



LIMPOPO
 PROVINCIAL GOVERNMENT
 REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

2026 TERM 1 SCHOOL READINESS MONITORING TOOL

District	Circuit	Name of School	EMIS No.	Quintile					
Name of Principal	2026	Learner Enrolment	2025	2024					
	CONTACT DETAILS OF THE SCHOOL								
Landline		E-mail address		Mobile					
Type of school		Lowest Grade		Higher Grade					
2025 LEARNER PERFORMANCE									
GRADES	R/8	1/9	2/10	3/11	4/12	5	6	7	Comments
Enrolment									
% Passed									

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
1	Administration and Management of Learner Admission for 2026	1.1. Is admission and registration of learners for 2026 completed			
		2. Are 2026 newly admitted learners recorded in SA-SAMS or admission register			
		3. Existence of an approved admission policy aligned to SASA and departmental guidelines			
		4. Did the school submit electronic list of admitted learners and unadmitted applicants for to circuit for placement purpose			
		5. Did your school admit a learner(s) without Birth Certificate or any required document(s).			
2	Administration and Management of Teacher and Learner Attendance Registers	2.1. The school has downloaded and printed daily learner attendance registers from SA-SAMS			
		2.2. Class lists for 2026 are available			
		2.3. Is learner's daily attendance register accurately marked as required by SASA			
		2.4. 2026 Daily attendance registers for teachers have been prepared and administered			
		2.5. When or what time is the daily attendance registers for teachers signed and how often is it signed.			

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3	Annual academic Performance Report as per SASA requirement	3.1. Did the school compiled Annual Academic Performance Report as required by Section 16A of SASA			
		3.2. Is there evidence that the report was presented and discussed with Governing Body (Minutes serve as confirmation)			
		3.3. Does the Annual Academic Performance Report include comprehensive learner performance analysis for all grades and subjects?			
		3.4. Were the identified challenges and proposed improvement strategies clearly documented in the report?			
		3.5. Was the report submitted to the Circuit for Approval			
4	Development of plans to improve learner performance	4.1. Did the school develop School Improvement Plan (SIP) based on the AAPR, School Self-Evaluation) and includes clear Academic Improvement Plan			
		4.2. Has the school developed a grade-specific and subject-specific Learner Performance Improvement Plan informed by baseline, mid-year and end-year assessment data?			
		4.3. Did the School Management Team (SMT) and subject heads design targeted intervention programmes for learners at risk of underperformance?			
		4.4. If the school is underperforming as defined in Section 58B of the South			

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
		African Schools Act (SASA) 84 of 1996, as amended, has an Academic Performance Improvement Plan been developed, submitted to the Head of Department, and implemented as required?			
		4.5. Are the implementation timelines, responsible officials, monitoring tools and expected outcomes for all improvement strategies clearly recorded and monitored?			
		5.1. Has the school developed compliant school timetables based on CAPS and policy-mandated minimum instructional time per subject?			
		5.2. Does every teacher have an approved subject timetable for the academic year, aligned to their teaching load and qualifications?			
		5.3. Are period registers available, updated daily, and monitored by SMT to ensure full curriculum coverage?			
		5.4. Is the school having schedule for meeting of Departments in order to improve learner performance			
		5.5. Does the SMT have a schedule to conduct regular classroom visits and lesson observations to monitor the quality of teaching and curriculum delivery?			
6	Provisioning of Human Resources	6.1. The school has the Educator post establishment for 2026. In case of special			
	5 Management of Teaching and Learning Time				

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
		school does the school have two post establishment for Educators and Support staff			
		6.2. Are all educators and support staff absorbed to the post in accordance to the post establishment provided to school			
		6.3. Have all staff members been allocated duties, subjects, and responsibilities that match their qualifications and workload requirements as guided by PAM?			
		6.4. Are all HR records (leave forms, service records, and contracts) properly completed, updated, and securely filed?			
		6.5. Is a list of educators and support staff expected to return to school available?			
		7.1. Have all teachers prepared and submitted their, Annual Teaching Plans (ATPs), and lesson plans in alignment with CAPS for Term 1?			
		7.2. Is the school's Term 1 assessment plan, including formal tasks, finalised and ready for communication to learners and parents?			
		7.3. Has the SMT developed performance targets for the year and strategies to improve learner achievement?			
		7.4. Are the SMT's monitoring tools in place for curriculum coverage, assessment implementation, and classroom practice from the first week of Term 1?			
7	Curriculum Management				
6	Provisioning of Human Resources				

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
7	Curriculum Management	7.5. Are class allocations, subject allocations, and the signed 2025 promotion/progression schedules finalised and available to support readiness for teaching and learning? 8.1. Has the school received, recorded, and verified all LTM deliveries for the new academic year (textbooks, stationery, and other learning materials)? 8.2. Have all learners received the required textbooks and stationery packs for Term 1, and is there evidence of an updated LTM distribution register? 8.3. Have the Term 1 workbooks for 2026 been delivered for all learners in Grades R to 9?			
8	Provisioning of Learning and Teaching Support Material / Resources	8.4. Is a functional LTM retrieval and control system in place, including records of outstanding, lost, or damaged materials from the previous academic year? 8.5. Are all classroom-based teaching resources (e.g., furniture, ICT devices, teaching aids, and consumables) available, functional, and ready for immediate use at the start of the term?			
9	Provisioning and Management of Infrastructure	9.1. Is the school's physical infrastructure such as classrooms, offices, toilets, and learning spaces clean, safe, and ready for use at the start of the term?			

NO	KEY AREAS	REQUIREMENTS/ CRITERIA	YES	NO	COMMENTS (CHALLENGES AND MITIGATIONS)
10	Functionality of School Leadership and Management	9.2. Are essential services such as water, sanitation, electricity, and waste management fully functional and accessible to all learners and staff? 9.3. Has the school conducted an infrastructure condition assessment, and are identified maintenance needs recorded with mitigation plans? 9.4. Is all safety and security infrastructure (fencing, gates, burglar proofing, fire extinguishers, alarms) in good working order and compliant with safety regulations? 9.5. Is the school having sufficient classrooms and adequately furnished with desks, chairs, boards, and relevant teaching equipment to support effective teaching and learning from the first day			
10	Functionality of School Leadership and Management	10.1. Is the School Management Team (SMT) under the leadership of the principal, fully functional, meeting regularly, and maintaining signed minutes and action plans to guide school operations? 10.2. Did the principal ensure that SGB and RCL structures are properly constituted, functional, and actively participating in decision-making processes that support teaching, learning, and school improvement? Provide evidence of their involvement such as minutes or projects led by the two structures			

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10	Functionality of School Leadership and Management	<p>10.3. Does the school have a formally established QLTIC committee that reports to and is accountable to the SGB?</p> <p>10.4. Has the principal prepared and issued a formal schedule for the election of SGB office bearers and RCL elections in January?</p> <p>10.5. Are school policies such as admission, language, safety, code of conduct, curriculum management, and finance, reviewed, approved, and implemented effectively?</p>			

Overall Observation and Comment

Station of a visiting official (Mark with a tick✓)

Province

District

Circuit

SCHOOL STAMP

Official Monitor	Surname and Initials	Signature	Date
School Principal			