2015 NATIONAL STRATEGY FOR LEARNER ATTAINMENT

(2015 NSLA)

Province: _____

Quarter: _____ **Year:** _____

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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

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

The objectives of the framework are:

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

TOWARDS ACHIEVING SCHOOLING 2025

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

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

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

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

Section 1:   Management and Leadership

Section 2:   Early Childhood Development

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

Section 4:   High/FET Schools

Section 5:   Mathematics, Science and Technology

Section 6:   Comprehensive Teacher Development Programme

Section 7:   Resource provisioning

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

Section 9:   ICT

SECTION ONE:

MANAGEMENT AND LEADERSHIP

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DEVELOPMENT OF MANAGEMENT AND LEADERSHIP

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

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

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

GOAL 21 and GOAL 27 of the Action Plan 2014

	EDUCATION, MANAGEMENT AND GOVERNANCE DEVELOPMENT				
Item	**Strategic Activity**	**Performance Indicator**	**Responsibility**	**Time Frames**	**Progress**
1.	Monitor the functionality of the SGB.	Monitoring plan of SGB functionality using the relevant tool Populated SGB Functionality Tool per visited school	Provincial and District EMGD Coordinators on School Governance	Per quarter	
2.	Improve parent and community participation in the governance of schools	Report with the Database of newly elected SGB members per school	Provincial and District EMGD Coordinators on School Governance	May 2015	
3.	Capacity building and Orientation of all newly elected SGBs	Management plan for SGB orientation and capacity building	Provincial and District	Quarterly	

	EDUCATION, MANAGEMENT AND GOVERNANCE DEVELOPMENT				
Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		Report that indicates the following: - Number of schools whose SGBs have been orientated - Number of schools whose SGBs have received training. - Areas of training per training session - Impact of the training	EMGD Coordinators on School Governance		
4.	Training of Principals (Grade R to 12) in School Leadership and Mangement	Management plan for rollout of training of principals in management and School Leadership Report that indicates the following: - Number of Principals trained - Areas of training per session - Impact of training	Provincial and District EMGD Coordinators on School Leadership and Management	Quarterly	
5.	Competency assessment of School Principals	Report indicating the number of School Principals who have gone through competency assessments before being appointed and the impact.	Provincial and District EMGD Coordinators on School Leadership and Management	Quarterly	
6.	Induction of newly appointed SMTs	Report indicating the number of inducted SMTs and impact of the sessions.	Provincial and District EMGD Coordinators on School Leadership and Management	Quarterly	

		DISTRICT COORDINATION AND DEVELOPMENT			
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
1.	Provinces to refine their calendars by September and submit to districts to finalise plans before end of October and submit to schools. A refined provincial calendar free of clashes to be developed and approved.	A refined provincial calendar.	Director Communication	Dec 2014	
2.	Completing district and circuit/Area Office (AO) plans considering the provincial plan - to set district targets with specific emphasis on the exit classes	Learner Attainment Implementation Plans developed addressing shortcomings and catering for uniqueness of the district.	District Director Area Managers / Circuit Managers	End Feb 2015	
3.	A coordinated circuit/AO plan with dates of planned principals meeting (for clusters/EMGD/Management) - To determine the number of days principals/ stay away from schools	District plan indicating all Area Offices interactions with school managers by Area office Officials (EMGD, Circuit managers and Curriculum)	District Directors Area managers Circuit managers	February 2015	
4.	Holding the curriculum Bosberaad in Districts and Circuits/AOs to address all district officials on the district plan and agree on the implementation. Identify specific challenges and strategies for intervention by multi-disciplinary teams.	Meetings held in Districts cluster and Circuits / AOs.	District Director Area Manager, EMGD, AO Curriculum Coordinators and Circuit Managers	Feb 2015	
5.	Adopting the underperforming schools for mentorship	Reports of continuous mentorship of school principals by senior and	SG Provincial and	Quarterly	

		DISTRICT COORDINATION AND DEVELOPMENT			
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
	5.1 All FET underperforming schools and first time Grade 12 schools by members of the Senior and Middle Management Team. 4.2 GET schools feeding underperforming High Schools by Deputy Chief Education Specialists	middle managers in the province once per month per manager per school. Reports should be submitted to the Area Managers/ District CES /School Improvement Plan (SIP) coordinator.	District Directors		
6.	One meeting of mentors with districts to discuss findings and concerns from school visits.	Reports of problems identified and interventions submitted during the meeting.	District Directors	By end June 2015	
7.	Updating profiles of *all schools* on a provided template for informed intervention and support. - Profile to include audit of teacher qualification and specialization	Updated profiles of schools existing in Districts / Circuits / Area Offices. Data base of teachers' qualification and areas of specialization and • relevant placement of teachers • regularly updated and monitored completing the HR CV project	Area Managers EMIS	End February and ongoing	
8.	Monthly meetings of Circuit Managers, Curriculum Coordinators, Subject Specialists, EMGD and IQMS officials in Circuits/AOs to discuss problems experienced at schools regarding monitoring, support and review of targets.	Minutes of such meetings made available to district directors by Circuit /Area Managers.	District Director Circuit/Area Managers.	Monthly	

