

2015 NATIONAL STRATEGY FOR LEARNER ATTAINMENT (2015 NSLA as amended on 01/06/2015)

Province: _____

Quarter: _____ Year: _____



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ACRONYMS USED IN THIS DOCUMENT

ANA	-	Annual National Assessment
ATP	-	Annual Teaching Plan
BCM	-	Business and Commercial Management
CAPS	-	Curriculum and Assessment Policy Statement
CES	-	Chief Education Specialist
CIPELT	-	Certificate in Primary English Language Teaching
CPTD	-	Continuing Teacher Professional Development
DBE	-	Department of Basic Education
DBST	-	District-Based Support Team
DHET	-	Department of Higher Education and Training
DST	-	Department of Science and Technology
EAC	-	English Across the Curriculum
ECD	-	Early Childhood Development
EFAL	-	English First Additional Language
EMGD	-	Education Management and Governance Development
EWPP6	-	Education White Paper 6
FAL	-	First Additional Language
FET	-	Further Education and Training
FSS	-	Full-Service Schools
GET	-	General Education and Training
HEI	-	Higher Education Institution
HL	-	Home Language
HOD	-	Head of Department
ICT	-	Information and Communication Technology
IIAL	-	Incremental Introduction of African Languages
ILST	-	Institution of Learning Support teams

IP	- Intermediate Phase
IQMS	- Integrated Quality Management System
ISPFTED	- Integrated Strategic Planning for Teacher Education and Development
IT-	Information Technology
LitNum	- Literacy and Numeracy
LoLT	- Language of Learning and Teaching
LTSM	- Learning and Teaching Support Materials
MST	- Mathematics, Science and Technology
NCF	- National Curriculum Framework for Children from Birth to Four
NDP	- National Development Plan
NGO	- Non-governmental Organisations
NSC	- National Senior Certificate
NSLA	- National Strategy for Learner Attainment
PED	- Provincial Education Department
PLC	- Professional Learning Community
PTDI	- Provincial Teacher Development Institute
SA SAMS	- South African School Administration Management System
SAASTA	- South African Agency for Science and Technology Advancement
SASL	- South African Sign Language
SBA	- School-based Assessment
SBST	- School-Based Support Team
SG	- Superintendent-General
SGB	- School Governing Body
SIAS	- Screening, Identification, Assessment and Support
SIP	- School Improvement Plan
SMT	- School Management Teams
SP	- Senior Phase
SSRC	- Special Schools Resource Centre

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 to 2019: Towards the realisation of Schooling 2030*. 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 *Action Plan to 2019 – Towards the realization of Schooling 2030* 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 to 2019 – Towards the realization of Schooling 2030* 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

SECTION ONE (1):

MANAGEMENT AND LEADERSHIP



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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 to 2019 – Towards the realisation of Schooling 2030

1. A - EDUCATION, MANAGEMENT AND GOVERNANCE DEVELOPMENT					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
1.A.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	
1.A.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	
1.A.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 and names 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	
1.A.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:	Provincial and District EMGD Coordinators on School Leadership	Quarterly	

1. A - EDUCATION, MANAGEMENT AND GOVERNANCE DEVELOPMENT					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> ○ Number of Principals trained ○ Focus Area of training (e.g. curriculum management, leadership, governance, financial management etc) ○ Impact of training <p>Report on training offered to SMT from underperforming schools indicating the following:</p> <ul style="list-style-type: none"> ○ Total number of underperforming schools ○ Number of Principals trained ○ Focus area of training (e.g. curriculum management, leadership, governance, financial management etc) ○ Impact of training 	and Management	Quarterly	
1.A.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	Quarterly	

1. A - EDUCATION, MANAGEMENT AND GOVERNANCE DEVELOPMENT					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
			and Management		
1.A.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	
1.A.7	Monitoring the availability of basic Management and Leadership documents in schools	Report indicating: <ul style="list-style-type: none"> • Number of schools monitored • Key findings • Main challenges • Recommendations for improvement 	Provincial and District EMGD Coordinators on School Leadership and Management	Quarterly	

1. B - DISTRICT COORDINATION AND DEVELOPMENT					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
1.B.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 developed and approved.	Director Communication	Dec 2014	
1.B.2	Completing district and circuit 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 Circuit Managers	End Feb 2015	
1.B.3	A coordinated circuit 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 Circuit Offices interactions with school managers (EMGD, Circuit managers and Curriculum)	District Directors Circuit managers	February 2015	
1.B.4	Holding the curriculum Bosberaad in Districts and Circuits 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.	Curriculum Meetings held in Districts cluster and Circuits.	District Director EMGD, Curriculum Coordinators and Circuit Managers	Feb 2015	
1.B.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	Reports of 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 District CES /School Improvement Plan (SIP) coordinator.	SG Provincial and District Directors	Quarterly	

1. B - DISTRICT COORDINATION AND DEVELOPMENT					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	underperforming High Schools by Deputy Chief Education Specialists				
1.B.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	
1.B.7	Updating profiles of <i>all schools</i> on a provided template for informed intervention and support. <ul style="list-style-type: none"> - 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	
1.B.8	Monthly meetings of Circuit Managers, Curriculum Coordinators, Subject Specialists, EMGD and IQMS officials in Circuits to discuss problems experienced at schools regarding monitoring, support and review of targets.	Minutes of such meetings made available to district directors by Circuit Managers.	District Director Circuit Managers.	Monthly	
1.B.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 Managers	Beginning of each term	
1.B.10	Monitoring; support and guidance to schools on: <ul style="list-style-type: none"> • Curriculum coverage • Correct time tables 	Reports on the visits made available to the District / Circuit Manager for interventions with the relevant officials.	District Director/ Circuit Managers	Monthly	

