



Circular 09/2016

Date: 17 October 2016

Topic

Planning, Reporting and Accountability Framework for Public Schools

Enclosures

Annexure A: Flow Chart-School Improvement: Evaluation and Planning Processes
Annexure B: Linkages between Levels of Evaluation and Planning
Annexure C: Management Plan for School/District/Head Office Planning
Annexure D: Explanation of Acronyms used in this document
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Annexure G: School Improvement Plan (SIP)
Annexure H: Academic Performance Improvement Plans (APIP)
Annexure I: Annual Plan

Distribution

- ✓ Deputy Directors General
- ✓ Chief Directors
- ✓ Directors at Head Office and District Offices,
- ✓ Circuit Managers, Cluster Leaders/IDSOs, Curriculum Learning Implementation CESs and District Assessment Teams
- ✓ Principals and Staff of all Public Schools, Schools for Learners with Special Education Needs, and Independent Schools
- ✓ Members of Governing Body Associations and School Governing Bodies (SGBs)
- ✓ Teacher Organisations and Unions
- ✓ Relevant Non-Governmental Organisations

Enquiries

Directorate: Public Ordinary Schools

On request, this circular will be made available in Afrikaans, isiZulu or Sepedi within 21 days
Also available on the GDE website at: www.education.gpg.gov.za

HEAD OF DEPARTMENT: EDWARD MOSUWE

Tel: (011) 355 1510, Fax (011) 333 5546 | Email: Makhubetse.Sekhonyane@gauteng.gov.za
10th Floor, 111 Commissioner Street, Johannesburg 2001 | P.O. Box 7710, Johannesburg, 2000
www.education.gpg.gov.za | Call Centre: 0800 000 789

1. INTRODUCTION

- 1.1 This Circular guides institutions on a Planning, Reporting and Accountability framework which will not only enhance the preparedness of schools for the beginning of each academic year, but if properly done, will enable schools to provide quality teaching and learning experiences for learners.
- 1.2 This Circular replaces Circulars 25/2008 and 2/2015.
- 1.3 This Circular must be read in conjunction with the System Wide School Improvement Strategy (SWSIS). The strategy guides current and emerging GDE programmes and initiatives to implement sustained improvement in learner achievement, entrench best practice and facilitate the turnaround of schools. SWSIS builds on current GDE business process plans, thus strengthening reporting at all levels.
- 1.4 Effective planning is the cornerstone of effective quality service delivery and should be aligned to the vision and mission of the provincial department as well as National and Provincial policies and priorities. This information can be accessed on the GDE website, www.education.gpg.gov.za
- 1.5 Planning forms the basis of management tasks as it precedes organising, control and leading. It enables a school to think about the future so that plans to realise goals can be formulated and incorporated earlier in the planning process. Schools must regard planning as a means to realise their own unique needs.
- 1.6 This Circular incorporates the Re-organisation of Schools initiative which is an accelerator of the turn-around of schools. RoS ensures that the provincial strategy is translated into what needs to be implemented at school-level and how it should be implemented. The initiative incorporates 5 Change Levers directed at maximising utilisation of infrastructure and the turn-around of schools from Poor, Fair, Good to Great. The principles of Transformation, Modernisation and Re-industrialisation are aligned to the goals of the National Development Plan (NDP) and are aimed at transforming the economy of Gauteng with a strong focus on townships, curriculum offerings and directed support at school level.

1.7 This Circular is aligned to the System-Wide School Improvement Strategy which will guide current and emerging GDE programmes and initiatives to implement sustained improvement in learner achievement, entrench best practice and facilitate the turnaround of schools. The strategy's improvement enablers include data driven and knowledge management, capacity building, communication and change management. The monitoring, support, evaluation of learner performance and school profiling and re-profiling are key priorities of the strategy.

2. PURPOSE

2.1 The purpose of this Circular is to:

2.1.1 Provide institutions with a framework for planning that leads to School Improvement and subsequent improvement in learner performance.

2.1.2 Ensure that there is uniformity and consistency with regard to planning at all schools.

2.1.3 Provide SMTs, SGBs and departmental officials with instruments to develop plans, monitor the implementation thereof and track performance and progress.

2.1.4 Locate school planning within the Nine Areas of Evaluation as outlined in the National Policy on Whole-School Evaluation (2001).

2.1.5 Ensure constant accountability, support, development and monitoring of schools.

2.1.6 Assist schools in understanding the link between SDP, SIP, APIP (under-performing schools), DIP and PIP.

2.1.7 Assist schools in understanding the roles and responsibilities of the different stakeholders (SGB, SMT and principal) in ensuring the functionality of the school and innovative quality curriculum delivery.

