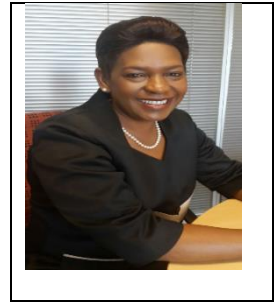


FOREWORD



HOD:
Ms. N.B. Mutheiwana

It is with great pleasure to share the publication Education Statistics in Limpopo with all our stakeholders. This publication covers 2016 statistics on schools, learners and educators in the Ordinary schooling sector. The most important priorities in education is to achieve organizational efficiency and effectiveness by improving monitoring, evaluation and accountability. Thus, the purpose of this publication.

The availability of valid, reliable, comprehensive and up-to-date educational data is a prerequisite for planning, decision-making, monitoring and evaluating an education system at all levels. A state of the art EMIS should be able to meet the information needs of education managers at all levels. The introduction of SA-SAMS (South African Schools and Administration Management System) in schools was initiated with this objective in mind. Almost 99% of our schools use SA-SAMS as their operational system to administer and manage daily school activities. The school records captured by the schools everyday on School Administration System is processed and uploaded to Provincial and National EMIS systems to enable planning, reporting and monitoring.

The Data Driven Districts (DDD) programme works in partnership with the Department of Basic Education (DBE) and aims to support improved learner outcomes through the increased quality, availability, analysis and use of education data. This programme provides tools, training and processes which help collate and aggregate school level data from SA-SAMS so that it can be accessed by all education officials through the online DDD Dashboard. The dashboard empowers education officials with readily available information to make data-driven decisions and interventions. A few reports generated from the DDD Dashboard are included in this publication to illustrate the essentiality for all stakeholders working in education to help create an environment that continuously learns and adapts to learner needs to improve learner outcomes through effective use of data.

The publication would not have been possible without the contribution of governance structures in schools both the SGB's as well as the Centre Governing Bodies (CGB's) in both public and independent institutions. The contribution of the SA-SAMS officials at the Circuits is also much appreciated. The accuracy of our data depends mainly on their pro-active dedication and the Department of Education would not have been able to implement SA-SAMS in our schools without these officials.

On behalf of the department, my words of honor and appreciation are expressed to the principals and their entire School Management Teams (SMT) for their leadership and support, that has brought us this far. To everybody else in the value-chain, a special word of appreciation goes to you as well for the task well executed.

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

N.B. Mutheiwana
HEAD OF DEPARTMENT

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1. INTRODUCTION

This publication give an account on learner enrolment, school and educator statistics from the Ordinary schooling sector both Public and Independent. The Ordinary schools' annual survey (ASS) is conducted on the first Tuesday in March every year as designated in the National Education Information Policy. (Gazette 26710, 2004)

The Data Driven Districts (DDD) programme works in partnership with the Department of Basic Education (DBE) and aims to support improved learner outcomes through the increased quality availability, analysis and use of education data. Provincial reports generated on the DDD dashboard from Term 4, 2016 data, are also included in this publication

Almost 99% of the information provided in this publication is extracted from SA-SAMS (South African School Administration and Management System) used by the schools for school administration, management and governance .

It is also important to note that the data in this publication is presented according to the 2012 district demarcations consisting of 10 Districts

2. ABBREVIATIONS and ACRONYMS

Districts:

LEB	Lebowakgomo
MOG	Mogalakwena
MOP	Mopani
POL	Polokwane
RIB	Riba Cross
SEK	Sekhukhune
TSH	Tshipise-Sagole
TZA	Tzaneen
VHE	Vhembe
WAT	Waterberg

General:

DDD	Data Driven Districts
EMIS	Education Management Information System
Enr	Enrolment
Gr	Grade
Gr R	Reception year, or year prior to Grade 1
Gr R attendees	Learners with pre-school education
Indep	Independent
Pre-Gr R	Year before Gr R
Publ	Public
SA-SAMS	South African Schools' Administration and Management System

School Phases:

COMB	Combined
INT	Intermediate
PRIM	Primary
SEC	Secondary

3. ORDINARY SCHOOLS (both public and independent)

3.1 LEARNER AND EDUCATOR INFORMATION

Table 1: Number of learners, educators and schools in the ordinary schooling sector, by district, in 2015

District	Ordinary Public Schools			Ordinary Independent Schools			Ordinary Public and Independent Schools		
	Schools	Learners	Educators	Schools	Learners	Educators	Schools	As % of Provincial Total	Learners
LEB	238	94380	2953	3	1552	67	241	6.0	95932
MOG	261	94662	3007	10	2622	159	271	6.7	97284
MOP	470	244794	7426	18	7117	330	488	12.1	251911
POL	668	283076	8914	28	13945	580	696	17.3	297021
RIB	255	99830	3006	9	4062	155	264	6.6	103892
SEK	649	270233	8527	18	6898	331	667	16.6	277131
TSH	214	73536	2309	5	2348	67	219	5.5	75884
TZA	219	102249	3323	12	4158	229	231	5.8	106407
VHE	718	342904	10677	46	17230	716	764	19.0	360134
WAT	168	81713	2506	8	666	72	176	4.4	82379
Provincial	3860	1687377	52648	157	60598	2706	4017	100.0	1747975

Table 1 reflects how many ordinary public and independent schools per district in 2016 and how many learners and educators were in each district. 3.5 % of the overall provincial learner enrolment attends independent schools and 3.9 % of all ordinary schools in Limpopo are independent. The overall provincial learner enrolment increased with 8053 (0.5 %) as compared to 2015 enrolment.

Figure 1: Public and independent learner enrolment in Limpopo

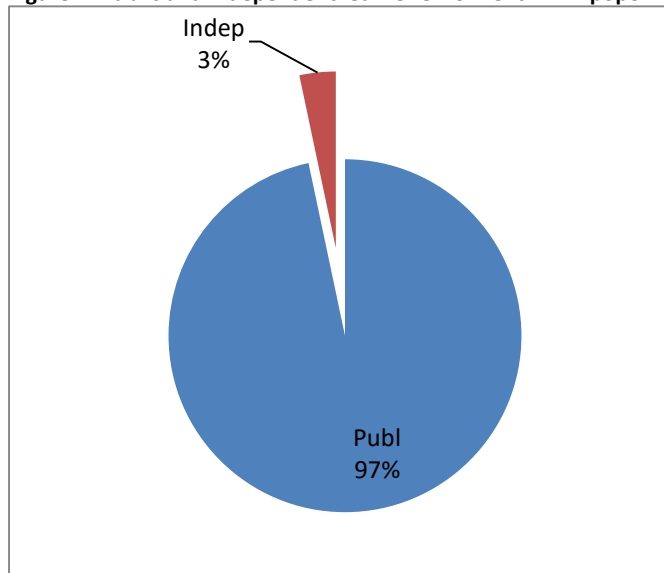


Figure 1 reflects that 97% of learners in Limpopo are in the public schooling sector (the same as in 2015)