1. B - 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>
	<ul style="list-style-type: none"> • In-school monitoring • Monthly staff meetings • Management meetings • Analysis of performance • Staffing 				
1.B.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)	<p>Reports on the letters issued to underperforming schools by Superintendent-General (SG) indicating number and kind of issues to be addressed.</p> <p>Progress reports from schools' School Improvement Plans (SIP)</p>	SG	<p>End Jan 2015</p> <p>Quarterly</p>	
1.B.12	Implementation of the Whole School Evaluation monitoring visits	Reporting on the implementation of the Whole School Evaluation finding by all school schools that were monitored as indicated by the Directorate Whole School Evaluation		Quarterly	

SECTION TWO (2):

EARLY CHILDHOOD DEVELOPMENT



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GOALS SPECIFIC TO EARLY CHILDHOOD DEVELOPMENT:

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

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
2.1	Resource newly established Grade R classes with basic resource pack	A report on the resources provided to schools with Grade R	PED	March	
2.2	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 and to be reported in Q1	
2.3	Develop and maintain a database of subsidised independent schools that will receive funding for learners in Grade R	Database of subsidised community-based ECD sites registered as independent schools	National, Provincial and District officials	January	
2.4	Improve the Grade R allocation towards full funding (same as Grade 1 learner cost.).	Improved Grade R allocation towards full funding.	PED	April	
2.5	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 indicating full details	PED	January	
2.6	Develop guidelines to standardise assessment (promotion and progression) in Grade R classes	Standardised implementation of assessment in Grade R classes.	National, Provincial and District officials	Quarterly	
2.7	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 	PED	January	

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
		Grade R <ul style="list-style-type: none"> • in Public Primary Schools • In independent schools (including community based sites) 			
2.8	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	
2.9	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 and September	
2.10	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	
2.11	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 	PED	March September	

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
		<ul style="list-style-type: none"> Results of the pre-training test Results of the post-training test 			
2.12	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	
2.13	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	
2.14	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



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TOWARDS ACHIEVING SCHOOLING 2025

The Action plan to 2019 – Towards Schooling 2030 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 *The Action plan to 2019 – Towards Schooling 2030* to improve learning and teaching in the schooling system.

Within this plan are stipulated Goals derived from the Action plan to 2019 – Towards Schooling 2030 for schools to implement. 11 of the 27 goals as stipulated are applicable to Primary / 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 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.

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.

3.A- MULTI-GRADE EDUCATION					
<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
3.A.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	
3.A.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.A.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	
3.A.	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	

3.A- MULTI-GRADE EDUCATION					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
3.A.4	Strengthening Curriculum implementation and SBA in Multi-Grade Schools	Curriculum Coverage as per adapted ATP, Teaching Methodology, LTSM - textbooks and the use of workbooks. Number of informal activities done and assessed per week. Subject meetings Monitor and support Life-Player pilot project	PROVINCES & DISTRICT	Monthly	
3.A.5	Monitoring and support the implementation of School-Based Assessment (SBA) and ANA	Readiness of districts, schools and teachers to Administer ANA 2015 is monitored and strengthened. Arrangements for the printing, packing and distribution of the test material are in place. Manage and administer the marking and moderation of ANA scripts. Teachers are trained on how to develop formal assessment tasks for SBA An analysis of the learner performance per subject; item analysis, etc presented at end of		Feb - Sept	

3.A- MULTI-GRADE EDUCATION					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		every quarter for interventions			
3.A.6	Monitor the rationalisation of small rural and multi-grade schools.	Report on merger and closer of non-viable schools: <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	
3.A.7	Monitor the conclusion of 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	
3.A.8	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	

3.B - FOUNDATION PHASE GRADES R- 3					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
MONITOR AND SUPPORT THE IMPLEMENTATION OF CAPS					
3.B.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	
3.B.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, is made available by the province • Assessment programme • Resource provisioning (reading, writing, Life Skills) • Teacher training and support (content workshops) • Monitoring Classroom practice and teaching 	PROVINCES & DISTRICTS	Quarterly	

3.B - FOUNDATION PHASE GRADES R- 3					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		methodology <ul style="list-style-type: none"> Monitoring Curriculum coverage Monitoring Utilisation of Workbooks 			
LANGUAGES					
3.B.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	
3.B.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	

3.B - FOUNDATION PHASE GRADES R- 3					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
3.B.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	
3.B.6	Language across the curriculum (LAC) with the focus on African languages as LoLT	Report indicating the following: <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. 	PROVINCES & DISTRICT	Quarterly	

3.B - FOUNDATION PHASE GRADES R- 3					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> Monitor and support the teaching of Mathematics in African languages. Interventions to strengthen LoLT, as outlined in the ANA improvement plan. Impact of partnership programmes (NGOs, HEIs etc) to improve outcomes in Languages. 			
3.B.7	Monitoring utilization of LTSM by DBE, Provincial and district Curriculum subject specialists	A detailed report on the: <ul style="list-style-type: none"> Total number of schools, including special schools, in the province that are provided with Grade R-3 workbooks total number and percentage of schools utilizing Life Skills, Numeracy, Home language and FAL workbooks percentage of schools utilizing Grade 1-3 textbooks optimally as per CAPS requirement. 	DBE, PED and districts	Quarterly	
3.B.8	Ensuring the use of Workbooks as assistive resources for learning and teaching	Monitoring reports indicating the following: <ul style="list-style-type: none"> Distribution and 	PROVINCES & DISTRICT	Quarterly	

3.B - FOUNDATION PHASE GRADES R- 3					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		Provisioning of Workbooks <ul style="list-style-type: none"> Teacher training and support programmes to mediate Workbook utilisation. Monitor and support the utilisation of the Workbooks 			
3.B.9	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 the Early Grade Reading Assessment (EGRA). Implementation of reading norms. Implementation Drop All and Read time. Set up classroom reading 	PROVINCES & DISTRICT	Quarterly	

3.B - FOUNDATION PHASE GRADES R- 3					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		corners <ul style="list-style-type: none"> 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 			
ASSESSMENT					
3.B.10	Strengthen support to improve ANA performance in Languages and 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 	PROVINCES & DISTRICT	Quarterly	

3.B - FOUNDATION PHASE GRADES R- 3					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		quarterly assessments <ul style="list-style-type: none"> Monitoring of ANA 2015 Diagnostic analysis of ANA 2015 results Interventions to improve ANA 2016 results. 			
3.B.11	Monitor and support the Implementation of School Based Assessment (SBA) in Grades R-3	Report indicating the following: <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 	PROVINCES & DISTRICT	Quarterly	

3.B - 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>
		support workshops on Assessment <ul style="list-style-type: none"> • Development of assessment items, • Monitor and support school based assessment. 			