2.1.8 Ensure that Head Office and District Office officials render relevant, coordinated and efficient support to schools in relation to the PIP and DIP that are informed by the SDP and SIP.

3. LEGISLATIVE FRAMEWORK

- 3.1 National Education Policy Act No. 27 of 1996
- 3.2 The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996)
- 3.3 Chapter 2 of The Bill of Rights
- 3.4 South African Schools Act, 1996 (Act 84 of 1996)
- 3.5 Education Laws Amendment Act, 2007 (Act 31 of 2007)
- 3.6 Education Laws Amendment Act, 2007 (Act 31 of 2007), Section 58B
- 3.7 Skills Development Act, 1998 (Act 97 of 1998)
- 3.8 National Policy on Whole-School Evaluation, 2001
- 3.9 Resolution 8 of 2003 (IQMS)
- 3.10 Collective Agreement 3 of 2002 (PMDS)
- 3.11 Circular 3 of 2015 (PMDS)
- 3.12 Gauteng Department of Education Circular 38/2007

4. THE PLANNING PROCESS

- 4.1 The planning process that is required from schools, districts and Head Office are outlined in **Annexure A** (Flow Chart – School Improvement: Evaluation and Planning processes) and **Annexure B** (Linkages between levels of Evaluation and Planning).
- 4.2 The Gauteng Department of Education requires all schools to develop a School Development Plan (SDP), School Improvement Plan (SIP) and an Annual Plan (AP).
- 4.3 In addition to 4.1, a school that is identified as an underperforming school in terms of Section 58B of SASA is required to develop an Academic Performance Improvement Plan (APIP).
- 4.4 The **approach** to School Planning and Reporting strengthens accountability through evidence based evaluations and Improvement Planning. This approach is designed to help schools measure the extent to which they are fulfilling their responsibilities and improving their performance.

4.5 To ensure that schools are able to differentiate between the required evaluations and plans, the following explanations are provided with related templates:

4.5.1 SWOT Analysis

- a) **Completed by the School Improvement Team co-ordinator in consultation with the school staff (PS and CS), SMT and SGB annually prior to completing the IWSE / SSE. The Cluster Leader / IDSO to provide oversight of the process.**
- b) The SWOT is the first part of an **evaluation** exercise and is completed in preparation for the completion of the IWSE / SSE and the formulation of a SDP, a SWOT analysis is a useful way for all stakeholders of the school to develop a good understanding of the conditions that exist at the school.
- c) Useful background information on the current status of the school can be sourced from the following documents: results of standardised tasks, development needs based on IQMS/PMDS and any external reports such as EWSE or district reports.
- d) SWOT is an acronym for Strength, Weaknesses, Opportunities and Threats. The school's internal (SW) and external (OT) environment can be analysed in this process.
- e) The SWOT must focus on all NINE Areas of Evaluation.

4.5.2 School Self Evaluation (SSE) / Internal Whole School Evaluation (IWSE)

[Annexure B]

- a) **Completed by the school Principal and SGB Chairperson in consultation with the school staff (PS and CS), SMT and SGB annually. The IWSE / SSE translate into the school profile for each Area of Evaluation. The Cluster Leader / IDSO to provide oversight of the process.**
- b) The SSE is the second part of the **evaluation** exercise. In terms of the WSE Policy (2001), all schools are expected to conduct a **baseline assessment** by conducting an Internal Whole School Evaluation (IWSE), also called the SSE on an annual basis.
- c) The evaluation must encompass the Nine Areas of Evaluation and the performance management baseline assessments for all employees as outlined in Resolution 8 (IQMS) and PMDS (Circular 3/2015).

- d) IWSE / SSE must include findings and recommendations from all sources of evaluation such as EWSE, IQMS / PMDS, learner achievement based on standardised assessments and any other investigative reports.
- e) The process of reflection on school practice must be transparent focusing on improving **learner performance**, teaching, management and governance in an effort to:
 - (i) Empower and build capacity in the school community
 - (ii) Encourage the school community to take ownership of, and responsibility for the school's improvement
 - (iii) Recognise criteria that need to be achieved in effective schools; and
 - (iv) Create a sense of social cohesion towards a shared vision.

4.5.3 School Development Plan (SDP) [Annexure D]

- a) **Completed by the School Principal and SGB once every three years. The school IDSO is required to provide support. The SDP is linked to budget. The SDP must be signed by the School Principal, SGB Chairperson and Cluster Leader / IDSO and submitted to the District Office.**
- b) The School Development Plan is a medium-term plan which outlines the school's achievable goals, activities and priorities over a period of three years. The plan must cover all Nine Areas of Evaluation and is usually done at the beginning of a Governing Body's term of office.
- c) This plan is based on the findings of the SWOT analysis and IWSE / SSE process to decide on priorities for the school.
- d) All activities / tasks aligned to the school's priorities must be linked to Performance Indicators. Performance Indicators refer to the measurable signs that the desired outcomes have been achieved.
- e) These medium term goals must be aligned to the 3 - year term of office of the SGB.
- f) The 3-year plan must be translated into annual plans linked to budget.

