

**MATRIC EXAMINATION FOCUSED
INTENSIVE IMPLEMENTATION OF
LEARNER ATTAINMENT IMPROVEMENT
STRATEGY (LAIS)
2015**

IF IT IS
IMPORTANT
TO YOU, YOU
WILL FIND A
WAY. IF
NOT, YOU
WILL FIND
AN EXCUSE.

Contents

Foreword	5
Introduction	7
Table 1: Overall NSC GRADE 12 2014 Provincial Position.....	8
Table 2: Provincial Pass Rate.....	9
Table 3; Provincial Pass Rate %	10
Table 4: Cluster Pass Rate 2012 - 2014	10
Table 5: Cluster Pass Rate % 2012 - 2014	11
Table 6: District Performance	12
Table 7: District Performance trend 2012 - 2014	14
Table 8: Centre Performance	15
Table 9: Learner Performance	15
Table 10: Learner Performance %	16
Table 11: Home Languages	16
Table 12: All subjects excluding Home Languages	17 - 18
Table 13: Learner Performance by gender	19 - 20
Table 14: Learner performance by classification	20
Table 15: Learner performance by classification	21
Table 16: Learner performance - distinctions	21
Table 17: Learner performance - Distinction	22
Table 18: Distinctions by district as percent	22
Table 19: Centres obtained <40% pass rate 3 consecutive years	23 - 24
Table 20: Pass category - centres	25
Table 21: Categorise of districts	26
Table 22: 2014 Annual National Assessment results	27
Table 23: 2014 ANA Results - National	28
Table 24: 2014 ANA Results - Provincial	29
Table 25: 2014 ANA Results - Provincial	30
Steps towards gaining the required momentum and monitoring for 2015	31
Implementation of customised LAIS programme	32
Outline of focus areas for implementation during 2015	33 - 45
2015 National Strategy for Learner Attainment (NSLA)	47 - 121
Annexures	122 - 132

**PUSH YOURSELF
BECAUSE, NO ONE
ELSE IS GOING
TO DO IT FOR YOU.**

FOREWORD

DDG: INSTITUTIONAL OPERATIONS MANAGEMENT

This Matric Examination Focused Intensive Learner Attainment Improvement Strategy (LAIS), Implementation Plan produced by Branch: Institutional Operations and Management, represents another milestone in the journey towards quality schooling for all Eastern Cape learners. This document is an attempt to provide clarity and more practical details in the implementation of the 2015 LAIS Plan in our districts and schools. This plan has taken stock of the key documents that were released at the beginning of this year; namely; National Strategy for Learner Attainment (NSLA) released by Department of Basic Education (DBE), Three Year Plan Learner Attainment Improvement Strategy: 2014-2016; The LAIS Over-Arching Generic Implementation Plan and the linkage between NSLA, LAIS and Annual Performance Plan (APP) document, The School Academic Improvement Plans and the Subject Improvement Plans. The “Intensive LAIS Implementation Plan is providing the **“HOW TO DO”** part by all the critical stakeholders in making teaching, learning and assessment in our schools a success, that has found to be a “missing thread” in all the documents that have been released.

“Despite, some achievements we continue to be plagued by various stubborn and persistent realities that thwart the realization of constitutionally and legally enshrined educational imperatives and goals. It is necessary to openly acknowledge failings, shortcomings and weaknesses, honestly identify what accounts for these and creatively and courageously confront them.” (Badat: 2007).

This Plan is in no way replacing the plans and Projects that the schools and the districts are currently running. Those districts and schools that are currently rolling out their plans can surely utilize this plan as a point of reference to strengthen and enrich their plans. However, those districts and schools that have no plans currently running **ARE OBLIGATED TO IMPLEMENT THIS provided PLAN, IMMEDIATELY.**

The shared vision can only be realized if there is no ambiguity and all the critical partners walk together in unison. In using the phrase of the World Bank, this plan is the breaking down of a 30 000ft view into small, understandable and manageable sizeable chunks referred to as a 3ft plan.

The Department of Education is unwavering in its commitment to improve the results of the National Senior Certificate (NSC) class of 2015 to 75% and above, as well as improving the Annual National Assessment (ANA) results, especially the Senior Phase to by no less than the 5-10%. Together this dream can be achieved. In the famous words of Tata Madiba, **“it looks impossible until it is done”**.

In conclusion, let us take solace from the wise words of Samuel Jackson when he says, “Life affords no higher pleasure than that of surmounting difficulties, passing from one stage of success to another, forming new wishes and seeing them gratified. He that labours in any great or laudable undertaking has the fatigues, first supported by hope and afterwards supported by joy”.



DR. A S NUKU
ACTING DEPUTY DIRECTOR GENERAL: INSTITUTIONAL OPERATIONS MANAGEMENT (IOM)

The McNamara fallacy says: “The first step is to measure whatever can easily be measured. This is OK as far as it goes. The second step is to disregard that which cannot easily be measured or give an arbitrary quantitative value. This is artificial and misleading. The third step is to presume that what cannot be measured easily really is not important. This is blindness. The fourth step is to say that what cannot be easily measured really does not exist. This is suicide”.

(Handy: 1994).

INTRODUCTION

The Eastern Cape Department of Education has a number of programmes to improve learner performance in the province. A major concern for the provincial department is what Hoyle and Wallace (2005:56) refer to as the *“implementation gap”*, which lies between the proclaimed goals embodied in mandated policy initiatives, formulated at a central level, and their achievement through implementation in schools by principals and teachers.

Indeed there has been an improvement of Grade 12 class results from 64.9% in 2013 to 65.4% in 2014, which is a source of joy and motivation. Five (5) districts performed below 60% in 2014, down from Seven (7) in 2013, which is encouraging. The top performing districts for 2014 are Cradock at 82.3%, Uitenhage at 75.5% and Qumbu at 75%.

A performance target of 80% has been set for 2015 by the National Ministry. The continuous increase in benchmark targets each year is confirmation that *“no learner deserves to be left behind”*. Desirably, all learners should pass the National Senior Certificate Grade 12 examination with quality results.

FET Schools in 2014 improved the province’s results by 0, 5%. Had it not been for the hard work of numerous schools, this achievement would not have been possible. Indeed, there is nothing that beats hard work, dedication and commitment.

The results of the Annual National Assessments in both 2013 and 2014 improved in some areas, but decreased in others. What was significantly clear in the 2014 ANA results, was the lack of capacity to protect the gains made and the strategy to sustain the upward trajectory. Hence, the roll out of this Intensified Learner Attainment Improvement Strategy (LAIS) plan, carefully outlines the **“HOW TO DO PART”** in executing the plan.

In order to meet the set National target of 80%, principals are required to work collaboratively with teachers, SGBs and other relevant stakeholders in order to improve the quality of education and by implication, learner outcomes in 2015.

The *“marriage”* between Education Development Officers (EDOs) and Ward Councilors is aimed at continuous mobilization of all stakeholders and communities in their respective villages to focus on strategies to improve learner performance as expected. Moreover, the sterling work done by the Quality Learning and Teaching Campaign (QLTC) monitoring teams which included structures such as SGBs, Ward Councilors, Teacher Unions, Political role players, PR Councilors and other stakeholders cannot be over-emphasized.

Churchill, claims that *“the farther back you look, the farther forward you can see”*. Prompted by this statement, we have analyzed the 2013 Grade 12 results. What follows, is a **final analysis of the 2014 Grade 12 results, which should be used as a basis for focused monitoring and support**. In doing so, it is important to note the words of Prof Badat (2007), who said, *“Despite, some achievements we continue to be plagued by various stubborn and persistent realities that thwart the realization of constitutionally and legally enshrined educational imperatives and goals. It is necessary to openly acknowledge failings, shortcomings and weaknesses, honestly identify what accounts for these and creatively and courageously confront them”*.

TABLE: 1

OVERALL NSC GRADE 12 2014 PROVINCIAL POSITION

PROVINCE	2013	RANK	DIRECTION	2014	RANK	DIFF
Gauteng	87	3		84.7	1	-2.3
North West	87.2	2		84.6	2	-2.6
Free State	87.4	1		82.8	3	-4.6
Western Cape	85.1	4		82.2	4	-2.9
Mpumalanga	77.6	5		79	5	1.4
Northern Cape	74.5	7		76.4	6	1.9
Limpopo	71.8	9		72.9	7	1.1
Kwa Zulu-Natal	77.4	6		69.7	8	-7.7
Eastern Cape	64.9	9		65.4	9	0.5
NATIONAL	78.2			75.8		-2.4

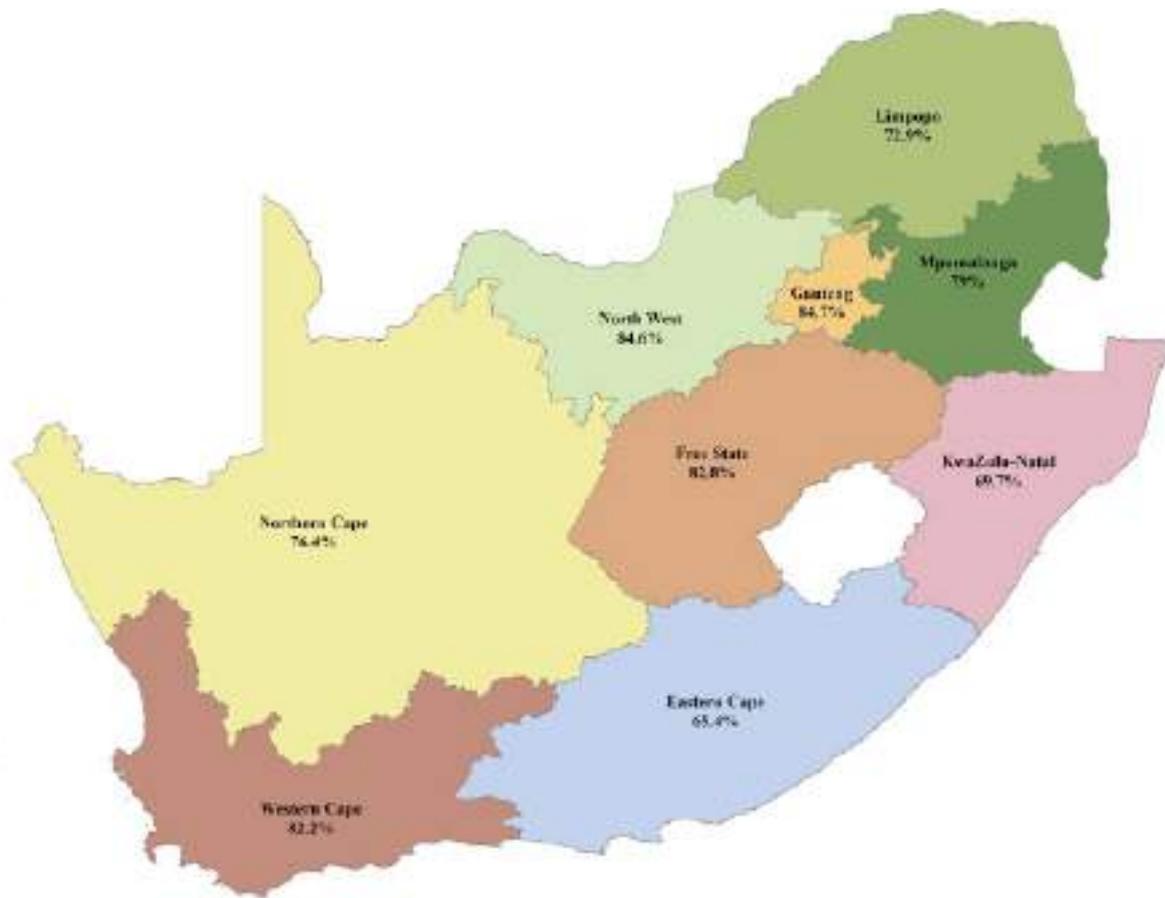


TABLE 2: PROVINCIAL PASS RATE 2012-2014

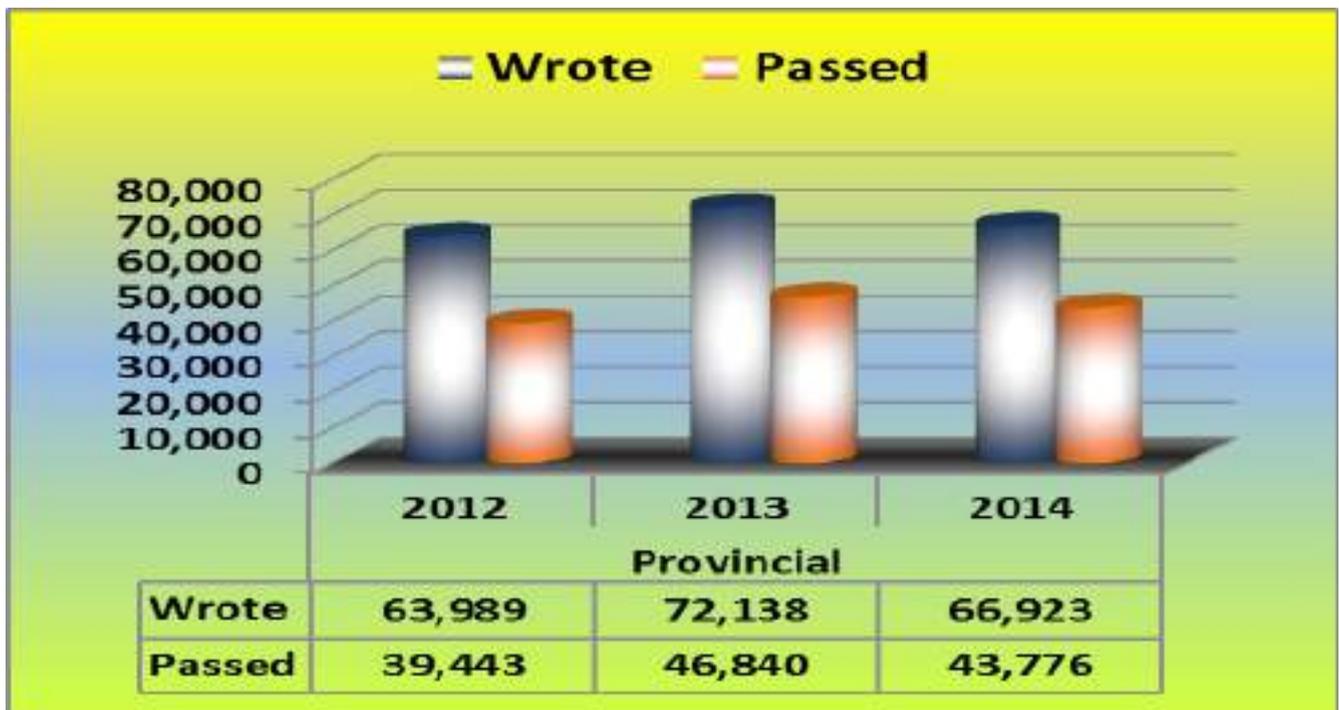


TABLE 3:

PROVINCIAL PASS % 2012-2014



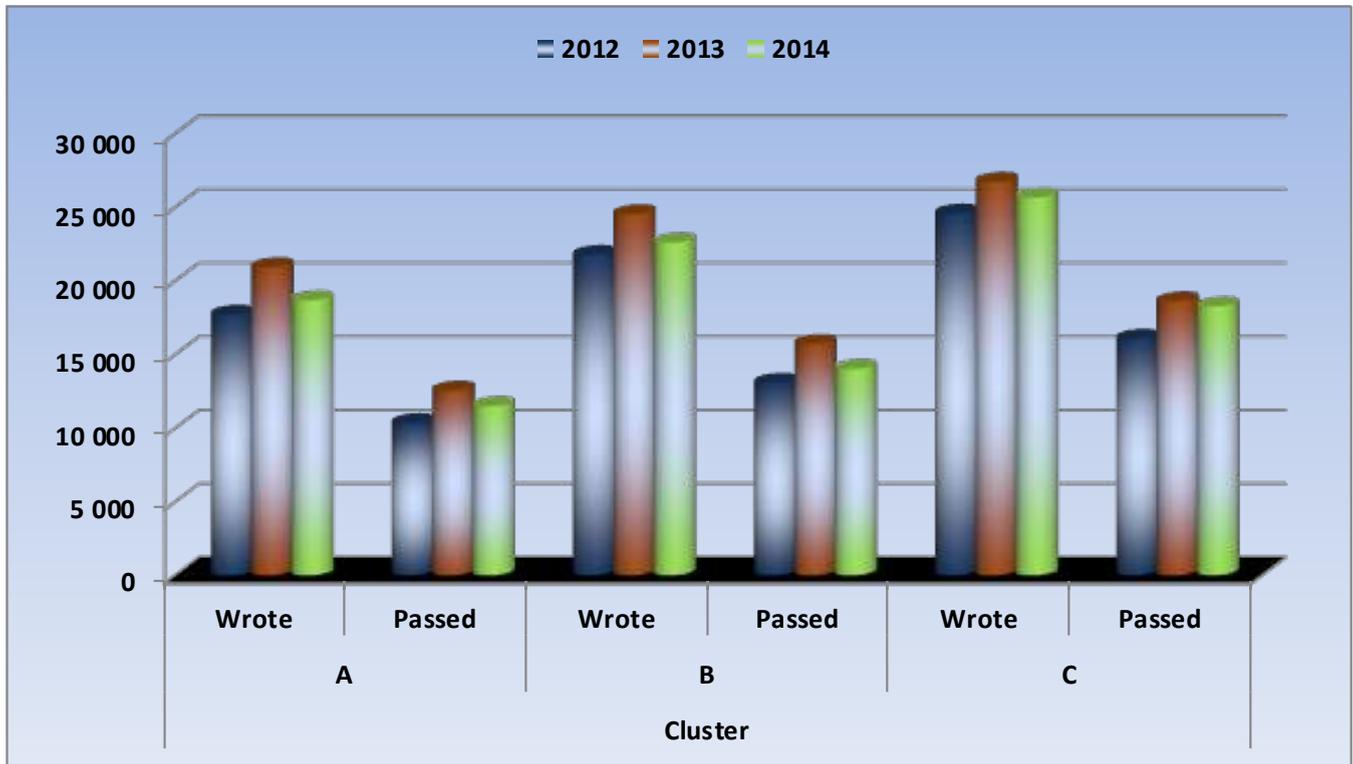
TABLE 4

CLUSTER PASS RATE 2012-2014

			2012	2013	2014
Cluster	A	Wrote	17 691	20 911	18 671
		Passed	10 330	12 538	11 491
	B	Wrote	21 744	24 515	22 597
		Passed	13 060	15 701	14 021
	C	Wrote	24 554	26 708	25 650
		Passed	16 053	18 601	18 264

TABLE 5

CLUSTER PASS RATE 2012-2014



“When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us.”

–Alexander Graham Bell

TABLE 6

District Performance 2012-2014

District Name	Values	Learners			Percent			Difference 2014-2013
		Year						
		2012	2013	2014	2012	2013	2014	
Cradock	Wrote	896	853	690				8.8
	Passed	648	627	568	72.3	73.5	82.3	
Uitenhage	Wrote	2,551	3,119	2,959				6.2
	Passed	1,760	2,162	2,235	69.0	69.3	75.5	
Qumbu	Wrote	2,107	2,547	1,329				22.4
	Passed	1,035	1,339	997	49.1	52.6	75.0	
East London	Wrote	5,811	6,138	5,922				1.8
	Passed	3,995	4,488	4,434	68.7	73.1	74.9	
Port Elizabeth	Wrote	6,877	7,575	7,613				0.2
	Passed	4,890	5,609	5,655	71.1	74.0	74.3	
Grahamstown	Wrote	861	1,060	935				9.4
	Passed	583	662	672	67.7	62.5	71.9	
Mthatha	Wrote	5,690	6,718	5,497				0.3
	Passed	3,739	4,518	3,716	65.7	67.3	67.6	
Cofimvaba	Wrote	1,560	1,839	1,648				-3.9
	Passed	1,131	1,300	1,100	72.5	70.7	66.7	
Ngcobo	Wrote	1,503	1,729	1,809				-2.0
	Passed	910	1,174	1,192	60.5	67.9	65.9	
Mt Fletcher	Wrote	1,351	1,654	1,638				-0.5
	Passed	911	1,081	1,063	67.4	65.4	64.9	
King Williams Town	Wrote	4,977	5,232	5,001				-1.2
	Passed	2,830	3,414	3,203	56.9	65.3	64.0	
Lady Frere	Wrote	1,323	1,417	1,353				-2.6
	Passed	833	942	864	63.0	66.5	63.9	
Graaff-Reinet	Wrote	724	824	861				-4.3
	Passed	517	557	545	71.4	67.6	63.3	
Libode	Wrote	3,653	5,580	4,717				2.3
	Passed	2,169	3,356	2,944	59.4	60.1	62.4	
Maluti	Wrote	1,707	1,799	1,914				-8.7
	Passed	1,227	1,267	1,181	71.9	70.4	61.7	
Lusikisiki	Wrote	3,592	3,792	2,522				2.0
	Passed	2,133	2,240	1,541	59.4	59.1	61.1	
Sterkspruit	Wrote	1,996	2,133	2,225				

District Name	Values	Learners			Percent			Difference 2014-2013
		Year						
		2012	2013	2014	2012	2013	2014	
	Passed	1,120	1,219	1,346	56.1	57.1	60.5	3.3
Mbizana	Wrote	2,931	3,210	3,068				
	Passed	1,689	1,885	1,845	57.6	58.7	60.1	1.4
Queenstown	Wrote	2,559	2,732	3,028				
	Passed	1,587	1,800	1,757	62.0	65.9	58.0	-7.9
Dutywa	Wrote	3,188	3,540	3,418				
	Passed	1,625	2,152	1,978	51.0	60.8	57.9	-2.9
Butterworth	Wrote	3,925	4,407	3,619				
	Passed	2,115	2,596	2,068	53.9	58.9	57.1	-1.8
Fort Beaufort	Wrote	1,857	1,911	1,674				
	Passed	830	1,082	952	44.7	56.6	56.9	0.3
Mt Frere	Wrote	2,350	2,329	3,483				
	Passed	1,166	1,370	1,920	49.6	58.8	55.1	-3.7

District Performance 2014



TABLE 7

District Performance Trend 2012-2014

Count of Centre Name	Year			Trend
District Name	2012	2013	2014	
Butterworth	23	20	29	
Cofimvaba	11	14	15	
Cradock	7	5	2	
Dutywa	24	20	22	
East London	36	31	30	
Fort Beaufort	35	27	28	
Graaff-Reinet	6	8	7	
Grahamstown	8	9	7	
King Williams Town	75	58	51	
Lady Frere	8	8	10	
Libode	16	23	19	
Lusikisiki	17	17	13	
Maluti	8	8	10	
Mbizana	16	13	12	
Mt Fletcher	8	8	9	
Mt Frere	16	13	22	
Mthatha	25	26	27	
Ngcobo	9	8	9	
Port Elizabeth	25	26	23	
Queenstown	25	20	25	
Qumbu	17	13	5	
Sterkspruit	19	19	16	
Uitenhage	19	17	11	

TABLE 8: CENTRE PERFORMANCE



TABLE 9: LEARNER PERFORMANCE

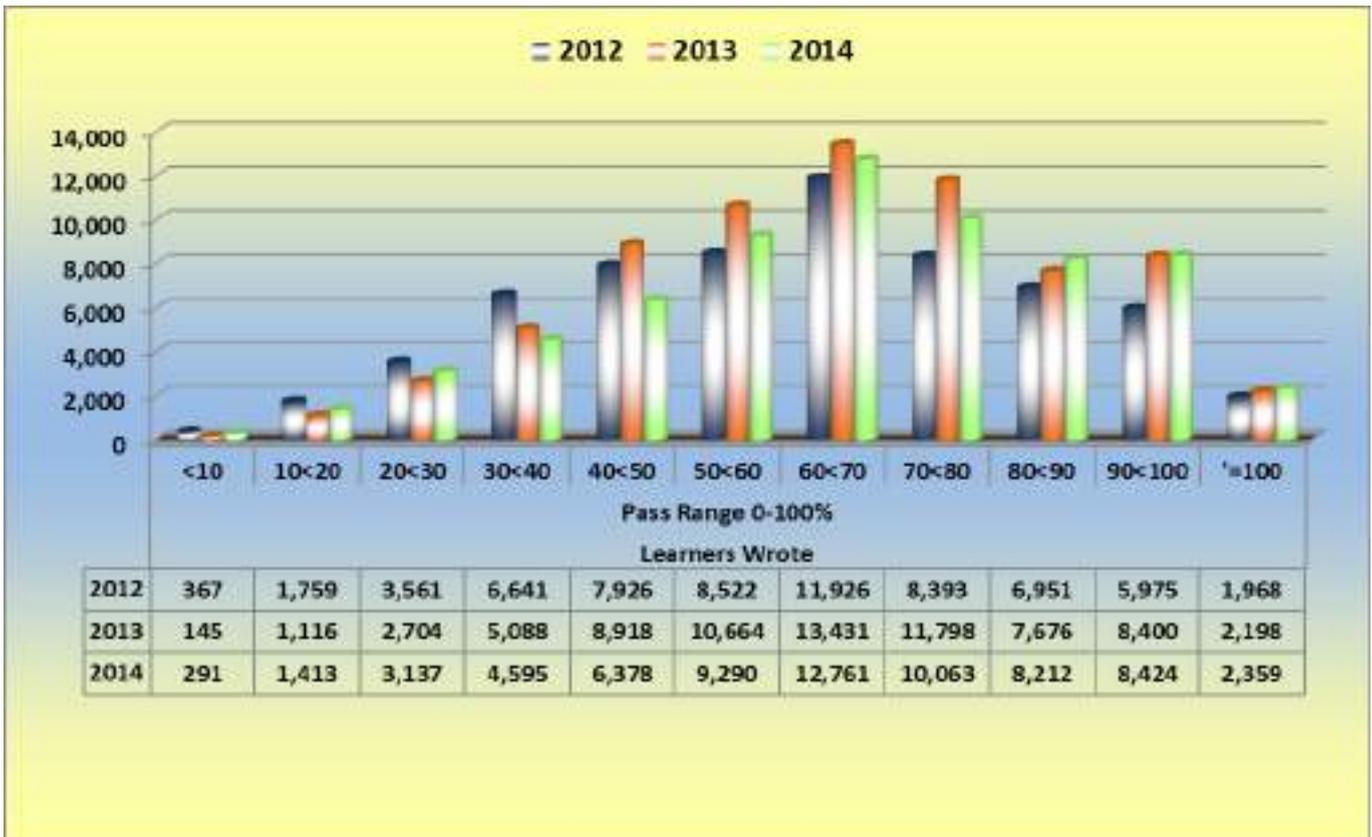


TABLE 10:

LEARNER PERFORMANCE %



TABLE 11: HOME LANGUAGES

Subject Name	Values	Learners			% Learners			Difference 2014-2013
		Year						
		'2012	'2013	'2014	'2012	'2013	'2014	
Afrikaans Home	Wrote	4,088	4,234	4,112				2.0
	Passed @ 40%	3,952	3,927	3,896	96.7	92.7	94.7	
English Home	Wrote	7,826	8,179	8,189				-1.9
	Passed @ 40%	7,332	7,992	7,849	93.7	97.7	95.8	
IsiXhosa Home	Wrote	53,797	59,461	51,536				0.0
	Passed @ 40%	53,745	59,399	51,486	99.9	99.9	99.9	
IsiZulu Home	Wrote	2	12	6				0.0
	Passed @ 40%	2	12	6	100.0	100.0	100.0	
Sesotho Home	Wrote	1,219	1,401	1,352				-0.2
	Passed @ 40%	1,217	1,400	1,348	99.8	99.9	99.7	

TABLE 12: ALL SUBJECTS EXCLUDING HOME LANGUAGES

Subject Name	Values	'2012	'2013	'2014	'2012	'2013	'2014	Difference 2014-2013
Accounting	Wrote	17,273	18,104	14,750				
	Passed @ 30%	10617	10359	9053	61.5	57.2	61.4	4.2
Afrikaans 1st Additional	Wrote	6,163	6,441	6,336				
	Passed @ 30%	5912	6155	6150	95.9	95.6	97.1	1.5
Afrikaans 2nd Additional	Wrote	158	0	153				
	Passed @ 30%	155	0	153	98.1		100.0	
Agric. Manag. Practices	Wrote	104	126	134				
	Passed @ 30%	104	126	127	100.0	100.0	94.8	-5.2
Agricultural Sciences	Wrote	14,652	16,048	14,191				
	Passed @ 30%	11522	13165	11755	78.6	82.0	82.8	0.8
Agricultural Technology	Wrote	32	45	38				
	Passed @ 30%	32	44	38	100.0	97.8	100.0	2.2
Arabic 2nd Additional	Wrote	0	7	10				
	Passed @ 30%	0	7	10		100.0	100.0	0.0
Business Studies	Wrote	22,972	25,596	22,669				
	Passed @ 30%	16543	18511	16784	72.0	72.3	74.0	1.7
Civil Technology	Wrote	631	668	514				
	Passed @ 30%	619	666	503	98.1	99.7	97.9	-1.8
Computer Applications Technology	Wrote	4,185	4,445	4,216				
	Passed @ 30%	3646	3933	3735	87.1	88.5	88.6	0.1
Consumer Studies	Wrote	3,615	3,817	3,847				
	Passed @ 30%	3436	3790	3783	95.0	99.3	98.3	-1.0
Dance Studies	Wrote	45	38	41				
	Passed @ 30%	45	38	41	100.0	100.0	100.0	0.0
Design	Wrote	43	100	115				
	Passed @ 30%	41	100	113	95.3	100.0	98.3	-1.7
Dramatic Arts	Wrote	249	303	319				
	Passed @ 30%	248	303	319	99.6	100.0	100.0	0.0
Economics	Wrote	18,396	20,686	17,335				
	Passed @ 30%	11710	12068	10357	63.7	58.3	59.7	1.4
Electrical Technology	Wrote	509	490	474				
	Passed @ 30%	467	483	470	91.7	98.6	99.2	0.6
Engineering Graphics & Design	Wrote	2,034	2,104	2,005				
	Passed @ 30%	1871	2017	1905	92.0	95.9	95.0	-0.9
English 1st Additional	Wrote	58,064	64,501	56,420				
	Passed @ 30%	55212	62962	54040	95.1	97.6	95.8	-1.8
French 2nd Additional	Wrote	11	12	18				
	Passed @ 30%	11	12	18	100.0	100.0	100.0	0.0

Subject Name	Values	'2012	'2013	'2014	'2012	'2013	'2014	Difference 2014-2013
Geography	Wrote	25,794	27,654	25,322				
	Passed @ 30%	17139	19334	18888	66.4	69.9	74.6	4.7
German 2nd Additional	Wrote	2	3	6				
	Passed @ 30%	2	3	6	100.0	100.0	100.0	0.0
History	Wrote	13,573	15,667	15,402				
	Passed @ 30%	10561	12825	12006	77.8	81.9	78.0	-3.9
Hospitality Studies	Wrote	931	988	822				
	Passed @ 30%	898	954	780	96.5	96.6	94.9	-1.7
Information Technology	Wrote	203	251	222				
	Passed @ 30%	198	248	214	97.5	98.8	96.4	-2.4
IsiXhosa 1st Additional	Wrote	1,037	1,131	1,258				
	Passed @ 30%	1037	1131	1258	100.0	100.0	100.0	0.0
IsiXhosa 2nd Additional	Wrote	1	9	7				
	Passed @ 30%	1	9	7	100.0	100.0	100.0	0.0
Life Orientation	Wrote	67,788	73,312	65,031				
	Passed @ 30%	67578	73235	64853	99.7	99.9	99.7	-0.2
Life Sciences	Wrote	39,007	41,368	35,587				
	Passed @ 30%	24772	26659	23508	63.5	64.4	66.1	1.6
Mathematical Literacy	Wrote	29,925	36,520	35,050				
	Passed @ 30%	23581	28557	27076	78.8	78.2	77.2	-0.9
Mathematics	Wrote	37,038	36,274	29,460				
	Passed @ 30%	14114	15753	12528	38.1	43.4	42.5	-0.9
Mechanical Technology	Wrote	477	483	492				
	Passed @ 30%	459	457	469	96.2	94.6	95.3	0.7
Music	Wrote	314	365	320				
	Passed @ 30%	304	353	307	96.8	96.7	95.9	-0.8
Physical Sciences	Wrote	25,603	25,218	20,649				
	Passed @ 30%	12911	14061	10691	50.4	55.8	51.8	-4.0
Religion Studies	Wrote	683	668	647				
	Passed @ 30%	634	597	598	92.8	89.4	92.4	3.1
Sesotho 1st Additional	Wrote	0		2				
	Passed @ 30%	0		2			100.0	
Tourism	Wrote	10,608	14,544	14,959				
	Passed @ 30%	10211	13522	14247	96.3	93.0	95.2	2.3
Visual Arts	Wrote	388	425	394				
	Passed @ 30%	342	404	356	88.1	95.1	90.4	-4.7

TABLE 13: LEARNER PERFORMANCE BY GENDER

Subject Name	Gender	Values	Learners			% Learners		
			Year			'2012	'2013	'2014
			'2012	'2013	'2014			
Accounting	Female	Wrote	10,819	11,501	9,219	61.4	56.2	61.5
		Passed @ 30%	6,644	6,458	5,668			
	Male	Wrote	6,454	6,599	5,531	61.6	59.1	61.2
		Passed @ 30%	3,973	3,901	3,385			
Agricultural Sciences	Female	Wrote	7,586	8,394	7,322	77.1	80.5	81.5
		Passed @ 30%	5,846	6,761	5,968			
	Male	Wrote	7,066	7,654	6,869	80.3	83.7	84.2
		Passed @ 30%	5,676	6,404	5,787			
Life Sciences	Female	Wrote	21,686	22,816	19,561	62.1	62.8	64.5
		Passed @ 30%	13,465	14,336	12,621			
	Male	Wrote	17,321	18,551	16,026	65.3	66.4	67.9
		Passed @ 30%	11,307	12,323	10,887			
Mathematical Literacy	Female	Wrote	16,330	19,973	19,025	78.0	77.4	76.8
		Passed @ 30%	12,739	15,451	14,618			
	Male	Wrote	13,595	16,547	16,025	79.7	79.2	77.7
		Passed @ 30%	10,842	13,106	12,458			
Mathematics	Female	Wrote	20,869	20,520	16,492	33.0	38.1	37.3
		Passed @ 30%	6,880	7,819	6,158			
	Male	Wrote	16,169	15,749	12,968	44.7	50.4	49.1
		Passed @ 30%	7,234	7,934	6,370			
Physical Sciences	Female	Wrote	13,838	13,624	11,102	47.6	53.6	49.0
		Passed @ 30%	6,592	7,301	5,441			
	Male	Wrote	11,765	11,593	9,547	53.7	58.3	55.0
		Passed @ 30%	6,319	6,760	5,250			

LEARNER PERFORMANCE BY GENDER %

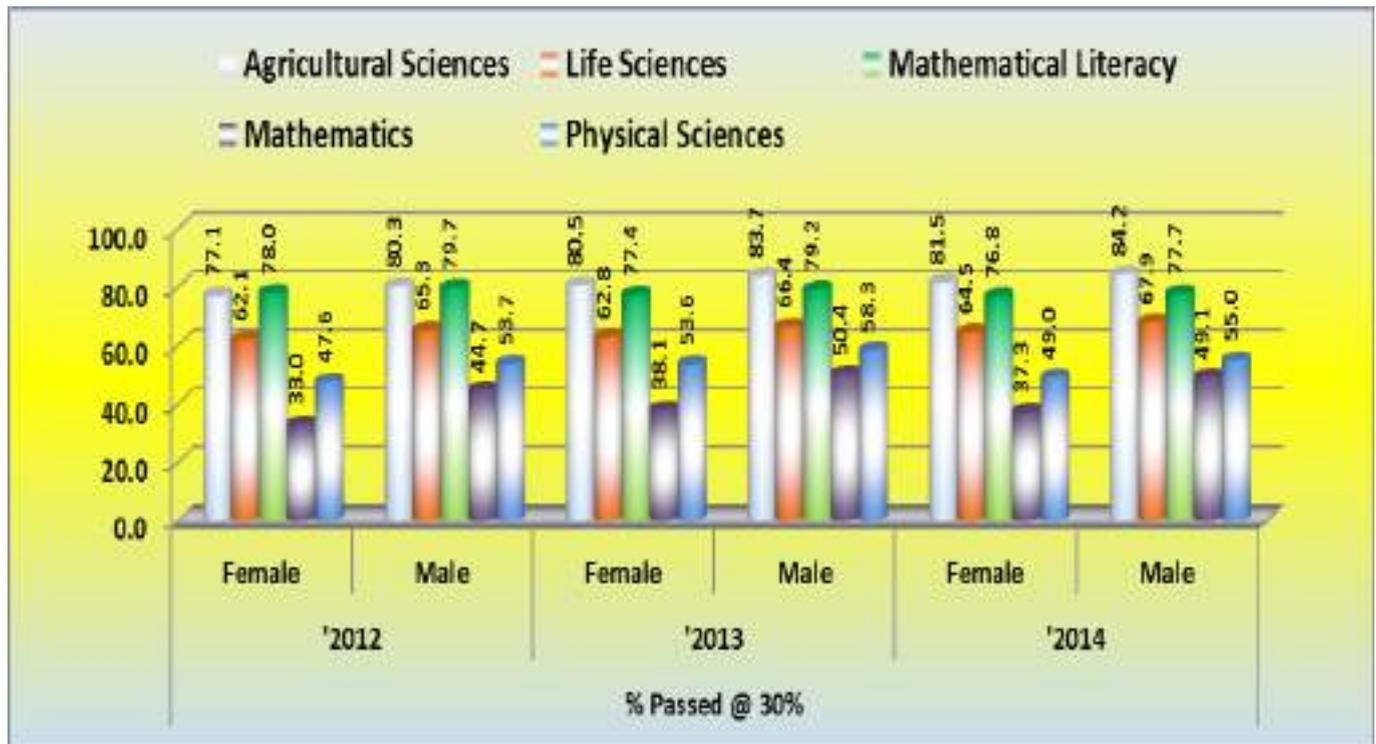


TABLE 14: LEARNER PERFORMANCE BY CLASSIFICATION

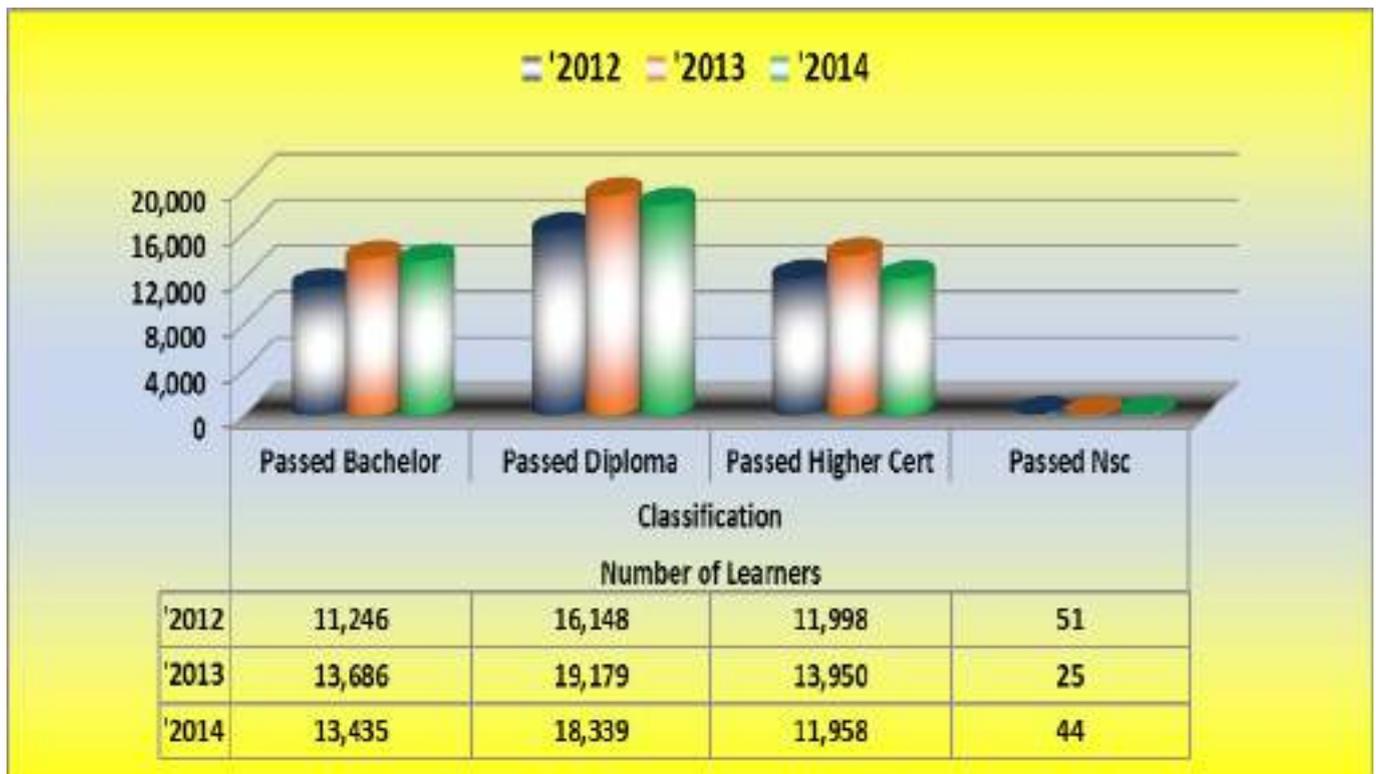


TABLE 15: LEARNER PERFORMANCE BY CLASSIFICATION %

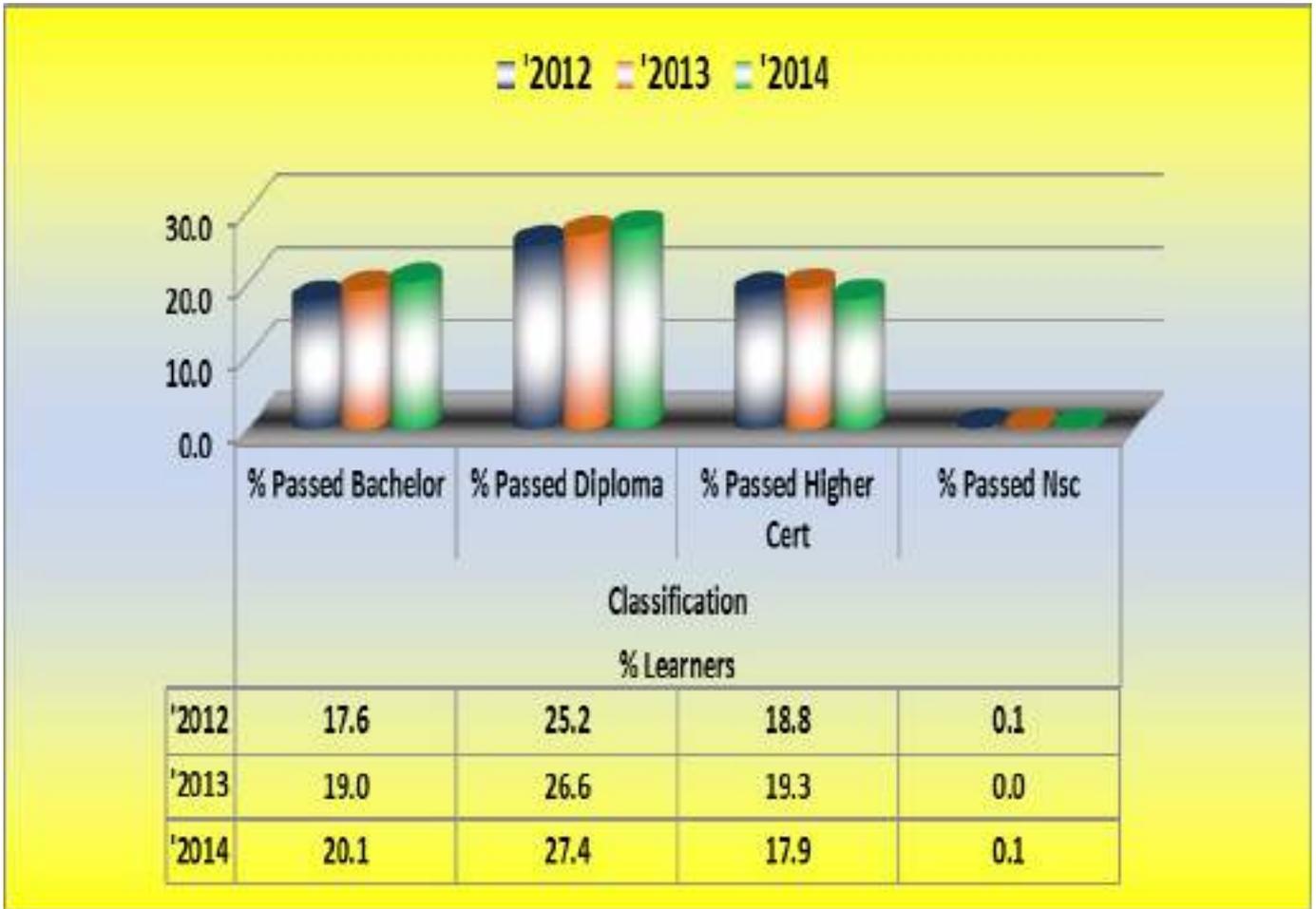


TABLE 16: LEARNER PERFORMANCE - DISTINCTIONS



TABLE 17: LEARNER PERFORMANCE – DISTINCTIONS %

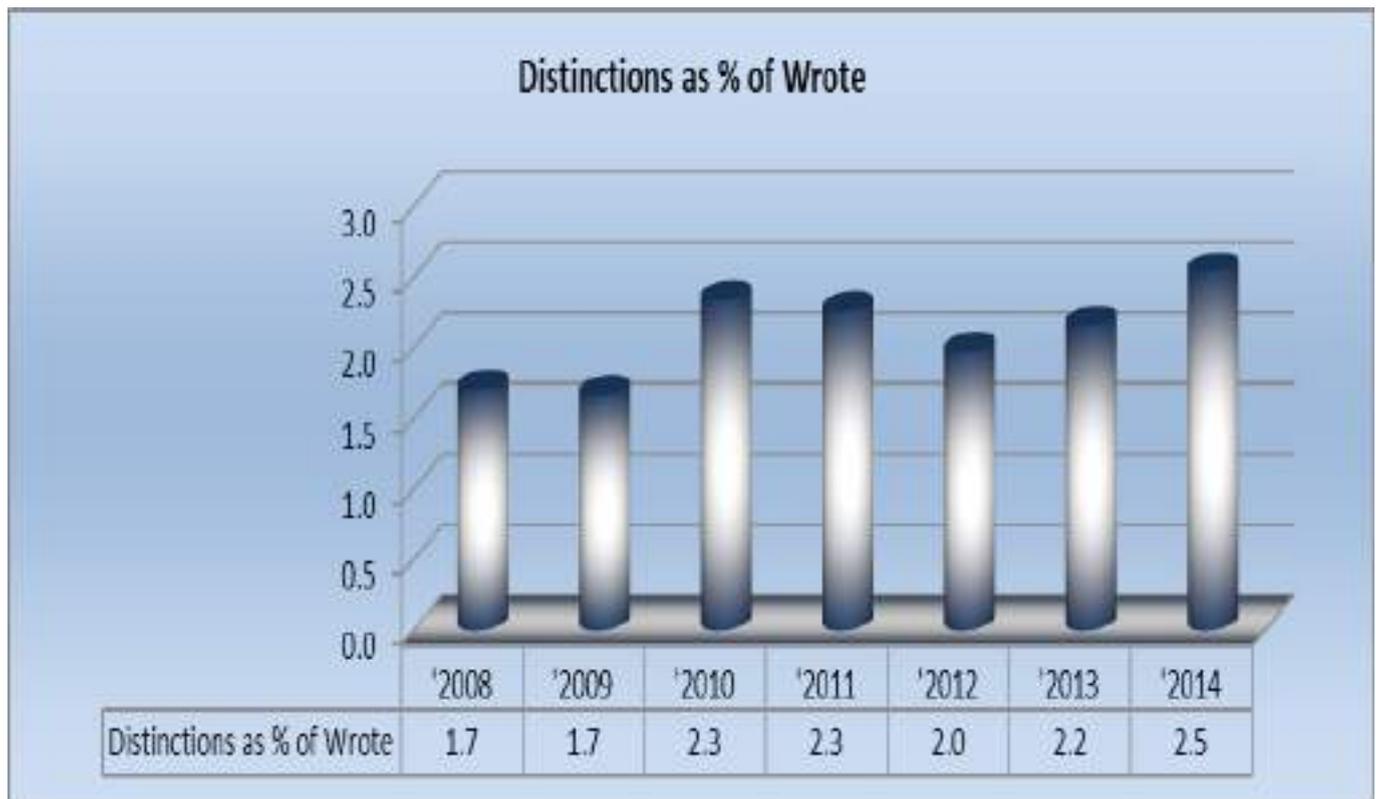


TABLE 18: DISTINCTIONS BY DISTRICT AS PERCENT

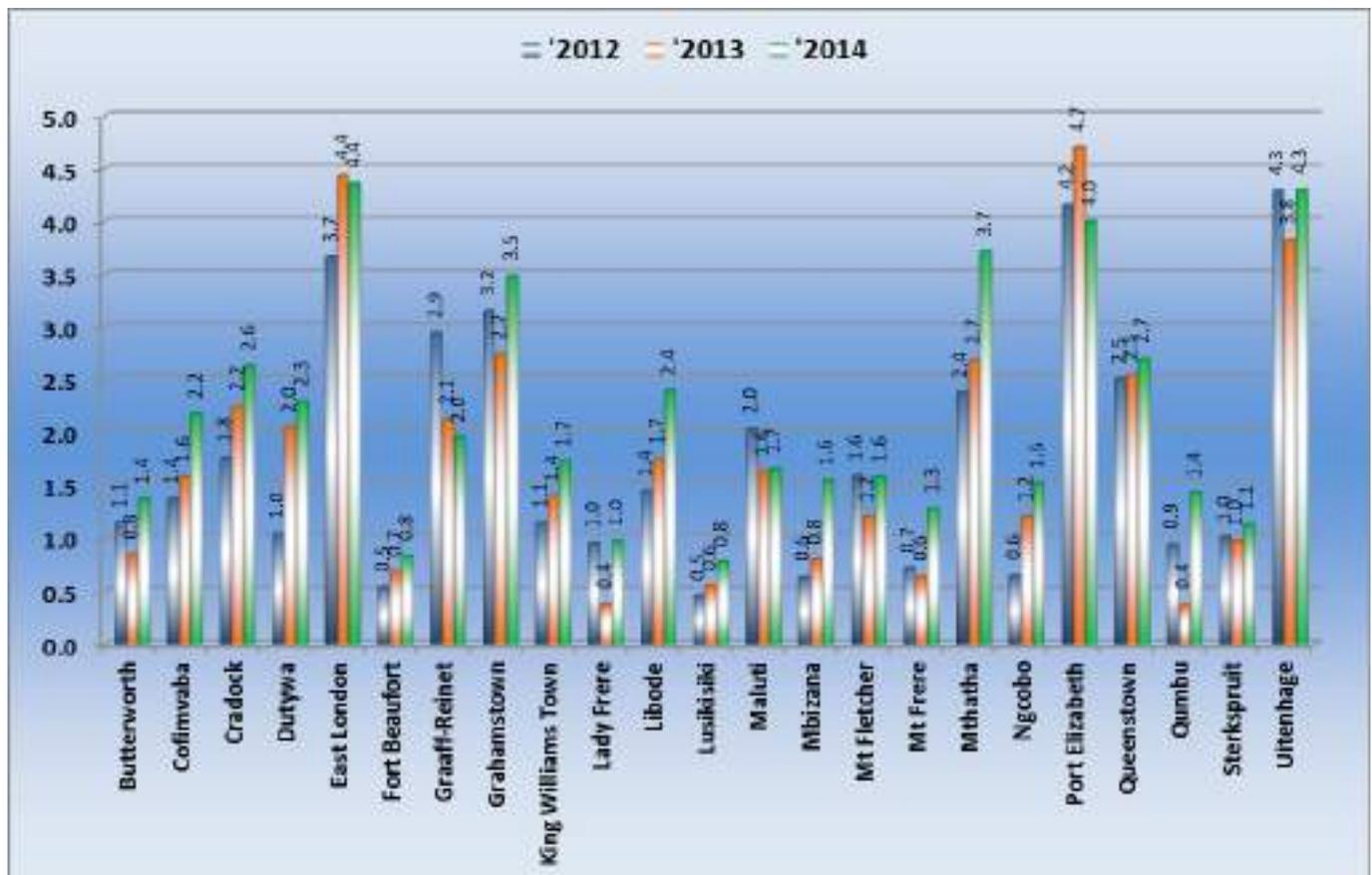


TABLE 19: CENTRES OBTAINED <40% PASS RATE 3 CONSECUTIVE YEARS

% Passed			Year		
District Name	Centre Name	Centre Type	2012	2013	2014
Butterworth	Elukhanyisweni College (16)	Public	19.2	27.0	35.9
	Mgomanzi Senior Secondary School (16)	Public	20.6	31.4	32.8
	Mtebele Senior Secondary School (16)	Public	35.1	37.8	32.7
Cofimvaba	Isivivane Senior Secondary School (14)	Public	39.4	21.1	30.0
Dutywa	Gwebityala Senior Secondary School (15)	Public	28.8	37.3	34.4
	Jongilanga Senior Secondary School (15)	Public	34.9	39.8	34.1
	Nobangile Senior Secondary School (15)	Public	33.3	36.8	38.8
	Nqabisile Senior Secondary School (15)	Public	28.6	39.5	39.1
East London	Sinovuyo High School (18)	Public	34.3	33.3	35.4
Fort Beaufort	Dilizintaba Senior Secondary School (17)	Public	5.3	37.5	33.3
	Emdeni Senior Secondary School (17)	Public	28.0	37.5	30.8
	Mpumzi High School (17)	Public	15.4	29.4	33.3
	Zanobuzwe Senior Secondary School (17)	Public	8.3	13.6	36.8
King Williams Town	Kei Road Combined School (19)	Public	15.9	14.3	25.0
	Marheledwane High School (19)	Public	38.5	11.1	28.6
	Masihlangane Senior Secondary School (19)	Public	32.3	35.6	36.6
	Thembelani High School (19)	Public	21.2	23.7	23.5
Lady Frere	Kwa-Mhlontlo Senior Secondary School (08)	Public	32.8	33.1	30.2
Libode	Dalibunga Comprehensive High School (12)	Public	25.0	35.4	25.5
	Sobaba High School (12)	Public	7.9	16.7	13.6
	Zanokhanyo Senior Secondary School (12)	Public	9.3	18.3	16.9
Lusikisiki	Gwebindlala Senior Secondary School (04)	Public	14.3	24.1	29.2
Mt Fletcher	Samuel Nombewu Senior Secondary School (01)	Public	30.0	9.8	20.0
Mt Frere	Ntsizwa Senior Secondary School (02)	Public	11.2	34.6	14.5
	Sapukanduku Senior Secondary School (02)	Public	19.0	32.7	33.8