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.

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
MONITOR AND SUPPORT THE IMPLEMENTATION OF CAPS					
3.C.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	
3.C.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.C.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	Monthly reports on CAPS implementation covering all items as indicated in the activity.	PROVINCES & DISTRICT	Quarterly	

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	Analysis of performance curriculum coverage Subject meetings In school monitoring SBA implementation in line with CAPS requirements				
LANGUAGES					
3.C.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 IP and SP subject advisors, SMTs and teachers trained • Monitoring plan 	PROVINCES & DISTRICT	Quarterly	
3.C.5	Strengthening the teaching and learning of Home Languages	Submission of report indicating: <ul style="list-style-type: none"> • Provisioning and utilisation of reading resources in Home Languages 	PROVINCES & DISTRICT	Quarterly	

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> • 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 			
3.C.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 	PROVINCES & DISTRICT	Quarterly	

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		reading and writing programmes across the curriculum – content subjects <ul style="list-style-type: none"> ○ In order to strengthen reading comprehension. 			
3.C.1	Preparing the phase for the implementation of IIAL	Submission of plans and quarterly reports on the preparation to implement IIAL in the Intermediate Phase. The plan should indicate the following: <ul style="list-style-type: none"> • District • Schools • Languages • Teacher provisioning • Teacher training schedule • LTSM provisioning 	PROVINCES & DISTRICT	Quarterly	
3.C.7	Ensuring the EFAL planning for Grade 4-6 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 4-6 teachers 	PROVINCES & DISTRICT	Quarterly	

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> • Monitor and support CiPELT implementation in Grades 4-6 • EFAL Reading and writing workshops Provisioning of EFAL resources			
3.C.1	Implementing SA Sign Language Strategy in Special schools	Report on the implementation of SA Sign Language CAPS. The report should indicate the following: <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 	PROVINCES & DISTRICT	Quarterly	

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		schools. <ul style="list-style-type: none"> Monitoring and support plan. 			
3.C.8	Monitoring utilization of LTSM by DBE, Provincial and district Curriculum subject specialist	A detailed report on the: <ul style="list-style-type: none"> Total number of schools, including special schools, in the province that are provided with Grade 4-6 workbooks Utilisation of the Workbooks. total number and percentage of schools utilizing Life Skills, Numeracy, Home language and FAL workbooks percentage of schools utilizing Grade 1-3 textbooks optimally as per CAPS requirement. 	DBE, PED and districts	Quarterly	
3.C.9	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. 	PROVINCES & DISTRICT	Quarterly	

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> 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. 			
ASSESSMENT					
3.C.10	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 	PROVINCES & DISTRICT	Quarterly	

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> • 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. 			
3.C.11	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	-

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
3.C.12	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 school, per subject; item analysis, etc presented at end of every quarter for interventions	PROVINCES & DISTRICT	Quarterly	
3.C.13	Focused item analysis after every formal 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	
3.C.14	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	
3.C.15	Learner retention and remedial support provided.	Report: <ul style="list-style-type: none"> Indicate whether schools have copies of the following policy documents? 	PROVINCES & DISTRICT	Jan-Nov	

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> ○ National Policy Pertaining to Programme and Promotion Requirements ○ National Protocol for Assessment. ○ National Curriculum and Assessment Policy Statements ● Indicate the timeous policy enrichment support provided to teachers on learner retention and progression requirement per grade. ● Support / intervention given to learners who are experiencing barriers to learning? ● Indicate the mechanism used to 			

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<p>effect timeous communicate to parents of learners who are experiencing barriers to teaching and learning.</p> <ul style="list-style-type: none"> • Indicate the role district play in supporting learners who do not achieve the required subject knowledge and skills benchmarked for the grade. • Indicate the curriculum support provided for learners who show retention potential in the Foundation, Intermediate and Senior Phase to prevent learner drop out. • What supporting eviden 			

3.C - INTERMEDIATE PHASE GRADES 4 - 6					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		do schools provide to parents about the learner support and evidence of improvement of learner performance?			
3.C.1	Learner Progression and remedial support provided.	<ul style="list-style-type: none"> Percentage of learners enrolled per subject per Term Percentage of curriculum areas per subject requiring serious attention per grade Tracking learner performance per term providing stats of areas requiring improvement. Evidence of types of remedial support provided to learners. 	PROVINCES & DISTRICT	Feb- Nov	
MONITOR AND SUPPORT TO UNDER PERFORMING SCHOOLS					
3.C.16	Monitor and Support to under performing Schools	Targeted interventions to support curriculum implementation: Curriculum coverage	PROVINCES & DISTRICT	Quarterly	

3.C - 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>
		<ul style="list-style-type: none"> - Curriculum coverage - Supply and use of Text Books and other LTSM <p>Monitor and evaluation of the improvement plans and their impact.</p>			

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.