4.5.4 School Improvement Plan (SIP) [Annexure E]

- a) **Completed by the School Principal and SGB annually. The school Cluster Leader / IDSO is required to provide support. The SIP is an extract of the SDP and is linked to budget. The SIP must be signed**

by the School Principal, SGB Chairperson and Cluster Leader / IDSO and submitted to the District Office.

- b) The SIP is a short-term plan (annual) of action which is developed as an extract of the SDP and must be based on the Nine Areas of Evaluation emanating from the SSE / IWSE.
- c) The Action Plan helps the school to achieve its priorities and must outline the following:
 - (i) The action required;
 - (ii) Who is responsible for the activity;
 - (iii) The time-frame required for the activity to be completed; and
 - (iv) How much will it cost.
- d) The SIP must reflect a continuous improvement plan on a year to year basis.
- e) The SIP is a road map that sets out the changes that a school needs to make to improve the level of **learner achievement** and the school environment, as well as how and when these changes will be made.
- f) The SIP should reflect the following:
 - (i) Interventions that lead to improved learner performance;
 - (ii) Interventions that lead to an improved school environment;
 - (iii) Teacher initiated improvement;
 - (iv) School Management Team organised activities; and
 - (v) District / provincial / other support.
- g) The SIP must be submitted to the District Director for integration into the DIP.

4.6 Academic Performance Improvement Plan (APIP) [Annexure F]

- a) **Completed by all schools that are declared as under-performing by the HOD. The APIP is an annual plan and is the responsibility of the school Principal. The APIP must be signed by the School Principal and SGB Chairperson. The APIP must be submitted to the District Office for input and should be reviewed if required.**
- b) The Head of Department identifies underperforming schools based on the results of the National Senior Certificate examinations and standardised assessments for primary schools.

- c) As contemplated in Section 58B (3) (b) of SASA 84 of 1996, the identified schools must provide the HOD with a plan for improving the academic performance of the school.
- d) All underperforming schools are required to submit an APIP to the Head of Department through the Office of the District Director by the second week of March of each academic year.
- e) These APIPs will be analysed, monitored and supported by District Office and Head Office.
- f) District Directors must have monthly one – on - one accounting sessions with the Principals as well as the Circuit Managers and Cluster Leaders / IDSOs of the underperforming primary and secondary schools.
- g) Schools must submit progress reports at their one-on-one sessions with the district.
- h) Schools, accompanied by districts, will also be required to table their reports and plans to the Head of Department within one month of submitting their APIP.
- i) Schools must infuse the recommendations made by the HOD into their SIP to ensure implementation. The amended / revised SIP must be submitted to the Office of the District Director within 7 working days of the meeting with the HOD.
- j) District Directors must **submit collated monthly progress reports** to the **Directorate: Public Ordinary Schools.**
- k) The schools are required to keep detailed minutes of the meetings where the APIPs were presented to the School Governing Body and the resources to support the plan discussed. The minutes will be required as evidence during the school monitoring and support visits.

4.7 Annual Plan (AP) [Annexure G]

- a) **Completed by the school Principal in consultation with the school staff (PS and CS), SMT and SGB annually.**
- b) To manage the day-to-day functioning of the school, the school is required to complete an Annual Plan.

- c) The Annual Plan should include all the school's activities that are targeted for completion within the academic year and must incorporate daily activities such as staff meetings, management meetings, parents meetings, committee meetings, etc.
- d) Recording of progress / challenges against each activity will allow the school to determine the pace of improvement.

4.8 District Improvement Plan (DIP)

- a) Completed by the District Director in consultation with Circuit Managers. The DIP is an annual plan and is a summary of all the SIPs from each school in the district.**
- b) The DIP is a summary of the SIPs of all schools in the district
- c) The rationale for developing the District Improvement Plan (DIP) is to focus on the action plan of the district to facilitate improvement in all schools by providing required support and development.
- d) The DIP should also include common challenges of identified under-performing schools focusing on the 3 key academic Areas of Evaluation in the phase, grades and subject areas.

4.9 Provincial Improvement Plan (PIP)

- a) Completed by the Director: Public Ordinary Schools at the Provincial Office. The PIP is an annual plan and is a summary of all the DIPs from each District Office.**
- b) The rationale for developing the PIP is to focus on the action plan of the Provincial Office to 'turn-around' all schools, including providing informed support to individual districts.