% Passed			Year		
District Name	Centre Name	Centre Type	2012	2013	2014
Mthatha	Bazindlovu Senior Secondary School (10)	Public	35.3	18.5	36.2
	Christ The King Int School (10)	Independent	33.3	31.6	35.2
	Manzolwandle Sandile Sen Sec Sch (10)	Public	30.0	36.7	39.5
	Mditshwa Senior Secondary School (10)	Public	16.7	18.5	18.4
	Menziwa Senior Secondary School (10)	Public	21.9	15.9	24.6
	Sea View Secondary School (10)	Public	13.2	22.0	34.1
Ngcobo	Nosimo Technical High School (13)	Public	23.1	11.1	13.8
Port Elizabeth	Ddt Jabavu High School (22)	Public	32.6	28.8	28.4
	Lwandlekazi High School (22)	Public	23.5	26.5	30.0
	Tamsanqa Secondary School (22)	Public	23.9	20.4	22.5
	Tembalabantu Senior Secondary School (22)	Public	34.2	30.6	33.3
Queenstown	Hewu (07)	Public	32.3	34.9	36.8
	Mhlotshana Senior Secondary School (07)	Public	34.0	35.1	14.7
	Ngubengcuka Senior Secondary School (07)	Public	21.9	28.6	20.9
	Sijongephambili (07)	Public	38.7	28.6	29.7
	Siyaphakama Senior Secondary School (07)	Public	11.5	26.7	17.7
Sterkspruit	Cebolethu High School (06)	Public	35.7	36.4	14.3
Uitenhage	Moses Madiba Senior Secondary School (23)	Public	22.2	31.0	31.6
	Patensie Secondary School (23)	Public	35.3	23.1	15.8
	Phaphani Senior Secondary School (23)	Public	28.8	29.4	33.3
	Thanduxolo Senior Secondary School (23)	Public	20.0	21.6	35.1
	Zanolwazi Senior Secondary School (23)	Public	37.5	34.0	27.8

TABLE 20: PASS CATEGORY - CENTRES

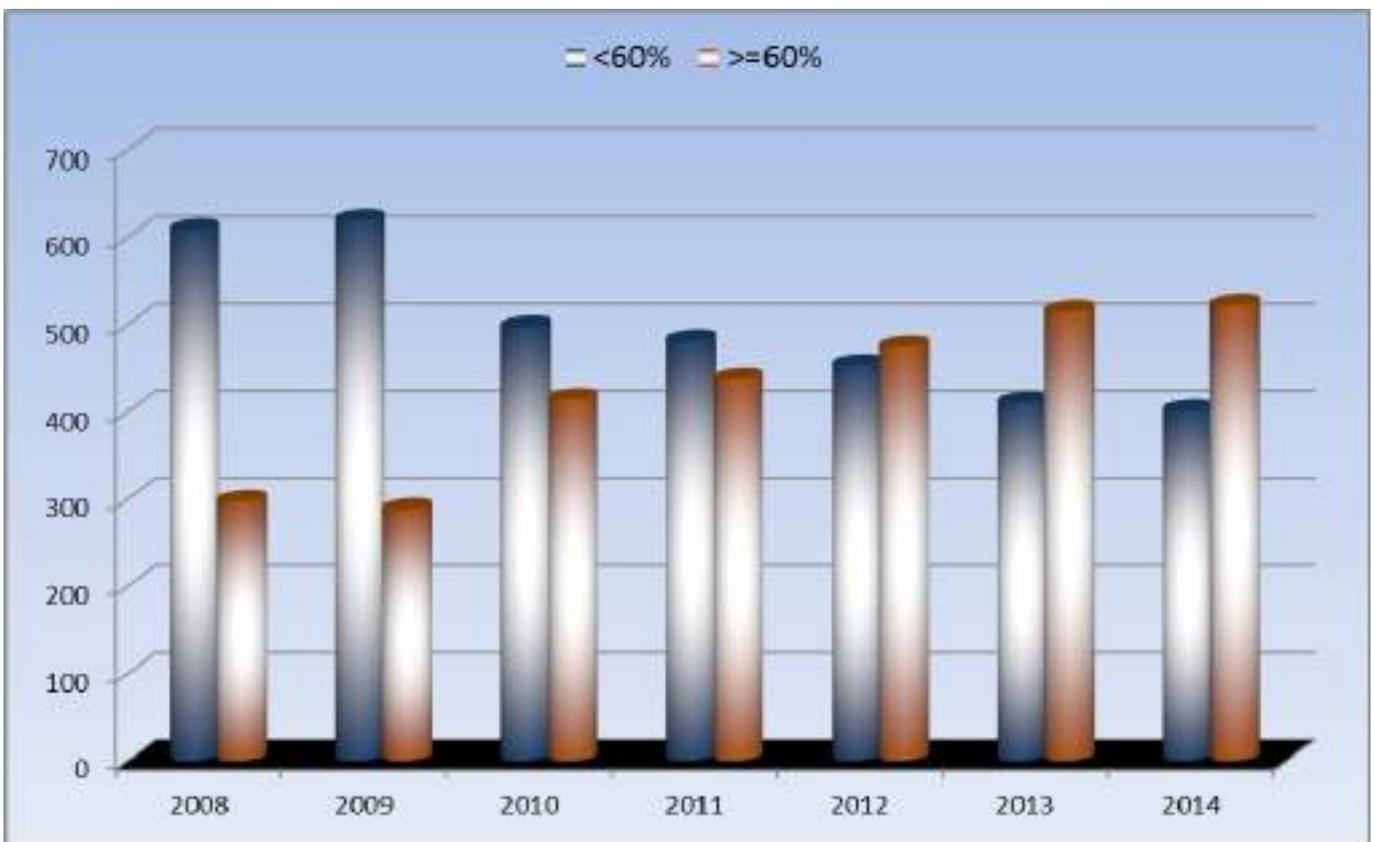
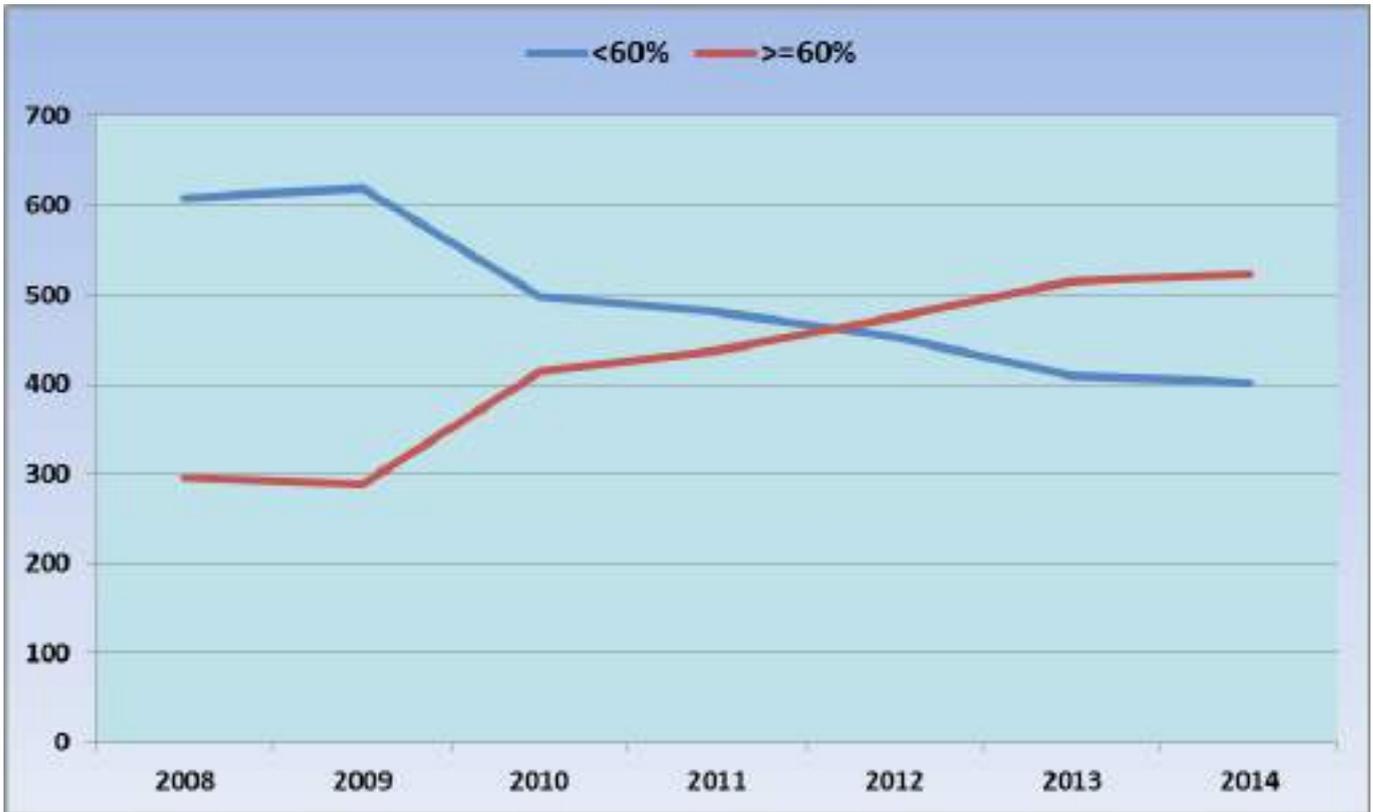


TABLE 21: CATEGORISATION OF DISTRICTS

Category	Districts	Basket of services	Motivation
80% target 30-40% Bachelor pass	6 Cradock, Uitenhage, Qumbu, Grahamstown, East London, Port Elizabeth	Learner Support <u>and Development</u> <u>Professional</u> <u>Support</u> <u>Monitoring T &L</u> <u>Institutional</u> <u>Support</u>	<ul style="list-style-type: none"> • History of performing at 70% in the last 3 years • Teacher Learner ratio is favourable • Medium sized schools, save PE • Strategy is to push harder the poor performing schools
75% target 20-29% Bachelor pass	8 Mthatha, Cofimvaba, Ngcobo, , Mt Fletcher, Lady Frere, Graaff- Reinett, KWT, Maluti	Learner Support <u>and Development</u> <u>Professional</u> <u>Support</u> <u>Monitoring T &L</u> <u>Institutional</u> <u>Support</u>	<ul style="list-style-type: none"> • History of performing above 60% • TL ratio at national average • Big numbers Districts save 3
70% target 15-25% Bachelor pass	9 Libode, Lusikisiki, Sterkspruit, Mbizana, Queenstown, Dutywa, Butterworth, Fort Beaufort, Mt Frere	Learner Support <u>and Development</u> <u>Professional</u> <u>Support</u> <u>Monitoring T &L</u> <u>Institutional</u> <u>Support</u>	<ul style="list-style-type: none"> • Pull all stops Districts • History of underperformance

EDUCATION IS THE ABILITY TO LISTEN TO ALMOST ANYTHING WITHOUT LOSING YOUR TEMPER OR YOUR SELF-CONFIDENCE.

ROBERT FROST

ANNUAL NATIONAL ASSESSMENT (ANA)

TABLE 22 – 2014 ANNUAL NATIONAL ASSESSMENT RESULTS

LEARNER REGISTRATION FROM 2012 TO 2014 IN EASTERN CAPE								
YEAR	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 9	TOTAL
2012	215 321	179 411	163 194	158 399	151 580	149 519	148 828	1 166 252
2013	196 693	175 141	158 983	152 147	140 876	138 241	142 387	1 104 468
2014	218437	195 991	179 800	170 721	154 250	143 829	148 225	1 211 253

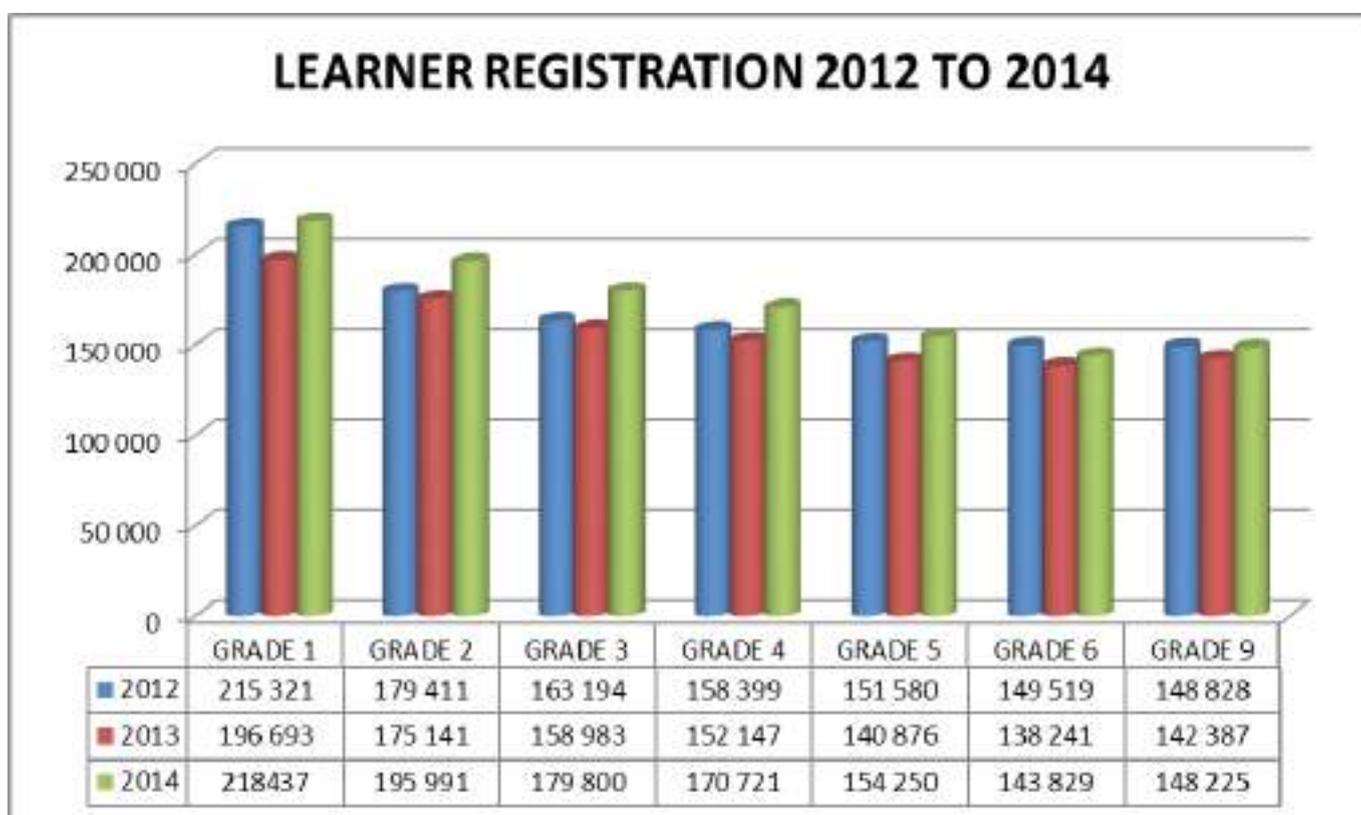
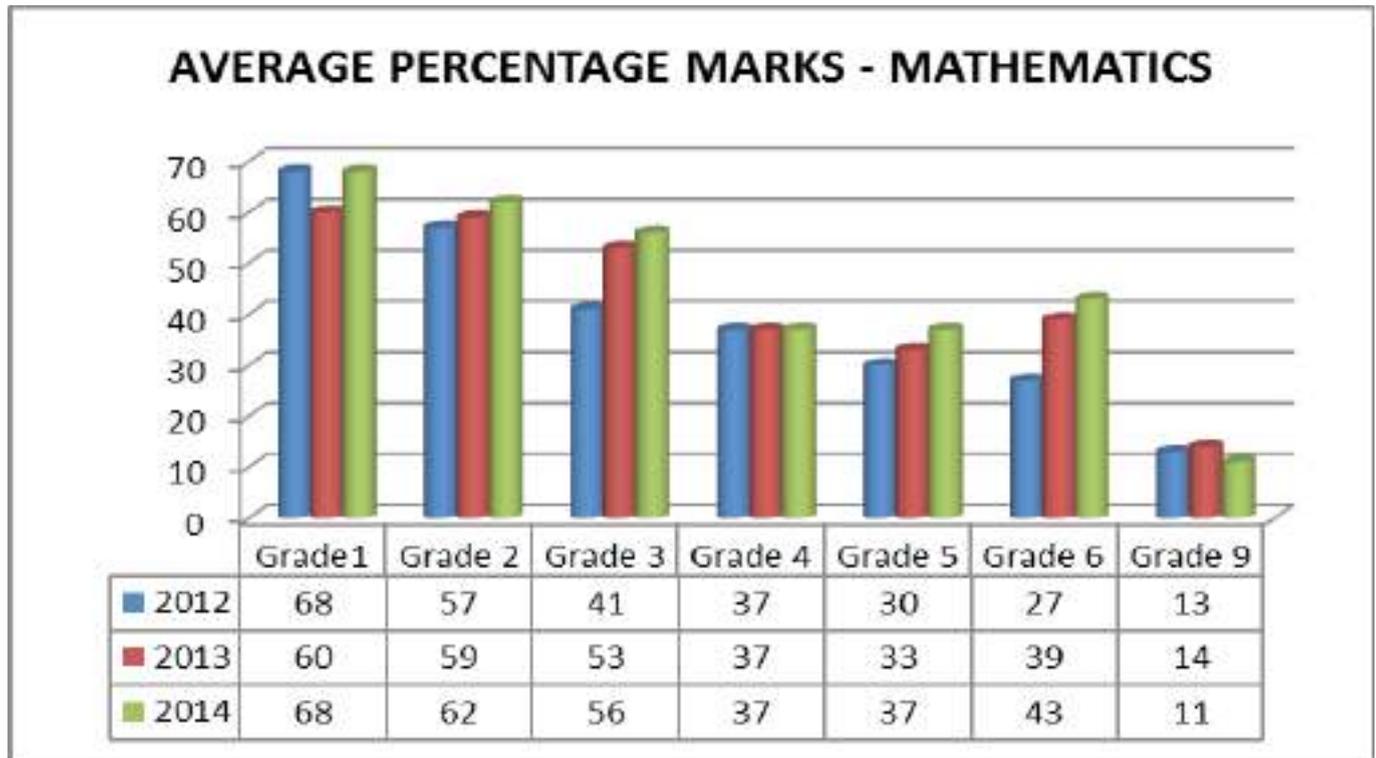


TABLE 23 – 2014 ANA RESULTS- NATIONAL



**YOU CAN'T HAVE
A BETTER
TOMORROW IF YOU'RE
STILL THINKING
ABOUT
YESTERDAY.**

TABLE 24 – 2014 ANA RESULTS- PROVINCIAL

SUBJECT	GRADE	POSITION			AVERAGE % MARKS		
		2012	2013	2014	2012	2013	2014
Mathematics	1	6	5	7	65.2	56.2	64.5
Languages	1	5	9	7	55	54.8	59.7
Mathematics	2	5	8	8	55.2	54.1	57.7
Languages	2	7	8	9	52.8	51.8	54.8
Mathematics	3	5	5	7	40.5	50.6	48.8
Languages	3	5	5	7	50.3	47.0	52.5
Mathematics	4	5	6	7	35.3	32.6	34.8
Home Language	4	5	8	8	38.3	43.0	49.2
First Add Lang	4	2	6	6	36.0	37.6	40.1
Mathematics	5	5	5	8	28.1	29.1	32.2
Home Language	5	5	8	8	35.0	36.3	49.7
First Add Lang	5	4	7	8	30.3	34.1	42.8
Mathematics	6	5	8	7	24.9	33.0	38.1
Home Language	6	5	9	8	38.4	44.8	47.7
First Add Lang	6	4	6	7	36.3	43.2	38.2
Mathematics	9	3	4	6	14.6	15.8	13.3
Home Language	9	5	8	8	42.6	35.2	44.2
First Add Lang	9	7	7	7	35.0	34.1	35.7

KEY	
	Improved
	Remain the same
	Decreased

TABLE 25 – 2014 ANA RESULTS - PROVINCIAL

SUMMARY OF ANA PERFORMANCE - EASTERN CAPE							
SUBJECT	GRADE	POSITION			ACCEPTABLE ACHIEVEMENTS (50% OR MORE)		
		2012	2013	2014	2012	2013	2014
Mathematics	1	6	5	8	72.8	65.5	76.1
Languages	1	5	9	7	60.0	63.4	70.8
Mathematics	2	5	8	8	63.3	61.6	67.9
Languages	2	7	8	9	60.0	57.1	61.9
Mathematics	3	5	5	8	34.9	54.9	58.1
Languages	3	5	5	7	52.7	50.2	59.4
Mathematics	4	5	6	6	22.7	20.9	22.3
Home Language	4	5	8	8	32.5	40.0	52.3
First Add Lang	4	2	6	6	28.8	28.9	33.2
Mathematics	5	5	5	7	12.0	14.6	18.6
Home Language	5	5	8	8	27.6	26.9	53.5
First Add Lang	5	4	7	8	16.4	22.8	39.0
Mathematics	6	5	8	7	8.1	16.2	23.3
Home Language	6	5	9	8	29.4	40.7	62.2
First Add Lang	6	4	6	8	25.0	36.2	35.1
Mathematics	9	3	4	4	2.6	3.3	3.3
Home Language	9	5	8	8	36.0	20.7	38.8
First Add Lang	9	7	7	6	20.9	19.4	21.1
	KEY						
		Improved					
		Remain the same					
		Decreased					

Tables 1-25 above clearly indicate the challenges confronting the Province, Districts and schools meeting the targets set. The focus is concentrated on the achievement of targets by individual schools. Although this appears to be an uphill battle, it is possible to achieve the set targets. This is a challenge that cuts across the schooling bands from Grades 1-9 (GET) and 10-12 (FET).

There are strides that have to be made in order to effect a turnaround in the situation that obtains. These strides are to be supported by the following mechanisms:

- ✓ Ensuring that every departmental official does their work for which they have been appointed. Furthermore, emphasis should be on strengthening monitoring and support mechanisms;
- ✓ Ensuring that schools have their own academic and subject improvement plans as required by the law (which are now revised as LAIS plans), in line with district plans, and which should focus on boosting the performance of learners;
- ✓ Ensuring that learners of under-performing schools attend identified LAIS Projects planned by districts and/ or schools;
- ✓ Ensuring the use of supplementary learning material provided by the Provincial Department of Education (DoE) and the Department of Basic Education (DBE) for use during holiday tuition programmes (Autumn, Winter and Spring classes).