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
MONITOR AND SUPPORT THE IMPLEMENTATION OF CAPS					
3.D.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	
3.D.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.D.3	GET specialists monitoring and reporting on the improvement of all subjects. Focus on: <ul style="list-style-type: none"> teaching methodology classroom resources for reading writing; use of workbooks correct time allocation per subject Analysis of performance 	Monthly reports on CAPS implementation covering all items as indicated in the activity.	PROVINCES & DISTRICT	Quarterly	

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	<ul style="list-style-type: none"> curriculum coverage Subject meetings In school monitoring SBA implementation in line with CAPS requirements 				
LANGUAGES					
3.D.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	
3.D.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 	PROVINCES & DISTRICT	Quarterly	

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<p>Languages</p> <ul style="list-style-type: none"> • 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 			
3.D.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. 	PROVINCES & DISTRICT	Quarterly	

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> Development of reading and writing programmes across the curriculum – content subjects <ul style="list-style-type: none"> In order to strengthen reading comprehension. 			
3.D.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	
3.D.8	Monitoring utilization of LTSM by DBE, Provincial and district Curriculum subject specialist	A detailed report on the: <ul style="list-style-type: none"> Total number of schools, including special schools, in the province that are provided with Grade 7-9 	DBE, PED and districts	Quarterly	

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		workbooks <ul style="list-style-type: none"> Teacher training and support programmes to mediate Grade 7-9 Workbook utilisation. total number and percentage of schools utilizing Mathematics/ Percentage of schools utilizing Grade 7-9 textbooks optimally as per CAPS requirement. 			
3.D.9	Implementing SA Sign Language Strategy in Special schools	Report on the implementation of SA Sign Language CAPS. The report should indicate the following: <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 	PROVINCES & DISTRICT	Quarterly	

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		programmes to strengthen the teaching of SA Language in special schools. <ul style="list-style-type: none"> Monitoring and support plan. 			
3.D.10	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 	PROVINCES & DISTRICT	Quarterly	

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		programmes in Grades 7-9. <ul style="list-style-type: none"> • Impact of partnership programmes support with NGOs, HEIs etc • Parental involvement. 			
ASSESSMENT					
3.D.11	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 and Languages Grades 4-6 • Mediation of ANA exemplars and frameworks • Provincial and district quarterly assessments • Monitoring of ANA 2015 	PROVINCES & DISTRICT	Quarterly	

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> Diagnostic analysis of ANA 2015 results Interventions to improve ANA 2016 results. 			
3.D.12	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	-
3.D.13	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	
3.D.14	Focused item analysis after every formal assessment task to detect early warning for each subject. Analysis of the learner performance per item for	Analysis indicating learner performance per item of the completed or assessed work.	PROVINCES & DISTRICT	Monthly	

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	every assessment to detect early warnings and the intervention				
3.D.15	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	
3.D.16	Learner retention and remedial support provided.	Report: <ul style="list-style-type: none"> • Indicate whether schools have copies of the following policy documents? <ul style="list-style-type: none"> ○ National Policy Pertaining to Programme and Promotion Requirements ○ National Protocol for Assessment. ○ National Curriculum and Assessment Policy 	PROVINCES & DISTRICT	Feb-Nov	

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<p>Statements</p> <ul style="list-style-type: none"> • Indicate the timeous policy enrichment support provided to teachers on learner retention and progression requirement per grade. • Support / intervention given to learners who are experiencing barriers to learning? • Indicate the mechanism used to effect timeous communicate to parents of learners who are experiencing barriers to teaching and learning. • Indicate the role district play in supporting learners who do not achieve 			

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<p>the required subject knowledge and skills benchmarked for the grade.</p> <ul style="list-style-type: none"> • Indicate the curriculum support provided for learners who show retention potential in the Foundation, Intermediate and Senior Phase to prevent learner drop out. • What supporting evidence do schools provide to parents about the learner support and evidence of improvement of learner performance? 			
MONITOR AND SUPPORT TO UNDER PERFORMING SCHOOLS					
3.D.17	Monitor and Support to under performing Schools	Targeted-interventions plans to provide support in curriculum	PROVINCES & DISTRICT	Quarterly	

3.D - Senior Phase Grades 7 - 9					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<p>implementation:</p> <p>Curriculum coverage</p> <ul style="list-style-type: none"> - Curriculum coverage - Supply and use of Text Books and other LTSM <p>Monitor and evaluation of the improvement plans and their impact.</p> <p>To track progression and promotion please indicate per term:</p> <ul style="list-style-type: none"> • Percentage of learners enrolled per subject per Term • Percentage of curriculum coverage. • Percentage of curriculum content requiring reinforcement per grade in a term, based on learner performance • Indicate the Remediation Plan to 			

3.D - 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>
		revisit while addressing curriculum needs of the next term. <ul style="list-style-type: none"> Evidence of types of remedial support provided to learners in the previous term. 			

SECTION FOUR:

HIGH/SECONDARY / FET SCHOOLS



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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 SCHOOLS

GOAL NUMBER	ACTION PLAN ACTIVITY
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.

4. FET/HIGH SCHOOLS

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
4.1	• Monitoring intervention	A report on plans and schedule of	PED	Jan – Sept	

4. FET/HIGH SCHOOLS

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
	<p>methods of facilitating the use of English first additional language through debates, essay writing, summary</p> <ul style="list-style-type: none"> • 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>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 co-curricular activities <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 	Head of Curriculum Districts		
4.2	Monitoring and support of curriculum implementation in grades	<p>A report per subject on the following:</p> <ul style="list-style-type: none"> • Number of schools visited 	PED Head of Curriculum	Quarterly	

4. FET/HIGH SCHOOLS

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
	10 - 12: <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 and curriculum coverage • Monitor the development and implementation of subject improvement plans and progress towards achieving set targets 	<ul style="list-style-type: none"> • Adherence to notional time, time on task, informal assessment • Curriculum coverage • Key findings of curriculum visits • Challenges and Interventions to mitigate challenges • Adherence to subject improvement plans • Progress towards set targets 	Districts		
4.3	Monitoring and reporting on the standard of in school monitoring by HODs, Deputy principals and Principals	A report on teacher's work being monitored by SMT indicating <ul style="list-style-type: none"> • number of schools monitored for reporting period; • Main findings • Challenges • Interventions/ Corrective measures; 	PED Head of Curriculum Districts	Quarterly	
4.4	Interventions to improve learner performance including: <ul style="list-style-type: none"> • 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, 	PED Head of Curriculum Districts	Quarterly	