4.10 School Profiling and Re-profiling

- a) Completed at school level. The completion of the IWSE / SSE translates into the school profile for all NINE Areas of Evaluation.**
- b) Schools must show an improvement in the quality of teaching and learning from one quarter to the next.
- c) Each school completes its IWSE / SSE and these are verified by the district.
- d) Interventions implemented must lead to quarterly improvements in profiling.
- e) Data enablers for Key Indicators are used to complete quarterly re-profiling.

5. THE REPORTING PROCESS

- a) Reporting forms an integral part of the accountability framework.
- b) All reports must be structured to ensure that they are meaningful.
- c) The South African Schools Act, Section 16A requires that a principal must prepare and submit to the Head of Department an annual report in respect of the academic performance of that school and the effective use of available resources.
- d) The South African Schools Act, Section 18 (1)(e) requires that the governing body renders “a report on its activities to parents, learners, educators and other staff of the school at least once a year”.
- e) Section 41 (1)(a) of the Provincial Regulations Relating to Governing Bodies at Public Schools, as amended, states that “the principal and the chairperson of the governing body shall submit a joint written report or separate written reports on the school for the previous year”.
- f) The Annexures for the SDP, SIP and APIP makes provision for reporting against specific activities.

6. THE MONITORING AND ACCOUNTABILITY PROCESS

- a) Over and above effective planning, Quality Service Delivery demands a monitoring and accountability framework for all stakeholders involved in the schooling process.
- b) Accountability processes must be done such that they improve open communication, transparency and consultation in schools.
- c) Monitoring is a managerial action whereby managers make certain that actual activities correspond with planned activities.
 - (i) Good planning, organising and guidance are important, however the execution of these managerial tasks is no guarantee that the objectives will be achieved.
 - (ii) Monitoring is consequently important to make certain that the actual achievement is in accordance with the realisation of the intended outcomes.
 - (iii) Monitoring can be both internal and external.

- d) As public institutions, schools need to account for the utilisation of state funded resources and any other resources obtained as a result of funds raised by the school.
- e) Accountability is under-pinned by all planning and reporting processes and demands a commitment to well defined outcomes and indicators by all staff members.

7. Conclusion:

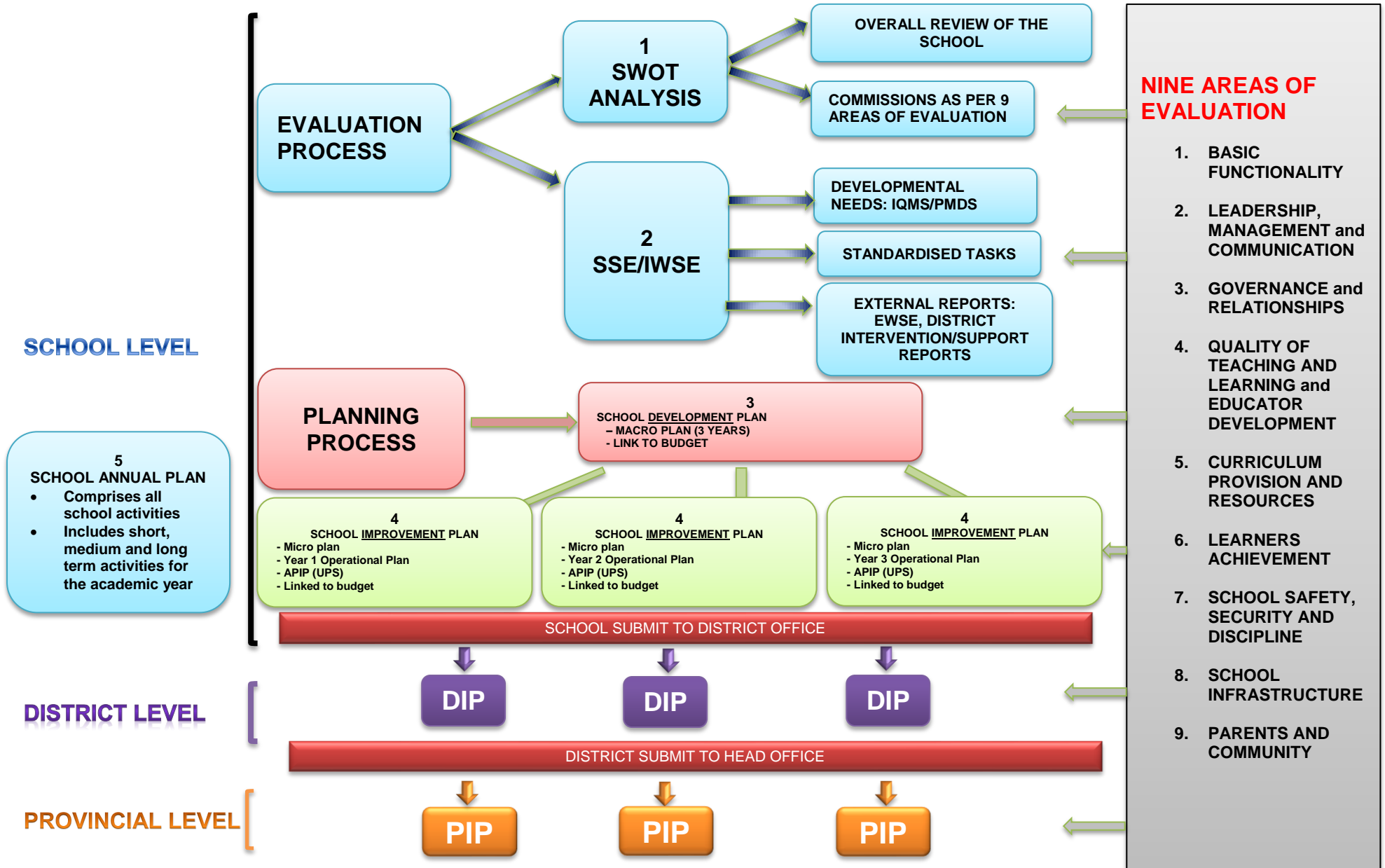
- 7.1 The processes related to School Improvement Planning must be understood within the context of the need to enhance awareness about the imperative for the provision of quality education. In light of global competitiveness in education, quality has to be managed strategically and School Improvement processes remain an important Planning, Reporting and Accountability mechanism to make a range of decisions about improvements in the provision of education.
- 7.2 School Improvement plans and reports will provide valuable insight into the potential areas for improvement and support required in relation to the management of quality.
- 7.3 Schools will be required to participate in all interventions, support and developmental programmes organised by the Department.
- 7.4 It is also important to note that schools will be monitored on a regular basis by the District and Head Office officials to evaluate compliance regarding the implementation of the SDP, SIP and the APIP.

