, etc.)	Moderate signs of disrepair / untidiness	Minor signs of disrepair / untidiness	Well-maintained, clean, neat
1	2	3	4