4. FET/HIGH SCHOOLS					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> • 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) 			
4.5	Tracking learner performance	A detailed report indicating: <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 Districts	Quarterly	
4.6	Support to and monitoring of progressed and retained learners to address issues of retention and progression to curb dropout rates	A detailed report on: <ul style="list-style-type: none"> • No of learners progressed per grade • No of learners retained per grade • Nature of support provided • Impact of support provided A summary monitoring report indicating: <ul style="list-style-type: none"> • Key findings of monitoring visits • Challenges / Interventions / Corrective measures 	PED Head of Curriculum Districts	Quarterly	
4.7	Improved quality of School Based Assessment	A detailed quarterly report on: <ul style="list-style-type: none"> • SBA completion per subject per 	PED Head of Curriculum	Quarterly	

4. FET/HIGH SCHOOLS					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		term <ul style="list-style-type: none"> • Reports on key findings during provincial moderation • Challenges • Interventions / Corrective measures 	Districts		
4.8	Monitoring of and Support to under performing Schools	Report per subject indicating: <ul style="list-style-type: none"> • Total number of underperforming schools in the province • Total number of underperforming schools supported • Nature of support provided • Impact of the support • Availability and utilisation of improvement plans • Progress toward set targets • Curriculum coverage per quarter • Availability and utilisation of text • Adherence to norm times 	PED Head of Curriculum Districts	Quarterly	
4.9	Monitor and support the establishment of PLCs and Subject committees	Report indicating: <ul style="list-style-type: none"> • The number of Provincial and District subject committees established • The number of PLC's established • The number of meetings held per quarter per subject • The number of PLC meetings monitored by Province and 	PED Head of Curriculum Districts		

4. FET/HIGH SCHOOLS					
<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
		Districts <ul style="list-style-type: none"> • Achievements / Successes • Challenges and recommendations to address challenges 			

SECTION FIVE:

MATHEMATICS, SCIENCE AND TECHNOLOGY (Grade R – 12)



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TOWARDS ACHIEVING SCHOOLING 2030

The MST goals should be understood in the context of the main objectives of the National Development Plan (NDP) (2010 – 2030) to eliminate income poverty and reduce inequality by 2030. One of the three priority objectives of the National Development Plan (NDP) (2010 – 2030) is improving the quality of education, skills development and innovation.

The NDP further identifies the role that different sectors should play in overcoming poverty and inequality and reducing unemployment, and the implications these have for education and skills development. DBE needs to respond to the skills needs foregrounded by the NDP as the foundation for meeting these demands begins with sound MST education in schools.

Action Plan to 2019 – Towards Schooling 2030 outlines what the government will be doing to make Grade R to 12 schooling better

Within this plan are stipulated Goals derived from the Action Plan to 2019 – Towards Schooling 2030 for schools to implement. 11 of the 27 goals as stipulated are applicable to MST.

The NSLA attempts to strengthen the basic education system of South Africa in areas of mathematics, science and technology by producing many learners who are proficient, innovative and capable of competing nationally, internationally and beyond the schooling system through coordinated and structured systems

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. A progress report must be included for **all MST subjects** in the relevant phases:

Mathematics	Sciences	Technology
<ul style="list-style-type: none"> • Grades R - 9 <ul style="list-style-type: none"> • Mathematics • Grades 10 - 12 <ul style="list-style-type: none"> • Mathematics • Mathematical Literacy • Technical Mathematics 	<ul style="list-style-type: none"> • Grades R - 3 (Life Skills) • Grades 4 - 6 <ul style="list-style-type: none"> • Natural Science & Technology • Grades 7 - 9 <ul style="list-style-type: none"> • Natural Sciences • Grades 10 - 12 <ul style="list-style-type: none"> • Physical Sciences • Technical Sciences • Life Sciences • Agricultural Sciences 	<ul style="list-style-type: none"> • Technical subjects • Grades R - 3 (Life Skills) • Grades 6 - 9 <ul style="list-style-type: none"> • Technology • Grades 10 - 12 <ul style="list-style-type: none"> • Engineering Graphics & Design • Electrical Technology • Mechanical Technology • Civil Technology • Computer-related subjects • Grades 10 - 12 <ul style="list-style-type: none"> • Computer Applications Technology • Information Technology • Agriculture • Grades 10 - 12 <ul style="list-style-type: none"> • Agricultural Technology • Agricultural Management Practices

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.

5.MST Subjects					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
Pillar 1: Learner Participation and Success Rates					
5.1	Learner Participation Rate				
5.1.1	<ul style="list-style-type: none"> Monitor targets in terms of <ul style="list-style-type: none"> Learner participation in MST subjects Girl learners Drop-out numbers, e.g. Maths to Maths Lit 	a detailed report indicating: <ul style="list-style-type: none"> Distribution and achievement of national and individual provincial targets Number of learners, including the number of girl learners Number of repeater and progressed learners 	PED Head of Curriculum	Quarterly	
5.1.2	<ul style="list-style-type: none"> Monitor and support subject choices and subject combinations 	Report on: <ul style="list-style-type: none"> Mediation and implementation of the circular on subject choices and subject combinations Challenges/interventions/ corrective measures 			
	Learner Success Rate				
5.1.3	<ul style="list-style-type: none"> Monitor and support interventions to improve learner performance such as <ul style="list-style-type: none"> extra classes for top performers; vacation classes, enrichment learning and / revision classes, Mathematics Focus Week (GET) 	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/ support			