Kindly make the contents of this circular available to all education stakeholders.

EDWARD MOSUWE
HEAD OF DEPARTMENT

8. FLOW CHART – SCHOOL IMPROVEMENT: EVALUATION AND PLANNING PROCESSES

ANNEXURE A



9. LINKAGES BETWEEN LEVELS OF EVALUATION AND PLANNING

ANNEXURE B

PROCESS	ACTIVITY	RESPONSIBILITY	WAY FORWARD
EVALUATION PROCESSES			
1 SWOT Analysis	<ul style="list-style-type: none"> List and analyse the Strengths, Weaknesses, Opportunities and Threats that exist at the school level School sets up nine commissions (Areas of Evaluation) to facilitate discussions on SWOT per area <ul style="list-style-type: none"> ✓ The IWSE/SSE co-ordinator will ensure that School Improvement Teams (SIT) are established who will oversee each Area of Evaluation 	<ul style="list-style-type: none"> School improvement Team co-ordinator School staff (both PS and CS) School SMT SGB Cluster Leader / IDSO to provide guidance and support 	The findings of the SWOT will contribute to the IWSE / SSE process
2 IWSE / SSE	The SIT team members, under the supervision of the SSE co-ordinator, will complete the IWSE/SSE instrument using results of standardised tasks, development needs based on IQMS/PMDS and any external reports such as EWSE or district reports	<ul style="list-style-type: none"> School Principal SGB Chairperson School SMT to be consulted School staff (both PS and CS) to be consulted Cluster Leader / IDSO to provide guidance and support 	<p>The IWSE / SSE translates into a School Profile</p> <p>The outcomes of the IWSE / SSE process will be used to compile the SIP</p>
PLANNING PROCESSES			
3 SDP (Macro Plan)	<p>On election of a new SGB, a School Development Plan (SDP) which outlines the school's achievable goals, activities and priorities over a period of three years, is developed</p> <p>The needs analysis should be sourced from the IWSE/SSE process</p>	<ul style="list-style-type: none"> Newly elected SGB Chairperson School Principal School SMT Cluster Leader / IDSO to provide guidance and support 	The 3-year macro plan will be divided into a year-by-year school improvement operational plan which is the SIP

