

7. GOVERNANCE AND MANAGEMENT

FREE STATE PROVINCE

PLANNING FOR SCHOOL DEVELOPMENT AND IMPROVEMENT

PLANNING FOR SCHOOL DEVELOPMENT / IMPROVEMENT

THE PURPOSE OF THE MODULE

At the end of the program, members of the governing body should be able to:

- Develop and implement a School Development Plan (SDP)
- Monitor and evaluate the SDP within both budgets and timeframes
- Understand and support the School Improvement Plan (SIP)

ATTACHMENTS

- Annexure A: Template for School Development & School Improvement Plans.

PLEASE NOTE

- *The School Development Plan is understood to mean a longer term plan, usually over three or more years, sometimes also referred to as the Strategic Plan and usually contain infrastructure projects. The SGB should develop this document.*
- *Whereas the School Improvement Plan is understood to mean a shorter / one year plan that sets out the changes that a school needs to make to improve its overall performance and level of learner achievement. The SIP should be tabled at a SGB meeting.*
- *If the school is an underperforming school, the school must submit to the HOD an Academic Performance Improvement Plan (APIP). In this case the APIP will form an addendum to the SIP. The APIP must also be tabled at a SGB meeting.*

LEGISLATIVE CONTEXT

- SASA Sections 16, 20 and 58
- Whole School Evaluation Policy GG Number 22512 of 26 July 2001
- ELRC Collective Agreement Number 8 of 2003.

SETTING THE VISION AND MISSION OF SCHOOLS

- Vision - where are we going?
- Mission - how are going to get there?
- Values - what is important to us?

Responsibility

Who is responsible for the drafting of a school's vision and mission

It is the task of a team of stakeholders, consisting of the members:

- The school principal
- Members of the school's management team
- Members of the governing body
- Parents and experts from the community who have a stake in the school.

School's vision

What is a school's vision?

A school's vision describes its expected future situation and its image over a period of five years and more ahead. The vision could be viewed as a description of the school's long term dreams and ideals – what is the school expected to be like in the future.

Example of a school's vision:

Vision of XXXX School

XXXX Combined School has as its vision to educate well balanced young learners who will be assured of permanent jobs, lead a happy family life and who will in the end become worthy citizens.

Every individual is special to the school. The personalities and skills of every learner should be developed to the full. The school's task is therefore not only confined to the classroom, but learners should be exposed to situations that prepare them for the challenges of life in general.

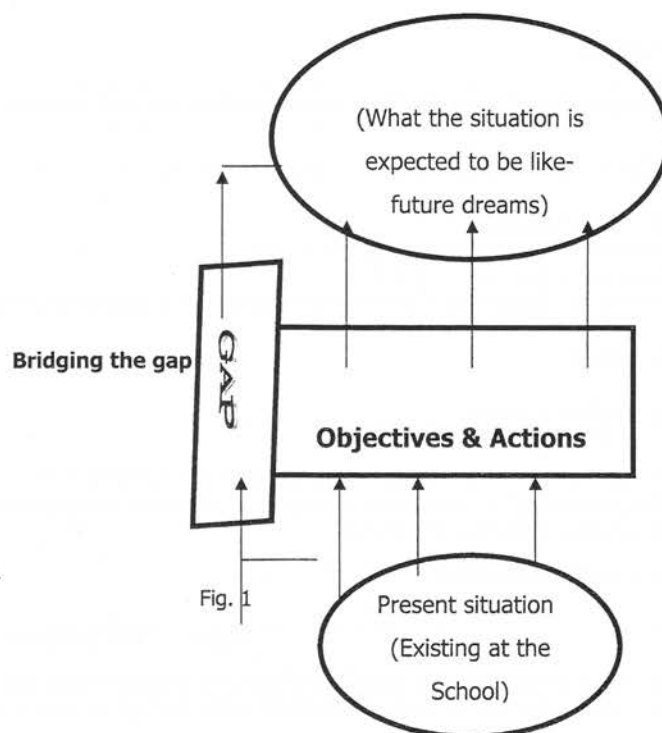
The role that parents and other stakeholders fulfil in educating learners is fully acknowledged. Involvement of parents and other stakeholders in the development of skills and the personalities of learners is a priority.

XXXX School believes that development of language skills, communication skills, mathematical skills and skills in natural sciences are critically important in the provision of the basic needs of its learners.

School's mission

What is a school's mission?

Once the school's vision is clear and everyone knows *where* it will be going, it is necessary to find out *how* its vision will be attained. It is first of all necessary that the school should do a thorough investigation into its present situation. The purpose is to determine the difference (*gap*) between the school's present situation and what it is expected to be like in the future. The long-term guidelines, according to which this *gap* can be bridged most effectively, are called the school's *strategic objectives* (see Fig.1). These strategic objectives form the basis of the school's *mission*. The mission, therefore, describes how the school's dream could come true- how its vision will be attained.



Mission Statement

What is a mission statement?