5.MST Subjects					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		programme (pre-test and post – test results).			
5.1.4	<ul style="list-style-type: none"> Support to and monitoring of progressed and retained learners in MST subjects 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 per grade No of learners retained per grade Nature of support provided Impact of support provided <p>A summary monitoring report indicating:</p> <ul style="list-style-type: none"> Key findings of monitoring visits Challenges / Interventions / Corrective measures 			
5.1.5	<ul style="list-style-type: none"> Increase the number of girl learners participating in MST and provide special support for girl learners 	<p>A detailed report on:</p> <ul style="list-style-type: none"> Nature of support for girl learners, challenges and mitigations, the impact of the support 			
5.1.6	<ul style="list-style-type: none"> Tracking learner performance in all MST subjects and all grades 	<p>A detailed report indicating:</p> <ul style="list-style-type: none"> Analysis of learner performance per subject and grade presented at the end of every quarter. A comparative analysis with previous cohorts for corresponding periods Performance of girl learners 			
5.1.7	Improve Snr Phase Mathematics performance	<p>Report on:</p> <ul style="list-style-type: none"> Progress on the Framework for 			

5.MST Subjects					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	<ul style="list-style-type: none"> Monitoring and supporting the implementation of the provincial Mathematics Strategy (GET) to improve performance in the subject Support, monitor and analyse Mathematics ANA 	<ul style="list-style-type: none"> improving Snr Phase Mathematics performance Readiness of districts, schools and teachers to administer Mathematics ANA 2015 Analysis of ANA results 			
5.1.8	1 + 4 Intervention model	<p>Implementation Report indicating:</p> <ul style="list-style-type: none"> Establishment of clusters Number of clusters per District Nature of support provided Achievements Key implementation challenges and recommendations <p>Report on Provincial and District Monitoring indicating:</p> <ul style="list-style-type: none"> Frequency of monitoring Number of clusters monitored Summary of main findings 			
5.1.9	<ul style="list-style-type: none"> Promote extended opportunities for learners, such as learners participating in expos, competitions, science/ maths camps, Olympiads, computer clubs, role models. 	<p>Report on:</p> <ul style="list-style-type: none"> Nature of extended opportunities Number of schools and learners participating 			

5.MST Subjects					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	Support and monitor MST curriculum implementation				
5.1.10	Monitoring and support of curriculum implementation in MST: <ul style="list-style-type: none"> • Paying scheduled visits to all schools to monitor delivery of Teacher, Text, Time, Task, Test • Monitoring of learners written work (class and homework) 	A detailed report indicating: <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 • Use of diagnostic reports and subject improvement plans • EAC strategies implemented • Key findings of curriculum visits • Challenges • Interventions to mitigate challenges 			
5.1.11	<ul style="list-style-type: none"> • Improve the quality of school-based assessment (including PATs) 	Report on: <ul style="list-style-type: none"> • SBA completion and PAT progress per subject per term • Number and percentage of tasks moderated, key findings, challenges, interventions/ corrective measures • Analysis of performance of schools in all MST subjects e.g. per district and per province for common SBA tasks, key findings, challenges, interventions/ corrective measures 			

5.MST Subjects					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
5.2. Pillar 2: Teacher demand, supply, utilisation and development					
5.2.1	<ul style="list-style-type: none"> Audit current MST teachers' qualifications to determine need for training, up skilling in MST subjects Audit all MST vacant substantive posts in districts and schools and the intervention strategies to address the challenge of teaching and learning in those schools Recruit MST teachers Provide targeted support programmes/workshops for MST teachers. 	<p>Teachers and posts - report on:</p> <ul style="list-style-type: none"> 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, challenges, interventions Development and implementation of a framework for utilization of itinerant teachers Incentive scheme and recruitment plan for MST teachers. <p>Support programmes/workshops for MST teachers – report on:</p> <ul style="list-style-type: none"> Support for Senior Phase Mathematics teachers Support for GET Natural Sciences teachers Training and preparation of teachers to implement CAPS2 for Technical subjects, including Technical Mathematics and Technical Science Support provided in other MST subjects The report should include 	District Head PED Head of Curriculum	Quarterly	

5.MST Subjects					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> ○ Criteria ○ Purpose and Focus ○ Total population vs. number targeted and trained/ supported ○ analysis of pre and post tests and impact 			
5.3. Pillar 3: Provision of resources					
5.3.1	<ul style="list-style-type: none"> • Establish MST Institute • Audit resources in MST subjects • Monitor the utilization of LTSM • Monitor the development, distribution, mediation and utilization of diagnostic reports and subject improvement plans for NSC. • Monitor the use of ICT and Teacher and Science Centres for broadcasting of lessons and content enhancement 	<p>MST Office - report on:</p> <ul style="list-style-type: none"> • Progress on establishment of the MST Institute <p>Resources – a detailed report for all MST subjects indicating:</p> <ul style="list-style-type: none"> • Number of schools without laboratories, without MST equipment or depleted MST equipment, challenges, corrective measures • Procurement of MST equipment and resources • Provisioning standards for MST equipment and resources <p>LTSM – report on:</p> <ul style="list-style-type: none"> • Availability and utilisation of textbooks for all MST subjects – total number of schools monitored, findings, challenges, interventions/mitigations 	DISTRICT HEAD PED Head of Curriculum	Quarterly	

5.MST Subjects					
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> Availability of the Siyavula Maths and Science textbooks in schools – total number of schools monitored and findings Use of ICT and Centres – report on <ul style="list-style-type: none"> Number of Teacher and Science Centres used for broadcast of lessons and content enhancement Number and percentage of learners targeted and reached Subjects and topics covered Number of lessons broadcasted Impact 			
5.4 Pillar 4: Partnerships					
5.4.1	<ul style="list-style-type: none"> Monitor and support programmes provided by partners to improve MST performance Monitor resources provided by partners Support and monitor inter-departmental collaboration 	Report on: <ul style="list-style-type: none"> Programmes provided by partners to improve MST performance. Include <ul style="list-style-type: none"> Nature of intervention Purpose; Focus of the intervention, the district/circuits Number of schools, Number of learners and percentage of cohort, topics covered, duration, pre and post tests and impact Resources provided by partners 	DISTRICT HEAD PED Head of Curriculum	Quarterly	