Figure 2: Public and independent learner: educator ratio

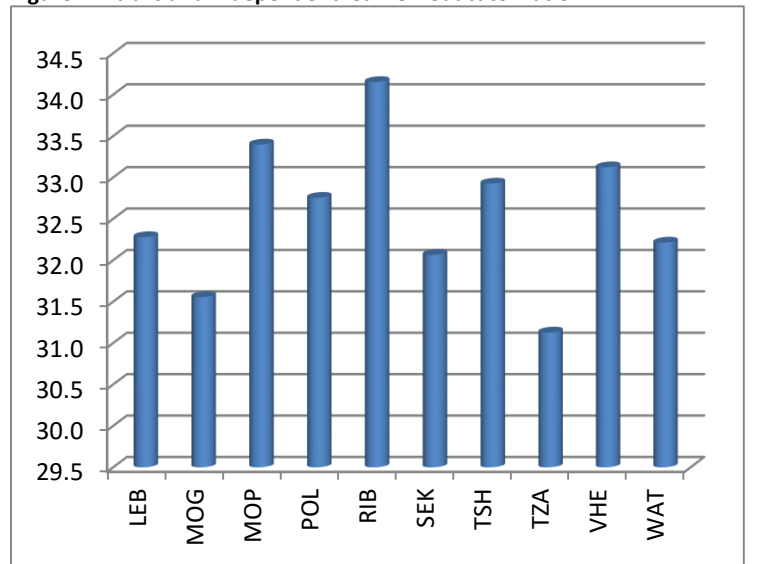


Figure 2 reflects that the learner: educator ratio in Riba Cross is the highest, whilst in the Tzaneen district the ratio is 31:1 which is the lowest. (slightly higher than in 2015 when it was 30:1) The ratio in Tzaneen district has been the lowest for the past 3 consecutive years.

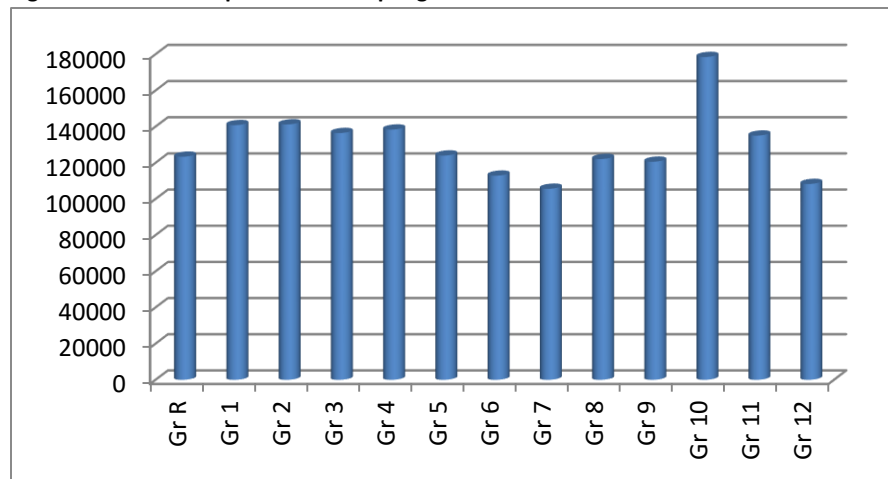
3.2 LEARNER ENROLMENT PER GRADE

Table 2: Public learner enrolment per grade (R to 12) and district:

District	Gr R	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	TOTAL
LEB	6752	7924	8127	7961	7910	7263	6590	5850	6391	6189	9701	7211	6511	94380
MOG	7186	7881	7777	7789	7700	7217	6299	5957	7160	6603	9573	8083	5437	94662
MOP	18812	21645	21497	20251	20736	17890	16376	15407	17196	17182	26512	18535	12693	244732
POL	20629	22217	22649	22164	22968	20945	19198	17599	20455	20462	28806	23542	21442	283076
RIB	7390	8238	8620	8542	8557	7335	6676	6078	6728	6514	10735	8371	6046	99830
SEK	19914	22909	22928	21855	22192	19997	18120	16944	18538	19060	27879	22188	17651	270175
TSH	4946	5988	5922	5582	5867	5332	4836	4672	6125	5703	8385	5461	4717	73536
TZA	7818	8970	8580	8209	8280	7069	6535	6151	6918	7626	10669	9414	6010	102249
VHE	24270	27233	27529	26720	26793	24277	22291	21265	25916	25879	39484	27183	24064	342904
WAT	5639	7811	7593	7384	7356	6674	5954	5699	6650	5367	6735	5039	3709	81610
Provincial	123356	140816	141222	136457	138359	123999	112875	105622	122077	120585	178479	135027	108280	1687154

Table 2 shows that in the public sector, the learner enrolment decreases from Grade 10 to Grade 12 in public schools with 6 % (1% more than in 2015)

Figure 3: Numbers of public learners per grade



In figure 3 it can be seen that the Gr 12 learner enrolment is less than all other grades

Figure 4: Public learners per district

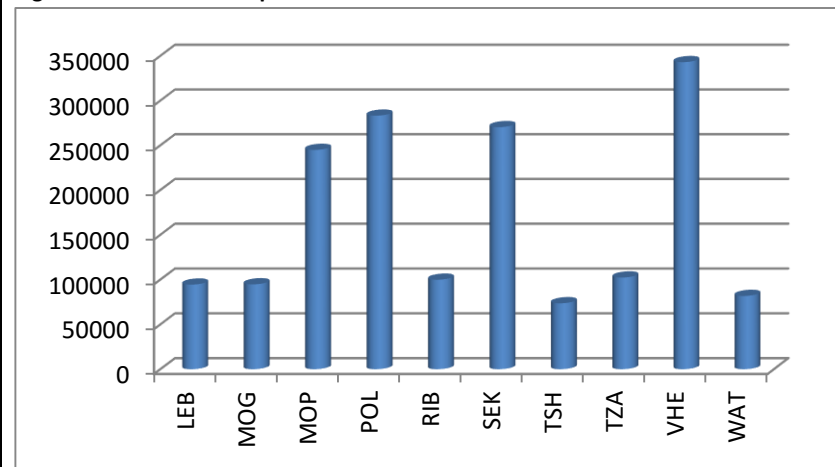


Figure 4 reflects that 20.3% of the total public learner enrolment in Limpopo is in the Vhembe district whilst only 4.4 % of public learners are in the Tshipise-Sagole district.

Table 3: Independent learner enrolment per grade (R to 12) and district:

District	Gr R	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
LEB	51	142	178	128	137	117	103	113	133	112	108	127	103	1552
MOG	201	267	279	262	230	196	133	152	143	121	149	200	231	2564
MOP	722	758	675	604	500	444	389	352	513	536	552	430	571	7046
POL	941	1346	1284	1244	1102	1072	922	824	1001	942	1038	980	937	13633
RIB	264	360	316	326	279	277	250	247	347	320	337	381	355	4059
SEK	435	508	507	519	536	541	493	454	605	545	639	583	437	6802
TSH	121	277	328	279	256	242	187	163	120	95	113	83	54	2318
TZA	450	475	409	334	302	249	233	198	284	301	313	295	256	4099
VHE	1790	1870	1876	1806	1650	1418	1287	1083	798	768	640	727	1136	16849
WAT	60	90	75	74	67	51	48	56	39	28	25	8	20	641
Provincial	5035	6093	5927	5576	5059	4607	4045	3642	3983	3768	3914	3814	4100	59563

Table 3 shows that there are more learners in Grade 12 than in Grade 11 of the Independent sector. The number of learners in Grade 12 are 67 % less than in Grade 1.