PROCESS	ACTIVITY	RESPONSIBILITY	WAY FORWARD
4 SIP (Micro Plan)	<p>The SMT and SGB must ensure that all 9 Areas of Evaluation have been considered and that prioritised activities have budgets, timeframes and allocated responsibilities in accordance with the SDP</p> <p>All schools that are declared as underperforming, are required to develop an Academic Performance Improvement Plan (APIP) which outlines details of intervention strategies to improve their academic results</p>	<ul style="list-style-type: none"> • School Principal • SGB • All staff members (CS and PS) to be consulted to provide input • Cluster Leader / IDSO to provide guidance and support 	<p>The principal will submit the completed SIP to the District Office for approval</p> <p>District uses SIPs from all schools to compile a DIP</p> <p>SIP leads to school profiling and re-profiling</p>
4 (incorporated into SIP) APIP (Annual)	<p>The APIP is completed by schools that are declared as under-performing</p> <p>The APIP must include details of academic improvement</p>	<ul style="list-style-type: none"> • School Principal • SGB Chairperson • SMT and CS Staff to be consulted and to provide input 	<p>The APIP must be infused into the SIP as a REVISED SIP</p>
5 Annual Plan (AP) Micro Plan	<p>All the school activities are recorded on the Annual Plan. The Annual Plan is a composite record of all the activities of the school and includes outcomes per activity, time-frames, responsibilities and progress / challenges</p>	<ul style="list-style-type: none"> • School Principal • School SMT • Cluster Leader / IDSO to provide guidance and support 	<p>Progress against each activity is updated</p> <p>All challenges must lead to a review of the activities</p>
DIP	<p>The District Office reviews the SIPs and develops the District Improvement Plan (DIP)</p> <p>The DIP must include all intervention strategies that will be implemented for the year</p>	<ul style="list-style-type: none"> • District Director • District Cluster Leader / IDSO • Circuit Manager 	<p>The DIP must be submitted to the Provincial Office</p> <p>A PIP will be developed based on the DIPs from each district</p>
PIP	<p>The Provincial Office reviews the DIPs of all Districts and develops a Provincial Improvement Plan (PIP)</p>	<p>Director: Public Ordinary Schools (Provincial Office)</p>	<p>The details on the PIP must relate to support and monitoring and an improvement in school achievement</p>

ANNEXURE C

10. MANAGEMENT PLAN FOR SCHOOL/DISTRICT/ HEAD OFFICE PLANNING

No.	Activity	Responsibility	Time-frame
1	Declaration of Underperforming Schools	Head of Department (HOD)	January
2	Develop APIP	Principal	February
3	Submission of APIP to District	Principal	1 st week of February
4	Evaluation of AIPs	District Circuit Managers + Cluster Leader / IDSO	2 nd week of February
5	Revised SIP submission to District (Include APIP plans)	Principal	3 rd Week of February
6	Generate APIP Summative Report – included in DIP	District Circuit Managers + Cluster Leader / IDSO	End February
7	Revised DIP submission to Head Office, incorporating the revisions based on AIPs	District Director	March
8	Development of APIP Provincial Report	POS:SIP Sub-Directorate	2 nd Week of March
9	APIP Provincial Report to HOD and DBE	POS:SIP Sub-Directorate	End March
10	SDP	SGB + Principal + Cluster Leader / IDSO	June, after election of a new SGB
11	APIP Progress Report to DBE	POS: SIP Sub-Directorate	June
12	SDP submission to District	Principal	July
13	IWSE / SSE Process (based on 9 Areas of Evaluation) Includes SWOT Analysis	Principal + School SSE Coordinator + Cluster Leader / IDSO	October
14	Develop SIP	SSE Coordinator + Staff	2 nd Week of October
15	SIP submission to Districts	SSE Coordinator + Principal	November
16	Feedback on SIP to schools	Circuit Manager + Cluster Leaders / IDSOs	1 st Week of November
17	SIP verification and Monitoring	Cluster Leaders / IDSO	Ongoing as per time-frames of intervention

No.	Activity	Responsibility	Time-frame
18	Progress Reports – SIP intervention strategies	District Director	Monthly
19	Develop DIP (excluding AIPs for under-performing schools)	District Circuit Managers + Cluster Leaders / IDSOs	2 nd Week of November
20	DIP submission to Head Office (excluding AIPs for under-performing schools)	District Director	End November
21	Analysis and evaluation of DIPs	POS:SIP Sub-Directorate	December
22	Develop PIP	POS:SIP Sub-Directorate	December

