

**SDP (THREE-YEAR PLAN) / SIP (ONE- YEAR PLAN)/ SIP ACTION PLAN (PROJECT MANAGEMENT TOOL) / PART OF APIP  
(SUBJECT IMPROVEMENT PLAN FOR LEARNER ACHIEVEMENT)**

AREA FOR DEVELOPMENT	DESCRIPTION ACTIVITIES/ INTERVENTIONS (including resources)	RISKS AND STRATEGIES TO MITIGATE THEM	RESPONSIBILITY	START DATE	FINISH DATE	BUDGET	PROGRESS	Status
FOCUS AREA: CRITERA	1.	E.g. Getting off the starting blocks – provide dates for follow up. Do informal follow up before due date. Agree on dates for formal follow up.	•					
	2.							
	3.	•	•					
	4.	•	•					
	5.	•	•					

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	6.	•	•					
	7.	•	•					
	8.							
	9.							
	1.							
	2.							
	3.							

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	4.							
	1.							
	2.					-		

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## ACADEMIC PERFORMANCE IMPROVEMENT PLAN (OVERVIEW OF IMPROVEMENT PLAN FOR EACH SUBJECT)

### Legislation

Section 16A. (1) (b) of the Education Laws Amendment Act, 2007 (Act 31 of 2007) requires **the principal of every public school** to submit an Annual Report on the academic performance of the school and on the effective use of available resources.

Section 16A. (1) (c) (iv) of the Education Laws Amendment Act, 2007 (Act 31 of 2007) requires **the principal of a school identified as underperforming in terms of Section 58B (i.e. an NSLA school)** to report to the Head of Department and the governing body on progress made in implementing the **Academic Performance Improvement Plan (APIP)** by 30 June of every year.

The **Annual Academic Performance Report (AAPR)**, is due 31 January of every year, in accordance with sections 16A and 58b of the South African Schools Act 84 of 1996. South African Schools Act No. 84 of 1996 (Section 59 (1) and (2) and Section 16A (2 (g))), which stipulates that every school must supply such information about the school as is reasonably required by the Head of Education.

### Contents

1. Planning session (page 2)
2. Data resources (page 3)
3. Key objectives – *from SIP template, with drop down* (page 4)
4. Subject offerings – *from SIP template* (page 5)
5. Performance Targets - *from SIP template*
  - 5a. Systemic Evaluation targets (page 5)
  - 5b. National Senior Certificate targets (high schools only) page 6
  - 5c. School Based Assessment (page 7)
6. Example of systemic evaluation results – Mathematics Grade 3 Foundation Phase – *example to illustrate use of data* (page 8) from teaching and planning documents.

7. APIP template: Example filled in with Mathematics Foundation phase. *Template to be utilised to outline action plan for improvement for every subject (page 9 – 14).*

## **Plan for improved learner performance in 2022**

### **1. Planning sessions - Detailed improvement plan to be submitted by departmental head of each subject**

- a. Departmental heads arrange teachers according to grades phases/subjects.
- b. Before each session, the departmental heads must orientate teachers on how to use internal and external assessment results to inform planning. The results at each exit level for Mathematics and Language informs planning for the entire phase in all subjects.
- c. Each group uses the systemic evaluation and / or NSC results to pull the strands relating to their subjects and grades, with the Annual Teaching Plans (ATPs) and Teaching and Planning (TAP) documents.
- d. Strategies and plans are devised for learners with barriers to learning.
- e. Objectives, targets and term plans, including assessments, are devised. Teachers do their own or work together with other teachers to do their weekly preparations, with use of appropriate resources, which focus on the shortcomings that were identified from the range of data.
- f. Departmental heads, deputy principals and principals rotate to conduct class visits to monitor implementation of planning and assessments.
- g. Departmental heads provide formal feedback during one-on-one sessions with principals with assessment results etc.
- h. Principals provide feedback of progress in each subject /phase to the CM during their one-on-one sessions.