Figure 5: Number of independent learners per grade

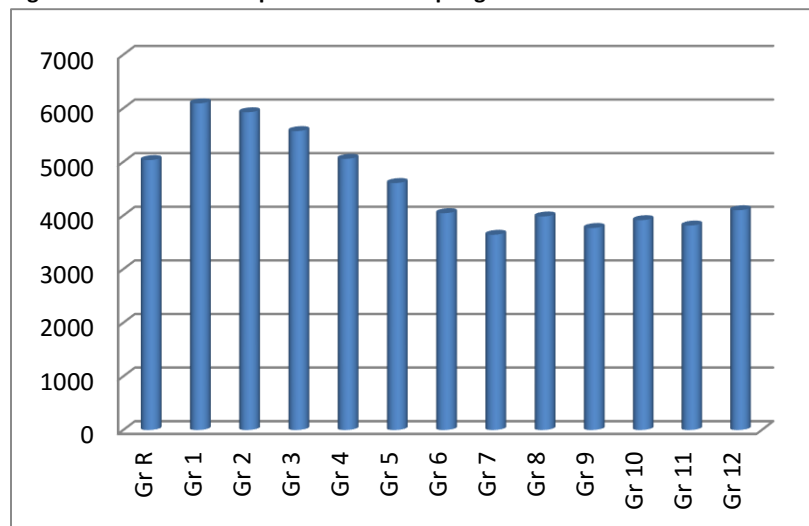


Figure 5 reflects that there are more learners from Grade 1 to Grade 6 than from Grade 7 to 10

Figure 6: Public and independent learner enrolment per grade as provincial percentage

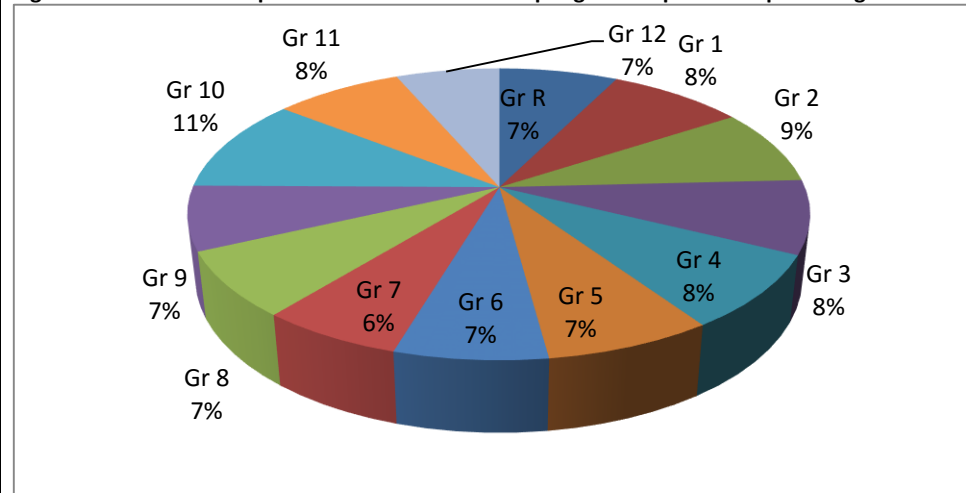


Figure 6 reflects that Gr 12 learners are 1 % more and Gr 11 learners are 1 % less than in 2015. This indicates that more learners reached Gr 12 in 2016.

Table 4: Learner enrolment per gender, sector and district

District	Independent		Public		TOTAL	
	Female	Male	Female	Male	Female	Male
LEB	821	685	46777	48036	47598	48721
MOG	1414	1435	46548	48224	47962	49659
MOP	3047	3022	119866	122926	122913	125948
POL	6947	6690	138410	143548	145357	150238
RIB	1890	1629	48582	50576	50472	52205
SEK	3334	3319	131998	137846	135332	141165
TSHI	1251	1356	35984	37496	37235	38852
TZA	2104	1950	50128	50870	52232	52820
VHE	8716	8356	168192	174472	176908	182828
WAT	325	377	40208	40567	40533	40944
Provincial	29147	27722	826693	854561	856542	883380

Table 4 reflects that there are slightly more male than female learners in all districts (see table 4 and figure 7) Provincially 50.9 % of learners in ordinary schools are male and 49.1 % are female. Table 4 reflects that there are more female than male learners in the Independent Sector of most districts. Vhembe has the highest learner enrolment (20.6 %) followed by Polokwane with 17 % of the total (public and independent) learner enrolment in Limpopo (see table 4 and figure 7)

Figure 7: Public male and female comparison per district

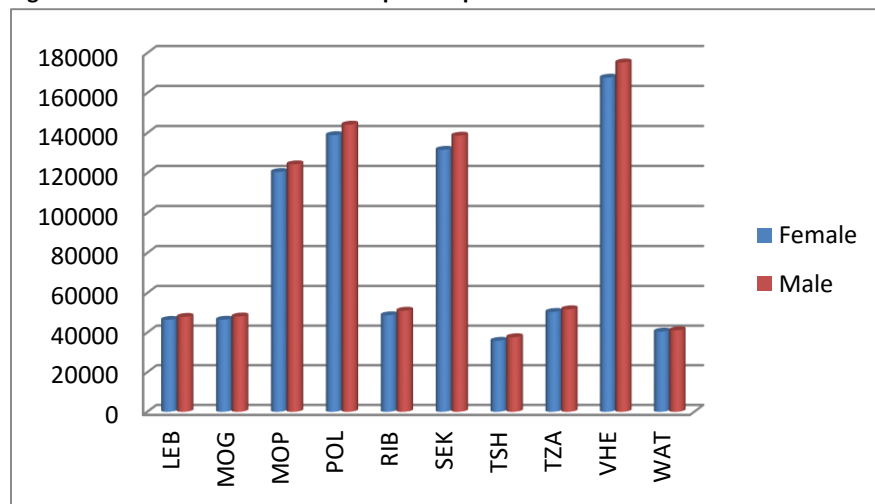


Figure 7 reflects that the male learners in public schools are more than female learners in all districts of Limpopo

Figure 8: Independent male and female comparison per district

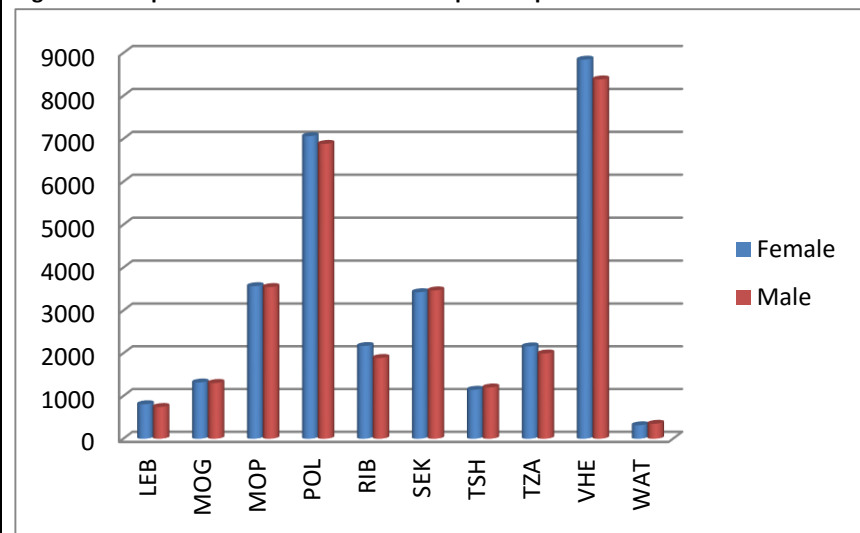


Figure 8 reflects that there are more female than male learners in the independent schooling sector in most districts in Limpopo.