Nick Taylor's paper on what is wrong with South African education and how to fix it, outlines three main shortcomings in the schooling system, which, when combined, undermine effective teaching and learning. He identifies them as *"poor time management, insufficient attention to text, and very low levels of teacher subject knowledge"*.

All efforts have to be made to tackle the above-mentioned problems as outlined by Taylor.

1. STEPS TOWARDS GAINING THE REQUIRED MOMENTUM AND MONITORING FOR THE YEAR 2015.

From 21 January 2015, both the provincial department and DBE will assist under-performing schools by ensuring that they have NSLA/ LAIS plans in place and implemented to bring about an improvement in learner performance in the 2015 academic year.

The Minister of Basic Education continues to hold meetings with District Directors on improving learner performance in 2015. An appeal has been made to districts to meet the set target of **80 %**.

The Provincial Education Department Senior Management, together with District Teams and Schools are committed to improve the Grade 12 results and meet the Provincial set target of **75% in 2015**. Schools that are already above this target are required to meet the National Target of **80%**.

Both the Provincial Member of the Executive Council (MEC) for Education and the Minister of Basic Education are unambiguous about the urgency of working together as stakeholders in the Quality Learning and Teaching Campaign (QLTC) in order to improve learner performance in 2015 and beyond.

From lessons learnt in the winter school project of 2013 and 2014, districts to develop recovery plans, fully and effectively implement them and, subsequently, improve their Grade 12 results in 2015 and beyond. Districts were required to revise such plans and implement them in order to improve learner performance in 2015.

During the launch of the “Matric Count Down” Programme in 2014 by the MEC for Education signified and symbolized the acceleration of intensification of teaching and learning, as well as visible and rigorous monitoring and support by all officials and stakeholders.

“To get extra ordinary results we have to make extra-ordinary efforts”. In this regard, even individual schools are conducting their own intervention programmes, which is appreciated and supported by district offices around the province. It is important that schools have their own **LAIS plans documented** and be guided by district offices (**See Annexure A as an Example of a programme that should be developed by individual schools**)._

2. IMPLEMENTATION OF CUSTOMISED LAIS PROGRAMMES

As previously mentioned, for LAIS programmes and activities to succeed, the implementation of the **QLTC approach** is crucial. Moreover, it is vital that the pillars of the **Provincial Learner Attainment Improvement Strategy Over-arching Implementation Plan for 2015** be implemented to significantly enhance learner performance.

SGB’s in all schools should ensure the implementation of LAIS Programmes. LAIS activities are sometimes cumbersome and cannot be carried out fully with the support of the SGB alone. In this regard, LAIS programmes require collective effort and ownership. **Principals (assisted by Circuit Managers, Ward Councilors, and Teacher Unions) should continuously mobilize all stakeholders and communities to obtain “buy in”, support, full participation and the provision of security for learners.** For the successful implementation of LAIS programmes and activities, **the leadership of the principal is therefore critical. Collective crafting of the LAIS plan and motivation of teachers will ensure that implementation is a collective responsibility.** Secondly, motivation of learners is equally important.

For the effectiveness of any intervention programme, there should be a well thought out Time Table / Activity. Weekly reports must be provided by each school in order to assess progress and address shortfalls for improvement. In this regard, principals are central for the effective execution of this exercise.

Furthermore, **concerted, collective and focused efforts by all stakeholders to monitor learning activities of the learners on a daily basis,** towards ensuring the achievement of intended outcomes is vital (**See Tables 1-8 to understand the level of support needed per category as well as 2014 detailed NSC Results for individual schools and the approved subject improvement plans developed by schools**). It goes without saying therefore, that **continuous monitoring of LAIS projects must be the order of the day.**

It should be remembered that: All LAIS projects are meant to be value-adding in improving learner performance. They are not just done for the sake of activity or compliance, but for impact.

3. OUTLINE OF FOCUS AREAS FOR IMPLEMENTATION DURING 2015

1. FOCUS AREA 1:

TRACKING LEARNER OUTCOME TARGETS (GET & FET):

- **Individual School 2015 targets for:**
 - ✓ ANA Literacy and Numeracy, per Grade
 - ✓ NSC Grade 12, per Subject
 - ✓ Percentage of learners achieving 50% and above in Mathematics
 - ✓ Percentage of learners achieving 50% and above in Physical Science
 - ✓ Overall School target
 - ✓ Bachelors pass Percentage

- **District Targets as per 2015 National Targets set for:**
 - ✓ ANA Literacy and Numeracy, per Grade
 - ✓ NSC Grade 12, per Subject
 - ✓ Percentage of learners achieving 50% and above in Mathematics
 - ✓ Percentage of learners achieving 50% and above in Physical Science
 - ✓ Overall District target
 - ✓ Bachelors pass Percentage

- Special focus on GET and FET under-performing schools required
- Results analysis from March to June 2015 to inform Intervention Strategies

2. FOCUS AREA 2:

EXTRA TUITION FOR CURRICULUM COVERAGE (ANA & FET)

- **GET:** Ensure coverage of all topics to be tested for ANA and full use of instructional hours in GET classes
- **FET:** Identify schools and subjects where there have been teacher vacancies
- **FET:** Identify schools and subjects where Annual Teaching Plan have not been completed as at 30 June 2015
- **FET:** Track Curriculum Coverage per Subject: Analyse Reports submitted by schools. Use findings to devise remedial intervention strategies, etc.
- **FET:** Arrange extra tuition (mornings, afternoons, weekends, etc.).

3. **FOCUS AREA 3:**

MATRIC COUNTDOWN ROLL-OUT PROGRAMME AND PREPARATION FRO NSC EXAMS:

- 90 Days to NSC Grade 12 Final Examinations (including weekends) as at 27 July 2015
- District Offices and schools to display Daily Countdown on Notice Boards
- QLTC Structures to embrace countdown announcements
- Media Countdown (Newspapers and Radio Stations)
- Ensure distribution of Grade 12 Examination Time-Table
- Schools to use individual Subject Improvement Plans to prepare for Examinations
- Remedial work arising out of June 2015 examinations analysis per subject
- Use of 2014 Examination and Diagnostic Reports
- Use of additional resources (e.g. DVD's, Study Guides, Thutong website, TV and Radio Lessons, Topics per subject, etc.
- Use of CAPS NSC Exemplar and 2014 Question Papers, Newspaper Supplements, etc.
- Post-Trial Examinations: 30 September to 26 October 2015.
- Be ready for mathematical probability (former paper 3 as an integral part of Mathematics paper 2 for all Matrics).
- Be ready for Economics paper 1 and 2.

✓ *Marking, analysis of results and schedule: 1 week – September Vacation*

✓ *Revision and Remedial Intervention Plan- 2 Levels:*

o *Per school per Subject*

o *By District Office per School/subject.*

✓ *Planning for Spring Schools: Organised by District Offices and Schools to participate.*

4. **FOCUS AREA 4:**

ACADEMIC READINESS TO CONDUCT ANNUAL NATIONAL ASSESSMENTS AND READING, LITERACY AND NUMERACY STRATEGY

- Ensure full compliance to Assessment Instruction 17 of 2015: ANA Framework for Improvement (Literacy and Numeracy).
- Ensure implementation of School ANA Improvement Plans per subject, per Grade.
- Optimal utilisation of ANA Improvement Plans (Assessment Instruction 17/2015) and ANA Guidelines
- Maximise utilisation of DBE Workbooks in GET Schools
- Utilise DBE 2014 ANA Diagnostic Report to address learner's weaknesses
- Utilise 2012/13/ 2014 Grade 9 ANA Exemplars to prepare learners for ANA
- Utilise past year ANA Question Papers (2013/14) as part of classroom activities.

5. **FOCUS AREA 5:**

ADMINISTRATIVE READINESS FOR ANA/NSC FINAL EXAMINATIONS

- Accurate verification of Learner Registration for ANA and NSC by schools/ districts.
- Ensure distribution of Final ANA time table and NSC National Time-Tables to learner.
- Compile school invigilation Time-Tables and District Monitoring Schedules.
- Logistical Readiness: Orals and Practical/Technical Subjects (e.g. Music, Consumer Studies, etc., CAT and IT Practicals).
- Enforce strict security measures and compliance at Head Office, District Offices and Schools to ensure credibility of ANA and NSC.

6. **FOCUS AREA 6:**

SUBMISSION OF SBA MARKS (GRADE 12):

- Ensure full compliance to Assessment Instructions 16 of 2015 respect of School Based Assessment
- Ensure credible Moderation at School, District and Provincial Levels, not auditing of the assessment tasks
- Strict control and Quality Assurance by schools in submitting Mark Sheets to District Offices
- Ensure compliance to all Oral/Practical Assessment Tasks for all affected subjects
- 100% SBA compliance by ALL Schools as SBA tasks, oral, practical = 25% of Final Examination Mark

7. **FOCUS AREA 7:**

BACK TO BASICS FUNCTIONALITY & MANAGEMENT

- **Attendance: Teachers & Learners:**
 - ✓ *Ensure "Back to Basics" - At school, on time, in classrooms*
 - ✓ *District Monitoring Instrument for weekly returns from schools*
 - ✓ *Target learner attendance after Trial Exam and before Final Exam*
- **Curriculum Management:**
 - ✓ *Ensure NSC Time Table Compliance*
 - ✓ *Action Assessment Instructions & Circulars*
 - ✓ *Exercise oversight: School/Subject Improvement Plans*
 - ✓ *Track Curriculum Coverage per subject, per Grade*
 - ✓ *Facilitate extra tuition in FET schools*
- **On-site School Support and Intervention Programme:**
 - ✓ *District Management to ensure monitoring and oversight of school visit programmes*
 - ✓ *Enhance Circuit Management of school (EDO's & Multi-Disciplinary Teams)*
 - ✓ *Priority support to under-performing school (GET and FET)*

- **School Governing Bodies (SGB's)**

- ✓ *Engagement of SGB's in rural areas and underprivileged communities to utilise school premises after hours to manage homework, study time, extra tuition, etc.*

8. FOCUS AREA 8:

LEARNER SUPPORT & MOTIVATION PROGRAMMES:

- Motivate & Support learners in all schools, including achieving schools and arrange motivational talks/speakers
- Facilitate exposure to Study Skills and Examination Guidelines
- Involve Communities for Supervised Study Periods in schools, after hours
- Utilise Eastern Cape Province Matric 2014 Learner Information and Study Tips Booklet

9. FOCUS AREA 9:

EFFECTIVE UTILISATION TELEMATIC CENTRES, MONITORING AND TECHNICAL SUPPORT TO TELEMATIC CENTRES

- It is expected that all 46 schools that have the telematics centres to utilise effectively from February 2015.
- The learners from the surrounding FET schools should have full access to the services provided by the telematics centres.
- Districts are to ensure that close monitoring and support given to the utilisation of the telematics centres.
- Technical support to the telematics centres will be provided by the University of Stellenbosch.

REPORTING ON PROGRESS

- It is expected that Departmental Reporting Systems for each Quarter will spotlight the 9 focus areas of the Provincial LAIS Programme of Action.
- Monthly and quarterly reporting on progress made for LAIS is compulsory at all 3 levels of the system: Head Office, District and Schools.
- Further to this, officials are encouraged to institute other reporting and monitoring systems: (e.g. Cluster of Schools presenting progress reports to Education Development Offices (EDO's), weekly reports submitted to line function managers, etc.).

The following LAIS projects must therefore be implemented by all schools for maximum impact:

- **Autumn school project**

The district office team together with principals and stakeholders should thoroughly plan this project. It should, amongst other subjects, also target the teaching of Mathematics and Sciences in all schools and identified centres. **Planning should be completed by the end of February for implementation during the autumn vacation.** The vacation classes should be focusing on revision and not to cover syllabus as per the Annual Teaching Plan.

- **Winter school project**

The district office team, together with principals and stakeholders plan this project. It should target the teaching of identified subjects in all **identified centres. Planning should be completed by**

the end of February for implementation during the winter vacation. The vacation classes should be focusing on revision and not to cover syllabus as per the Annual Teaching Plan.

- **Spring School Project:**

This programme should run in the same manner as winter schools. **This is the responsibility of the district office, principals and all stakeholders in the district.** The success of the spring school programme depends entirely on the active participation of both principals and teachers who should ensure its success. The Spring School should be focusing on revision and not to cover syllabus as per the Annual Teaching Plan.

- **Evening Studies Project:**

This project has been run by numerous schools over the years. It can be formalized by schools so that it becomes more effective and organized in order that it assists in achieving its intended outcomes. **Cognizance should be taken of the learners’ safety when organizing such activities, however**

The following table outlines an example of an activity plan/ time table for evening studies:

TABLE 26 - EXAMPLE: ACTIVITY PLAN FOR AN EVENING STUDIES PROGRAMME

Date / Day	Activity	Duration	Responsibility	Report
Mondays	• Supervision of Grade 12 class of 67 learners in studying	18H00 – 21H00	Mr. Rob Zinn	Done
	• Learners watch the DVD lesson on Mathematics	21H00 – 22H00	Mr. John Laing	Done
Tuesdays				
Wednesdays				
Thursdays				
Fridays	Learners join the weekend camp/ classes in (a nearby) school.			

- **Morning Classes for Curriculum Coverage and Revision Programme:**

There should be a **time table for morning classes.** The programme should be used by the school to render **quality teaching and learning in support of improved learner outcomes. This programme should start from February.**

- **Afternoon Study Period Programme:**

Daily **afternoon study time** at school should be in place. An afternoon study time-table should indicate the allocation of roles and responsibilities of learners and teachers, etc. The time-table should be used by the school to ensure that learners learn effectively. **This programme should start from February**

- **Evening Study Period Programmes in nearby schools:**

There should be a **time table for Evening study periods**. This may be done in the school where there are facilities and if not it can be done in nearby schools. This project should be done in the following manner:

- **Mode of operation:**

- ✓ Have a number of learners living nearby their high school **attend evening classes** there.
- ✓ Have a number of learners who live far from their high school attend evening studies at a nearby Senior/Junior Secondary School.
- ✓ At a collegial level, **talk to principals of nearby Junior Secondary Schools to solicit support and participation in the project. Circuit Managers should also assist in co-ordinating the aspect.**
- ✓ **Through Ward Councilors, mobilize communities to SUPERVISE and assist their children in studying in their nearby Senior/Junior Secondary Schools.**
- ✓ Ensure that learners in villages study in nearby schools under the supervision of elected community leaders/ Parents and teachers who live in those villages.
- ✓ Attendance registers of learners studying in all schools are kept and provided to Senior Secondary School principals daily.
- ✓ Obtain volunteer and retired teachers to assist learners during their evening study periods.
- ✓ Local chiefs / headmen and Ward Councilors should ensure that there is maximum security provided to learners in all schools when studying during the evenings.

**SEE THE SAMPLE PROGRAMME BELOW AS
A GUIDE FOR THE SCHOOL**

TABLE 27 - EXAMPLE: Week-end Classes / Camps Programmes

Day	Time	Activities
Fridays	17H00	<ul style="list-style-type: none"> • Arrival of learners at the camp centre with their mattresses and be accommodated in prepared classrooms. • Security measures must have already been put in place. • Principal is present in the campsite to ensure its efficient start. • Community members and school must provide food for learners at the camp. • Business and volunteers to donate food to schools. • Volunteers prepare food for learners.
	18H30 -19H30	<ul style="list-style-type: none"> • Supper is served
	19H45 - 22H00	<ul style="list-style-type: none"> • Study period

Saturday	5H00 – 6H00	<ul style="list-style-type: none"> All learners take bath and prepare for the day.
	6H00- 6H45	<ul style="list-style-type: none"> Breakfast is served
	7H00- 8H00	<ul style="list-style-type: none"> Morning study periods: supervision by selected person(s).
		<ul style="list-style-type: none"> 8H00-13H30 teaching and learning
		<ul style="list-style-type: none"> 8H00-9H00 = 1st period 9H00 -10H00 = 2nd period 10H00 - 11H00 = 3rd period 11H00 – 11H30 = Short break 11H30 – 12H30 = 4th period 12H30 – 13H30 = 5th period 13H30 – 14H30 = Lunch break 15H00- 17H30 = Afternoon day study period 18H00 – 19H00 = Supper is served 19H30 – 22H30 = Evening study period
Sunday	Similar to Saturday but stops at Lunch time and learners go home.	

Subjects to be offered in the Camp:

- During the course of the week, intensive teaching and learning must take place, and IsiXhosa and Life Orientation should be taught and revised extensively, because these subjects will not be catered for at the weekend camps. All other subjects should be offered at the camps.

Success of this project:

- Learners must be brought on board about the project and be allowed to comment on its implementation. **Participation should be voluntary!**
- Learners must have their personal study time-table** indicating the subjects they would study each day. Teachers should help learners develop their study time-tables.
- Community support and participation is of extreme importance in weekend camps and cannot be over-emphasized.
- The **ILIMA** concept must be advocated amongst community members, teachers and other stakeholders. Donations in the form of food and other needs should be (in the spirit of ILIMA) solicited from the business sector, community members, churches, government officials and other interested sponsors and donors.
- With the assistance of **Ward Councilors** and **Chiefs, Principals** must continuously convene community mobilization meetings to ensure collective participation and responsibility in the running of this project. Understandably, the Ward Councilor (who has a role or task of community development) should work hand-in-glove with the local chief.
- Principals should involve teachers and co-ordinate transport on Fridays and Sundays to ensure that learners are able to participate in the weekend camps.
- Identified teachers must **prepare their lessons on Fridays under the guidance of their respective Subject Advisors**. The use of DBE supplied SBA Guidelines for selected subjects, the 2013 and 2014 NSC Diagnostic Report, Exemplar Question Papers and Examination Guidelines, as well as the Provincial Chief Markers' reports are regarded as critical to identify and address topics that are frequently poorly answered by learners over the past number of years.
- Special focus must be placed on the components of Mathematics Probability that were previously part of the defunct paper 3, and is now part of the compulsory Mathematics Paper 2.**

- **Economics must also be given special attention in view of the fact that this subject, unlike in the past, is examined as two papers, namely Paper 1 and Paper 2.**
- **All the Grade 12 candidates for 2015 have been provided with an information and study tips booklet (refer to the section that outlines how each NSC Grade 12 subject shall be examined at the end of this year).**
- **Principals, teachers, parents and other stakeholders should be requested to ensure that all learners are exposed and guided on how to optimally utilise the information in the study tips booklet as a vital tool to plan for their success in the end of year examinations.**
- Circuit Managers should play a vital support and motivational role for both teachers and learners during the weekend camps.
- **Monitoring of this project** must be conducted weekly by the QLTC teams, both at school and circuit levels. The district QLTC team should also monitor the project and provide reports to the District Education Forum on a monthly basis from February until the end of November.
- Mass participation is the key for the successful implementation of the LAIS plan and its related projects. There is therefore a dire need and necessity for it, as there can be **no victory without mass participation**, since community mobilization for effective schooling remains fundamental in striving to improve learner performance. It is therefore imperative that we transform our **schools into centres of community life** and hives of LAIS activities where, on a daily basis:
 - ✓ learners study seriously and learn;
 - ✓ teachers teach learners effectively;
 - ✓ principals provide instructional leadership;
 - ✓ community members cook for their children and serve them at stipulated times;
 - ✓ community members provide security for their children, from home to schools during the evenings;
 - ✓ community members supervise study periods in the evenings and during week-end camps;
 - ✓ stakeholders in QLTC teams monitor LAIS activities in their schools;
 - ✓ Entire communities live in harmony with teachers and learners.
 - ✓ There are cordial working relations and mutual respect amongst all stakeholders.

“LIFE IS LIKE PHOTOGRAPHY. YOU NEED THE NEGATIVES TO DEVELOP.”
UNKNOWN

4. SUMMARY OF KEY LAIS PROGRAMMES FOR 2015

4.1. Learning cluster meetings (monthly) from February.

A Learning Cluster is a group of subject teachers that meet monthly to:

- Plan and standardise work for the week as per the work schedule.
- Coach and mentor other teachers on difficult subject areas.
- Review learner progress in respect of their performance.

4.2. Focus schools project for underperforming schools.

This is a specialised project for SMTs. The focus is on improving learner performance by strengthening the following areas:

- Leadership, management and governance
- Project management
- Parental involvement in homework and Extra LAIS project activities
- QLTC approach to improving learner performance
- Learner support and discipline

4.3. Mathematics and Science Learner Improvement Programmes (LIP)

- Incubation of learners, who are to be **taught Maths and Science and other identified problematic subjects as determined by the individual schools' subject improvement plans** every Saturday in identified centres.
- Identified **EXPERT teachers** to teach in these centres.

4.4. Learner Support Focus Areas

- Curriculum Coverage Camps
- Autumn Schools
- Winter Schools
- Spring Schools
- Revision Camps
- Evening Study Programmes in all schools from February
- Study group Programmes for all learners from February
- ICT centre / e-Tutoring Programmes – use of Telematics Centres
e-Learning Centres, Mobile Computer Labs in Dinaledi Schools, etc.
- Schools' Structured Revision programmes
- Home Study Group Programmes from February
- Teacher Development interventions for underperforming subjects.
- Use of roving teachers to assist learners in the schools where there is no subject teacher.

4.5. Subject and school academic Improvement Plans

- From the analysis of the 2014 results, schools compiled:-
 - ✓ subject improvement plans
 - ✓ school's academic plan
- Secondly, schools were encouraged to reduce their curriculum streams to ensure that there are sufficient learners per subject. It is expected that there should be thirty five learners or more per subject and per class.
- Focussed support and monitoring of all schools.
- Subject Advisors and EDOs provide focused monitoring and support to all categories of schools.
- Schools below the benchmark target should be assisted to reach the target.
- Schools who have already reached the target should be assisted to improve and not regress.

4.6 Other learner support programmes on offer

- ✓ Newspaper Supplements
- ✓ Mindset Material
- ✓ Examination Packs/Study Guides
- ✓ Telematics Live Programmes and DVDs of broadcast lessons
- ✓ Vodacom and Samsung Learning Packages
- ✓ Exemplar question papers and examination guidelines
- ✓ DBE- i-cloud programmes
- ✓ www.ecdoe.gov.za
- ✓ www.education.gov.za and www.thutong.gov.za
- ✓ www.ecexams.co.za and www.eccurriculum.co.za

4.7 Communication of the plan and intensive monitoring

- The success of the Implementation of this Intensive Learner Improvement Programme depends on its effective planning and communication to all critical role players.
- Provincial monitoring teams, District Officials, Principals, Teachers as well as communities should be consulted and be informed of this intensive plan.
- Priority activities for the term until the writing of examinations should be clearly communicated to all stakeholders, including learners.
- Monitoring and Reporting on the implementation of this Plan is non-negotiable.

4.7.1 Annexures A, B, C, D, E and F and tables 13 and 14 are **EXAMPLES** of the documents that can be produced at different levels.

ANNEXURE/ TABLE	TITLE	PURPOSE
TABLE 25	Example: activity plan for evening studies programme	School to be monitored as per the plan they submitted
TABLE 26	Example: week-end classes / camps programmes	School to be monitored as per the plan they submitted
ANNEXURE A	An example of a LAIS school plan 2015	School to be monitored as per the plan they submitted
ANNEXURE B	An example of a revision time table during examination time from 01 October to 27 November 2015	Schools to be monitored as per the plan they submitted
ANNEXURE C	Example of a LAIS recovery plan by each school (from July- November in 2015) to improve grade 12 results	Schools to be monitored as per the plan they submitted
ANNEXURE D	Report on the provincial count down meeting held at district x and the implementation of the intensive LAIS plan by the district and schools.	District officials to be held accountable for support and monitoring as per district adopted and endorsed plan.
ANNEXURE E	Progress report on the implementation of the instructions given to all managers on intensive implementation of LAIS.	District officials to be held accountable for the support and monitoring as per district adopted and endorsed plan.
ANNEXURE F	Time-tabling and intensification of revision session for grade 12 learners	District officials to be held accountable for the support and monitoring as per district endorsed plan.

4.8 suggested programme of action for 2015 for the attainment of improved learning outcomes.

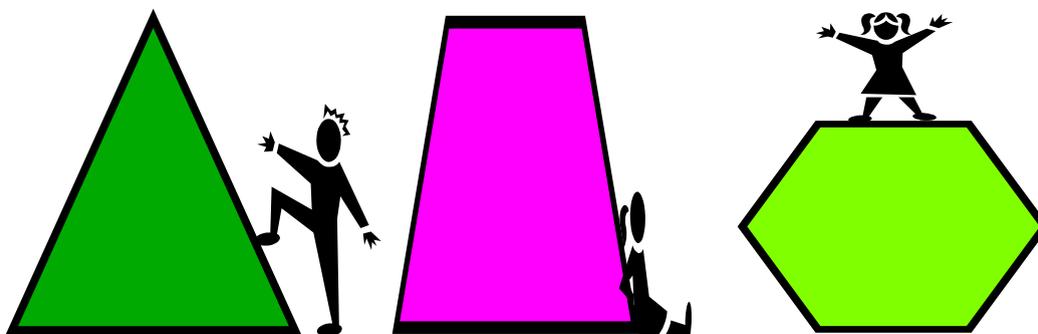
- Tracking learner outcomes targets (GET & FET)
- Extra tuition Curriculum coverage (ANA & FET)
- Matric countdown roll-out programme and preparation for NSC Exams
- Academic Readiness to conduct Annual National Assessment AND Reading
- Administrative Readiness for ANA/NSC Final Exams
- Submission of SBA marks (Grade 12)
- Back to Basics School Functionality & Management
- Learner Support & Motivation Programmes
- Effective utilisation Telematic Centres
- Provide Technical support and monitoring of Telematic centres.