**2. Data sources to inform objectives and planning**

<b><u>Tick or cross</u></b>	<b><u>Assessment / Report</u></b>	<b><u>Located</u></b>
	School-based assessment	CEMIS
	External assessment: Systemic results (shortcomings in Maths and Languages to be addressed in all subjects)	CEMIS
	External assessment: National Senior Certificate	CEMIS
	Curriculum/subject advisor reports	At school and Google platform
	Departmental head report	School
	Principals' report	School
	External evaluation report: WSE (historical data) or SEA (Quality of Teaching and Learning)	Published /CM / Principal/Head Office
	DBE Diagnostic Reports on grade 12 performance in NSC Assessment Management Minute: 0004/2020 <a href="https://www.education.gov.za/Resources/Reports.aspx">https://www.education.gov.za/Resources/Reports.aspx</a>	DBE and WCED websites
	Teaching and assessment plans used for actions plans <a href="https://wcedportal.co.za/eresource/84291">https://wcedportal.co.za/eresource/84291</a>	WCED Portal
	Other significant and useful reports: specify e.g. SBST Report	School/District

**3. Identify key objectives from drop-down menu for each grade. (SIP element)**

	<b>Objectives</b>
Gr 1-3	Choose <u>up to</u> three overall objectives. Drop downs for <b>Gr 1-3</b> : Different learning needs are met; core skills in Mathematics and Languages developed; motor skills developed; reading skills developed; parent support shaped; early identification of health and learning challenges
Gr 4 – 6	Choose <u>up to</u> three overall objectives. Drop downs for <b>Gr 4 – 6</b> : Differing learning needs are met; core skills in Maths and Languages are bedded down; all learners read competently; teachers are active members of professional learning communities
Gr 7 – 9	Choose <u>up to</u> three overall objectives. Drop down for <b>Gr 7 – 9</b> : All learners reach their potential; access to best choice of subjects for Grades 10 – 12 is assured; discipline issues are managed; teachers are active members of professional learning communities. Use results of Grade 8 baseline tests to inform learner support
Gr 10 - 12	Choose <u>up to</u> three overall objectives. Drop down for <b>Gr 10 – 12</b> : All learners reach their potential; dropouts are minimised; leadership skills developed; discipline issues are managed; teachers are active members of professional learning communities



**4. For High schools: *Subject offerings* (SIP element)**

**Plans of the school in regard to curriculum over the next 3 years:** *Free text.* Minimum 300 words. The purpose of this narrative is to ensure that schools reflect on practices that are current and relevant to strive towards attainment of long-term goals. Note that no request for subject change will be considered unless it has been included in the applicable three-year plan. *Discuss your subject enrolment and performance trends. What is the evidence suggesting, if anything, about a need for planned changes to your subject offerings, your time tabling, your staffing, your curriculum management?*

**5. Performance Targets: External Assessments (SIP element and CEMIS)**

5.1 SCORES ON WCED TESTS (PASS RATE)										
	2016	2017	2018	2019	MAX	MIN	AVE	2020 est	2021 est	2022 est
Grade 3 Language	Prepopulated	Prepopulated	Prepopulated	Prepopulated	Calculation	Calculation	Calculation	Input value	Input value	Input value
Grade 3 Mathematics	Prepopulated				Calculation			Input value	Input value	Input value
Grade 6 Language	Prepopulated				Calculation			Input value	Input value	Input value
Grade 6 Mathematics	Prepopulated				Calculation			Input value	Input value	Input value
Grade 9 Language	Prepopulated				Calculation			Input value	Input value	Input value
Grade 9 Mathematics	Prepopulated				Calculation			Input value	Input value	Input value

<b>5.2 NSC RESULTS</b>											
		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>MAX</b>	<b>MIN</b>	<b>AVE</b>	<b>2020 est</b>	<b>2021 est</b>	<b>2022 est</b>
Grade 12 pass rate		Prepopulated	Prepopulated	Prepopulated	Prepopulated	Calculation	Calculation	Calculation	Input value	Input value	Input value
Grade 12 pass numbers		Prepopulated				Calculation			Input values	Input value	Input value
Numbers for Bachelors		Prepopulated				Calculation			Input value	Input value	Input value
Numbers for Certificate		Prepopulated				Calculation			Input value	Input value	Input value

<b>5.3 SCHOOL-BASED ASSESSMENTS: PASS RATES AND TARGETS (SIP element and CEMIS)</b>					
	<b>2018</b> Pass Rate	<b>2019</b> Pass Rate	<b>2020</b> Pass Rate	<b>2021</b> Pass Rate	<b>2022</b> Pass Rate
Gr 1	Prepopulated	Prepopulated			
Gr 2	Prepopulated	Prepopulated			
Gr 3	Prepopulated	Prepopulated			
Gr 4	Prepopulated	Prepopulated			
Gr 5	Prepopulated	Prepopulated			
Gr 6	Prepopulated	Prepopulated			
Gr 7	Prepopulated	Prepopulated			
Gr 8	Prepopulated	Prepopulated			
Gr 9	Prepopulated	Prepopulated			
Gr 10	Prepopulated	Prepopulated			
Gr 11	Prepopulated	Prepopulated			
Gr 12	Prepopulated	Prepopulated			