5.MST Subjects					
<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
		<p>and details of beneficiaries.</p> <ul style="list-style-type: none"> • Interdepartmental collaboration, e.g. social services, DHET, DST, SAASTA, HEIs etc. This should include the nature of the collaboration, focus, challenges, impact 			

SECTION SIX:

COMPREHENSIVE TEACHER DEVELOPMENT PROGRAMME

ITEM	Activity	Performance indicator	Time –frame	Progress
6.1.	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 orientation and sign-up and participation of educators in the number and types of activities as per the CPTD Management implementation schedule.	April – March	
6.2	Induction programmes for newly appointed teachers, SMTs, ILSTs / SBSTs and subject advisors	<p>A report showing the following information is available:</p> <ul style="list-style-type: none"> • Database of newly appointed teachers, SMT members, ILSTs/ SBSTs and Subject Advisors. • Management plan for the implementation of Induction Programmes, including dates and venues. • Number of teachers and other categories of educators (SMTs, Subject Advisors, etc.) participating in Induction programmes. <p>A report on training of new principals and SMT members are available.</p>	April – March	
6.3	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>A record of the following as per ISPFTED :</p> <ul style="list-style-type: none"> • District Teacher Development needs 	April – March	

ITEM	Activity	Performance indicator	Time –frame	Progress
	6.3.1 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)	submitted; <ul style="list-style-type: none"> 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 		
	6.3.2 Intermediate: (with focus on ANA diagnostic reports, EFAL Maths, SBA and curriculum differentiation)			
	6.3.3 Senior Phase: (with focus on ANA diagnostic reports, EFAL Maths, SBA and curriculum differentiation)			
	6.4.1 FET EFAL, critical subjects other than MST, Language across the curriculum, identifying and addressing barriers to learning)			
	6.4.2 Multi-grade education 6.4.3 Education of learners with visual impairment 6.4.4 Education of learners who are Deaf and Hard of hearing 6.4.5 Training of Library Personnel Number of library personnel trained and nature of programme completed.			
6.4	CAPS orientation programmes provided to new and foreign teachers	Number of library personnel trained and nature of programme completed.		
6.5	Training of un and under qualified teachers,	A record of the following as per ISPFTED :		

ITEM	Activity	Performance indicator	Time –frame	Progress
	including Grade R practitioners in all public schools (ordinary and special)	<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. 		
6.6	INCLUSIVE EDUCATION : Training of District-based Support Teams (DBSTs), School-based Support Teams (SBSTs) targeting SMTs, HODs, teachers in all public schools (ordinary and special), including induction and mentoring of personnel.	Report on: Number of DBST officials trained Number of SBST members trained Number of teachers trained on Guidelines for Full-Service Schools Number of teachers trained on Guidelines for Special Schools Number of teachers trained on Guidelines on Responding to Diversity Number of teachers trained on SIAS Policy Number of teachers and officials trained on Braille Gr 1 Number of teachers and officials trained on Braille Gr 2 Number of teachers and officials trained on South African Sign Language (SASL) Number of teachers and officials trained on Autism Number of teachers and officials trained on other areas of disability		
6.7	Training of ECD practitioners in registered ECD centres	Number of ECD practitioners in registered ECD centres		
6.8	Training of Principals (Grade R to 12) in School Leadership, curriculum management	Number of principals trained and details of such training, including training dates, venues and impact of		

ITEM	Activity	Performance indicator	Time –frame	Progress
	and inclusive education in all public schools (ordinary and special).	the training.		
6.9	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.		
6.10	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		
6.11	Provincial plan to celebrate the World Teacher's Day Celebrations	Report on the plan and events held are available.		
6.12	Funza Lushaka bursars recruited through District based and Community based recruitment strategies.	A report showing the following information is available: <ul style="list-style-type: none"> • Management plan for the implementation of District based and Community based recruitment; • HOD approved priority Phase and subject areas; • Advocacy and provincial briefing sessions held; • Outcome of selection committee meetings; • HOD approved lists of bursars recruited; • Number of students registered for Initial Teacher Education programmes; 		
6.13	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	
6.14	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		

ITEM	Activity	Performance indicator	Time –frame	Progress
		Report on teacher utilisation of the strengthened Teacher Centres and PTDIs is provided		
6.15	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)		
6.16	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.		
6.17	Teachers are participating in Communities of best practice to enhance their content knowledge and teaching skills.	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	
6.18	Conducting Teacher Diagnostic Assessments •Time-table on testing done per centre; •Headsets provided; •Collection of Teachers Name lists; •Teachers uploaded and key codes created •Testing completed			

SECTION SEVEN:

RESOURCE PROVISIONING



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
7.1.	Monitoring procurement and delivery of textbooks in all public schools (including special 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	
7.2.	Monitoring Textbook retention and retrieval (including special schools)	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	
7.3	Monitoring delivery of workbooks and reporting shortages in all public schools (including special 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	
7.4	Monitoring of Universal Coverage: every learner has a textbook for every subject (including special schools)	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 	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>
		procured per grade per subject; and <ul style="list-style-type: none"> total number of learners and percentage per grade per subject that have received textbooks. 			
7.5	Monitoring procurement and delivery of Braille, Large Print, and ICT for learners with visual impairment.	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 learners with visual impairment per grade per subject that have received 	PED	Quarterly	
7.6	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	
7.7	Monitoring and reporting on implementation of the Incremental Introduction of African Languages (IIAL)	A detailed report on the <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



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

IMPLEMENTATION OF EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION

The implementation of Education White Paper 6 on Special Education Needs: Building an Inclusive Education System (2001) is now in its 14th 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, quality and access for all.*

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.

Central to supporting all learners is the early identification and addressing of barriers to learning, recognizing that barriers to learning could be systemic, social and individual. The key strategy for teachers to respond to diverse needs of learner in their classroom (including learners with disabilities) is that of curriculum differentiation.