Table 5: Learner enrolment per phase, sector and district:

District	COMBINED		INTERMEDIATE		PRIMARY		SECONDARY		TOTAL	
	Public	Indep	Public	Indep	Public	Indep	Public	Indep	Public	Indep
LEB	915	1552	0	0	57696	0	35769	0	94380	1552
MOG	709	1384	0	0	57429	1040	36524	198	94662	2622
MOP	1118	5659	826	0	151712	1260	91138	198	244794	7117
POL	4189	6379	0	0	166168	4568	112719	2998	283076	13945
RIB	0	3617	0	0	61436	445	38394	0	99830	4062
SEK	16104	5907	2679	0	151975	546	99475	445	270233	6898
TSH	1066	1828	0	0	42675	520	29795	0	73536	2348
TZA	1494	2200	0	0	60603	1539	40152	419	102249	4158
VHE	6349	11495	0	0	196504	5305	140051	430	342904	17230
WAT	2929	549	45	0	52751	117	25988	0	81713	666
Provincial	34873	40570	3550	0	998949	15340	650005	4688	1687377	60598

Table 5 reflects that 57.1 % of all learners in Limpopo are attending public primary schools and most primary school learners (public as well as independent) are in the Vhembe district.

Figure 9: Overall learner enrolment per phase

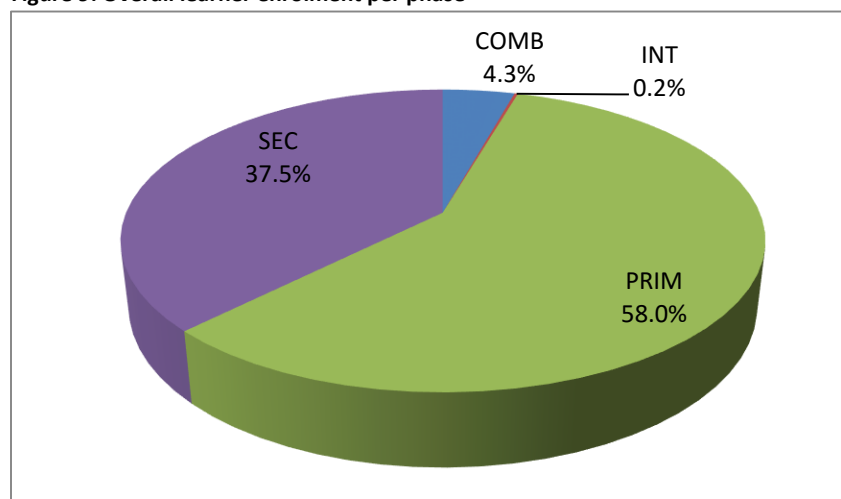


Figure 9 reflects that most learners (58.0 %) of public and independent learners are attending primary schools in Limpopo. The overall number of learners attending combined schools increased from 4 % to 4.3 % since 2014.

Figure 10: Public learner enrolment per phase

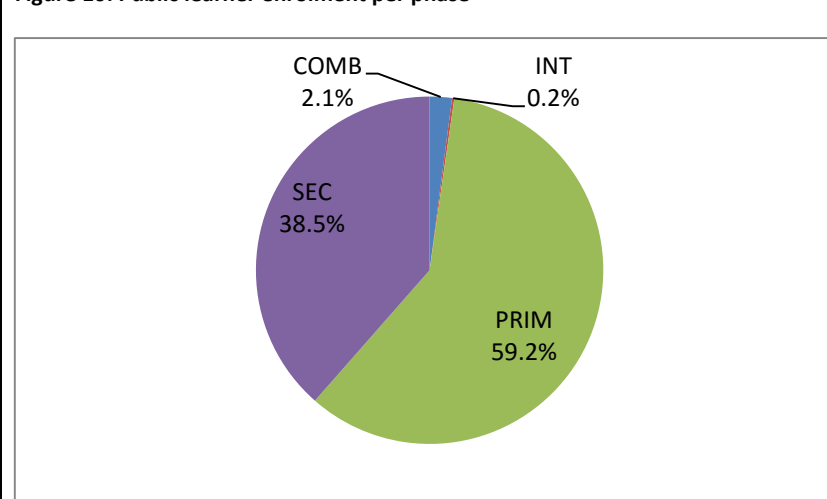


Figure 10 shows that 59.2 % of learners in the public schooling sector are attending primary schools in Limpopo. The percentages of learners per phase remain the same since 2014.

Table 6: Learner enrolment per population group, sector and district:

District	African		Coloured		Indian		Other		White		TOTAL	
	Public	Indep	Public	Indep	Public	Indep	Public	Indep	Public	Indep	Public	Indep
LEB	94332	1545	2	1	29	2	9	4	8	0	94380	1552
MOG	93138	2288	59	8	126	100	32	0	1307	226	94662	2622
MOP	242806	6655	86	30	130	162	20	2	1752	268	244794	7117
POL	277170	12665	1055	141	486	455	126	51	4239	633	283076	13945
RIB	99396	3911	55	16	61	82	15	0	303	53	99830	4062
SEK	268706	6594	56	6	108	11	30	3	1333	284	270233	6898
TSH	73025	2326	19	5	85	10	12	1	395	6	73536	2348
TZA	99816	3721	84	19	236	82	49	8	2064	328	102249	4158
VHE	340922	16570	137	17	757	234	108	10	980	399	342904	17230
WAT	75053	293	239	5	156	2	69	5	6196	361	81713	666
Provincial	1664364	56568	1792	248	2174	1140	470	84	18577	2558	1687377	60598

Table 6 reflects that most public learners that belong to the white population are located in the Waterberg district. It also reflects that 98.5 % of the total learner enrolment in Limpopo belongs to the African population.