		DISTRICT COORDINATION AND DEVELOPMENT			
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
9.	Support Forums for SMTs to share good practices on institutional management.	Reports on the Quarterly meetings of all high school principals in the area office.	District Director Circuit/Area Managers	Beginning of each term	
10.	Monitoring; support and guidance to schools on: • Curriculum coverage • Correct time tables • In-school monitoring • Monthly staff meetings • Management meetings • Analysis of performance • Staffing	Reports on the visits made available to the District / Circuit/Area Manager for interventions with the relevant officials.	District Director/ Circuit Managers	Monthly	
11.	Issuing written notices to all schools identified as underperforming (Section 58B (1)) for them to prepare a plan setting out how academic performance at the school will be improved. Education Laws Amendment Act 2007 Section 16A (1) (b)	Reports on the letters issued to underperforming schools by Superintendent-General (SG) indicating number and kind of issues to be addressed.	SG	End Jan 2015	

SECTION TWO:

EARLY CHILDHOOD DEVELOPMENT

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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
1.	Resource newly established Grade R classes with basic resource pack	A report on the resources provided to schools with Grade R	PED	March	
2.	Provide each targeted school with an indicative amount of what its public allocation will be for the provisioning of Grade R in the following year and how it was determined	Grade R per learner allocation determined and made public (See Item 5)	PED	September of previous year	
3.	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	
4.	Improve the Grade R allocation towards full funding (same as Grade 1 learner cost.).	Improved Grade R allocation towards full funding.	PED	April	
5.	Place the list of all public schools (ordinary and special) offering Grade R on the provincial website, indicating the per learner allocation	List of all public schools offering Grade R indicating full details	PED	January	
6.	Develop guidelines to standardise assessment (promotion and progression) in Grade R classes	Standardised implementation of CAPS in Grade R classes.	National, Provincial and District officials	Quarterly	
7.	Incorporate Grade R into Public Primary schools/ improving access to Grade R in Public Primary Schools	A report with evidence of the following is available: • Number of schools with Grade R • Number of learners enrolled in Grade R	PED	January	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		○ in Public Primary Schools ○ In independent schools (including community based sites)			
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: • Number of documents distributed; • Names of the centres that received the documents • Name of the person who accepted the documents at the centre.	PED	March	
9.	Training of DSD and DBE provincial and district officials on the NCF	A report on the training of officials indicating the date, venue, number of officials as well as the approved programme and register of the training conducted. A pre-test of the training must be conducted as well as a post-training test.	PED	March	
10.	Establishment of a Training and Curriculum Sub-committee of the provincial inter-departmental ECD committee	A report on the participation of departments in the Training and Curriculum Sub-committee as well as the topics covered and progress on action list after the meetings.	PED	March, June, September and December	
11.	Training of ECD practitioners on the NCF	Report with evidence of the following: • Number of practitioners trained • Dates of the training • Results of the pre-training test	PED	March September	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		• Results of the post-training test			
12.	Training of ECD practitioners towards the minimum qualification at Level 4 on the National Qualifications Framework	A report with evidence of the following: • 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	
13.	Database of ECD (Pre Grade R) practitioners indicating qualifications	A report with verified information on the following: • Number of Pre Grade R practitioner qualifications at each of the NQF levels • Report from ETDP SETA	PED	March September	
14.	Monitoring the implementation of the NCF at the selected ECD centres	A report with evidence of the following: • 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

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TOWARDS ACHIEVING SCHOOLING 2025

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

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

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

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

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

The plan incorporates the NDP as a source document.

GOALS SPECIFIC TO FOUNDATION PHASE, INTERMEDIATE AND SENIOR PHASE:

Goal 1:   Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum Language and Mathematics competencies for Grade 3.

Goal 2:   Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.

Goal 3:   Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.

Goal 7:   Improve the average performance in *languages* of *Grade* 6 **learners.**

Goal 8:   Improve the average performance in *mathematics* **of** *Grade 6* **learners**.

Goal 9:   Improve the average performance in *mathematics* of *Grade 8* learners.

Goal 10: Ensure that all children remain effectively enrolled in school up to the year in which they turn 15.

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

Goal 12: Improve the grade promotion of learners through the Grades 1 to 9 phases of school.

Goal 13: Improve the access of youth to Further Education and Training beyond Grade 9.