A mission statement is a document that clearly describes how the school's ultimate vision will be attained – how the gap should be bridged (See Fig.1).

It is a written document that:

- explains the basic, all encompassing purpose of the school existence - why it is there;
- describes the school's identity - what its business is;
- forms the basis of all planning and decision-making.
- ensures commitment of all stakeholders to the attainment of the school's vision.

The mission statement is a more concisely formulated statement than the vision statement of a school. It should also be framed and displayed. This document also serves as a marketing instrument of the school.

Example of a mission statement

Mission statement

The school is committed to:

- *create opportunities for the development of communication and socialising skills through group activities, practical, work-related, verbal and written assignments;*
- *the development of critical thinking skills by means of challenging, problem solving exercises and activities-specifically activities that involve the application of mathematical and scientific knowledge;*
- *the full involvement of parents in supporting activities of the school;*
- *the continuous upgrading of syllabi and the implementation of modern teaching techniques.*

XXXX School believes that constant pursuance of its mission guarantees balance, stability and eventually job security and productivity to its learners.

Strategic Objectives

Just having a vision and mission, however, will not get the school anywhere. It will be virtually similar to day dreaming! Purposeful strategic thinking about visionary goals is necessary.

How are the strategic objectives of a school developed?

Establishing strategic objectives (long term guidelines) is a process that runs in steps as follows:

Take a clear visionary view into the future-visionary goals. Care should be taken that this view does not become blurred by the present situation.

Hint:
Read the school's vision and mission carefully and think of real school situations that resemble these visionary goals. Do not think of present situations try to transfer these into the future ideals.

A clear image of the present situation is developed. This is done by doing a thorough investigation into the school's present situation. The school's present vision and mission should be evaluated, as well as the present situation with regard to the different activity areas (management areas).

Hint.
Investigate the following management areas of the school:

Learners;
Parents;
Educators;
Finance and physical assets;
The school's curriculum (classroom & extra mural);
The school's administration.
The school's policies
The schools communication strategies with learners, parents, the wider community, business, the department, other government departments, faith based organisations, non governmental organisations, etc.
Governance matters
Curriculum provision and resources
Quality of learning and teaching / learner performance
School safety, security and learner discipline
Infrastructure

If a school does not have a formulated vision and mission, use the questionnaire mentioned below to determine what future expectations stakeholders might have.

The gap (differences) between the present situation and the expected future situation (vision) is identified.

Hint:

Compare the future expectations with the identified present situations and determine the difference. Clearly formulate these differences.

How are strategic objectives formulated?

Formulate the strategic objectives (long term guidelines) that describe how the gap between the present and expected future situations should be bridged.

Well-planned questions regarding the school's future existence (vision) form the basis for the formulation of these strategic objectives. The facilitator and the team of stakeholders manage this process. In doing so the facilitator:

- ensures that all team members have equal opportunities to make suggestions and participate in the discussions;
- ask team members to respond in writing to the under mentioned questionnaire that enhances strategic thinking (long term, futuristic, vision thinking);
- ensures that every team member responds to the questions one by one in writing;
- writes the responses on a flip chart;
- leads discussions on all responses until consensus regarding the formulation of strategic objectives is reached.

A strategic objective usually starts with a phrase like:

- To develop the skills of
- To involve parents in
- Etc.

Questionnaire

The following questions stimulate strategic thinking and therefore serve as guidelines during the formulation of strategic objectives:

1. What is the basic purpose of the school (why does it exist)?
2. What is unique about the school?
3. What will be different in the school 3 -5 years ahead?
4. Who are the school's learners and parents?
5. What type of school is it now and will it be in the future?

Long term objectives of a school

The strategic objectives, and therefore the school's mission, provide the guidelines for developing the long term objectives. These objectives bring the school another step closer to its ultimate vision in the sense that a time frame is attached to each such objective.

Long term aims, although also strategic in nature, differ from strategic objectives in the following respects.

- A fixed time schedule is associated with it. This means that the aim should be attained at a specific date.
- These aims are measurable, that is, at a certain point in time it should be possible to ascertain whether, or to what extent the aims were attained.

The following are some examples of long term objectives:

- A. Development of new soccer fields within the next four years.
- B. Introduction of new syllabi by the year 2015.
- C. Regular staff development programme within the next two years.
- D. Arranging annual think tanks for educators and parents in order to identify needs and possible school programmes in which each of these parties could be involved.
- E. Regular capacity building sessions for the governing body over the next two years.

The school principal and his staff, as well as the governing body should be involved in formulating long-term goals like, for example, *collecting private funds for the extension of the science laboratories over a period of three years.*

Short term objectives and the School Improvement Plan (SIP)

These objectives are also referred to as operational objectives.

Short term objective leads to actions that should result in the attainment of such an objective.

A School Improvement Plan is a map that sets out the changes that a school needs to make to improve its overall performance and level of learner achievement. A SIP is also a mechanism through which the school sets itself targets and steps for improvement, and the public and other stakeholders can hold the school accountable for the achievement of such targets.