Table 7: Teenage pregnancies (both public and independent) per grade and district:

District	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Other	Total
LEB	0	0	1	7	7	18	0	33
MOG	0	0	1	1	0	2	0	4
MOP	0	8	31	54	53	46	0	192
POL	0	3	6	27	25	25	0	86
RIB	0	0	4	1	0	8	0	13
SEK	0	0	3	9	8	7	0	27
TSH	0	0	1	3	3	7	0	14
TZA	0	4	4	9	10	8	0	35
VHE	5	19	46	110	92	77	2	349
WAT	0	1	6	20	25	14	0	66
Provincial	5	35	103	241	223	212	2	819

Table 7 reflects that 29.4 % of female learners that fell pregnant in 2015 were in grade 10. It also reflects that 42.6 % of the female that fell pregnant were in the Vhembe district. Overall the pregnancies were 9.8 % less than in the previous year

Table 8: Public learner enrolment and number of schools per quintile and district:

District	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5		TOTAL	
	Learners	#Schools	Learners	#Schools	Learners	#Schools	Learners	#Schools	Learners	#Schools	Learners	#Schools
LEB	31247	94	50414	121	11275	21	1075	1	369	1	94380	238
MOG	13393	57	67117	181	8497	16	597	1	5058	6	94662	261
MOP	107551	231	53146	105	78765	123	2587	7	2745	4	244794	470
POL	40802	134	120254	335	104105	179	4181	5	13734	15	283076	668
RIB	82396	217	15304	33	1096	2	546	2	488	1	99830	255
SEK	194755	499	66480	136	3602	5	1688	4	3708	5	270233	649
TSH	11833	47	48146	144	12492	21	0	0	1065	2	73536	214
TZA	57720	150	3127	7	36523	56	695	1	4184	5	102249	219
VHE	34324	80	214742	480	82939	148	7525	6	3374	4	342904	718
WAT	16674	48	32181	77	19728	17	566	3	12564	23	81713	168
Provincial	590695	1557	670911	1619	359022	588	19460	30	47289	66	1687377	3860

Table 8 reflects that most learners attend schools that are in quintile 2. Provincially 96.1 % of learners are attending no-fee public schools (quintile 1, 2 and 3) Only 3.95 % of learners in public schools in Limpopo, pay school fees.

Figure 11: Public learner enrolment per quintile

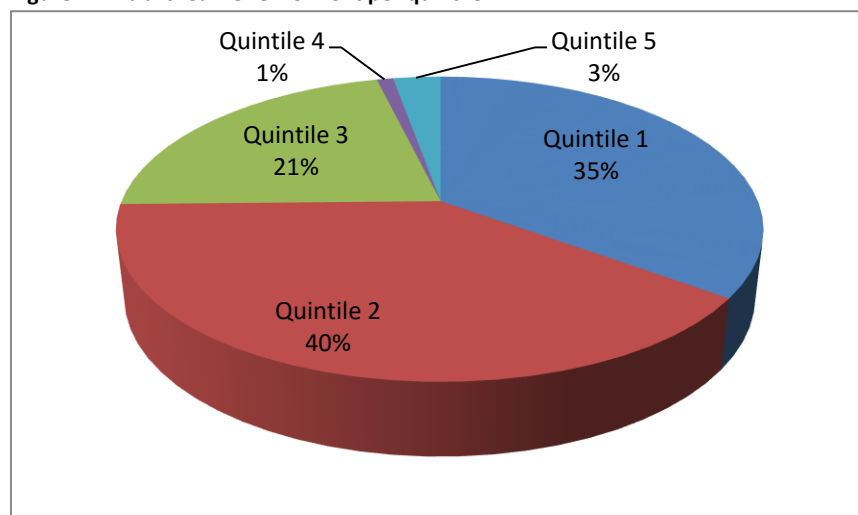


Figure 11 reflects that 40% of learners attending public schools in Limpopo are in quintile 2 and only 1% of schools are in Quintile 4. These percentages did not change since 2014.

Figure 12: Number of public schools per quintile

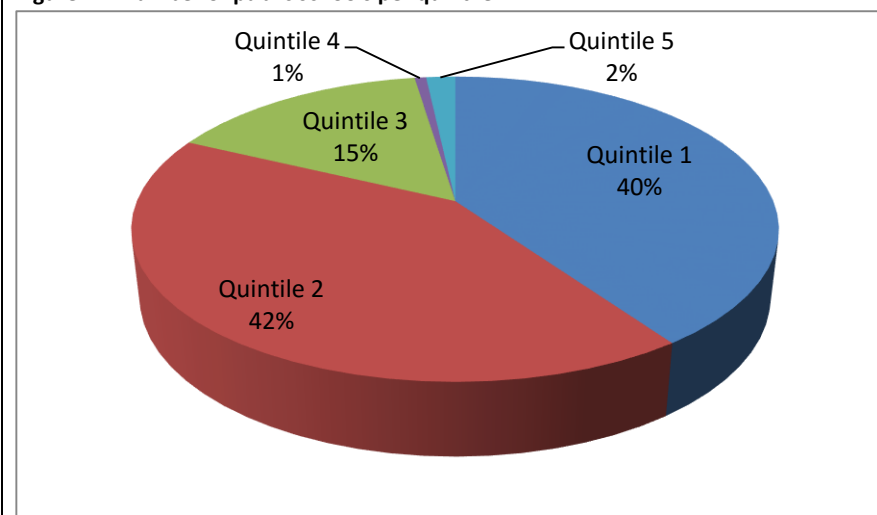
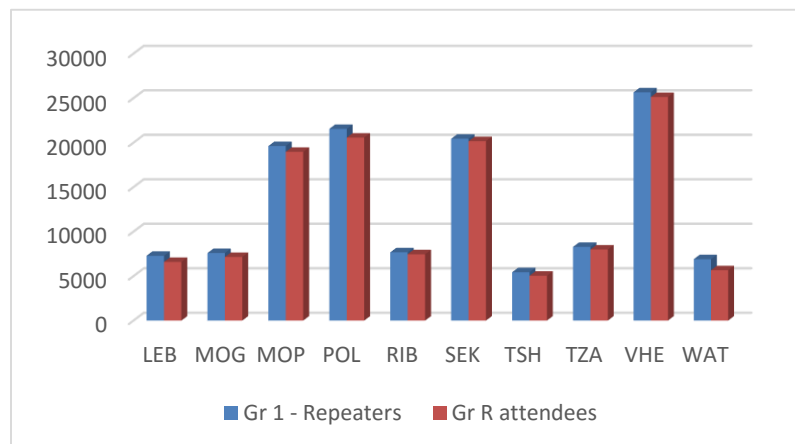


Figure 12 reflects that 97% of public schools in Limpopo are no-fee schools (quintile 1, 2 and 3) and only 3% of public schools are in quintile 4 and 5. No changes observed.