11. EXPLANATION OF ACRONYMS USED IN THIS DOCUMENT

APIP	Academic Performance Improvement Plan
AP	Annual Plan
CES	Chief Education Specialist
CLI	Curriculum Learning and Implementation
DAT	District Assessment Team
DIP	District Improvement Plan
EWSE	External Whole School Evaluation
GDE	Gauteng Department of Education
GET	General Education and Training
IQMS	Integrated Quality Management System
IWSE	Internal Whole-School Evaluation
LTSM	Learner and Teacher Support Material
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NSLA	National Strategy for Learner Attainment
PIP	Provincial Improvement Plan
PMDS	Performance Management and Development Systems
RoS	Re-organisation of Schools
SASA	South African Schools Act
SAT	School Assessment Team
SDC	School Development Committee
SDP	School Development Plan
SGB	School Governing Body
SIP	School Improvement Plan
SIT	School Improvement Teams
SMT	School Management Team
SSE	School Self Evaluation
SWSIS	System – Wide School Improvement Strategy
UPS	Under-performing School

12. SCHOOL DEVELOPMENT PLAN

ANNEXURE E
Circular 00 of 2016

TEMPLATE FOR SCHOOL DEVELOPMENT PLAN

Name of School: _____ District: _____

EMIS Number _____ Type of School: Primary / Secondary / Combined

Grades offered in school:

R		1		2		3		4		5		6		7		8		9		10		11		12	
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- **Areas of Improvement:** Indicate areas where the school needs improvement
- **Activity:** List activities that will be managed within the 3 years of the term of the SGB. Activities should be linked to areas of improvement
- **Output:** Indicate what the outcome of the activity must be
- **Performance Indicators:** List the factors that will guide the implementation of the activities
- **Resources:** List the resources that the school will require to implement the activities
- **Time-Frame:** Indicate the time-frame required for the completion of the activity
- **Budget / Costing:** Indicate the budget required or the cost of implementing the activity
- **Responsibility:** Indicate who is responsible for the implementation of the activity
(At school level, At District level, At Head Office level)

FOCUS AREA	AREAS OF IMPROVEMENT	ACTIVITY	OUTPUT	PERFORMANCE INDICATORS	RESOURCES	TIME-FRAME	BUDGET / COSTING	RESPONSIBILITY
Basic Functionality								
Leadership, Management and Communication								
Governance and Relationship								
Quality of Teaching and Learning and Educator Development								
Curriculum Provisioning and Resources								
Learner Achievement								
School Safety, Security and Discipline								
School Infrastructure								
Parents and the Community								

OFFICIAL	NAME IN PRINT	SIGNATURE	DATE	COMMENTS
SGB CHAIRPERSON				
PRINCIPAL				
CLUSTER LEADER / IDSO				RECOMMENDED / NOT RECOMMENDED
DISTRICT DIRECTOR				APPROVED / NOT APPROVED



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

Annexure G
Circular 00 of 2016

TEMPLATE FOR SCHOOL IMPROVEMENT PLAN

1. GENERAL SCHOOL INFORMATION

1.1 Academic Year							
1.2 Name of School							
1.3 School Address							
1.4 Landline		1.5 Cellphone			1.6 Fax		
1.7 EMIS Number						1.8 District	
1.9 Type of school	Primary		Secondary		Combined		
1.10 Indicate date of last EWSE conducted at the school							

2. ACADEMIC PERFORMANCE OF THE SCHOOL

ANNUAL NATIONAL ASSESSMENT (Indicate Pass Percentage)						
	GRADE 3		GRADE 6		GRADE 9	
	MATHS	LANG	MATHS	LANG	MATHS	LANG
2013						
2014						
2015						
2016						

NATIONAL SENIOR CERTIFICATE:	NUMBER WROTE	PASS %	BACHELORS (%)	MATHEMATICS (%)	PHYSICAL SCIENCE (%)	HOME LANGUAGE WITH THE HIGHEST ENROLMENT [HL] (%)	FIRST ADDITIONAL LANGUAGE [FAL] (%)
				Indicate the number who wrote Mathematics	Indicate the number who wrote Mathematics	Indicate the Language and the number who wrote	Indicate the Language and the number who wrote
2013							
2014							
2015							
2016							

3. KEY SCHOOL IMPROVEMENT AREAS FOR CURRENT ACADEMIC YEAR

	FOCUS AREA	DESCRIPTION OF AREAS TARGETED FOR IMPROVEMENT
1	Basic functionality	
2	Leadership, Management and Communication	
3	Governance and Relationship	
4	Quality of Teaching and Learning and Educator development	UNDER-PERFORMING SCHOOLS - INCLUDE APIP TARGET AREAS
5	Curriculum provisioning and Resources	UNDER-PERFORMING SCHOOLS - INCLUDE APIP TARGET AREAS
6	Learner Achievement	UNDER-PERFORMING SCHOOLS - INCLUDE APIP TARGET AREAS
7	School Safety, Security and Discipline	
8	School Infrastructure	
9	Parents and the Community	
10	Social Cohesion	