The development of a SIP is part of the self reflection process by the school. SIP must be developed by the school after the School's Self Evaluation (SSE) process, which is part of internal whole school evaluation.

All nine areas for evaluation as contained in the WSE policy need to be considered during the self evaluation process, prioritize for a year.

- Basic Functionality (Policies, planning, timetables, calendar, schedule of meetings, etc)
- Leadership, Management & Communication
- Governance and Relationships
- Quality of Teaching and Learning and Educator Development
- Curriculum Provision and Resources
- Learner Achievement
- School Safety, Security and Discipline
- Infrastructure
- Parents and Community

A credible SIP must have the following elements:

- It must be an annual plan;
- It must have clearly defined activities that will be undertaken to bring about an improvement;
- It must have success indicators;
- It must clearly outline who will benefit from the targeted activities;
- It must identify people who will be responsible for identified activities;
- It must have clear time-frames;
- It must specify resources that will be required to perform activities, including budgets;
- It must have a record of progress as evidence that the plan is being used as a basis for driving development within the school;
- It must have a signature of the chairperson of the SGB, the Principal, the Circuit/District Manager, as a sign of approval, and be dated.

What must be taken into account in developing and SIP?

- The overall performance of the school
- Learner performance, particularly in relation to Annual National Assessments (ANA), National Senior Certificate (NSC)
- Outcomes of School based assessment
- IQMS outcomes
- WSE reports, etc.

The development of an SIP must be done during the fourth quarter, when the school does its planning for the following year.

The development of a SIP must be an all inclusive process that must involve the SMT and other staff members

The yearly Academic Performance Improvement Plan (APIP)

According to SASA 16A.¹ (1) (c) (i) The principal of a public school identified by the Head of Department in terms of section 58B must annually, at the beginning of the year, prepare a plan setting out how academic performance at the school will be improved.

(ii) The **academic performance improvement plan** must be –

(aa) presented to the Head of Department on a date determined by him or her; and

(bb) tabled at a governing body meeting.

(iii) The Head of Department may approve the academic performance improvement plan or return it to the principal with such recommendations as may be necessary in the circumstances.

(iv) If the Head of Department approves the academic performance improvement plan the principal must, by 30 June, report to the Head of Department and the governing body on progress made in implementing that plan.

(v) The Head of Department may extend the date contemplated subparagraph (iv) on good cause shown.

In the aforementioned situation, the APIP will form an addendum to the SIP.

¹ Section 16A inserted by section 8 of ELAA 31/2007
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basic education
 Department:
 Basic Education
 REPUBLIC OF SOUTH AFRICA

TEMPLATE FOR SCHOOL PLANS

GENERAL SCHOOL INFORMATION:

| | | | | | | |
|--|-------------|------------|-------------|-----------|-------|--|
| Academic Year | | | | | | |
| BASIC INFORMATION (demographic information) | | | | | | |
| Name of School | | | | | | |
| EMIS No. | | | | | | |
| Province | | | | | | |
| Education Circuit | | | | | | |
| District | | | | | | |
| Status of school | Public | Section 14 | Independent | Other | | |
| Type of School | Primary | Secondary | Combined | Full LSEN | Other | |
| Contact details (demographic information) | | | | | | |
| Box/Private Bag: | | | | | | |
| Post Office: | | | | | | |
| | Postal Code | | | | | |

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SCHOOL IMPROVEMENT STRATEGY

| PRIORITY AREA (consider the areas below and prioritize for one year, it is not necessary to have all the areas in a particular year) | BASELINE INFORMATION (QUANTIFY) | PERFORMANCE TARGET | ACTIVITIES/ INTERVENTIONS | RESPONSIBILITY | TIME FRAME | PROGRES REPORT |
|---|---------------------------------|--------------------|---------------------------|----------------|------------|----------------|
| Basic functionality (policies, plans, timetables, calendar, schedule of meetings, etc) | | | | | | |
| Leadership, Management & Communication | | | | | | |
| Governance & Relationships | | | | | | |
| Quality of learning and teaching & Educator Development | | | | | | |
| Curriculum Provision and Resources | | | | | | |
| Learner Achievement (Performance) | | | | | | |
| School Safety, Security & Discipline | | | | | | |
| Infrastructure | | | | | | |
| Parents & Community | | | | | | |

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| General Comments: |
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SCHOOL APPROVAL OF THE PLAN - SIGNATURES

| DESIGNATION | NAME | SIGNATURE | DATE COMPLETED |
|-----------------|------|-----------|----------------|
| PRINCIPAL | | | |
| SGB CHAIRPERSON | | | |
| SCHOOL STAMP | | | |

DISTRICT APPROVAL OF THE PLAN - SIGNATURES

| DESIGNATION | NAME | AUTHORISED SIGNATURE | DATE |
|------------------|------|----------------------|------|
| CIRCUIT MANAGER | | | |
| DISTRICT MANAGER | | | |

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