Table 9: Gr R attendees per sector and district:

District	Independent				Public				TOTAL			
	Gr R Enr 2015	Gr 1 Enr 2016	Gr 1 Repeaters	% Gr R attendees	Gr R Enr 2015	Gr 1 Enr 2016	Gr 1 Repeaters	% Gr R attendees	Gr R Enr 2015	Gr 1 Enr 2016	Gr 1 Repeaters	% Gr R attendees
LEB	48	142	3	34.5	6543	7924	784	91.6	6591	8066	787	90.5
MOG	228	267	2	86.0	6919	7881	553	94.4	7147	8148	555	94.1
MOP	428	758	51	60.5	18541	21645	2732	98.0	18969	22403	2783	96.7
POL	741	1346	15	55.7	19828	22217	2007	98.1	20569	23563	2022	95.5
RIB	177	360	3	49.6	7275	8238	920	99.4	7452	8598	923	97.1
SEK	394	508	46	85.3	19773	22909	2931	99.0	20167	23417	2977	98.7
TSH	143	277	9	53.4	4900	5988	819	94.8	5043	6265	828	92.8
TZA	449	475	18	98.2	7540	8970	1141	96.3	7989	9445	1159	96.4
VHE	1617	1870	17	87.3	23509	27233	3434	98.8	25126	29103	3451	97.9
WAT	82	90	1	92.1	5575	7811	1001	81.9	5657	7901	1002	82.0
Provincial	4307	6093	165	72.7	120403	140816	16322	96.7	124710	146909	16487	95.6

Figure 13: Gr R attendees per district:



In table 9 and figure 13 it is reflected that Vhembe has the highest Gr 1 enrolment as well as the highest Gr R attendees. (Public as well as independent) 19.8 % of public Gr 1 learners in Limpopo are located in Vhembe of which 97.9 % has attended Gr R.

The highest percentage of independent (98.2 %) Gr R attendees are in the Tzaneen district and the highest percentage of public (99.4 %) Gr R attendees are in the Riba Cross district of Limpopo.

Provincially, 95.6 % of Gr 1 learners have attended Gr R. (public as well as independent)

3.3. SCHOOL INFORMATION

Table 10: Number of ordinary schools per phase, sector and district:

District	COMBINED		INTERMEDIATE		PRIMARY		SECONDARY		TOTAL	
	Indep	Public	Indep	Public	Indep	Public	Indep	Public	Indep	Public
LEB	3	4	0	0	0	137	0	97	4	238
MOG	6	6	0	0	3	156	1	99	10	261
MOP	13	3	0	6	3	290	2	171	8	470
POL	14	4	0	0	12	406	2	258	18	668
RIB	6	0	0	0	3	163	0	92	3	255
SEK	14	28	0	8	2	380	2	233	32	649
TSH	3	4	0	0	2	157	0	53	6	214
TZA	4	6	0	0	6	138	2	75	14	219
VHE	30	6	0	0	15	485	1	227	22	718
WAT	7	9	0	1	1	109	0	49	10	168
Provincial	100	70	0	15	47	2421	10	1354	157	3860

Table 9 reflects that Sekhukhune has the most combined and intermediate public schools, Vhembe has the most public primary schools and Polokwane has the most public secondary schools in Limpopo. 18.6 % of public schools in Limpopo are in the Vhembe district of Limpopo. Sekhukhune has the most independent schools in Limpopo

Figure 14: Number of public schools per phase

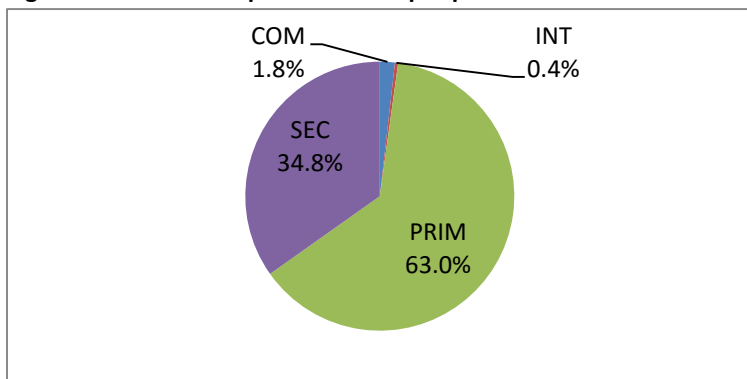


Figure 13 reflects that 63% of public schools are primary schools.

Figure 15: Number of independent schools per phase

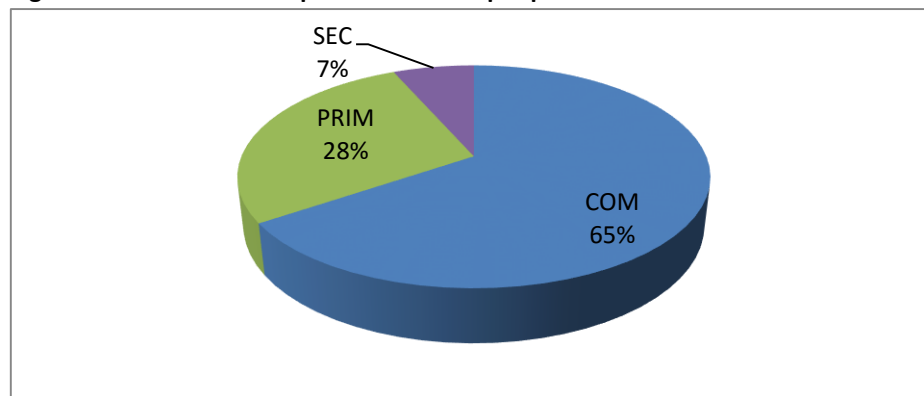


Figure 14 reflects that 65% of independent schools are combined schools. There was a decline of 2 % since 2014.

Table 11: Number of ordinary schools per phase and sector:

Phase	Public	Independent
COM	70	100
INT	15	0
PRIM	2421	47
SEC	1354	10
Total	3860	157

Table 10 reflects that 61.7 % of ordinary public schools in Limpopo are primary schools (see table 10 and figure 12) 65.6 % of independent schools are combined schools and only 6.6 % are secondary schools whilst 34.8 % of public schools are secondary schools (see table 10 and figure 14)

Figure 16: Number of schools per sector as percentage

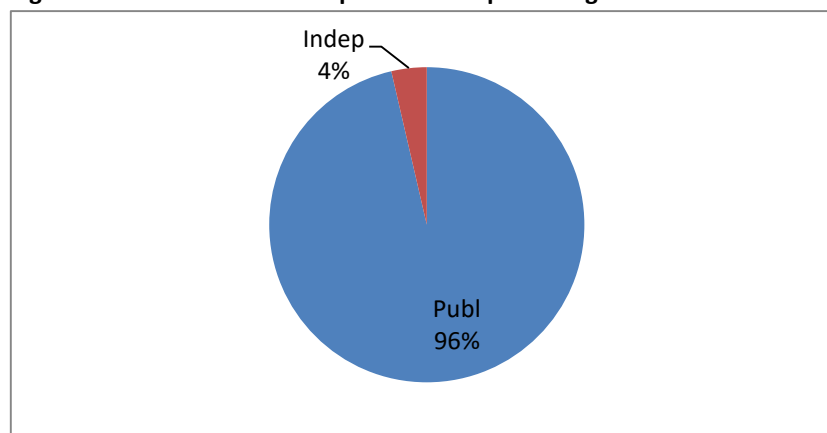


Figure 15 indicates that 96 % of ordinary schools in Limpopo are in the public sector.