5. WAY FORWARD

- 5.1 **It is critical to action this LAIS plan with its programmes and make things happen now, as there is no better time than now.** This is the time to effect positive change in our schools with the limited time and resources available.
- 5.2 **Motivate schools and communities to** continually strive towards improving learner performance in our schools.
- 5.3 **We should make concerted efforts to turn around the results of our schools in the Province in 2014 and beyond.** All schools should strive for improvement towards a target of 70%. Schools that have already achieved this target should strive for the % national target of 80% in their quest for a 100 % pass rate. This is achievable.
- 5.4 Any accomplishment in life is as a result of hardwork. ***Ayikho inkomo yobuthongo kwaye umzingisi akanalishwa.*** Sekusele kancane singene endumisweni masingatyhafi ntozakuthi. Ayinyaniso amazwi ka Thomas Edison athi: ***many of lives' failures are people who did not realize how close they were to success when they gave up.*** Masihambeni siyokwenza ezikolweni zethu sisebenzele ukupasa kwabantwana bethu kakuhle ukuze babenekamva eliaqaqambileyo. We cannot fail to meet the set national target, and we dare not.
- 5.5 By 2030, our schools should have learners and teachers who are highly motivated; principals who are effective managers, and who provide administrative and curriculum leadership; parents who are involved in the schools of their children attend; and schools that are accountable; committed and with professional teachers who have good knowledge of the subjects they are responsible for; schools and teachers that are supported by knowledgeable district officials; learning materials should be readily available; basic infrastructure requirements should be met across the board; and high speed broadband should be available to support teaching and learning.”

“Life affords no higher pleasure than that of surmounting difficulties, passing from one stage of success to another, forming new wishes and seeing them gratified. He that labours in any great or laudable undertaking has the fatigues, first supported by hope and afterwards supported by joy”.

[Samuel Johnson]



REACHING THE FINISHING LINE STRONGLY NEEDS CONSISTENT FOCUS TO THE PLAN



"Your time is limited, don't waste it living someone else's life. Don't be trapped by dogma, which is living the result of other people's thinking. Don't let the noise of other's opinion drowned your own inner voice. And most important, have the courage to follow your heart and intuition, they somehow already know what you truly want to become. Everything else is secondary."

Steve Jobs



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL STRATEGY
FOR LEARNER ATTAINMENT (NSLA)
2015**

Province: _____

Quarter: _____ **Year:** _____

2015 NATIONAL STRATEGY FOR LEARNER ATTAINMENT (NSLA) FRAMEWORK

The Basic Education Sector has made tremendous progress in meeting the Millennium Development Goals including providing for education delivery at different spheres of government. One of the challenges for the national and provincial departments of Basic Education has been to promote and implement changes which lead to improved learner outcomes throughout the Basic Education system.

Over the years the sector came to be characterised by poor learner performance as measured through the Grade 12 pass rate and literacy and numeracy scores in systemic and Whole School Evaluation. That trend has also been confirmed by international studies such as the Southern and East Africa Consortium for Monitoring Education Quality (SACMEQ); Trends in International Mathematics and Science Studies (TIMSS), and Progress in International Reading Literacy Study (PIRLS). The 2014 ANA results revealed that learners in the system are still faced with the challenge of literacy and numeracy. It must be mentioned that the 2014 matric class experienced a phenomenal improvement in the results of 78.2% and this was as a result of the efforts of many years of the implementation of the NSLA. It is critical to acknowledge learner attainment can only be substantially addressed if it is acknowledged that there are several barriers that prevent learners, teachers and schools to develop their full potential. The main aim of any intervention should therefore be to identify the barriers experienced (at individual learner level, teacher and classroom level, school, District and systemic level) and to put measures in place to address them effectively through an inter-sectoral and integrated approach.

In line with improving planning, monitoring and evaluation, government has adopted twelve outcomes as key focus of work between 2010 and 2015. The Basic Education Sector has developed and adopted *Action Plan 2015: Towards the realisation of Schooling 2025*. This plan has clear measurable output goals and timeframes for each critical deliverable.

The objectives of the framework are:

- (i) Sustained improvement in learner outcomes or performance;
- (ii) Enhanced accountability at all levels of the system;
- (iii) Greater focus on basic functionality of schools;
- (iv) Protecting time for teaching and learning;
- (v) Improved support for teaching and learning;
- (vi) Increased efforts on time on task; and
- (vii) Resource provisioning

TOWARDS ACHIEVING SCHOOLING 2025

The Schooling 2025 and the 2014 Action plan outlines what the government will be doing to make Grade R to 12 schooling better, but also explains the contributions that each one of the stakeholders in the schooling communities could make towards achieving the goals of the plan.

There are 27 national goals that should be achieved by the education department, 13 of which are output goals dealing with better school results and enrolment of learners. The remaining 14 are the departmental inputs aimed at making the first 13 goals achievable.

The NSLA attempts to meet the targets set out in Action Plan 2014 towards Schooling 2025 to improve learning and teaching in the schooling system.

This document is divided into the following sections for easy reference and reporting:

Section 1: Management and Leadership

Section 2: Early Childhood Development

Section 3: Primary/GET Schools: Multi-grade; Foundation Phase; Intermediate Phase; and Senior Phase.

Section 4: High/FET Schools

Section 5: Mathematics, Science and Technology

Section 6: Comprehensive Teacher Development Programme

Section 7: Resource provisioning

Section 8: Inclusive Education: Special Schools; Full-service schools; Home Education

Section 9: ICT



**Don't study to earn
Study to learn
What you learn today
Is what you will
Become tomorrow...**

WishesMessages.com

SECTION ONE:

MANAGEMENT AND LEADERSHIP

DEVELOPMENT OF MANAGEMENT AND LEADERSHIP

The NDP outlines the importance of having sound management in the school to build a strong and coherent set of institutions for delivering quality education

“Skilled and dedicated principals to foster a vibrant but disciplined environment that is conducive to learning”.

- *Principals to fulfill their roles as leaders in implementing the curriculum*
- *Schools to have capacity to implement policies – where capacity is lacking immediate action to be taken to address it*
- *Districts should provide targeted support to improve practices within schools and ensure communication.*
- *Principals in underperforming schools to receive training, mentoring and support*

GOAL 21 and GOAL 27 of the Action Plan 2014

EDUCATION, MANAGEMENT AND GOVERNANCE DEVELOPMENT

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
1.	Monitor the functionality of the SGB.	Monitoring plan of SGB functionality using the relevant tool Populated SGB Functionality Tool per visited school	Provincial and District EMGD Coordinators on School Governance	Per quarter	
2.	Improve parent and community participation in the governance of schools	Report with the Database of newly elected SGB members per school	Provincial and District EMGD Coordinators on School Governance	May 2015	
3.	Capacity building and Orientation of all newly elected SGBs	Management plan for SGB orientation and capacity building Report that indicates the following: <ul style="list-style-type: none"> • Number of schools whose SGBs have been orientated • Number of schools whose SGBs have received training. • Areas of training per training session • Impact of the training 	Provincial and District EMGD Coordinators on School Governance	Quarterly	
4.	Training of Principals (Grade R to 12) in School Leadership and Management	Management plan for rollout of training of principals in management and School Leadership Report that indicates the following: <ul style="list-style-type: none"> • Number of Principals trained • Areas of training per session • Impact of training 	Provincial and District EMGD Coordinators on School Leadership and Management	Quarterly	
5.	Competency assessment of School Principals	Report indicating the number of School Principals who have gone through competency assessments before being appointed and the impact.	Provincial and District EMGD Coordinators on School Leadership and Management	Quarterly	
6.	Induction of newly appointed SMTs	Report indicating the number of inducted SMTs and impact of the sessions.	Provincial and District EMGD Coordinators on School Leadership and Management	Quarterly	

DISTRICT COORDINATION AND DEVELOPMENT

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
1.	Provinces to refine their calendars by September and submit to districts to finalise plans before end of October and submit to schools. A refined provincial calendar free of clashes to be developed and approved.	A refined provincial calendar.	Director Communication	Dec 2014	
2.	Completing district and circuit/Area Office (AO) plans considering the provincial plan - to set district targets with specific emphasis on the exit classes	Learner Attainment Implementation Plans developed addressing shortcomings and catering for uniqueness of the district.	District Director Area Managers / Circuit Managers	End Feb 2015	
3.	A coordinated circuit/AO plan with dates of planned principals meeting (for clusters/EMGD/Management) - To determine the number of days principals/ stay away from schools	District plan indicating all Area Offices interactions with school managers by Area office Officials (EMGD, Circuit managers and Curriculum)	District Directors Area managers Circuit managers	February 2015	
4.	Holding the curriculum Bosberaad in Districts and Circuits/AOs to address all district officials on the district plan and agree on the implementation. Identify specific challenges and strategies for intervention by multi-disciplinary teams.	Meetings held in Districts cluster and Circuits / AOs.	District Director Area Manager, EMGD, AO Curriculum Coordinators and Circuit Managers	Feb 2015	
5.	Adopting the underperforming schools for mentorship 1.1 All FET underperforming schools and first time Grade 12 schools by members of the Senior and Middle Management Team. 4.2 GET schools feeding underperforming High Schools by Deputy Chief Education Specialists	Reports of continuous mentorship of school principals by senior and middle managers in the province once per month per manager per school. Reports should be submitted to the Area Managers/ District CES /School Improvement Plan (SIP) coordinator.	SG Provincial and District Directors	Quarterly	

DISTRICT COORDINATION AND DEVELOPMENT

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
6.	One meeting of mentors with districts to discuss findings and concerns from school visits.	Reports of problems identified and interventions submitted during the meeting.	District Directors	By end June 2015	
7.	Updating profiles of <i>all schools</i> on a provided template for informed intervention and support. - Profile to include audit of teacher qualification and specialization	Updated profiles of schools existing in Districts / Circuits / Area Offices. Data base of teachers' qualification and areas of specialization and <ul style="list-style-type: none"> • relevant placement of teachers • regularly updated and monitored completing the HR CV project	Area Managers EMIS	End February and ongoing	
8.	Monthly meetings of Circuit Managers, Curriculum Coordinators, Subject Specialists, EMGD and IQMS officials in Circuits/AOs to discuss problems experienced at schools regarding monitoring, support and review of targets.	Minutes of such meetings made available to district directors by Circuit /Area Managers.	District Director Circuit/Area Managers.	Monthly	
9.	Support Forums for SMTs to share good practices on institutional management.	Reports on the Quarterly meetings of all high school principals in the area office.	District Director Circuit/Area Managers	Beginning of each term	

DISTRICT COORDINATION AND DEVELOPMENT					
<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
10.	Monitoring; support and guidance to schools on: <ul style="list-style-type: none"> • Curriculum coverage • Correct time tables • In-school monitoring • Monthly staff meetings • Management meetings • Analysis of performance • Staffing 	Reports on the visits made available to the District / Circuit/ Area Manager for interventions with the relevant officials.	District Director/ Circuit Managers	Monthly	
11.	Issuing written notices to all schools identified as underperforming (Section 58B (1)) for them to prepare a plan setting out how academic performance at the school will be improved. Education Laws Amendment Act 2007 Section 16A (1) (b)	Reports on the letters issued to underperforming schools by Superintendent-General (SG) indicating number and kind of issues to be addressed.	SG	End Jan 2015	

***“Don’t go around saying the world owes you a living.
The world owes you nothing. It was here first.”***

Mark Twain

SECTION TWO:

EARLY CHILDHOOD DEVELOPMENT

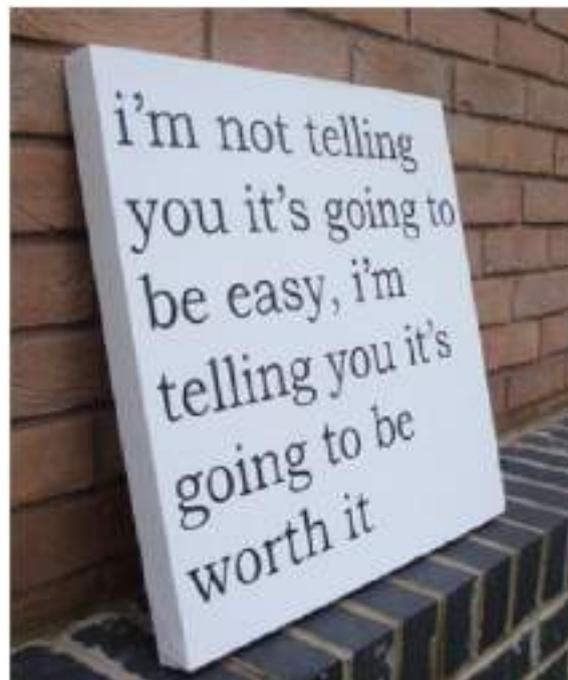
GOALS SPECIFIC TO EARLY CHILDHOOD DEVELOPMENT:

Goal 11: Improve the access of children to quality early childhood development (ECD) below Grade 1.

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
1.	Resource newly established Grade R classes with basic resource pack	A report on the resources provided to schools with Grade R	PED	March	
2.	Provide each targeted school with an indicative amount of what its public allocation will be for the provisioning of Grade R in the following year and how it was determined	Grade R per learner allocation determined and made public (See Item 5)	PED	September of previous year	
3.	Maintain a register for selected independent schools that will receive funding for learners in Grade R	Number of community-based ECD sites registered as independent schools	PED	January	
4.	Transfer funds for remuneration of SGB-employed educators working as ECD practitioners to the school governing body employees concerned	Report on the transfer of funds	PED	April	
5.	Place the list of all public schools (ordinary and special) offering Grade R on the provincial website, indicating the per learner allocation	List of all public schools offering Grade R	PED	January	
6.	Monitor the Grade R programme of assessment	Reports submitted to Curriculum and Assessment at Head Office are available	District officials	Quarterly	
7.	Incorporate Grade R into Public Primary schools/ improving access to Grade R in Public Primary Schools	A report with evidence of the following is available: <ul style="list-style-type: none"> • Number of schools with Grade R • Number of learners enrolled in Grade R <ul style="list-style-type: none"> • in Public Primary Schools • In independent schools (including community based sites) 	PED	January	

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
8.	Distribute the National Curriculum Framework for children from Birth to Four (NCF) to all registered ECD centres	A report on the distribution of the NCF with the following information: <ul style="list-style-type: none"> • Number of documents distributed; • Names of the centres that received the documents • Name of the person who accepted the documents at the centre. 	PED	March	
9.	Training of DSD and DBE provincial and district officials on the NCF	A report on the training of officials indicating the date, venue, number of officials as well as the approved programme and register of the training conducted. A pre-test of the training must be conducted as well as a post-training test.	PED	March	
10.	Establishment of a Training and Curriculum Sub-committee of the provincial inter-departmental ECD committee	A report on the participation of departments in the Training and Curriculum Sub-committee as well as the topics covered and progress on action list after the meetings.	PED	March, June, September and December	
11.	Training of ECD practitioners on the NCF	Report with evidence of the following: <ul style="list-style-type: none"> • Number of practitioners trained • Dates of the training • Results of the pre-training test • Results of the post-training test 	PED	March September	
12.	Training of ECD practitioners towards the minimum qualification at Level 4 on the National Qualifications Framework	A report with evidence of the following: <ul style="list-style-type: none"> • Number of practitioners trained • Commencement dates of training • Ending dates of training • Name of service provider • Accreditation status of the service provider • Date of up-loading of information on ETDP SETA database 	PED	March June September December	

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
13.	Database of ECD (Pre Grade R) practitioners indicating qualifications	A report with verified information on the following: <ul style="list-style-type: none"> • Number of Pre Grade R practitioner qualifications at each of the NQF levels • Report from ETDP SETA 	PED	March September	
14.	Monitoring the implementation of the NCF at the selected ECD centres	A report with evidence of the following: <ul style="list-style-type: none"> • Name of the centres implementing the NCF; • Number of practitioners at the centre implementing the NCF; • Condition of the centre pre implementation of the NCF; • Result of the implementation at the centre. 	PED	March June September December	



SECTION THREE:

PRIMARY / GET SCHOOLS

TOWARDS ACHIEVING SCHOOLING 2025

The Schooling 2025 and the 2014 Action plan outlines what the government will be doing to make Grade R to 12 schooling better, but also explain the contributions that each one of the stakeholders in the schooling communities could make towards achieving the goals of the plan.

There are 27 national goals that should be achieved by the education department, 13 of which are output goals dealing with better school results and enrolment of learners. The remaining 14 are the departmental inputs aimed at making the first 13 goals achievable.

The plan is intended for the teachers, principals and members of the school governing bodies.

The NSLA attempts to meet the targets set out in Action Plan 2014 and Schooling 2025 to improve learning and teaching in the schooling system.

Within this plan are stipulated Goals derived from the Action Plan 2015 for schools to implement. 11 of the 27 goals as stipulated are applicable to GET schools.

The plan incorporates the NDP as a source document.

GOALS SPECIFIC TO FOUNDATION PHASE, INTERMEDIATE AND SENIOR PHASE:

- Goal 1:** Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum Language and Mathematics competencies for Grade 3.
- Goal 2:** Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.
- Goal 3:** Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.
- Goal 7:** Improve the average performance in *languages of Grade 6 learners*.
- Goal 8:** Improve the average performance in *mathematics of Grade 6 learners*.
- Goal 9:** Improve the average performance in *mathematics of Grade 8 learners*.
- Goal 10:** Ensure that all children remain effectively enrolled in school up to the year in which they turn 15.
- Goal 11:** Improve the access of children to quality early childhood development (ECD) below Grade 1.
- Goal 12:** Improve the grade promotion of learners through the Grades 1 to 9 phases of school.
- Goal 13:** Improve the access of youth to Further Education and Training beyond Grade 9.

It
always
seems
impossible
until
it is
DONE.

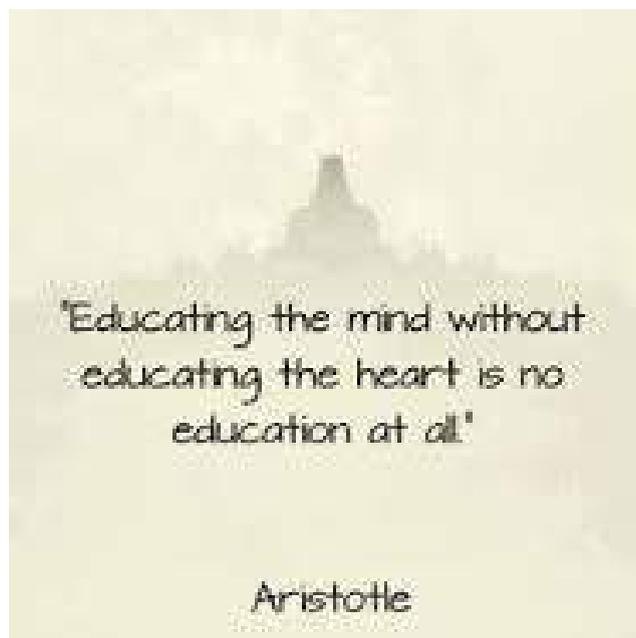
GUIDELINE ON HOW TO COMPLETE AND WHAT TO INCLUDE IN THE NSLA TEMPLATE

1. Only progress on activities completed in the current quarter must be reported on.
2. Time frames should relate to the quarter on being reported on.
3. The progress report should include feedback on activities, interventions, outcomes and support provided during school visits, workshops conducted to strengthen teachers' knowledge, skills and teaching methodology and focus on the progress made regarding the strategies activities listed in the NSLA template.
4. Curriculum coverage must adhere to the pacing of the Annual Teaching Plans (ATP) in the CAPS for all subjects. Should schools fall behind catch up plans must be developed, implemented and reported on.
5. Support for ANA must be reported on against provincial targets for 2015. The report must indicate the proposed total target and what has been actually achieved. Any short comings must be mediated with a recovery strategy within set time frames and included in the progress report for the quarter.
6. With regards to formal and informal assessment tasks the report should indicate the number of classroom activities teachers are expected to do per subject, per week, how it will be monitored and what support will be provided to teachers.
7. The LTSM Provisioning Policy must be strictly adhered to and a report which details quantity required with actual quantities delivered must be submitted to the DBE. In the event of a shortfall a procurement plan must be attached to the report which details the quantity required, date of order, date of delivery to the school and the proof of delivery.
8. Specific details must be provided for all workshops conducted in the quarter must be reported on i.e.: The type of workshop, number of workshops per province/district; number of teachers targeted and actual attendance; which subjects and grades; types of schools targeted; duration; monitoring and evaluation plan; and an impact study.

MULTI-GRADE EDUCATION					
<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
1.	Improve teacher capacity and practices in multi-grade teaching.	Report indicating the following: <ul style="list-style-type: none"> • The number of teachers and Subject Advisors trained in multi-grade teaching. • Results of pre and post-tests. • Details of schools that teachers were trained. 	PEDs	Quarterly	
2.	Improve teacher capacity and practices in using ICT to mediate teaching and learning multi-grade schools.	Report indicating the following: <ul style="list-style-type: none"> • The number of educators that use and apply ICT in their multi-grade classrooms. • Details of schools that are using ICTs • Improved mediation of the curriculum. 	PEDs	Quarterly	
3.	Implement the multi-grade toolkit in multi-grade schools.	Report on the implementation of the multi-grade toolkit indicating the following: <ul style="list-style-type: none"> • Number of toolkits distributed and details of schools implementing the toolkit. • Improved curriculum delivery. 	PEDs	Quarterly	
4.	Monitor the implementation of CAPS in multi-grade schools.	Report on the implementation of CAPS indicating the following: <ul style="list-style-type: none"> • Compliance with CAPS. • Number of visits to schools. • Names of schools visited. • Impact of the support provided. 	PEDs	Quarterly	

MULTI-GRADE EDUCATION					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
5.	Strengthening Curriculum implementation and SBA in Multi-Grade Schools	<p>Curriculum Coverage as per adapted ATP, Teaching Methodology, LTSM - textbooks and the use of workbooks.</p> <p>Number of informal activities done and assessed per week.</p> <p>Subject meetings</p> <p>Monitor and support Life-Player pilot project</p>	PROVINCES & DISTRICT	Monthly	
6.	Monitoring and support the implementation of School-Based Assessment (SBA) and ANA	<p>Readiness of districts, schools and teachers to Administer ANA 2015 is monitored and strengthened.</p> <p>Arrangements for the printing, packing and distribution of the test material are in place.</p> <p>Manage and administer the marking and moderation of ANA scripts.</p> <p>Teachers are trained on how to develop formal assessment tasks for SBA</p> <p>An analysis of the learner performance per subject; item analysis, etc presented at end of every quarter for interventions</p>		Feb - Sept	
7.	Monitor the rationalisation of small rural and multi-grade schools.	<p>Report on merger and closer of non-viable schools:</p> <ul style="list-style-type: none"> • Details of closed and merged schooled (Number and names of such schools) • Details of schools earmarked to be merged/ closed. 	PEDs	Quarterly	

MULTI-GRADE EDUCATION					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
8.	Monitor the conclusion Section 14 Agreements for public schools on private property	Report on the database of public schools on private property and on finalized Section 14 Agreements: <ul style="list-style-type: none"> • Details of schools on private property (Number and names of such schools) • Details of schools that have concluded the Section 14 Agreements. 	PEDs	Quarterly	
9.	Improve access and retention of learners in rural and multi-grade schools.	Report on school hostels in rural areas indicating the following: <ul style="list-style-type: none"> • Functionality of hostels; • Number of children and staff at the hostels. 	PEDs	Quarterly	
		Report on the provision of scholar transport indicating the number of children utilizing the service.	PEDs	Quarterly	



FOUNDATION PHASE GRADES R- 3

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
MONITOR AND SUPPORT THE IMPLEMENTATION OF CAPS					
1.	Ensuring availability of all relevant policies/ documents for all subjects offered in Grades R-3.to the relevant subject teachers	Relevant Curriculum and Assessment policies/ documents in the teachers files: <ul style="list-style-type: none"> • CAPS policy documents for each subject • National Protocol for assessment • National Policy Pertaining to programme and promotion requirements • School Departmental/ subject policy 	PROVINCES & DISTRICT	Quarterly	
2.	Monitor, evaluate and support the implementation of CAPS in Grades R-3	Report indicating the following: <ul style="list-style-type: none"> • Lesson Planning and scripted lessons • Assessment programme • Resource provisioning (reading, writing, Mathematics, Life Skills) • Teacher training and support (content workshops) • Monitoring Classroom practice and teaching methodology • Monitoring Curriculum coverage • Monitoring Utilisation of Workbooks 	PROVINCES & DISTRICTS	Quarterly	

FOUNDATION PHASE GRADES R- 3

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
LANGUAGES					
3.	Monitoring the implementation of the LITNUM to ensure improvement of Mathematics and Languages in line with the Action Plan , the Language Framework document and the MST strategy	Report on the monitoring conducted indicating the following: <ul style="list-style-type: none"> • Number of schools visited and number of visits per school. • Impact of the support provided to the schools. 	PROVINCES & DISTRICT	Quarterly	
4.	Ensuring strengthened support for EFAL implementation in Grade 1-3 is in accordance with CAPS	Report on the support for EFAL indicating the following: <ul style="list-style-type: none"> • Roll-out of CiPELT training programme to grade 1-3 teachers • Monitor and support CiPELT implementation in Grades 1-3 • EFAL Reading and writing workshops • Provisioning of EFAL resources 	PROVINCES & DISTRICT	Quarterly	
5.	Implementation of Incremental Introduction of African Languages (IIAL) in pilot schools	Report on the implementation of IIAL in the pilot schools indicating the following: <ul style="list-style-type: none"> • Language offerings • Number of pilot schools • Teacher provisioning models • Advocacy and Communication strategy • Teacher training and support • Resource provisioning • Policy compliance • Monitoring and support activities 	PROVINCES & DISTRICT	Quarterly	

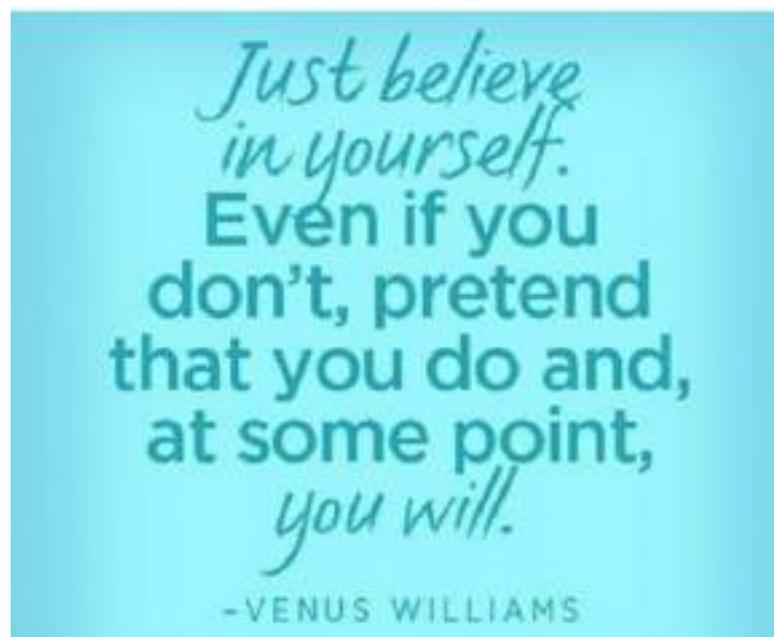
FOUNDATION PHASE GRADES R- 3

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
6.	Language across the curriculum (LAC) with the focus on African languages as LoLT	<p>Report indicating the following:</p> <ul style="list-style-type: none"> • Teacher training and support programmes to strengthen LoLT (African languages and English and Afrikaans) in Grades R-3. • Reading and writing workshops in the LoLT • Provisioning of African language resources. • Monitor and support the teaching of Mathematics in African languages. • ANA interventions to strengthen LoLT. • Impact of partnership programmes (NGOs, HEIs etc) to improve outcomes in Languages. 	PROVINCES & DISTRICT	Quarterly	
7.	Ensuring the use of Workbooks as assistive resources for learning and teaching	<p>Monitoring reports indicating the following:</p> <ul style="list-style-type: none"> • Distribution and Provisioning of Workbooks • Teacher training and support programmes to mediate Workbook utilisation. • Monitor and support the utilisation of the Workbooks 	PROVINCES & DISTRICT	Quarterly	

FOUNDATION PHASE GRADES R- 3

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
8.	Strengthening the implementation of Reading Programmes	<p>Report indicating the following:</p> <ul style="list-style-type: none"> • Provisioning of high quality reading resources in LoLT and FAL. • Teacher training workshops on reading methodologies and strategies. • Implementation of the Early Grade Reading Assessment (EGRA). • Implementation of reading norms. • Implementation Drop All and Read time. • Set up classroom reading corners • Promotion of Reading events and competitions. • Monitoring and evaluation of reading programmes in Grades R-3. • Impact of partnership programmes support with NGOs, HEIs etc • Parental Involvement 	PROVINCES & DISTRICT	Quarterly	

FOUNDATION PHASE GRADES R- 3					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
MATHEMATICS					
9.	Monitor and support the teaching of Mathematics in Grades R-3 as per CAPS requirements.	Report indicating the following: <ul style="list-style-type: none"> • Teacher training workshops on content knowledge, methodology and classroom practice. • Interventions to support the teaching of Mathematics in African languages • Provisioning and utilisation of Mathematics resources. • Mental Mathematics programme • Impact of partnership programmes (NGOs, HEIs etc) to improve outcomes in Mathematics. • Promotion of Mathematics (competitions etc • ANA interventions 	PROVINCES & DISTRICT	Quarterly	



FOUNDATION PHASE GRADES R- 3					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
ASSESSMENT					
10.	Strengthen support to improve ANA performance in Languages and Mathematics in GRADES 1-3.	Report indicating the following: <ul style="list-style-type: none"> • ANA diagnostic report and Framework for Improvement 2014 • ANA 2014 error analysis and remediation • ANA provincial and district targets for Mathematics and Languages Grades 1-3 • Mediation of ANA exemplars and frameworks • Provincial and district quarterly assessments • Monitoring of ANA 2015 • Diagnostic analysis of ANA 2015 results • Interventions to improve ANA 2016 results. 	PROVINCES & DISTRICT	Quarterly	

“Don’t worry about failures, worry about the chances you miss when you don’t even try.”

