



**UMnyango WezeMfundo
Department of Education**

**Lefapha la Thuto
Departement van Onderwys**

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Topic

**Recording and Reporting from School
Administration and Management
System 2008**

Enclosures

ANNEXURE A

Distribution

- ✓ All Divisional Managers and Directors Managers at Head Office and District Offices
- ✓ Principals and Staff of all Ordinary Secondary Schools
- ✓ Schools for Learners with Special Education Needs.
- ✓ Members of School Governing Bodies
- ✓ Teacher Unions and Organisations
- ✓ Relevant Non-Governmental Organisations

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SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEM FOR 2008

1. PURPOSE

- 1.1 To inform all the schools to utilise an electronic school administration and management system (SA SAMS) with respect to learner performance.
- 1.2 To make schools aware of how they will interact with the GDE collection of data for learner performance.

2. LEGISLATIVE FRAMEWORK

- 2.1 National Educational Policy Act, 1996 (Act No. 27 of 1996), Sections 3(4)(a) and 8(3), which give the Minister of Education a mandate to "undertake the monitoring and evaluation by analysis of data gathered by means of education management information systems, or by other suitable means, in co-operation with provincial departments of education".
- 2.2 The National Protocol on Assessment for Schools (Grades R-12), 21 October 2005. This regulation requires schools to produce an Annual Programme of Assessment, a report and a mark schedule for each term.

3. BACKGROUND

- 3.1 The Gauteng Department of Education has trained over 1200 school officials in SA SAMS and will train another 400 schools (1200 educators) in 2008. There are also over 200 other schools with their own electronic administration and management system.
- 3.2 The GDE will inform the main service providers¹ of schools with other computer systems on how these schools' computer administration systems must conform and how data should be presented to the Department. This will enable the schools with other computer systems to produce all the information required from their present systems without any duplication. The export facility found in service provider's programmes must be used to interact with the GDE programme.

¹ Known service providers include: Pencil Box, SASPAC, Microscope, Smart, Edupac, Scadsys, EduAdmin

4. THE IMPLEMENTATION OF THE SCHOOL ADMINISTRATION AND MANAGEMENT SYSTEM (SA SAMS)

- 4.1. The goals for the implementation of electronic administration and management systems are to ensure that:
 - (a) All schools trained in 2007 complete their term schedule for the 3rd term in 2008 as well as print reports for all learners in the school.
 - (b) All schools trained in 2008 complete their term schedule for 4th term in 2008 as well as print reports for all learners in the school.
- 4.2. Any school without a computer administration programme must contact the District Assessment Official.
- 4.3. The principal must ensure that the following activities have been carried out correctly before the signing off takes place:
 - (a) The programme is functioning correctly.
 - (b) All the data for the school is correctly loaded. (A printout of each learner's information is carried out. One set of subject class lists is made. Each educator's information is printed and is complete.)

5. A HELP DESK TO ASSIST SCHOOLS

- 5.1 A help desk is operative and is providing support to schools with telephonic enquiries regarding the functioning of SA SAMS.
- 5.2 It will facilitate queries with regard to the one year warranty on the hardware.
- 5.3 As a first resort, schools must phone the CMIS official in their districts for help with SA SAMS. (This phone number will be given to schools by their CMIS official.) If the school cannot be helped, they must phone the help desk 0800 444 726. The help desk can also provide technical support regarding hardware problems.
- 5.4 The help desk will operate from 08:00 to 16:00 Monday to Friday.

6. RESPONSIBILITY OF HEADS OF INSTITUTIONS

6.1 Collection of data.

- 6.1.1 The distribution and collection of the census forms to learners and

educators.

- 6.1.2 The selection of educators to undergo training.
- 6.1.3 To sign off the training, data collection and full functionality of SA SAMS with the service provider.
- 6.1.4 The principal is responsible for the functionality of the SA SAMS and must ensure that there is continuity if trained staff leave the school.

7. CHANGE MANAGEMENT

- 7.1 The facilitation of the change management with the introduction of SA SAMS will be necessary to maximise the use of SA SAMS.
 - 7.2 The use of this programme will be time-saving for most of the schools' educators, and will lead to improved service delivery in Education with regards to recording and reporting.
 - 7.3 Financial control may be tightened and improved.
 - 7.4 The developing of a timetable for teaching will bring about more efficient and fair delivery of the curriculum.
 - 7.5 The EMIS reporting function will save a lot of time and reduce frustration for all concerned.
 - 7.6 Should there be any problems experienced with the implementation of SA SAMS, the principal must prepare for this eventuality by having manual systems on standby.
 - 7.7 Attached find Annexure A that will outline different ways to implement SA SAMS at schools
8. Schools that presently have a computer administration systems other than SA SAMS, will be required to **export learner performance schedules** To SA SAMS at the end of each term.

MALLELE PETJE
HEAD: GAUTENG EDUCATION



Gauteng Department of Education

1. MANAGEMENT OF SCHOOL PERSONNEL ON THE SCHOOLS ADMINISTRATION MANAGEMENT SOFTWARE PACKAGE (SA SAMS)

- 1.1 The purpose of this annexure is not to prescribe to the management team of a school. However, as each school has different contextual situations, this annexure is to act as a guide to implement SA SAMS at schools. The implementation of SA SAMS will be shown from two perspectives which can be used separately or in combination.
- 1.2 A senior staff member will have to be in overall supervision of SA SAMS. This is required for the overall planning and implementation of the plan. It will also be necessary to have a member of the management team to control deadlines.
- 1.3 It is not required or necessary that all staff members be able to work with SA SAMS.

2. THE USE OF SA SAMS MAY BE DONE IN TWO WAYS:

- Using Administration Staff
- Using school educators

2.1 USING ADMINISTRATIVE STAFF

- 2.1.1 An administration staff member is appointed as the SA SAMS clerk. This person must be thoroughly trained in SA SAMS. Three quarters of her/his time will be involved in the administration of SA SAMS.
- 2.1.2 The use of an administrative staff is advantageous for the following reasons:
 - (a) Work can be done throughout the day
 - (b) One person is accountable for the operation of SA SAMS
 - (c) One person develops in depth skills in SA SAMS
 - (d) An operational schedule must be set out according to the needs of the school.
- 2.1.3 A time must be scheduled for the following type of operations to:
 - (a) Ensure that all new learners captured on the data base, subjects/learning areas are added to all learners, school calendar is completed, learning programme in all subjects are added and printed for the parents etc.

- (b) Class lists for all subjects/learning areas are printed for educators.
- (c) Dates when teachers must hand in their learner's marks. This is critical and must be spread out to avoid slow periods and congested periods.
- (d) Regular times for operations like absenteeism
- (e) Times for the school accountant to complete financial matters
- (f) Asset management
- (g) Time for completing new time-table for following year etc.
- (h) Large schools need to use only one computer if the time management of capturing data is carefully worked out.
- (i) A school management team member must oversee and support the administrative staff official at all times.

2.2 USING SCHOOL EDUCATORS

- 2.2.1 A small group of educators may work as a team to complete learner performance and other operations. This time will have to be out of teaching time usually in the afternoons. Due to the shorter time period and more than one user, a number of computers may need to be networked.
- 2.2.2 SA SAMS may be networked, but users must use different functions or different data bases simultaneously.
- 2.2.3 In the same way as shown above an operational schedule must be set out according to the needs of the school. A time must be scheduled for all the different operations:
- 2.2.4 Careful thought must go in to the planning of the end of term schedules and printing of reports. Data must be regularly backed up and where possible an extra printer must be available in case of a breakdown. Extra stationery and toner must be procured in good time to avoid delays with printing of reports.