



Reference: 20210726 - 4579

File no.: 12/2/13/6

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Circular: 0062/2021

Expiry date: None

To: Chief Directors, Directors, Circuit Managers, Principals and Chairpersons of governing bodies

Short summary: *Section A: Implementation of School Self Evaluation (SSE) to ensure effective implementation of all action plans, which leads to continuous school improvement.*

**Subject: Section A: Implementation of School Self Evaluation (SSE) to ensure effective implementation of all action plans**

1. SSE is being strengthened to inform credible School Improvement Plans (SIPs) for the effective implementation of improvement strategies in identified areas of school life. It will be the central document that will be utilised by all officials and principals. It is a step-by-step guide for principals to manage and lead all aspects of schools to become highly functional.
2. All principals have been trained to conduct comprehensive SSE to formulate the three-year School Development Plan, to extract the one-year SIP and to populate the SIP Action Plans. The subject improvement plan is part of the SIP. It is captured under Learner Achievement (focus area 6) and referred to as the Academic Performance Improvement Plan (APIP). The sign-off of the final 2021 SIP was 05 March 2021. The 2022 draft SIP should be signed off by 05 November 2021, which should be aligned with the draft 2022 workplans of principals, in accordance with the Quality Management System. Notification of the sign-off of the final 2022 SIP will be given after the release of the National Senior Certificate results in January 2022.
3. SIP Action Plans should focus on three aspects: people, data and processes. *People* refer to ongoing human resource development to contribute to improved learner performance. Accurate data must be utilised or gathered to inform interventions. Improvement plans should not merely be about the formulation of documents, for example: policies, job descriptions etc. The coordinator of each action plan has been

identified as the responsible person to formulate the project plan, which includes interventions, actions, targets, milestones and time frames.

4. The SSE tool enhances the work of principals. They must present the action plans to the entire staff to ensure that there is collective ownership of all improvement processes. Principals must also support, guide, and monitor the implementation of the action plans, which are aligned with their workplans. It should be a standard item on the agenda for one-on-one meetings with each coordinator and departmental head.
5. The current SSE is attached in PDF format (Annexure A) so that it can be emailed. Each schools should convert it to a Word document to use as a working document so that schools have all the details of the criteria of each focus area at hand. Each coordinator should have their action plans in the SDP/ SIP/ SIP Action Plan template (Annexure B), which should be used as working documents to note the continuous progress that is being made. Regular updates must be made on the SSE platform for officials to view the progress made with all action plans. The current updates should be aligned with the mid-year appraisal of principals, in accordance with Collective Agreement 2/2020, dated 17 September 2020.
6. Not all evidence relating to each criterion question has to be uploaded; there is a limitation on the size of documents that can be uploaded. Once all the documentation of schools is organised in folders according to the SSE numbering, and the best cloud storage options have been identified, then the links can be copied onto the SSE tool.
7. Head Office and district office officials will be able to extract reports and engage with principals, face-to-face or using virtual platforms, to provide support and guidance, and monitor schools. Monitoring reports on the findings of a sample of schools in each district will be made available to assess the level of progress with SIP Action Plans. This will be done to ensure that continuous improvement measures are taken at all schools and not merely done for the purpose of compliance.
8. Advocacy is taking place within the Western Cape Education Department (WCED) in 2021 so that the SSE tool can be used by all directorates and officials to streamline processes and reduce paperwork for all principals. All other provincial and Department of Basic Education (DBE) reports will also be included in the SSE tool to reduce duplication and improve the efficiency of all processes. However, officials are still accountable for their deliverables in accordance with their performance agreements and the Annual Performance Plan (APP).
9. The blue shaded areas in Basic Functionality and Leadership, Management and Communication (L,M&C), are compulsory for utilisation in other reports.

## **10. BASIC FUNCTIONALITY: LEARNER AND EDUCATOR ATTENDANCE**

- 10.1 Principals should monitor that teachers capture attendance of learners timeously, every morning, and ensure that the number of teaching days for each term is correct.
- 10.2 Educators should fill in time registers accurately and fill in leave forms the following day, after they had been absent, so that it can be sent to the district immediately to be processed.

## **11. LEADERSHIP, MANAGEMENT AND COMMUNICATION: RESOURCE AND RECORD MANAGEMENT**

- 11.1 Governing bodies must appoint a Learning and Teaching Support Material (LTSM) coordinator and an LSTM committee, in writing. Their duties are aligned with the criteria in the SSE document, the school's LTSM Policy and the Revised Framework for LTSM in accordance with Circular 0040/2018, dated 26 October 2018. Circular 0028/2020, dated 29 September 2020, and Institutional Development and Coordination Minute 0003/2021, dated 30 March 2021, should be utilised for the effective management of LTSM at schools.
- 11.2 There must be effective use and management of textbooks and the DBE's workbooks, resources, furniture, and equipment. Reports on quarterly checks, annual audits and the minutes of meetings must be reported to the governing body and uploaded every quarter in the SSE document, under Leadership, Management and Communication, No. 2.4, in accordance with the time frames in the WCED planning calendar.

## **12. LEARNER ACHIEVEMENT: ACADEMIC PERFORMANCE IMPROVEMENT PLAN (APIP)**

- 12.1 The APIP (Annexure C) is a collation of all subject improvement plans. Reports on the progress of the improvement plans are submitted to the DBE. All subject improvement plans should have been completed by 05 March 2021. Only the APIP of underperforming schools are extracted for submission to DBE at the end of January each year.
- 12.2 The following documents should be used for the APIP: Recovery Annual Teaching Plans, the analysis of school-based and external assessment results, subject advisers, principals and departmental heads' reports, and the interventions by the School-based Support Team.
- 12.3 Departmental heads should ensure that teachers adopt holistic and creative approaches to improve learner performance, such as: educators' planning, learning styles of learners, co-curricular activities, the use of eLearning teaching aids,

integration, etc. This must be evident in the teachers' preparations and feedback given during subject/phase meetings to improve practices.

- 12.4 A whole phase approach should be adopted by teachers in the same subject and phase to take into consideration the gaps in learners' knowledge, emanating from analyses of results, and to work together so that learners are equipped with the essential core skills that they should master in each phase.
- 12.5 Collaboration amongst teachers is critical so that they can form professional learning communities with others in the same school and other schools, to share ideas how to address common challenges and to embrace new ways of teaching to create meaningful learning experiences for learners.
13. Your cooperation in these matters is greatly appreciated.

**SIGNED:** B WALTERS

**HEAD: EDUCATION**

**DATE:** 2021-09-08