Ongoing training of School-based Support Teams and transversal District-based Support Teams is critical for the effective implementation of the policy as well as multi-sectoral collaboration with relevant government departments, stakeholder organisations and Higher Education Institutions.

GOAL 25 and 26 of the Action Plan 2014

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
8.1	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 providing disaggregated data per category of disability, grades and gender • A report on reasons why some special schools are not implementing the CAPS • Number of special school teachers per district that have not been trained on CAPS 	Districts	Quarterly	
8.2	Monitor standard of teaching of literacy and numeracy in all special schools, including those for learners with intellectual disability	<p>A report is available with disaggregated data on the following:</p> <ul style="list-style-type: none"> • Number of special schools for severe intellectual disability that do not teach reading • Number of special schools for severe intellectual disability that do not teach mathematics • Number of special schools for visual impairment that 	Districts	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		do not teach mathematics through the use of Braille graphics			
8.3	Monitor the delivery of the skills and vocational learning programmes in schools of skill	A report on the: <ul style="list-style-type: none"> Number of schools of skill that have been visited by subject advisors to monitor standard of curriculum delivery 	Districts	Quarterly	
8.4	Monitor utilisation of Workbooks in special schools to improve learner performance	A report on the: <ul style="list-style-type: none"> Number of special schools that utilize workbooks with disaggregated data on the numbers per grade Number of schools for visual impairment utilizing the Braille Workbooks with disaggregated data per grade and per language Number of schools for severe intellectual disability utilizing the Workbooks with disaggregated data per grade 	Districts	Quarterly	
8.5	Monitor availability of LTSM in accessible format in special	A report on the:	Districts	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	schools	<ul style="list-style-type: none"> Number of special schools for visual impairment that have procured textbooks in Braille and large print, per grade, per subject 			
8.6	Monitor availability of ICTs, Assistive Technology and specialised equipment in special and full-service schools	<p>A report on the:</p> <ul style="list-style-type: none"> Number of special and full-service schools that have procured assistive technology with disaggregated data on number and types of devices procured and availability of a management plan for assessment and maintenance of devices. Number of special schools for visual impairment that have fully equipped braille production rooms, maintenance plans and trained technicians/brailers. 	Districts	Quarterly	
8.7	Monitor the administration of ANA and ANA intervention strategies in special and in full-service schools	<p>A report indicating the following:</p> <ul style="list-style-type: none"> Number of special and full-service schools that have 	Districts	Quarterly	

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
		<p>administered the ANA – with data on grades that participated and challenges experienced</p> <ul style="list-style-type: none"> • Number of special and full-service schools that have introduced an intervention strategy to address gaps identified through the ANA 			
8.9	Establishing and capacitating transversal District-Based Support Teams (DBSTs)	<p>A report indicating the following:</p> <ul style="list-style-type: none"> • DBSTs are available with transversal representation of all relevant directorates. • Number of DBST members trained on: <ul style="list-style-type: none"> ○ SIAS ○ Full-service school guidelines ○ Guidelines on responding to diversity ○ Guidelines on Special Schools 	Districts	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
8.10	Establishing and capacitating School-Based Support Teams (SBSTs)	A report on: <ul style="list-style-type: none"> • Number of ordinary and special schools that have functional SBSTs • Number of ordinary and special schools that have submitted SBST reports to DBSTs 	Districts	Quarterly	
8.11	Strengthening special schools to deliver quality education and support in a specific area of specialization and to become resource centres (SSRCs)	A report on: <ul style="list-style-type: none"> • Number of special schools designated as resource centres providing outreach support to districts and ordinary schools • Disaggregated data available on the areas of specialization in which outreach services are available in the province 	PEDs	Quarterly	
8.12	Identifying, designating and establishing Full Service Schools (FSSs)	A report on: <ul style="list-style-type: none"> • Designated Full Service Schools that have been physically upgraded • Designated Full Service Schools that have not yet 	PEDs	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<p>been physically upgraded but have been trained and equipped to support learners with disabilities.</p> <ul style="list-style-type: none"> Number of learners in full-service schools that have access to ICT and assistive technology 			
8.13	Establishing mechanisms for the early identification of learning difficulties using the Policy on Screening, Identification, Assessment and Support (SIAS)	<p>A report on:</p> <ul style="list-style-type: none"> Number of special and ordinary schools in which the SIAS process is being implemented and admission of learners is governed by the SIAS protocols. 	PEDs	Quarterly	
8.14	Developing professional capacity of all educators in curriculum development and assessment e.g. <i>Curriculum Differentiation</i>	<p>A report on the following:</p> <ul style="list-style-type: none"> Number of educators trained in Curriculum Differentiation per school and per district Number of remedial and/or learning support teachers appointed at school-level Number of remedial and/or learning support teachers that are itinerant 	Districts	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		<ul style="list-style-type: none"> Records submitted on improved promotion and progression rates 			
8.15	Manage and monitor registration of learners for Home Education.	A report on: <ul style="list-style-type: none"> Data of registered learners is available. Date of registered learners with disabilities is available 	PEDs	Quarterly	
8.16	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	

SECTION NINE:

ICT SUPPORT TO CURRICULUM



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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.

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
9.1	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	
9.2	Electronic content resource development and distribution	Report with the following information: <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	
9.3	Access to ICT infrastructure	Report with the following information: <ul style="list-style-type: none"> • Number and names 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	
9.4	School connectivity	Report with the following information: <ul style="list-style-type: none"> • Number and names of schools with: 	PED	Quarterly	

<i>Item</i>	<i>Strategic Activity</i>	<i>Performance Indicator</i>	<i>Responsibility</i>	<i>Time Frames</i>	<i>Progress</i>
		<ul style="list-style-type: none"> • Email addresses • Connectivity for administration • Connectivity for Teaching and Learning 			