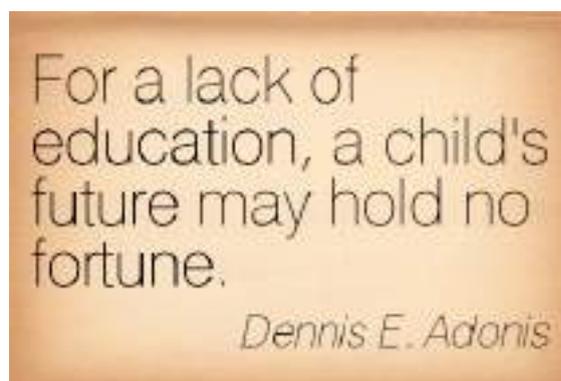
- Jack Canfield

FOUNDATION PHASE GRADES R- 3

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
11.	Monitor and support the Implementation of School Based Assessment (SBA) in Grades R-3	<p>Report indicating the following:</p> <ul style="list-style-type: none"> • CAPS compliance: Assessment requirements per subject in Grades 1-3 • Utilisation of different forms of assessment • Utilisation of assessment tools(checklists, rubrics, observation sheets etc) • Accommodation of diversity and inclusivity • Assessment exemplars for Grades 1-3 • Assessment programme for Grade R; • Recording and reporting exemplars • Utilisation of SASAMS • Provincial and district assessments • Teacher training and support workshops on Assessment • Development of assessment items, • Monitor and support school based assessment. 	PROVINCES & DISTRICT	Quarterly	

GUIDELINE ON HOW TO COMPLETE AND WHAT TO INCLUDE IN THE NSLA TEMPLATE

1. Only progress on activities completed in the current quarter must be reported on.
2. Time frames should relate to the quarter on being reported on.
3. The progress report should include feedback on activities, interventions, outcomes and support provided during school visits, workshops conducted to strengthen teachers' knowledge, skills and teaching methodology and focus on the progress made regarding the strategies activities listed in the NSLA template.
4. A progress report must be included for **all subjects** in the Intermediate Phase for strategic objective no's: 1, 2, 3 and 11 – 15.
5. Curriculum coverage must adhere to the pacing of the Annual Teaching Plans (ATP) in the CAPS for all subjects. Should schools fall behind catch up plans must be developed, implemented and reported on.
6. Support for ANA must be reported on against provincial targets for 2015. The report must indicate the proposed total target and what has been actually achieved. Any short comings must be mediated with a recovery strategy within set time frames and included in the progress report for the quarter.
7. School-Based Assessment must be prioritised. Each subject must report on the number of assessment tasks, the nature of the assessment task, time frames, weighting, total number of marks and the content which will be assessed.
8. With regards to informal assessment tasks the report should indicate the number of classroom activities teachers are expected to do per subject, per week, how it will be monitored and what support will be provided to teachers.
9. The LTSM Provisioning Policy must be strictly adhered to and a report which details quantity required with actual quantities delivered must be submitted to the DBE. In the event of a shortfall a procurement plan must be attached to the report which details the quantity required, date of order, date of delivery to the school and the proof of delivery.
10. Specific details must be provided for all workshops conducted in the quarter must be reported on i.e.: The type of workshop, number of workshops per province/district; number of teachers targeted and actual attendance; which subjects and grades; types of schools targeted; duration; monitoring and evaluation plan; and an impact study.



INTERMEDIATE PHASE GRADES 4 - 6

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
MONITOR AND SUPPORT THE IMPLEMENTATION OF CAPS					
1.	Ensuring availability of all relevant policies/ documents for all subjects to the relevant subject teachers	Relevant Curriculum and Assessment policies/documents in the teachers files: CAPS subject policy National Protocol National Policy Pertaining to programme and promotion requirements School Departmental/ subject policy	PROVINCES & DISTRICT	Dec /January	
2.	Ensuring planning by all teachers in line with CAPS requirements	Planning reflecting all specific aims and skills. Evidence of daily preparation	PROVINCES & DISTRICT	Year plan completed by end of year/ Quarterly	
3.	GET specialists monitoring and reporting on the improvement of all subjects. Focus on: teaching methodology classroom resources for reading writing, phonics and counting use of workbooks correct time allocation per subject Analysis of performance curriculum coverage Subject meetings In school monitoring SBA implementation in line with CAPS requirements	Monthly reports on CAPS implementation covering all items as indicated in the activity.	PROVINCES & DISTRICT	Quarterly	

INTERMEDIATE PHASE GRADES 4 - 6

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
LANGUAGES					
4.	Monitoring the implementation of the Framework for Strengthening the Teaching and Learning of Languages as Subjects and as Languages of Learning and Teaching (Languages Framework Document) to ensure improvement of Languages outcomes as outlined in the Action Plan.	<p>Report on the training workshop conducted to mediate the Framework for Strengthening the Teaching and Learning of Languages as Subjects and as LoLT.</p> <p>The Report should indicate the following:</p> <ul style="list-style-type: none"> • Training programme • Number of IP and SP subject advisors, SMTs and teachers trained • Monitoring plan 	PROVINCES & DISTRICT	Quarterly	
5.	Strengthening the teaching and learning of Home Languages	<p>Submission of report indicating:</p> <ul style="list-style-type: none"> • Provisioning and utilisation of reading resources in Home Languages • Norms and standards for reading and writing • Academic vocabulary list to improve HL outcomes • Provision of LTSM in African Languages <p>Report indicating the number of IP teachers who have been trained on the following:</p> <ul style="list-style-type: none"> • Development of assessment tasks • Teaching of different literature genres in the IP 	PROVINCES & DISTRICT	Quarterly	

INTERMEDIATE PHASE GRADES 4 - 6

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
6.	Implementing English Across the Curriculum Strategy	<p>EAC content subject training Report indicating the following:</p> <ul style="list-style-type: none"> • Number of content subject advisors trained • Cascading schedule of EAC training to content subject teachers. • Development of reading and writing programmes across the curriculum – content subjects • In order to strengthen reading comprehension. 	PROVINCES & DISTRICT	Quarterly	
7.	Preparing the phase for the implementation of IIAL	<p>Submission of plans and quarterly reports on the preparation to implement IIAL in the Intermediate Phase. The plan should indicate the following:</p> <ul style="list-style-type: none"> • District • Schools • Languages • Teacher provisioning • Teacher training schedule • LTSM provisioning 	PROVINCES & DISTRICT	Quarterly	

INTERMEDIATE PHASE GRADES 4 - 6

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
8.	Ensuring the EFAL planning for Grade 4-6 classes are in accordance with the policy document / CAPS	<p>Report on the support for EFAL indicating the following:</p> <ul style="list-style-type: none"> • Roll-out of CiPELT training programme to Grade 4-6 teachers • Monitor and support CiPELT implementation in Grades 4-6 • EFAL Reading and writing workshops <p>Provisioning of EFAL resources</p>	PROVINCES & DISTRICT	Quarterly	
9.	Implementing SA Sign Language Strategy in Special schools	<p>Report on the implementation of SA Sign Language CAPS. The report should indicate the following:</p> <ul style="list-style-type: none"> • Teacher training workshop on the utilisation of the SA Sign Language CAPS. • Number of subject advisors and teachers trained. • Training programme and attendance register. • Development of curriculum programmes to strengthen the teaching of SA Language in special schools. • Monitoring and support plan. 	PROVINCES & DISTRICT	Quarterly	

INTERMEDIATE PHASE GRADES 4 - 6

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
10.	Ensuring the use of Workbooks as assistive resources for learning and teaching	Monitoring report indicating: <ul style="list-style-type: none"> • Distribution and Provisioning of Workbooks • Teacher training and support programmes to mediate Workbook utilisation. • Monitor and support the utilisation of the Workbooks 	PROVINCES & DISTRICT	Weekly/ Quarterly	
11.	Strengthening the implementation of Reading Programmes	Report indicating the following: <ul style="list-style-type: none"> • Provisioning of high quality reading resources in LoLT and FAL. • Teacher training workshops on reading methodologies and strategies. • Implementation of reading norms. • Set up classroom reading corners • Promotion of Reading events and competitions. • Monitoring and evaluation of reading programmes in Grades 4-6. • Impact of partnership programmes support with NGOs, HEIs etc • Parental involvement. 	PROVINCES & DISTRICT	Quarterly	

INTERMEDIATE PHASE GRADES 4 - 6

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
MATHEMATICS					
12.	Workshops to train GET Mathematics and Natural Sciences teachers on content, methodology and practical work.	Teachers capacitated in content, method and practical investigations	PROVINCES & DISTRICT	Feb – August	
13.	Monitoring the implementation of the provincial Mathematics Strategy to improve performance in the subject	Reports on the implementation of the identified activities.	PROVINCES & DISTRICT	Quarterly	
ASSESSMENT					
14.	Monitor and support the implementation of ANA improvement plans	Report indicating the following: <ul style="list-style-type: none"> • ANA diagnostic report and Framework for Improvement 2014 • ANA 2014 error analysis and remediation • ANA provincial and district targets for Mathematics and Languages Grades 4-6 • Mediation of ANA exemplars and frameworks • Provincial and district quarterly assessments • Monitoring of ANA 2015 • Diagnostic analysis of ANA 2015 results • Interventions to improve ANA 2016 results. 	PROVINCES & DISTRICT	Quarterly	

INTERMEDIATE PHASE GRADES 4 - 6

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
15.	Ensuring informal assessments for every subject as stipulated in the subject policy during monitoring of lesson preparations. Covering all cognitive levels to prepare learners for formal assessment	Report showing evidence of informal Assessment infused in the daily preparations for teaching and learning. Learners' evidence of informal assessment.	PROVINCES & DISTRICT	Quarterly	-
16.	Monitoring and support the implementation of School-Based Assessment (SBA) . Tracking learner performance using the quarterly results analysis for Grade 4 - 6	Report showing an analysis of the learner performance per subject; item analysis, etc presented at end of every quarter for interventions	PROVINCES & DISTRICT	Quarterly	
17.	Focused item analysis after every assessment task to detect early warning for each subject. Analysis of the learner performance per item for every assessment to detect early warnings and the intervention	Analysis indicating learner performance per item of the completed or assessed work.	PROVINCES & DISTRICT	Monthly	
18.	Training of teachers on the development, moderation and marking of School Based Assessment tasks	Report indicating number of teachers trained on how to develop assessment tasks, training programme and attendance register.	PROVINCES & DISTRICT	Feb - Aug	

INTERMEDIATE PHASE GRADES 4 - 6

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
19.	Learner retention and remedial support provided.	Report indicating: <ul style="list-style-type: none"> • Parents' consultation and learner support strategy. • Evidence of types of remedial support provided to learners. 	PROVINCES & DISTRICT	Jan-Nov	
20.	Learner retention and remedial support provided.	Parents' consultation and learner support strategy. Evidence of types of remedial support provided to learners.	PROVINCES & DISTRICT	Feb- Nov	
MONITOR AND SUPPORT TO UNDER PERFORMING SCHOOLS					
21.	Monitor and Support to under performing Schools	Targeted Catch –up plans to provide to support in curriculum implementation: Curriculum coverage - Curriculum coverage - Supply and use of Text Books and other LTSM Monitor and evaluation of the improvement plans and their impact.	PROVINCES & DISTRICT	Quarterly	

GUIDELINE ON HOW TO COMPLETE AND WHAT TO INCLUDE IN THE NSLA TEMPLATE

1. Only progress on activities completed in the current quarter must be reported on.
2. Time frames should relate to the quarter on being reported on.
3. The progress report should include feedback on activities, interventions, outcomes and support provided during school visits, workshops conducted to strengthen teachers' knowledge, skills and teaching methodology and focus on the progress made regarding the strategies activities listed in the NSLA template.
4. A progress report must be included for **all subjects** in the Senior Phase for strategic objective no's: 1, 2, 3 and 11 – 15.
5. The progress report on the **Focus Week** each month in the Senior Phase when every subject teacher teaches relevant Language and Mathematics skills which are integrated in their own subject must be reported under each subject.
6. Curriculum coverage must adhere to the pacing of the Annual Teaching Plans (ATP) in the CAPS for all subjects. Should schools fall behind catch up plans must be developed, implemented and reported on.
7. Support for ANA must be reported on against provincial targets for 2015. The report must indicate the proposed total target and what has been actually achieved. Any short comings must be mediated with a recovery strategy within set time frames and included in the progress report for the quarter.
8. School-Based Assessment must be prioritised. Each subject must report on the number of assessment tasks, the nature of the assessment task, time frames, weighting, total number of marks and the content which will be assessed.
9. With regards to informal assessment tasks the report should indicate the number of classroom activities teachers are expected to do per subject, per week, how it will be monitored and what support will be provided to teachers.
10. The LTSM Provisioning Policy must be strictly adhered to and a report which details quantity required with actual quantities delivered must be submitted to the DBE. In the event of a shortfall a procurement plan must be attached to the report which details the quantity required, date of order, date of delivery to the school and the proof of delivery.
11. Specific details must be provided for all workshops conducted in the quarter must be reported on i.e.: The type of workshop, number of workshops per province/district; number of teachers targeted and actual attendance; which subjects and grades; types of schools targeted; duration; monitoring and evaluation plan; and an impact study.

Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
MONITOR AND SUPPORT THE IMPLEMENTATION OF CAPS					
1.	Ensuring availability of all relevant policies/documents for all subjects to the relevant subject teachers	Relevant Curriculum and Assessment policies/ documents in the teachers files: CAPS subject policy National Protocol National Policy Pertaining to programme and promotion requirements School Departmental/ subject policy	PROVINCES & DISTRICT	Dec/ January	
2.	Ensuring planning by all teachers in line with CAPS requirements	Planning reflecting all specific aims and skills. Evidence of daily preparation	PROVINCES & DISTRICT	/Quarterly	
3.	GET specialists monitoring and reporting on the improvement of all subjects. Focus on: teaching methodology classroom resources for reading writing; use of workbooks correct time allocation per subject Analysis of performance curriculum coverage Subject meetings In school monitoring SBA implementation in line with CAPS requirements	Monthly reports on CAPS implementation covering all items as indicated in the activity.	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
LANGUAGES					
4.	Monitoring the implementation of the Framework for Strengthening the Teaching and Learning of Languages as Subjects and as Languages of Learning and Teaching (Languages Framework Document) to ensure improvement of Languages outcomes as outlined in the Action Plan.	Report on the training workshop conducted to mediate the Framework for Strengthening the Teaching and Learning of Languages as Subjects and as LoLT. The Report should indicate the following: <ul style="list-style-type: none"> • Training programme • Number of SP subject advisors, SMTs and teachers trained • Monitoring plan 	PROVINCES & DISTRICT	Quarterly	
5.	Strengthening the teaching and learning of Home Languages in the Senior Phase	Submission of report indicating: <ul style="list-style-type: none"> • Provisioning and utilisation of reading resources in Home Languages • Norms and standards for reading and writing • Academic vocabulary list to improve HL outcomes • Provision of LTSM in African Languages Report indicating the number of IP teachers who have been trained on the following: <ul style="list-style-type: none"> • Development of assessment tasks • Teaching of different literature genres in the IP 	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
6.	Implementing English Across the Curriculum Strategy	EAC content subject training Report indicating the following: <ul style="list-style-type: none"> • Number of content subject advisors trained • Cascading schedule of EAC training to content subject teachers. • Development of reading and writing programmes across the curriculum – content subjects • In order to strengthen reading comprehension. 	PROVINCES & DISTRICT	Quarterly	
7.	Ensuring the EFAL planning for Grade 7-9 classes are in accordance with the policy document / CAPS	Report on the support for EFAL indicating the following: <ul style="list-style-type: none"> • Roll-out of CiPELT training programme to Grade 7-9 teachers • Monitor and support CiSELT implementation in Grades 7-9 • EFAL Reading and writing workshops • Provisioning of EFAL resources 	PROVINCES & DISTRICT	Quarterly	
8.	Ensuring the use of Workbooks as assistive resources for learning and teaching	Workbooks incorporated in the daily lesson preparation (according to weeks allocated in workbooks) Monitoring reports on the use of workbooks	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
9.	Implementing SA Sign Language Strategy in Special schools	<p>Report on the implementation of SA Sign Language CAPS. The report should indicate the following:</p> <ul style="list-style-type: none"> • Teacher training workshop on the utilisation of the SA Sign Language CAPS. • Number of subject advisors and teachers trained. • Training programme and attendance register. • Development of curriculum programmes to strengthen the teaching of SA Language in special schools. • Monitoring and support plan. 	PROVINCES & DISTRICT	Quarterly	
10.	Ensuring the use of Workbooks as assistive resources for learning and teaching	<p>Monitoring report indicating:</p> <ul style="list-style-type: none"> • Distribution and Provisioning of Workbooks • Teacher training and support programmes to mediate Workbook utilisation. • Monitor and support the utilisation of the Workbooks 	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
11.	Strengthening the implementation of Reading Programmes	Report indicating the following: <ul style="list-style-type: none"> • Provisioning of high quality reading resources in LoLT and FAL. • Teacher training workshops on reading methodologies and strategies. • Implementation of reading norms. • Set up classroom reading corners • Promotion of Reading events and competitions. • Monitoring and evaluation of reading programmes in Grades 7-9. • Impact of partnership programmes support with NGOs, HEIs etc • Parental involvement. 	PROVINCES & DISTRICT	Quarterly	
MATHEMATICS					
12.	Workshops to train GET Mathematics and Natural Sciences teachers on content, methodology and practical work.	Teachers capacitated in content, method and practical investigations	PROVINCES & DISTRICT	Feb - Aug	
13.	Monitoring the implementation of the provincial Mathematics Strategy to improve performance in the subject	Reports on the implementation of the identified activities.	PROVINCES & DISTRICT	Feb- Aug	

Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
ASSESSMENT					
14.	Monitor and support the implementation of ANA improvement plans	Report indicating the following: <ul style="list-style-type: none"> • ANA diagnostic report and Framework for Improvement 2014 • ANA 2014 error analysis and remediation • ANA provincial and district targets for Mathematics and Languages Grades 4-6 • Mediation of ANA exemplars and frameworks • Provincial and district quarterly assessments • Monitoring of ANA 2015 • Diagnostic analysis of ANA 2015 results • Interventions to improve ANA 2016 results. 	PROVINCES & DISTRICT	Quarterly	
15.	Ensuring informal assessments for every subject as stipulated in the subject policy during monitoring of lesson preparations. Covering all cognitive levels to prepare learners for formal assessment	Report showing evidence of informal Assessment infused in the daily preparations for teaching and learning. Learners' evidence of informal assessment.	PROVINCES & DISTRICT	Monthly	-
16.	Monitoring and support the implementation of School-Based Assessment (SBA) . Tracking down learner performance using the quarterly results analysis for Grade 4 - 6	Report showing an analysis of the learner performance per subject; item analysis, etc presented at end of every quarter for interventions	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
17.	Focused item analysis after every assessment task to detect early warning for each subject. Analysis of the learner performance per item for every assessment to detect early warnings and the intervention	Analysis indicating learner performance per item of the completed or assessed work.	PROVINCES & DISTRICT	Monthly	
18.	Training of teachers on the development, moderation and marking of School Based Assessment tasks	Report indicating <ul style="list-style-type: none"> • number of teachers trained on how to develop assessment tasks, • training programme and • attendance register. 	PROVINCES & DISTRICT	Feb - Aug	
19.	Learner retention and remedial support provided.	Report indicating: <ul style="list-style-type: none"> • Parents' consultation and learner support strategy. • Evidence of types of remedial support provided to learners. 	PROVINCES & DISTRICT	Feb-Nov	
20.	Learner retention and remedial support provided.	Parents' consultation and learner support strategy. Evidence of types of remedial support provided to learners.	PROVINCES & DISTRICT	Feb-Nov	
MONITOR AND SUPPORT TO UNDER PERFORMING SCHOOLS					
21.	Monitor and Support to under performing Schools	Targeted Catch –up plans to provide to support in curriculum implementation: Curriculum coverage - Curriculum coverage - Supply and use of Text Books and other LTSM Monitor and evaluation of the improvement plans and their impact.	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
FOCUS WEEK PER MONTH ON LANGUAGES AND MATHEMATICS					
22.	Monitor and support the teaching of Languages and Mathematics in all subjects in the Senior Phase	Provincial and district strategy developed to implement the Focus Week. All subjects teach Languages and Mathematics in their subjects during Focus Week.		Quarterly	

***IF YOU HEAR A VOICE WITHIN YOU SAY 'YOU CANNOT PAINT,'
THEN BY ALL MEANS PAINT, AND THAT VOICE WILL BE
SILENCED.'***

VINCENT VAN GOGH

SECTION FOUR:

HIGH/SECONDARY / FET SCHOOLS

Purpose

- More focus on the **protection of teaching time and quality contact time**
- **Planning and preparation of lessons** to ensure adherence to curriculum needs (correct understanding and implementation of Aims and Skills).
- **Intensified monitoring, control and support** of the programme.
- Intensified and **correct management of continuous assessment**
- Focus will remain on **proficiency of language of learning and teaching** for learners
- Subject focus will be directed at **identifying learner's strength to assist career choice and access** to Higher Education.
- **Accountability** for all at school level.

TO BE USED WITH EXISTING POLICIES ON CURRICULUM

Subjects to report on:

Languages, History, Geography, Arts subjects, Services Subjects, BCM Subjects, Life Orientation, Religion Studies.

Goals specific to Secondary/ High school

GOAL NUMBER	ACTION PLAN ACTIVITY
3	Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.
4	Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university
10	Ensure that all children remain effectively enrolled in school up to the year in which they turn 15
Action Plan Management Goals	
GOAL NUMBER	ACTION PLAN ACTIVITY
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
18	Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
27	Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partially through better use of e-Education.