Figure 17: Overall number of schools per phase and district

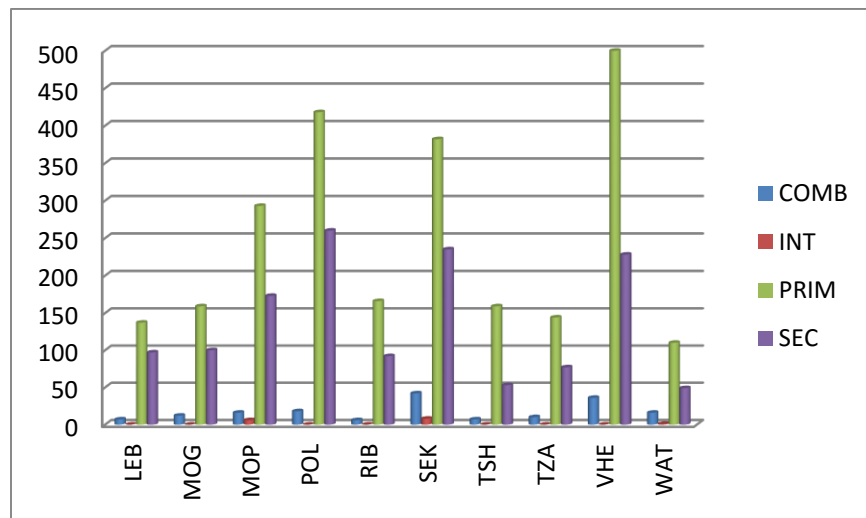
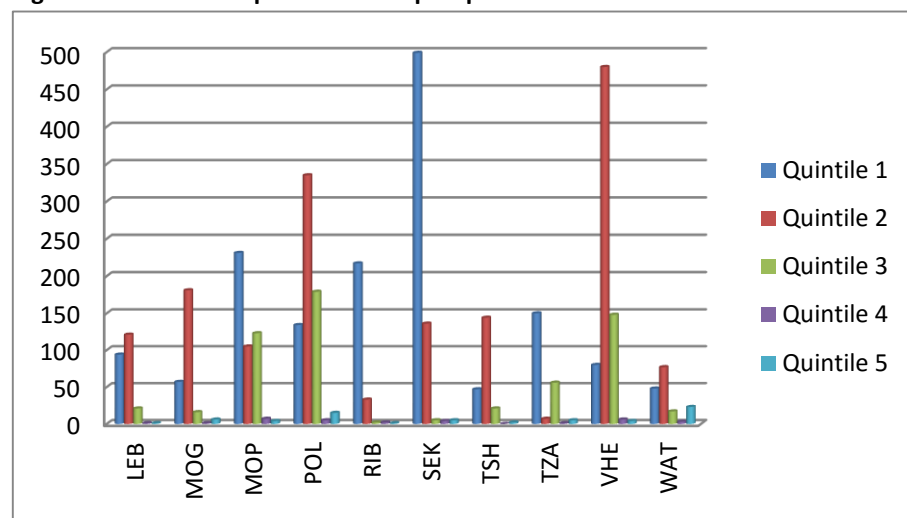


Figure 16 reflects that most primary schools are in the Vhembe district whilst most secondary schools are in the Polokwane district. Sekhukhune has the most intermediate schools in Limpopo. (see table 9 and figure 16)

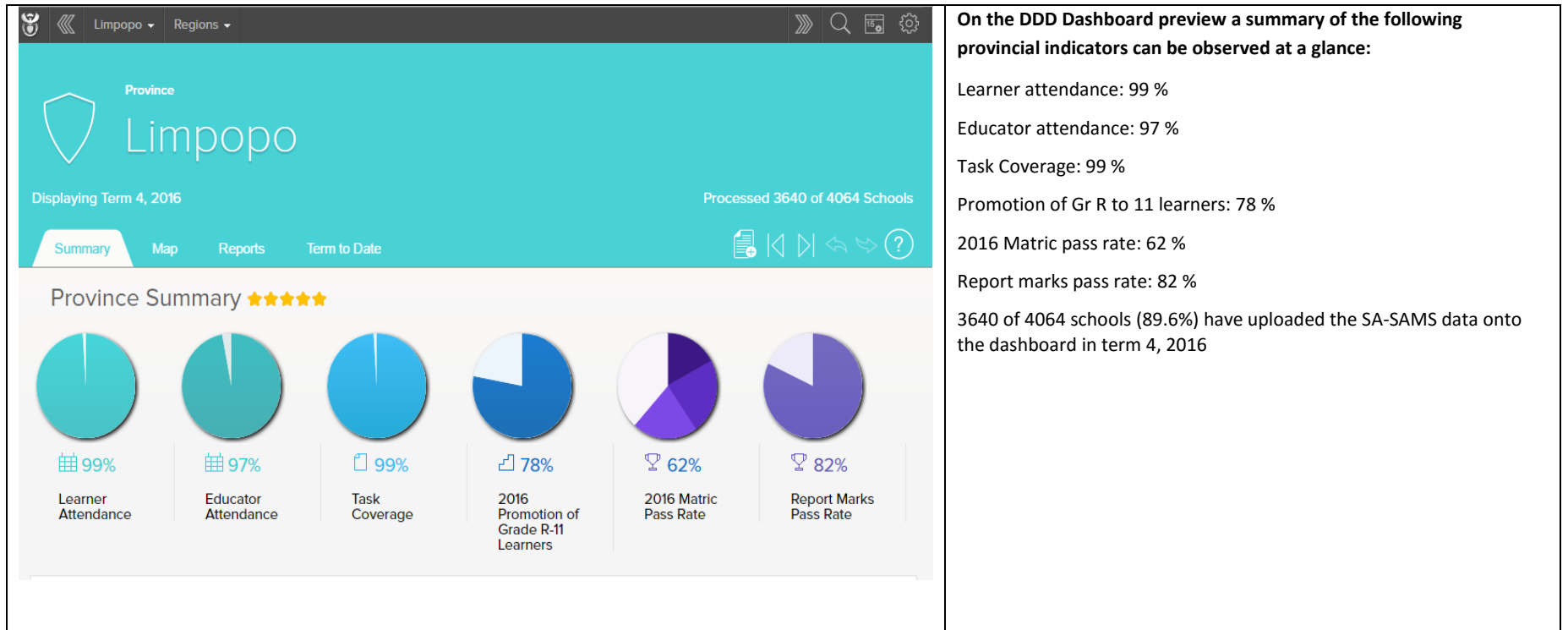
Figure 18: Number of public schools per quintile



In Figure 17 it is observed that most schools in Sekhukhune are in quintile 1 and most schools in Vhembe are in quintile. Quintile 1 schools are the poorest whilst quintile 5 schools are the least poor. 2.5 % of public ordinary schools in Limpopo are in quintile 4 and 5 (fee schools) Provincially 97.5 % of public schools are no-fee schools (quintile 1, 2 and 3)

4. DDD DASHBOARD REPORTS (both public and independent – Term 4)

4.1 SUMMARY OF PROVINCIAL INDICATORS



4.2 EDUCATOR ABSENTEEISM

Table 12: Top reasons for educator absenteeism

Top reasons for educator absenteeism	Days absent
Unpaid Leave	230
Unknown	844
Special Leave	1251
Study Leave	1863
Incapacity Leave	3003
Maternity Leave	3064
Special Leave: Examination Purposes	3106
Family Responsibility Leave	3108
Sick	14526
Provincial	30995

Table 12 and figure 19 show that illness is the main reason for educator absenteeism. 46.8 % of the top 9 reasons for absenteeism are due to sick leave.