6. Example of how Grade 3 Mathematics systemic evaluation results can inform planning for the entire foundation phase (grades 1 – 3). Shortcomings have been highlighted and will appear in action plan template below:

PERCENTAGE OF LEARNERS ANSWERING GRADE 3 MATHEMATICS ITEMS – identified weaknesses to appear in planning			
CONCEPTS TESTED	% DID NOT ATTEMPT	% INCORRECT ANSWER	% CORRECT ANSWER
Sharing leading to fractions	1.1	14.3	84.6
Compare whole numbers	0	23.1	76.9
2-D and 3-D shapes	1.3	24.6	74.1
Data (graphs and word sum)	1.2	29.2	69.6
Number patterns	1.4	30	68.6
Money (cost and sharing)	2.3	42.3	55.4
Count forwards and backwards	0	49.7	50.3
Addition and word sums	1.5	51.7	46.8
Word Sum (multiplication)	1.1	53.3	45.5
Word Sum ( time and money)	1.9	60.4	37.7
Division and word sum	0.5	63.4	36.1
Subtraction	1.4	65.4	33.1
Word sum (mass, length, capacity)	2.5	68.9	28.6
Rounding off and doubling	0.6	73.1	26.3
<p><b>Areas of strength</b></p> <ul style="list-style-type: none"> <li>• Learners attempted all the questions.</li> <li>• Sequencing questions were generally answered well.</li> </ul> <p><b>Areas of learner weakness</b></p> <ul style="list-style-type: none"> <li>• Measurement: <b>mass</b>, perimeter, volume</li> <li>• Time - analogue</li> <li>• <b>Fractions</b> and decimals</li> <li>• Graphs: Learners drew in a single line instead of a bar.</li> <li>• Given the number of word questions, the learners still require adequate levels of reading and visual literacy skills.</li> </ul>			

7.	<p align="center"><b>8. Academic Performance Improvement Plan (APIP) Template</b></p> <p align="center">Template has multiple purposes (also for SDP, SIP and SIP Action Plan)</p>							
	<p align="center">Each departmental head will use this template to illustrate improvement plans for each subject. Principal will track progress with each subject departmental heads' one-on-one sessions. Summaries are noted in APIP and reported to CM during principals' one-on-one sessions with him/her.</p> <p align="center">Principal will use this template to provide overview/summary of progress with improvement strategies in all subjects</p>							
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<b>To improve learner performance in Mathematics in the Foundation Phase (concepts reinforced from grade 1 -3)</b>	1. Mental maths conducted daily at commencement of each lesson	Teachers need to look 3 steps ahead and foresee challenges and plan to address them for each action plan.	Grade 1 – 3 teachers					
	2. Measurement: Mass and weight  <b>Grade 1</b> Informal: estimate, measure, compare, order, describe and record mass using a balancing scale and non-standard measures; comparative language (e.g. light, lighter).		Grade 1 – 3 teachers					

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	<p><b>Grade 2 – 3</b> Reinforce with informal ways of measuring and progress to formal means of weighing Informal: estimate, measure, Compare, order, describe and record mass using a balancing scale and non-standard measures; comparative language (e.g. light, lighter). Formal: as above in kg (use of packaged items with mass indicated); use of bathroom scales and descriptors</p>							

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	3. Mental tests conducted weekly		Grade 1 – 3 teachers					
	<p>4. Numbers, operations and relationships: Fractions</p> <p><b>Grade 2</b> Use and name unitary fractions: halves, quarters, thirds and fifths recognise fractions in diagrammatic form equal sharing problems leading to unitary fractions</p> <p><b>Grade 3</b> Use and name unitary fractions: halves, quarters, thirds and fifths</p>		Grade 2 and 3 teachers. Grade 3 teacher to provide demonstration lesson and You Tube videos					

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	<p>Recognise fractions in diagrammatic form            Equal sharing problems leading to fractions            Use and name unitary fractions: halves, quarters, eighths, sixths, thirds and fifths            in diagrammatic form            Fraction combinations and equivalence            Equal sharing problems leading to fractions</p>							

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	5. Development and use of maths worksheets in order to allow for maximum work by learners on the four operations.		Grade 1 – 3 teachers – with appropriate progression					
	6. Use of DBE workbook activities to consolidate concepts and skills on <b>monetary transactions</b>		Grade 2 – 3 teachers					
	7. Corrections done by learners and checked by the teacher		Grade 1 – 3 teachers					
	8. One visit per term to nearby schools to observe good practice in a Grade 3 class		FP Departmental Head					



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	9. Request subject advisor to conduct at least one workshop per quarter on identified aspect that teachers need support.		Principal					