FET/HIGH SCHOOLS

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
1	<ul style="list-style-type: none"> • Monitoring intervention methods of facilitating the use of English first additional language through debates, essay writing, summary • Writing from non-prescribed books in the FET schools. • Implement the strategy for teaching English across the curriculum (EAC) • Develop intervention methods/strategies to promote and strengthen the use of English FAL across the curriculum (Grade 10 – 12): • Develop questioning guidelines for both teachers and learners; • Develop vocabulary list concept per subject; • Develop comprehensive co-curricular resource list; • Every teacher is responsible to develop language proficiency in his/her subject; 	<p>A report on plans and schedule of dates for the events:</p> <ul style="list-style-type: none"> • Training of subject advisors and teachers • EAC Advocacy • Implementation of reading framework • Implementation of reading norms and reading methodologies • A report on the establishment and sustenance of • debate and speech contest is available <p>Learners should be:</p> <ul style="list-style-type: none"> • able to analyse and answer questions; • teachers will be able to develop a sequence • and a range of questions at different • cognitive levels; • able to use the language within the context of the subject; • exposed to a suite of activities for developing literacy skills 	PED Head of Curriculum	Jan – Sept	

FET/HIGH SCHOOLS

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
2	<ul style="list-style-type: none"> Providing all public schools (ordinary and special) and Circuit Managers with work schedules for grades 10 -12 Paying scheduled visits to all schools to monitor delivery of Teacher, Text, Time, Task, Test Monitoring of learners written work (class and homework) 	A report on the following: <ul style="list-style-type: none"> Number of schools visited Adherence to notional time, time on task, informal assessment and feedback given to learners Curriculum coverage per subject Key findings of curriculum visits Challenges Interventions to mitigate challenges 	PED Head of Curriculum	Quarterly	
3	Monitoring and reporting on the standard of in school monitoring by HODs, Deputy principals and Principals	A report on teacher's work being monitored indicating <ul style="list-style-type: none"> number of schools monitored for reporting period; Main findings Challenges Interventions/ Corrective measures; 	District Head	Quarterly	
4	Interventions to improve learner performance including Extra classes for top performers; Vacation classes Enrichment learning and / Revision classes.	A detailed qualitative and quantitative report per subject indicating the following: <ul style="list-style-type: none"> Nature of intervention Purpose; Focus of the intervention, Total population Duration (1hour x 10 days) Beneficiaries vs Target (e.g.30 out of 145) Impact of the intervention (pre-test and post – test results) 	PED Head of Curriculum	Quarterly	

FET/HIGH SCHOOLS

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
5	Tracking learner performance	<p>A detailed report indicating:</p> <ul style="list-style-type: none"> • An analysis of learner performance per subject presented at the end of every quarter. • A comparative analysis with previous cohorts for corresponding periods 	PED Head of Curriculum	Quarterly	
6	Improved quality of learner performance to address issues of retention and progression to curb dropout rates	<p>A detailed report on:</p> <ul style="list-style-type: none"> • No of learners progressed • No of learners retained • Programmes to assist progressed and retained learners 	PED Head of Curriculum	Quarterly	
7	Improved quality of School Based Assessment	<p>A detailed quarterly report on:</p> <ul style="list-style-type: none"> • SBA completion per subject per term • Reports on key findings during provincial moderation • Challenges • Interventions / Corrective measures 	PED Head of Curriculum	Quarterly	

SECTION FIVE:

MATHEMATICS, SCIENCE AND TECHNOLOGY

TOWARDS ACHIEVING SCHOOLING 2025

Action Plan 2014 Towards Schooling 2025 outlines what the government will be doing to make Grade R to 12 schooling better, but also explains the contributions that each one of the stakeholders in the schooling communities could make towards achieving the goals of the plan.

There are 27 national goals that should be achieved by the education department, 13 of which are output goals dealing with better school results and enrolment of learners. The remaining 14 are the departmental inputs aimed at making the first 13 goals achievable.

The plan is intended for the teachers, principals and members of the school governing bodies.

The NSLA attempts to meet the targets set out in Action Plan 2014 Towards Schooling 2025 to improve learning and teaching in the schooling system.

Within this plan are stipulated Goals derived from the Action Plan 2014 Towards Schooling 2015 for schools to implement. 11 of the 27 goals as stipulated are applicable to MST.

GOALS SPECIFIC TO FOUNDATION PHASE, INTERMEDIATE AND SENIOR PHASE IN MST:

- Goal 1:** Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum Language and Mathematics competencies for Grade 3.
- Goal 2:** Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.
- Goal 3:** Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.
- Goal 5:** Increase the number of Grade 12 learners who pass mathematics.
- Goal 6:** Increase the number of Grade 12 learners who pass physical sciences.
- Goal 8:** Improve the average performance in **mathematics of Grade 6 learners**.
- Goal 9:** Improve the average performance in *mathematics* of *Grade 8* learners.
- Goal 16:** Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- Goal 17:** Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
- Goal 18:** Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
- Goal 27:** Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partially through better use of e-Education.

GUIDELINE ON HOW TO COMPLETE AND WHAT TO INCLUDE IN THE NSLA TEMPLATE

1. Only progress on activities completed in the current quarter must be reported on.
2. Time frames should relate to the quarter on being reported on.
3. The progress report should include feedback on activities, interventions, outcomes and support provided during school visits, workshops conducted to strengthen teachers' knowledge, skills and teaching methodology and focus on the progress made regarding the strategies activities listed in the NSLA template.
4. A progress report must be included for **all MST subjects** in the relevant phases.
5. The progress report on the **Focus Week** each month in the Senior Phase when every subject teacher teaches relevant Mathematics skills which are integrated in their own subject must be reported under each subject.
6. Support for ANA must be reported on against provincial targets for 2015. The report must indicate the proposed total target and what has been actually achieved. Any short comings must be mediated with a recovery strategy within set time frames and included in the progress report for the quarter.

7. School-Based Assessment must be prioritised. Each subject must report on the number of assessment tasks, the nature of the assessment task, time frames, weighting, total number of marks and the content which will be assessed.
8. With regards to informal assessment tasks the report should indicate the number of classroom activities teachers are expected to do per subject, per week, how it will be monitored and what support will be provided to teachers.
9. The LTSM Provisioning Policy must be strictly adhered to and a report which details quantity required with actual quantities delivered must be submitted to the DBE. In the event of a shortfall a procurement plan must be attached to the report which details the quantity required, date of order, date of delivery to the school and the proof of delivery.
10. Specific details must be provided for all workshops conducted in the quarter must be reported on i.e.: The type of workshop, number of workshops per province/district; number of teachers targeted and actual attendance; which subjects and grades; topics covered, types of schools targeted; duration; monitoring and evaluation plan; and an impact study.

Purpose

- More focus on the **protection of teaching time and quality contact time**
- **Planning and preparation of lessons** to ensure adherence to curriculum needs (correct understanding and implementation of Aims and Skills).
- **Intensified monitoring, control and support** of the programme.
- Intensified and **correct management of school based assessment**
- Focus on **proficiency of language of learning and teaching** for learners
- Subject focus will be directed at **identifying learner's strength to assist career choice and access** to Higher Education.
- **Accountability** for all at school level.

TO BE USED WITH EXISTING POLICIES ON CURRICULUM

The subjects that should be reported on are: mathematics, mathematical literacy, physical sciences, information technology, computer applications technology, technical subjects, technical mathematics, technical physical sciences, life sciences and agricultural subjects.

Action Plan Management Goals

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
1	Learner participation and success rate	<p>Report on:</p> <ul style="list-style-type: none"> • Mediation of the circular on subject choices and subject combinations • Distribution of national and individual provincial targets • Number of schools and learners participating in expos, science competitions, science, maths camps and olympiads and role models . • On School Based Assessment report on: <ul style="list-style-type: none"> ✓ Analysis of performance of schools in all MST subjects e.g. per district and per province for all SBA tasks ✓ Comparison of performance of current cohort with previous cohorts for the same type of task e.g. grade 11 March 2013 with grade 11 March 2014 ✓ Tracking of performance of same cohort • Progress on establishment of an MST office and MST Institute • Intervention programmes, e.g winter schools, Saturday classes, spring classes and impact thereof. 	PED Head of Curriculum	Quarterly	

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
2	Teacher demand, supply, utilisation and development	Report on: <ul style="list-style-type: none"> • Report on the development of a database of all MST teachers which should include the qualifications of the teachers in MST subjects • Audit all vacant substantive posts in districts and schools and the intervention strategies to address the challenge of teaching and learning in those schools • Development and implementation of a framework for utilization of itinerant teachers • Revitalise and expand incentive scheme and recruitment plan for MST teachers. • The Provision of targeted support programmes for MST subjects. The report should include analysis of pre and post tests and impact. • The distribution and mediation of diagnostic reports for NSC. 	District Head PED Head of Curriculum	Quarterly	

“Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.”

Thomas A. Edison

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
3	Provision of resources	Report on: <ul style="list-style-type: none"> • Number of schools without laboratories • Number of schools without MST equipment • Procurement of MST equipment and resources • Provisioning standards for MST equipment and resources • Availability of the Siyavula textbooks in schools • The use of ICT and Teacher and Science Centres for broadcast of lessons and content enhancement and impact 	DISTRICT HEAD PED Head of Curriculum	Quarterly	
4	Partnerships	Report on: <ul style="list-style-type: none"> • Programmes provided by partners to improve MST performance. This should include the district/circuits, number of schools, number of learners, topics covered, duration, pre and post tests and impact • Resources provided by partners and details of beneficiaries • Interdepartmental collaboration, e.g. social services, DHET, DST, SAASTA, HEIs etc 	DISTRICT HEAD PED Head of Curriculum	Quarterly	

SECTION SIX:

COMPREHENSIVE TEACHER DEVELOPMENT PROGRAMME

ITEM	Activity	Performance indicator	Time –frame	Progress
1.	An on-line database system to provide information on teacher qualifications, subject specialization placement and other areas of specialization in all public schools (ordinary and special) (Grade R-12)	Database of teachers' qualification and areas of specialization available and regularly updated and monitored.	April – March	
2.	Implementation of the CPTD management system which includes reports on participation of principals and deputies in the PD points system and sign up of HODs and preparation for HOD participation including preparation for sign-up of teachers for participation in professional development programmes/activities	Reports indicating the number and types of activities School Managers and deputies participate in and progress with sign up of HODs. (Type 1 and 2 fine; Type 3 has challenges) Strategy for PED support to monitor participation of Principals and Deputies, HODs. Reports on the preparation for the sign-up and participation of educators in continuing professional development programmes	April – March	
3.	Inducting all newly appointed teachers, SMTs, ILSTs / SBSTs and subject advisors	Report on targeted number of teachers and other categories of educators (SMTs, Subject Advisors, etc.) that are to be inducted. A list of newly appointed teachers, SMTs, ILSTs/SBSTs and Subject Specialists that have gone through induction and dates and venues for such meetings	April – March	

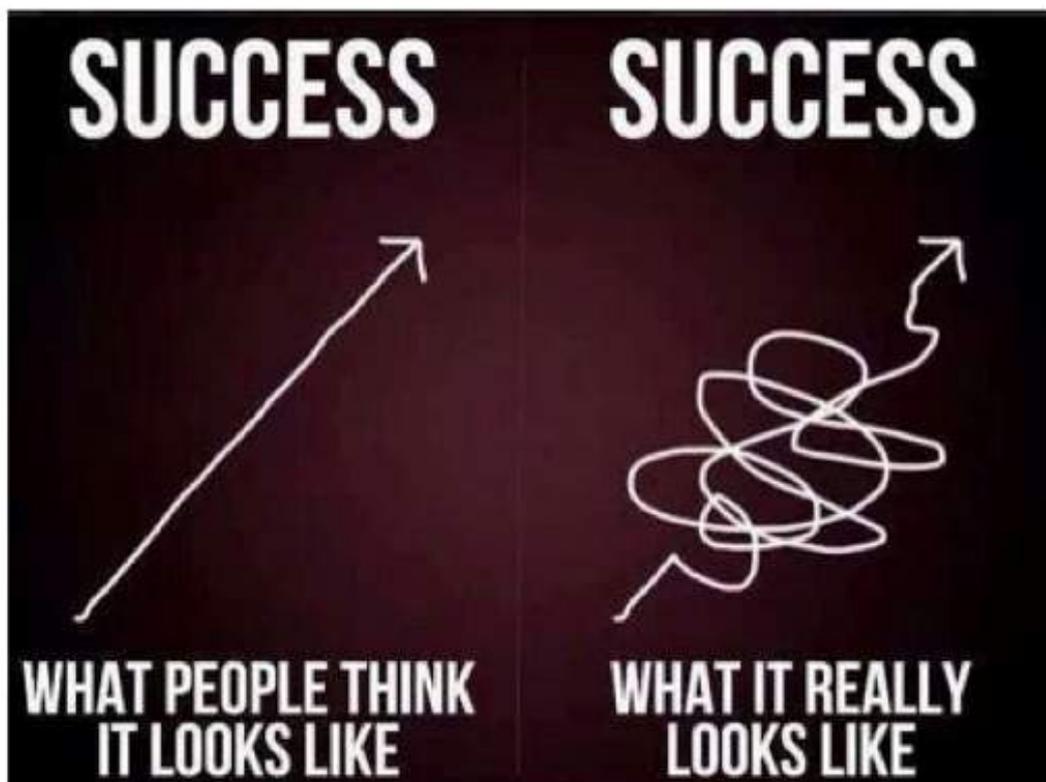
Ability
 is what you're capable of doing
Motivation
 determines what you do.
Attitude
 determines how well you do it.

ITEM	Activity	Performance indicator	Time –frame	Progress
4.	<p>Accredited and/or endorsed skills programmes and qualifications for identified teachers in all public schools (ordinary and special) on the following national priority areas:</p> <p>1.1. Foundation Phase including Gr R (Numeracy, home language, literacy teaching, EFAL, identifying and addressing barriers to learning with focus on ANA diagnostic reports, EFAL maths, SBA and curriculum differentiation)</p> <p>1.2. Intermediate: (with focus on ANA diagnostic reports, EFAL Maths, SBA and curriculum differentiation)</p> <p>1.3. Senior Phase: (with focus on ANA diagnostic reports, EFAL Maths, SBA and curriculum differentiation)</p> <p>1.4. FET EFAL, critical subjects other than MST, Language across the curriculum, identifying and addressing barriers to learning)</p> <p>1.5. Multi-grade education</p> <p>1.6. Education of learners with visual impairment Education of learners who are Deaf and Hard of hearing</p>	<p>A record of the following as per ISPFTED :</p> <ul style="list-style-type: none"> • District Teacher Development needs submitted; • Number of teachers trained for each category and programmes (subject/topic, date/s, training venues, who provided the training and information on impact) participated in accredited/endorsed programmes and an indication on whether targets were met or not (if not what were the reasons thereof) • Report on TUC programmes presented 	April – March	
5.	CAPS orientation programmes provided to new and foreign teachers			

ITEM	Activity	Performance indicator	Time –frame	Progress
6.	Training of un and under qualified teachers, including Grade R practitioners in all public schools (ordinary and special)	A record of the following as per ISPFTED : <ul style="list-style-type: none"> Number of teachers trained (Diploma in Grade R teaching and B Ed in foundation phase) and names of institutions they are enrolled at, including year of completion for the course. Number of teachers enrolled and completed, including names of institutions they are enrolled at, name/s of the course/s and year of completion. 		
7.	INCLUSIVE EDUCATION : <ul style="list-style-type: none"> Establishment and training of District Support Teams, ILSTs / SBSTs(SMTs, HODs, teachers in all public schools (ordinary and special), including induction and mentoring of personnel. 	Report on Number of fully functioning DSTs and ILSTs/SBSTs and training in categories of disability, training venues and date/s, including impact after the training.		
8.	Training of ECD practitioners in registered ECD centres	Number of ECD practitioners in registered ECD centres		
9.	Training of Principals (Grade R to 12) in School Leadership, curriculum management and inclusive education in all public schools (ordinary and special).	Number of principals trained and details of such training, including training dates, venues and impact of the training.		
10.	Training of DSTs, subject advisors, mentor and learning support teachers in all public schools (ordinary and special) on content, curriculum support, monitoring, assessment and moderation	Number of specialists trained as well as details of such training, training dates, venues and impact of the training.		

ITEM	Activity	Performance indicator	Time –frame	Progress
11.	Identifying and recommending teachers with outstanding performance for National Teachers Awards Provincial incentives for nominees	Report on the number of district, provincial and number national nominees and report on provincial ceremonies		
12.	Provincial plan to celebrate the World Teacher’s Day Celebrations	Report on the plan and events held are available.		
13.	Recruitment and Intake of students for Initial Teacher Education (Funza Lushaka Bursary Scheme) <ul style="list-style-type: none"> Number of Funza Lushaka bursars recruited through District based and Community based recruitment strategies. 	A report on students registered for Initial Teacher Education is available and information on whether the fields they are enrolled in matches/links up with the priority areas is provided.		
14.	Providing Teachers with programmes on Employee Health and Wellness to promote a healthy and happy workforce	Number of teachers who benefited from the programmes, information on training dates and training venues is provided	Jan-Dec	
15.	Strengthening DTDCs and Provincial teacher development institutes to carry their mandates	Progress on PTDis established or strengthened and progress on teacher centre programmes delivered as per the ISPFTED Report on teacher utilisation of the strengthened Teacher Centres and PTDis is provided		
16.	Re-skilling of teachers on the excess list	List of teachers trained and the nature and content of the training (information on training providers, training dates and venues and is provided)		
17.	Training teachers at all public schools (ordinary and special) on IT to facilitate e-learning, including knowledge on the use of assistive technology.	Number of teachers trained per district, training venues and dates and information on training impact.		

ITEM	Activity	Performance indicator	Time –frame	Progress
18.	Teachers are participating in Communities of best practice to enhance their content knowledge.	Number of PLCs established per subject. List of teachers participating in the PLCs. List of activities and their impact on teacher competence in curriculum delivery	Jan – Oct	



SECTION SEVEN:

RESOURCE PROVISIONING

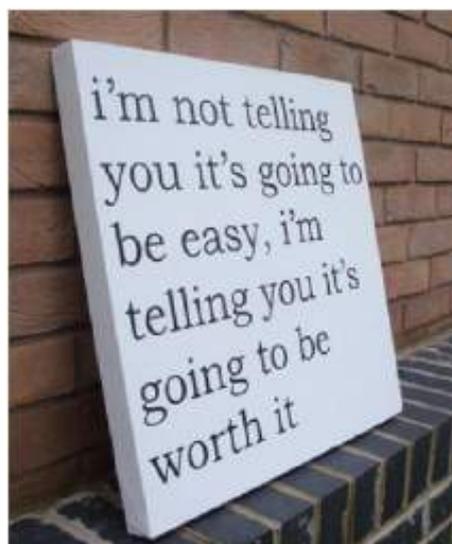
GOALS SPECIFIC TO LEARNING AND TEACHING SUPPORT MATERIAL (LTSM)

Goal 19: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
1.	Monitoring procurement and delivery of textbooks in all public schools	A detailed report on the: <ul style="list-style-type: none"> total number of schools in the province; total number of schools procured for; total number of books procured per grade per subject; and total number of learners per grade per subject that have received textbooks. 	PED	Quarterly	
2.	Monitoring procurement and delivery of stationery in all public schools	A detailed report on the: <ul style="list-style-type: none"> total number of schools in the province; total number of schools procured for; total number of stationery packs procured per grade per subject; and total number of learners per grade per subject that have received stationery. 	PED	Quarterly	
3.	Monitoring Textbook retention and retrieval	A detailed report on the: <ul style="list-style-type: none"> total number of schools; total number of textbooks procured; total number of textbooks issued to learners; and total number of textbooks retrieved from learners. 	PED	Annually	
4.	Monitoring delivery of workbooks and reporting shortages in all public schools	A detailed report on the <ul style="list-style-type: none"> total number of schools monitored; total number of schools that reported shortages; and total number of the shortage of workbooks per subject, grade and language. 	DBE and PED	3 rd and 4 th Quarter	

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
5.	Monitoring of Universal Coverage every learner has a textbook for every subject	A detailed report on the: <ul style="list-style-type: none"> • total number of schools in the province; • total number of schools and the percentage procured for; • total number of books and percentage procured per grade per subject; and • total number of learners and percentage per grade per subject that have received textbooks. 	PED	3 rd and 4 th Quarter	
6.	Monitoring procurement and delivery of Braille, Large Print, and ICT for visually impaired learners.	A detailed report on the: <ul style="list-style-type: none"> • total number of Special schools in the province; • total number of Special schools procured for; • total number of Braille, Large Print and ICT resources procured per grade per subject; • total number of visually impaired learners per grade per subject that have received Braille/Large Print/ICT resources. 	PED	Quarterly	
7.	LTSM for South African Sign Language (SASL)	A detailed report on the: <ul style="list-style-type: none"> • total number of schools for the Deaf in the province; • total number of schools for the Deaf procured for; • total number of Sign Language resources procured per grade per subject; and • total number of deaf learners per grade per subject that have received Sign Language resources. 	PED	Quarterly	

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
8.	Monitoring utilization of LTSM	<p>A detailed report on the:</p> <ul style="list-style-type: none"> • total number of schools in the province including special schools; • total number of schools monitored in the province; • percentage of schools utilising workbooks optimally as per CAPS requirement; • percentage of schools utilising textbooks optimally as per CAPS requirement; and • percentage of schools utilising supplementary material optimally as per CAPS requirement. 	DBE and PED	Quarterly	
9.	Monitoring and reporting on implementation of the Incremental Introduction of African Languages (IIAL)	<p>A detailed report on the</p> <ul style="list-style-type: none"> • total number of schools implementing IIAL in the province per district; • total number of learners taking IIAL; • total number of schools that reported shortages and type of resources per grade and language; and • the languages choices per school per district 	DBE and PED	Quarterly	



SECTION EIGHT:

IMPLEMENTATION OF EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION

IMPLEMENTATION OF EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION

The Education White Paper 6, Special Education Needs: Building an Inclusive Education System (2001) The implementation of EWP6 is now in its 13th year.

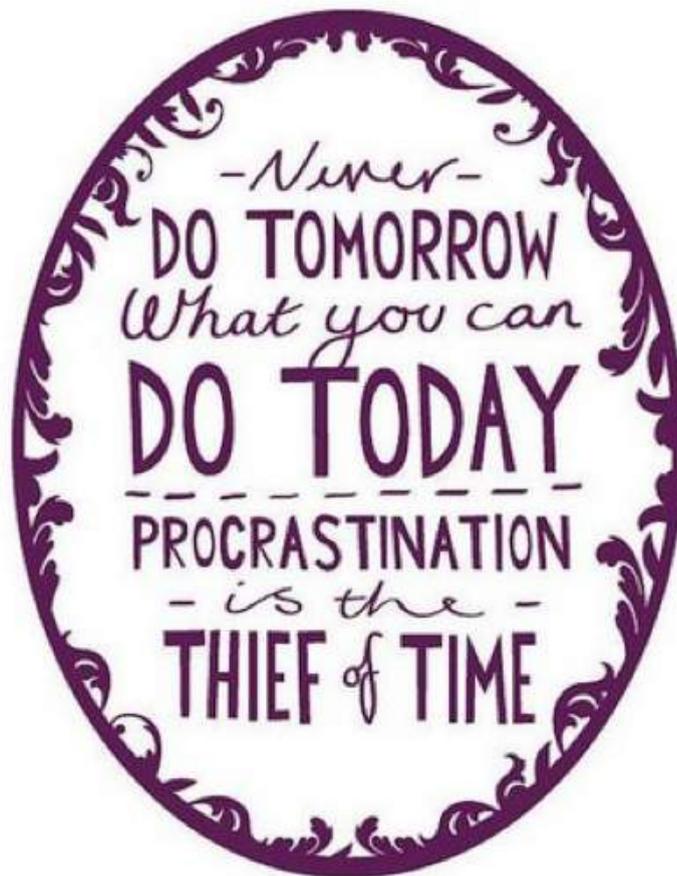
*In South Africa, Inclusive Education as outlined in **Education White Paper 6** (2001) is about transformation of an education system which has previously been divided into “special education” and “mainstream education” into one integrated system which embraces equity and quality.*

It is about acceptance of equal rights for all learners and social justice; and about transforming the education system to effectively respond to and support learners, parents and communities by promoting the removal of barriers to learning and participation in that education system in an incremental manner.