Figure 19: Top reasons for educator absenteeism

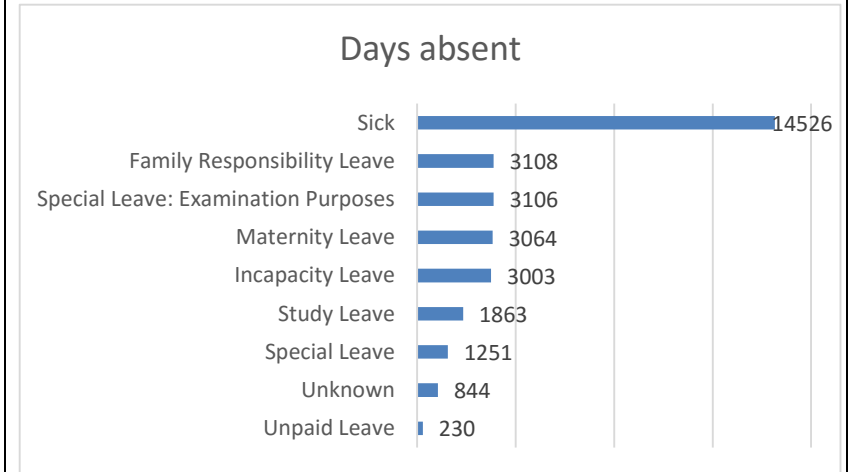
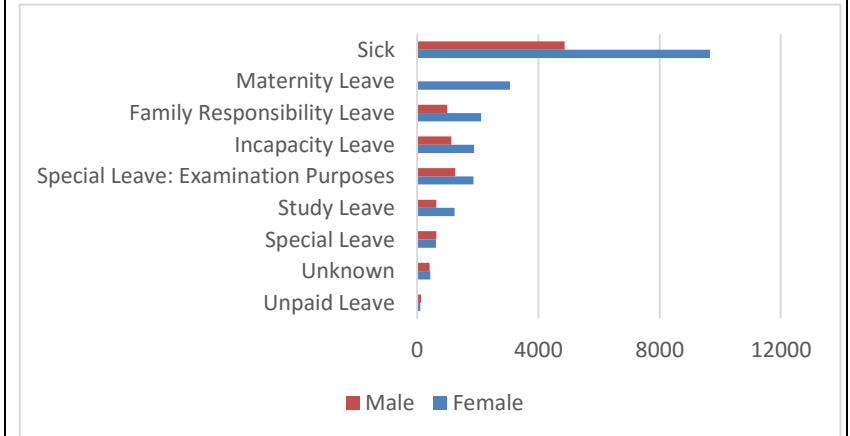


Table 13: Educator absenteeism by gender

Top reasons for educator absenteeism by gender	Female	Male	Total
Unpaid Leave	102	128	230
Unknown	432	412	844
Special Leave	618	633	1251
Study Leave	1235	628	1863
Special Leave: Examination Purposes	1856	1250	3106
Incapacity Leave	1875	1128	3003
Family Responsibility Leave	2114	994	3108
Maternity Leave	3059	5	3064
Sick	9657	4869	14526
Provincial	20948	10047	30995

Table 13 and figure 20 reflect that female educators are more absent in all categories than male educators. One of the reasons for this is that 61.7 % of educators in Limpopo are females.

Figure 20: Educator absenteeism by gender



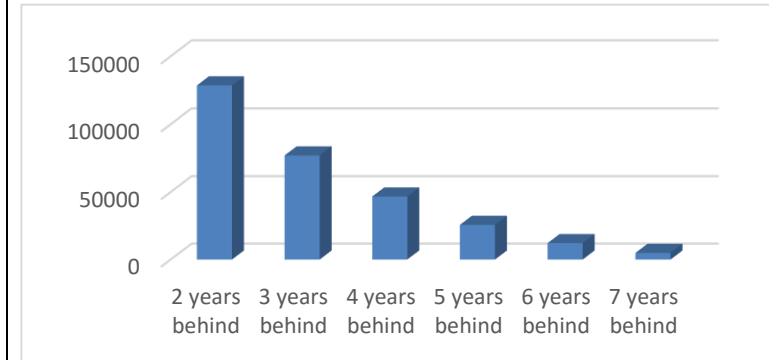
4.3 LEARNER OVER AGE (Term 4, 2016)

Table 14: Learners more than 2 years behind (public and independent)

# Years behind	# Learners
2	128615
3	77136
4	46689
5	25697
6	12186
7	4902

Table 14 and figure 21 reflect that 43.6 % of learners in Limpopo are 2 years behind the expected age.

Figure 21: Learners more than 2 years behind



4.4 LEARNER SUBJECT PERFORMANCE (Term 3 and 4, 2016)

Table 16: Average percentage per subject in FET phase	Term 4		Term 3
Subject	Gr 10	Gr 11	Gr 12
Accounting	26.5	24.4	32.4
Afrikaans First Additional Language	47.9	48.5	47.7
Afrikaans Home Language	49.1	60.3	52.9
Afrikaans Second Additional Language	36.4	40.9	41.6
Agricultural Management Practices	44.6	50.4	47.4
Agricultural Sciences	32.2	31.6	39.1
Business Studies	28.9	30.1	39.4
Civil Technology	38.5	42.3	43.8
Computer Applications Technology	42.9	44.3	46.6
Consumer Studies	35.3	37.0	35.8
Economics	28.7	32.3	36.9
Electrical Technology	37.1	40.3	45.1
Engineering Graphics and Design	48.6	51.1	50.2
English First Additional Language	42.1	45.9	42.1
English Home Language	53.4	55.1	58.1
Geography	27.2	31.9	38.9
History	33.0	35.8	43.2
Hospitality Studies	50.0	46.7	39.2
Information Technology	47.2	51.3	49.5
IsiNdebele Home Language	47.7	57.1	56.3
IsiXhosa Home Language	48.8	56.0	60.4
IsiZulu Home Language	50.6	56.3	56.9
Life Orientation	48.3	53.2	69.9
Life Sciences	28.3	32.3	37.0
Mathematical Literacy	21.9	28.8	29.3
Mathematics	22.5	24.0	26.3
Mechanical Technology	38.9	44.2	44.3
Physical Sciences	30.0	32.9	35.1
Sepedi First Additional Language	58.7	65.0	69.6
Sepedi Home Language	48.7	54.8	60.4
Setswana Home Language	48.2	52.5	58.1
Tourism	32.7	39.4	32.4
Tshivenda First Additional Language	40.8	43.4	65.8
Tshivenda Home Language	54.8	58.0	60.4
Visual Arts	40.1	46.0	55.6
Xitsonga Home Language	54.5	61.2	63.9

In table 16 averages lower than 35 % are highlighted in orange, averages between 35 and 50 % are highlighted in yellow and averages higher than 50 % are highlighted in green. Technology subjects as well as English and Afrikaans FAL are problem areas.

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