4. SCHOOL IMPROVEMENT STRATEGY – AREAS THAT LEAD TO IMPROVED LEARNER PERFORMANCE

Status	Key
	Less than 50% of progress has been made in implementing the activity
	50% or more progress has been made in implementing the activity
	The activity has been successfully concluded

AREA FOR DEVELOPMENT	DESCRIPTION OF ACTIVITIES / INTERVENTION PROGRAMMES	TARGET GROUP	RESPONSIBILITY	START DATE	FINISH DATE	RESOURCES	PROGRESS		STATUS
							Q1	Q2	
							Q1		
							Q2		
							Q3		
							Q4		
							Q1		
							Q2		
							Q3		
							Q4		
							Q1		
							Q2		
							Q3		
							Q4		

5. GENERAL COMMENTS

6. SIGNATURES

OFFICIAL	NAME IN PRINT	SIGNATURE	CONTACT NO.	DATE
Principal				
SGB Chairperson				

SCHOOL STAMP

7. DISCTRICT APPROVAL / COMMENTS ON THE PLAN

8. RECORD OF INTERVENTIONS / SUPPORT

Date	Name	Designation	Remarks	Signature

9. SIGNATURES

OFFICIAL	NAME IN PRINT	SIGNATURE	CONTACT NO.	DATE
Cluster Leader / IDSO				
Circuit Manager				
District Director				

DISTRICT STAMP

TEMPLATE FOR ACADEMIC PERFORMANCE IMPROVEMENT PLAN

The APIP informs the Annual Academic Performance Report

1. GENERAL SCHOOL INFORMATION

1.1 Academic Year							
1.2 Name of School							
1.3 School Address							
1.4 Landline		1.5 Cellphone		1.6 Fax			
1.7 EMIS Number						1.8 District	
1.9 Type of school	Primary		Secondary		Combined		Special
1.10 Indicate date of last EWSE conducted at the school							
1.11.1 Situational Analysis: Provide a brief description of the Demographics of the school							
1.11.2 Situational Analysis: Provide a brief description of the Learner Performance of the school							
1.11.3 Indicate the number of learners who have been progressed							
1.11.4 Indicate the school's target for NSC for the 2016 academic year							

2. ACADEMIC PERFORMANCE OF THE SCHOOL

2.1 NATIONAL SENIOR CERTIFICATE											
Number Wrote	Number Passed	Pass Percentage	No. Passed with Bachelors	Bachelors (%)	No. Passed Mathematics	Mathematics (%)	No. Passed Physical Science	Physical Science (%)			
2.2 ANNUAL NATIONAL ASSESSMENT											
GRADE 3				GRADE 6				GRADE 9			
Literacy		Mathematics		Language		Mathematics		Language		Mathematics	
No. Wrote	No. Passed	No. Wrote	No. Passed	No. Wrote	No. Passed	No. Wrote	No. Passed	No. Wrote	No. Passed	No. Wrote	No. Passed

3. KEY IMPROVEMENT AREAS FOR CURRENT ACADEMIC YEAR

Subject	Content Area requiring Intervention	Target group & number of learners	Performance Indicator	Staff Re-skilling / up-skilling Activity	Time-frame	Resources required & Budget Cost Centre (SGB)	Responsibility (SMT)

Subject	Content Area requiring Intervention	Target group & number of learners	Performance Indicator	Staff Re-skilling / up-skilling Activity	Time-frame	Resources required & Budget Cost Centre (SGB)	Responsibility (SMT)

4. SUPPORT STRATEGY FOR 'PROGRESSED' LEARNERS FOR THE CURRENT ACADEMIC YEAR

PROVIDE DETAILS OF THE SUPPORT STRATEGY THAT WILL BE IMPLEMENTED

Strategy	Number of learners	Performance Indicator	Staff Re-skilling / up-skilling Activity	Time-frame	Resources required & Budget Cost Centre (SGB)	Responsibility (SMT)

Strategy	Number of learners	Performance Indicator	Staff Re-skilling / up-skilling Activity	Time-frame	Resources required & Budget Cost Centre (SGB)	Responsibility (SMT)

5. GENERAL COMMENTS

6. SIGNATURES

OFFICIAL	NAME IN PRINT	SIGNATURE	CONTACT NO.	DATE
Principal				
SGB Chairperson				

SCHOOL STAMP

7. DISCTRICT APPROVAL / COMMENTS ON THE PLAN

8. SIGNATURES

OFFICIAL	NAME IN PRINT	SIGNATURE	CONTACT NO.	DATE
Cluster Leader / IDSO				
Circuit Manager				
District Director				

DISTRICT STAMP