GOAL 25 and 26 of the Action Plan 2014

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
1.	Monitor curriculum coverage in the implementation of CAPS in special schools.	<ul style="list-style-type: none"> A report is available on curriculum coverage in Special Schools 	Districts	Quarterly	
2.	Establishing and capacitating transversal District-Based Support Teams (DBSTs)	<ul style="list-style-type: none"> DBSTs are available with all role-players involved. 	Districts	Quarterly	
3.	Establishing and capacitating School-Based Support Teams (SBSTs)	<ul style="list-style-type: none"> DBSTs are available with all role-players involved. 	Districts	Quarterly	
4.	Strengthening special schools to deliver quality education and support in a specific area of specialization and to become resource centres (SSRCs)	<ul style="list-style-type: none"> Designated special schools as resource center that provides support service to districts. 	PEDs	Quarterly	
5.	Identifying, designating and establishing Full Service Schools (FSSs)	<ul style="list-style-type: none"> Designated Full Service Schools as resource center that provides support service to districts. 	PEDs	Quarterly	
6.	Establishing mechanisms for the early identification of learning difficulties using the Policy on Screening, Identification, Assessment and Support (SIAS)	<ul style="list-style-type: none"> SIAS process implemented and followed. 	PEDs	Quarterly	
7.	Developing professional capacity of all educators in curriculum development and assessment e.g. <i>Curriculum Differentiation</i>	<ul style="list-style-type: none"> Number of educators trained in Curriculum Differentiation. 	Districts	Quarterly	

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
8.	Manage and monitor registration of learners for Home Education.	<ul style="list-style-type: none"> Data of registered learners is available. 	PEDs	Quarterly	
9.	Monitor curriculum provision in Home Education sites.	<ul style="list-style-type: none"> A report is available on curriculum provision in Home Education sites 	PEDs	Quarterly	
10.	Monitor assessment activities for learners receiving education at home	<ul style="list-style-type: none"> A report and portfolio of evidence is available. 	PEDs	Quarterly	



SECTION NINE:

ICT SUPPORT TO CURRICULUM

The **Sector Wide Action Plan 2019: Towards the realization of schooling 2030** sets the following ICT-related goals:

- **Goal 16.** Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- **Goal 20.** Increase access amongst learners to a wide range of media, including computers, which enrich their education.
- **Goal 27.** Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.
- **Goal 24.** Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach.
- **Goal 22.** Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
1.	ICT professional development for management, teaching and Learning	Report with the following information: <ul style="list-style-type: none"> Number of teachers with the following ICT skills: <ul style="list-style-type: none"> Basic Skills Intermediate Skills Advance Skills 	PED	Quarterly	
2.	Electronic content resource development and distribution	Report with the following information: <ul style="list-style-type: none"> Number of : <ul style="list-style-type: none"> Electronic content resources available to schools Schools with access to electronic content (Online/Offline) Schools using electronic content (Online/Offline) 	DBE and PED	Quarterly	
3.	Access to ICT infrastructure	Report with the following information: <ul style="list-style-type: none"> Number of schools with: <ul style="list-style-type: none"> Computers for administration Computers for teaching and learning Other technologies for teaching and learning Access to an educational broadcasting 	PED	Quarterly	
4.	School connectivity	Report with the following information: <ul style="list-style-type: none"> Number of schools with: <ul style="list-style-type: none"> Email addresses Connectivity for administration Connectivity for Teaching and Learning 	PED	Quarterly	

	<u>NSLA AND LAIS– CHECKLIST</u>	<u>YES</u>	<u>NO</u>
1.	<u>NATIONAL STRATEGY FOR LEARNER ATTAINMENT (NSLA) AND LEARNER ATTAINMENT IMPROVEMENT STRATEGY (LAIS)</u>		
1.1	The key elements of the NSLA and LAIS are useful to improve learner performance?		
1.2	Did you use effectively the key elements of the NSLA and LAIS to improve the performance of learners?		
1.3	Were there any weaknesses of both the NSLA and LAIS?		
1.4	Did we strengthen the NSLA and LAIS in 2015 to overcome the weakness?		
1.5	Will the 2014 ANA/NSC Diagnostic Reports and 2015 ANA/NSC Subject Improvement Frameworks be used to improve learner performance?		
1.6	Do you have a learner support programme in place for learners writing the Supplementary Examinations in 2015?		
1.7	Do you have a specific intervention and Learner Support Programmes are in place for progressed and repeating learners?		
1.8	Do you have an intervention and Learner Programmes in place to support learners with special education needs?		
1.9	Do you have an intervention and Learner Support Programmes in place to support girl learners to increase their participation and success rate in subjects for scarce skills?		
1.10	Do you have measures in place to track Curriculum Coverage per Subject and how does this inform intervention measures?		
1.11	Have you made the NSLA and LAIS to enhance the role of QLTC and Subject Committees in improving learner performance?		
1.12	Do you have measures in place to monitor and measure LTSM coverage and impact as well as reporting on it?		
1.13	Do you have mechanisms in place to measure the impact of monitoring and support to schools and teachers as well as reporting on it?		
1.14	Do you have strategies in place to increase the utilisation of ICT to enhance learner performance?		
1.15	Do you have strategies in place to measure the impact of NGO's , Partners and other government department's contribution on improving learner performance?		
1.16	Do you have plans in place to track learner performance per subject every quarter and report on it?		
1.17	Do you have plans in place to track the learner performance of the Grade 12 class from March to the end of preparatory exams in 2015?		

2.	<u>Teacher Development</u>		
2.1	Do you have a framework in place to co-ordinate and account on the impact of Teacher Development initiatives?		
2.2	Do you have a plan in place to continue Teacher Development initiatives informed by the ANA and NSC diagnostic reports and ANA/NSC Subject Improvement Frameworks?		
2.3	Do you have teachers who are all of the right quality?		
2.4	Do you have a mechanism and system in place to ensure and strengthen continued Teacher Development to improve the quality of teaching and learning?		
2.5	Do you have plans for continuing Initial Teacher Development for teachers and learners with special education needs?		
2.6	Do you have plans for continuing and Initial Teacher Development for teachers of multi-grade schools?		
2.7	Do you have plans for continuing and Initial Teacher Development for ECD practitioners?		
2.8	Do you have plans for continuing and Initial Teacher Development for MST, Languages and the language of learning and Teaching?		
2.9	Do you have plans to secure funding for Teacher Development initiatives?		
2.10	Do you have measures in place to measure the impact of all continuing Teacher Development initiatives and report on them?		
2.11	Do you have a plan in place to train teachers on curriculum differentiation?		
2.12	Do you think the Subject Committees & Professional Learning Committees play specific role in Teacher Development Initiatives?		
3.	<u>Questions for the MST and SP Interventions Framework</u>		
3.1	Do you have a plan in place to afford the department an audit on an annual basis to determine whether every MST teacher is suitably qualified?		
3.2	Do you have a plan in place to afford the department an audit on an annual basis to determine whether every MST subject advisor is suitably qualified?		
3.3	Do have any initiatives in place to address subject content and pedagogical gaps of MST teachers?		
3.4	Do you have initiatives in place to address professional needs of MST subject advisors?		
3.5	Do you have a strategy in place to increase learner participation and success rate in line with goals of the NDP and Action Plan 2019?		

3.6	Do you have a strategy in place to increase participation rate and success of girl learners across the entire sector?		
3.7	Do you have a strategy in place to address the demand, supply, utilization, monitoring and support of MST teachers?		
3.8	Do you have a strategy in place to strengthen the resourcing of MST activities?		
3.9	Do you have a strategy in place to enhance partnerships in the sector to support MST activities?		
3.10	Do you have a plan in place to ensure that there is no school which is NOT offering Mathematics?		
3.11	Do you have a strategy in place to minimise the number of learners taking Mathematical Literacy as a subject?		
3.12	Do you have a plan in place to utilize ICT to support MST activities, measuring its impact on learner performance and reporting on it?		
3.13	Do you have a plan in place to monitor LTSM coverage, utilization, and measuring impact to learner performance as well as reporting on it?		
4.	<u>Questions for Languages and LOLT</u>		
4.1	Do you have practical steps in place to promote the development and utility of African languages?		
4.2	Do you have practical steps in place to bring about equity among African Languages and SASL?		
4.3	Do you have practical steps in place to bring about parity between English, Afrikaans and African Languages as well as SASL?		
4.4	Do you have strategy in place to mitigate the negative effects of the withdrawal of the Language Compensation Policy?		
4.5	Do you have plans in place to cascade the CiPELT and CiSELT to all the teachers and measuring the impact on learner performance as well as reporting on it?		
4.6	Do you have measures in place to mitigate the negative effects of increasing the cognitive demand of EFAL and English as LOLT as recommended by the NSC MTT?		
4.7	Do you have radical strategy in place to enhance learner performance in English as LOLT?		
4.8	Do you have a plan in place to improve the performance of Afrikaans and English Home Language in terms of overall pass rate?		
4.9	Do you have a strategy in place to work with organizations such as PanSALB to enhance the development and utility of African Languages and SASL in particular?		
4.10	Do you have strategies in place to ensure the successful piloting of IIAL?		

4.11	Do you have plans in place to ensure that English Across the Curriculum (EAC) Training and Resource booklets are implemented in schools/classrooms?		
4.12	Do you have measures in place to ensure implementation of the Reading Strategy and related initiatives?		
4.13	Do you have process in place to come up with a comprehensive Language Development Framework to address all the language issues?		
5.	<u>Questions for ECD, IE, and Multigrade schools</u>		
5.1	Grade R:		
5.2	Do you have a plan in place to ensure minimum quality requirements are met in Grade R?		
5.3	Do you have a plan to ensure incremental employment of fully qualified Grade R educators?		
5.4	Pre-Grade R (Birth to Four):		
5.5	Do you have strategy/plan in place to enhance collaboration between DSD, in particular, and other departments and role players within the Basic Education Sector?		
5.6	Do you have a provincial/district inter-departmental plan for increasing access and improving the quality of provision for children in a range of ECD settings as outlined in the National Interdepartmental Programme of Action – Moving Forward?		
5.7	Do you have provincial/district plan for training of practitioners and curriculum implementation in ECD centres?		
5.8	Do you have a plan in place to implement extra two years in ECD?		
5.9	Do you have a strategy in place to improve quality in ECD provisioning?		
5.10	Do you have a strategy in place to strengthen and enhance collaboration between Department of Social Development (DSD) in particular and other departments and role players with the Basic Education Sector?		
5.11	Do you have a plan in place to enhance the utilization of ECD Financial and other resources?		
5.12	Do you have a plan in place to support and monitor curriculum implementation in Multigrade schools/classes?		
5.13	Do you have a strategy in place to assist teachers to implement the curriculum in Multi-grade schools/classes?		
5.14	Do you have a plan in place to utilize ICT to support teachers and learners to improve learner performance, measure its impact and report on it?		

5.15	Do you have multidisciplinary strategy in place to channel all the needed services to Multigrade schools/classes?		
5.16	Do you have a strategy in place to bring about quality education to all learners with special education needs?		

“If you don’t go after what you want, you’ll never have it. If you don’t ask, the answer is always no. If you don’t step forward, you’re always in the same place.”

Nora Roberts

ANNEXURE A - EXAMPLE

MASINCEDE SEN SEC SCHOOL - EXAMPLE OF A 2015 LAIS SCHOOL PLAN

NB: THIS PLAN IS TO BE IMPLEMENTED UNTIL GRADE 12 LEARNERS FINISH WRITING EXAMINATIONS IN NOVEMBER 2015

PROGRAMME NAME	TIMEFRAME	MODE OF OPERATION	SUPERVISOR
1. Morning classes	<ul style="list-style-type: none"> • From Mondays to Fridays until the end of September. • Duration of the lessons is one hour from 6H45 -7H45 	Mondays: 12A: Mathematics: Mr. Zinn 12B: Life Sciences: Mrs. Oslo 12C: Tourism: Ms. Namso	Mr. Scot (HOD)
		Tuesdays: 12A: Physical Science: Mr. Aris 12B: Geography: Mrs. Omrah 12C: Accounting: Ms. Laman 12C: Business St: Ms. Sam	Ms. Aristadis (Deputy Principal)
		Wednesdays: 12A: English: Mr. Fletcher 12B: Mathematics: Mr. Zinn 12C: Life Sciences: Mrs. Oslo 12C: Tourism: Ms. Namso	Mr. Scot (HOD)
		Thursdays: 12A: Physical Science: Mr. Aris 12B: Geography: Mrs. Omrah 12C: Accounting: Ms. Laman 12C: Business Studies: Ms. Sam	Ms. Aristadis (Deputy Principal)
		Fridays: 12A: Mathematics: Mr. Zinn 12B: Life Sciences: Mrs. Oslo 12C: Tourism: Ms. Namso	Mr. Scot (HOD)

2. Afternoon classes / afternoon studies	<ul style="list-style-type: none"> • From Mondays to Thursdays until learners finish their final examinations. • Duration of the lessons is one hour from 15H45 -16H45 	Mondays: 12A: Mathematics: Mr. Zinn 12B: Life Sciences: Mrs. Oslo 12C: Tourism: Ms. Namso	Mr. Scot (HOD)
		Tuesdays: 12A: Physical Science: Mr. Aris 12B: Geography: Mrs. Omrah 12C: Accounting: Ms. Laman 12C: Business Studies: Ms. Sam	Ms. Aristadis (Deputy Principal)
		Wednesdays: 12A: English: Mr. Fletcher 12B: Mathematics: Mr. Zinn 12C: Life Sciences: Mrs. Oslo 12C: Tourism: Ms. Namso	Mr. Scot (HOD)
		Thursdays: 12A: Physical Science: Mr. Aris 12B: Geography: Mrs. Omrah 12C: Accounting: Ms. Laman 12C: Business Studies: Ms. Sam	Ms. Aristadis (Deputy Principal)
		Fridays: 12A: Mathematics: Mr. Zinn 12B: Life Sciences: Mrs. Oslo 12C: Tourism: Ms. Namso	Mr. Scot (HOD)
3. Evening classes	<ul style="list-style-type: none"> • From Mondays to Thursdays until learners finish their final examinations. • Duration of the lessons is four hours from 18H00 -22H00 • All learners study in their school. 	<ul style="list-style-type: none"> • Learners study in Groups of four. Each group is given examination question papers to revise/ answer • Supervision of this session is done two teachers (Mr. Triscent – who is peer education teachers from our neighbouring JSS and Mr. Manana • The last hour of the study is spent on video lessons per class 	<ul style="list-style-type: none"> • Mrs. Daine (principal) • Ms. Aristadis (Deputy Principal) • Ward Councilor and Ward Committee • QLTC School monitoring team
	<ul style="list-style-type: none"> • From Mondays to Thursdays until learners finish their final examinations. • Duration of the lessons is four hours from 18H00 -22h00 	<ul style="list-style-type: none"> • Learners study in Groups of four. Each group is given examinations question papers to revise and answer • Supervision of this session is done by two teachers from each of the four neighbouring Junior Secondary schools. • Some learners have evening studies in their local Junior Secondary Schools because they do not stay nearby the High School 	<ul style="list-style-type: none"> • Ward Committee and the committee of QLTC formed for this purpose. • Principal of each High School.
4. Week end camps: The school is running this project from beginning of the academic year. The following is the activity plan that is being followed:			

Time Activity Plan of a weekend Camp

Use of roving teachers where necessary

Day	Time	Activities
Friday	17H00	<ul style="list-style-type: none"> • Arrival of learners at the camp centre with mattresses to be accommodated in prepared classrooms. • Security measures in place. • Community members prepare food for learners.
	18H30 -19H30	<ul style="list-style-type: none"> • Supper is served
	19H45 - 23H00	<ul style="list-style-type: none"> • Study period
Saturday	5H00 – 6H00	<ul style="list-style-type: none"> • All learners bath and prepare for the day.
	6H00- 6H45	<ul style="list-style-type: none"> • Breakfast is served
	7H00- 8H00	<ul style="list-style-type: none"> • Morning study period supervised by selected person(s).
		<ul style="list-style-type: none"> • 08H00-13H30 teaching and learning
		<ul style="list-style-type: none"> • 08H00-9H00 = 1st period • 09H00 -10H00 = 2nd period • 10H00 - 11H00 = 3rd period • 11H00 – 11H30 = Short break • 11H30 – 12H30 = 4th period • 12H30 – 13H30 = 5th period • 13H30 – 14H30 = Lunch break • 15H00- 17H30 = Afternoon study period • 18H00 – 19H00 = Supper is served • 19H00 – 22H30 = Evening study period
Sunday	Similar to Saturday, but ends at Lunch time and learners go home.	

Home based study session			
1. Autumn, Winter and Spring tuition classes	From ... to ...	Learners to attend all vacation classes organized by the Department of Education at district level.	
2. intensive Revision classes	From 1st September to end November 2015		
3. Overall monitoring and supervision of all school based LAIS activities	From 1st September until end November 2015	Time table for monitoring revision programme has been developed (see annexure B) and is supervised.	Principal

“Don’t say you don’t have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michaelangelo, Mother Teresea, Leonardo da Vinci, Thomas Jefferson, and Albert Einstein.”

H. Jackson Brown Jr.

ANNEXURE B - EXAMPLE

MHLEKAZI SEN SEC SCHOOL

**AN EXAMPLE OF A REVISION TIME TABLE DURING EXAMINATIONS TIME FROM
5 OCTOBER TO 27 NOVEMBER 2015**

DATE	SUBJECT /S TO BE REVISIED	ACTIVITIES TO BE DONE	RESPOSIBILITY	ACCOUNTING PERSON
05.10.2015	Physical Science	14H00 – 15H00 = Use of exemplar question papers, DVDs for telematics, mindset and study guides.	Mr. Gum (Subject teacher)	Mr. Alex (Principal)
		17H00 – 19H00 = learners study individually (supervised)	Homework Assistant, selected community volunteers and tutors	Mr. Alex (Principal)
		20H00 – 22H00 = learners study in groups using exemplar question papers, trial question papers and study guides / mind the gap books to enrich their answers, mindset and telematics material	Homework Assistant, selected community volunteers and tutors	Mr. Scheepers (Deputy Principal)
10.10.2015				
27.11.2015				

ANNEXURE C: EXAMPLE

NAME OF DISTRICT

**EXAMPLE OF SCHOOL A LAIS RECOVERY PLAN (FROM JULY- NOVEMBER IN 2015)
TO IMPROVE GRADE 12 RESULTS**

SCHOOL	ACTIVITIES	DURATION	RESPONSIBILITY
<p>1. MONIWA S.S.S No of Gr. 12 learners: 155 Set target for 2015: 75% Principal: Mr. Majova (0833301326)</p>	<p>1.Morning classes (6:45-7:45) 2.Evening classes (17H00-21H00) 4.Spring classes (8H00-14H00) 5.Weekend camp (Frid 17:30-Sun 14H00)</p>	<p>July-October 2015 July-November 2015 September 2015 Aug-November 2015</p>	<p>Mr Majova Messrs. Mahlungulu & Kebei Mrs Ludidi</p>
<p>2. Bhekizulu S.S.S No of Gr. 12 learners: 84 Set target for 2015: 80% Principal: Mr. Kunju (xxxxxxxxxx)</p>	<p>1.Morning classes (7H00-8H00) 2.Saturday classes (8H00-13H00) 3.Evening studies (18H00-20H00)</p>	<p>July-November 2015 July-November 2015 July-November 2015</p>	<p>Ms Somzana Mr Jam-Jam Mr Khunju</p>
<p>3. Chief Henry Boklein S.S.S No of Gr. 12 learners: 243 Set target for 2015: 80% Principal: Mr. Joyi (xxxxxxxxxx)</p>	<p>1.Morning classes (7H00-8H00) 2.Evening studies (18H00-21H00) 3.Afternoon studies (16H00- 18H00) 4.Weekend classes (9H00-14H00)</p>	<p>July-November 2015 July-November 2015 July-November 2015 July-November 2015</p>	<p>Ms Mazomba Mr Joyi Mr Matshanda Mr Joyi</p>

ANNEXURE D: EXAMPLE

MEMORANDUM

TO:	ALL CHIEF EDUCATION SPECIALISTS, DEPUTY CHIEF EDUCATION SPECIALISTS, CIRCUIT MANAGERS, SENIOR EDUCATION SPECIALISTS AND PRINCIPALS OF SCHOOLS
FROM:	DISTRICT DIRECTOR
SUBJECT:	REPORT ON THE PROVINCIAL COUNT DOWN MEETING HELD ON 27 FEB 2015 AT MT FRERE DISTRICT OFFICE AND THE IMPLEMENTATION OF THE INTENSIVE LAIS IMPLEMENTATION PLAN BY THE DISTRICT AND SCHOOLS.
DATE:	02 MARCH 2015

1. INTRODUCTION:

This meeting was attended by the SG, DDGs, Chief Directors, Directors (Head office and districts), CESs, EDOs and principals of High schools. Essentially, the tone of the meeting was the creation of the sense of urgency among district officials, teachers and learners to work very hard from the beginning of the year 2015 to improve learner performance significantly. Of particular importance, is that the targets set here are high but realistic. It should be remembered that schools that are hard-working always perform maximally at any given assessment. In this meeting, both SADTU and NAPTOSA supported the Matric Countdown Programme 2015, which was being launched on the day. **The programme is scheduled to run from March to 27 November 2015.**

There are two main issues raised in this report, viz: (a) **concerns to be addressed immediately, and (b) instructions to be implemented by all affected stakeholders.**

2. CONCERNS TO BE ADDRESSED IMMEDIATELY

- 2.1. Matric results in 2014 were poor, especially in Mathematics, Physical Science, Life Science, English, EGD, Accounting, Agricultural Science and Geography.
- 2.2. **From the analysis of results, subject teachers, subject advisors and management (both at school and district levels) have to ensure the implementation of interventions in identified subjects, and there has to be clear evidence of the implementation of planned interventions.**
- 2.3. Poor management and monitoring of learners' learning activities by HoDs, principals, deputy principals, circuit managers, and CESs. **The CES: IDS&G must work very hard to bring functionality of all schools, including GET schools. Teaching time must be protected by principals. Any deviation from the normal daily teaching time can only be permitted by the Superintendent-General of the department or his/ her delegate.**
- 2.4. There are a number of serial under-performing schools that continue to fail children across the province. **Circuit Managers need to make concerted efforts to bring about change in such schools by working with the principals, teachers and community members in transforming such institutions. One of the tasks in this regard is to ascertain the causes of under-performance, and determine how best to address such causes.**

ANNEXURE E: EXAMPLE

NAME OF THE DISTRICT

MEMORANDUM

TO:	ALL CHIEF EDUCATION SPECIALISTS
FROM:	DISTRICT DIRECTOR
SUBJECT:	PROGRESS REPORT ON THE IMPLEMENTATION OF THE INSTRUCTIONS GIVEN TO ALL MANAGERS FOR INTENSIVE IMPLEMENTATION OF LAIS AND MATRIC COUNT DOWN 2015
DATE	10 MARCH 2015

Each responsibility manager should provide a report to the DMT meeting on 26 March 2015, on the progress made in implementing the instructions issued on 03 March 2015, using the template below.

1. INSTRUCTIONS FOR IMPLEMENTATION

INSTRUCTION	TIMELINE	RESPONSIBILITY	PROGRESS MADE
1. District launch of count down, ILIMA and the programme of action as enshrined in the INTENSIVE LAIS PLAN 2015 must be immediately cascaded to all principals and stakeholders.	06 March 2015	District Director	
2. All schools that have not submitted their March/ June/September Schedules must immediately be dealt with statutorily. Non-submission is misconduct. If such schools have not submitted due to a lack of subject teachers, incomplete schedules should have been submitted together with a letter of explanation.	Quarterly	Circuit Manager	
3. Weekly LAIS accountability meetings should be strengthened. Circuit Managers and Subject Advisors must account to their respective supervisors for the performance of learners in all schools on a daily basis.	Weekly	<ul style="list-style-type: none"> • CES: Curriculum • CES: IDS&G • CES: ESSS 	

<p>4. Trial Exams is compulsory for all learners. Principals must ensure that all learners write the Trial examinations. During Trial Examinations, principals must ensure proper administration, through adequate preparation of learners for all the papers, prompt marking of scripts, prompt compilation of schedules, prompt analysis of results with clear trends that need further intervention in order to improve learner performance until they complete writing their FINAL Examinations.</p>	September 2015	Circuit Managers	
<p>5. All subject teachers, HODs, deputy principals and principals must ensure proper administration of SBA and prompt submission thereof. Subject advisors must also give proper support in respect of this important task which constitutes 35% of learners' examinations. Schools to meet the deadline dates WITHOUT FAIL. Focus must be given to the quality, meaning and 100% submission of SBAs by each and every school.</p>	Jan – October 2015	CES: Curriculum	
<p>6. Grades, 9, 10, 11 and 12 learners must be exposed to the long hours of studying and intensive revision in preparation for both Trial and Final examinations. Subject advisors must lead the process of revision, giving advise on the content of revision as informed by the diagnostic analysis of the performance of learners in previous year's examinations. During revision sessions, learners must be equipped with study skills, and must be trained to interpret examinations questions papers and answer what is exactly required.</p>	Jan October 2015	<ul style="list-style-type: none"> •Subject teachers •Principals •Subject Advisors •Circuit Managers 	

CONCLUSION

**MR X X X
DISTRICT DIRECTOR**

DATE

ANNEXURE F: EXAMPLE

NAME OF EDUCATION DISTRICT

MEMORANDUM

TO:	ALL CHIEF EDUCATION SPECIALISTS, DEPUTY CHIEF EDUCATION SPECIALISTS, CIRCUIT MANAGERS, SENIOR EDUCATION SPECIALISTS AND PRINCIPALS OF HIGH SCHOOLS
FROM:	DISTRICT DIRECTOR
SUBJECT:	TIMETABLING AND INTENSIFICATION OF REVISION SESSION FOR GRADE 12 LEARNERS
DATE:	01 SEPTEMBER 2015

1. Grade 12 candidates start writing their FINAL Examinations on 26 October 2015 and end their examinations on 27 November 2015. Normally, during this period, learners have a tendency of staying away from classes under the guise of studying on their own. This has proved to be very detrimental to them as some fail to focus on studying.
2. Annual National Assessment Tests for Grades 1 to 6 and 9 are administered between 15-18 September 2015.
3. To further strengthen the implementation of our Learner Attainment Improvement Strategy (LAIS) plan, the work that started in January this year needs to be completed.
4. At the same time principals and subject teachers are required to ensure that learners are subjected to **rigorous and intensified** revision sessions until they complete writing their examinations. **THIS REVISION MUST ALSO TAKE PLACE IN BETWEEN EXAMINATION PAPERS WRITTEN UNTIL THE LAST EXAMINATION SITTING.** Such learners must be subjected to revision from the afternoon and in the evening, until they write the paper. Furthermore, if there are two papers to be written on the same day, learners should be afforded sufficient revision time in both subjects (depending on the scope of the work).
5. Learners must utilize all revision materials provided to them by the department, including previous years' question papers, which should be photocopied and given to them by each individual school. **The importance of the supervision of revision sessions by teachers cannot be over-emphasized, as the centrality of a teacher in the teaching and learning situation is crucial.**
6. Revision time-table should be drawn up so that all stakeholders (teachers, learners, parents, etc.) know exactly what is to happen at any given time. An example of a revision time table is attached hereto (see annexure A).
7. **Community participation within the QLTC is fundamental for the success of the intensified revision project which is meant to improve learner performance in all schools IMMEDIATELY.**
8. I wish to sincerely thank all **principals and teachers who are committed to the implementation of LAIS projects in their schools.** Out of free will and commitment, some teachers even work after hours, while some conduct revision lessons not only during weekends, but also in the evenings.
9. A special word of gratitude is extended to all principals who have succeeded in mobilizing all their stakeholders at school-community level to enhance the implementation of their LAIS projects.

10. Let us therefore continue with the same tempo during the last mile, **ensuring that learners are not only committed to learning, but are also thoroughly prepared for each examination paper, commencing from 26th October 2015 until 27th November 2015 and the Practical Examinations for CAT P.1 and IT P.1 which starts on 19-20 October 2015 . It is anticipated and appreciated any effort made to increases the levels of learner performance in the school and district.**

Thanking you in anticipation.

DISTRICT DIRECTOR
NAME EDUCATION DISTRICT

DATE

“
EDUCATION
IS NOT preparation
FOR life; education
IS life ITSELF.”

John Dewey