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

1. Only progress on activities completed in the current quarter must be reported on.

2. Time frames should relate to the quarter on being reported on.

3. The progress report should include feedback on activities, interventions, outcomes and support provided during school visits, workshops conducted to strengthen teachers' knowledge, skills and teaching methodology and focus on the progress made regarding the strategies activities listed in the NSLA template.

4. Curriculum coverage must adhere to the pacing of the Annual Teaching Plans (ATP) in the CAPS for all subjects. Should schools fall behind catch up plans must be developed, implemented and reported on.

5. Support for ANA must be reported on against provincial targets for 2015. The report must indicate the proposed total target and what has been actually achieved. Any short comings must be mediated with a recovery strategy within set time frames and included in the progress report for the quarter.

6. With regards to formal and informal assessment tasks the report should indicate the number of classroom activities teachers are expected to do per subject, per week, how it will be monitored and what support will be provided to teachers.

7. The LTSM Provisioning Policy must be strictly adhered to and a report which details quantity required with actual quantities delivered must be submitted to the DBE. In the event of a shortfall a procurement plan must be attached to the report which details the quantity required, date of order, date of delivery to the school and the proof of delivery.

8. Specific details must be provided for all workshops conducted in the quarter must be reported on i.e.: The type of workshop, number of workshops per province/district; number of teachers targeted and actual attendance; which subjects and grades; types of schools targeted; duration; monitoring and evaluation plan; and an impact study.

MULTI-GRADE EDUCATION					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
1.	Improve teacher capacity and practices in multi-grade teaching.	Report indicating the following: • The number of teachers and Subject Advisors trained in multi-grade teaching. • Results of pre and post-tests. • Details of schools that teachers were trained.	PEDs	Quarterly	
2.	Improve teacher capacity and practices in using ICT to mediate teaching and learning multi-grade schools.	Report indicating the following: • The number of educators that use and apply ICT in their multi-grade classrooms. • Details of schools that are using ICTs • Improved mediation of the curriculum.	PEDs	Quarterly	
3.	Implement the multi-grade toolkit in multi-grade schools.	Report on the implementation of the multi-grade toolkit indicating the following: • Number of toolkits distributed and details of schools implementing the toolkit. • Improved curriculum delivery.	PEDs	Quarterly	
4.	Monitor the implementation of CAPS in multi-grade schools.	Report on the implementation of CAPS indicating the following: • Compliance with CAPS. • Number of visits to schools. • Names of schools visited. • Impact of the support provided.	PEDs	Quarterly	

		MULTI-GRADE EDUCATION			
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
5.	Strengthening Curriculum implementation and SBA in Multi-Grade Schools	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	
6.	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	

MULTI-GRADE EDUCATION					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		every quarter for interventions			
7.	Monitor the rationalisation of small rural and multi-grade schools.	Report on merger and closer of non-viable schools: • Details of closed and merged schooled (Number and names of such schools) • Details of schools earmarked to be merged/ closed.	PEDs	Quarterly	
8.	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: • Details of schools on private property (Number and names of such schools) • Details of schools that have concluded the Section 14 Agreements.	PEDs	Quarterly	
9.	Improve access and retention of learners in rural and multi-grade schools.	Report on school hostels in rural areas indicating the following: • Functionality of hostels; • Number of children and staff at the hostels.	PEDs	Quarterly	
		Report on the provision of scholar transport indicating the number of children utilizing the service.	PEDs	Quarterly	

FOUNDATION PHASE GRADES R- 3					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
MONITOR AND SUPPORT THE IMPLEMENTATION OF CAPS					
1.	Ensuring availability of all relevant policies/documents for all subjects offered in Grades R-3.to the relevant subject teachers	Relevant Curriculum and Assessment policies/ documents in the teachers files: • CAPS policy documents for each subject • National Protocol for assessment • National Policy Pertaining to programme and promotion requirements • School Departmental/ subject policy	PROVINCES & DISTRICT	Quarterly	
2.	Monitor, evaluate and support the implementation of CAPS in Grades R-3	Report indicating the following: • Lesson Planning and scripted lessons • Assessment programme • Resource provisioning (reading, writing, Mathematics, Life Skills) • Teacher training and support (content workshops) • Monitoring Classroom	PROVINCES & DISTRICTS	Quarterly	

		FOUNDATION PHASE GRADES R- 3			
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		practice and teaching methodology • Monitoring Curriculum coverage • Monitoring Utilisation of Workbooks			
		LANGUAGES			
3.	Monitoring the implementation of the LITNUM to ensure improvement of Mathematics and Languages in line with the Action Plan , the Language Framework document and the MST strategy	Report on the monitoring conducted indicating the following: • Number of schools visited and number of visits per school. • Impact of the support provided to the schools.	PROVINCES & DISTRICT	Quarterly	
4.	Ensuring strengthened support for EFAL implementation in Grade 1-3 is in accordance with CAPS	Report on the support for EFAL indicating the following: • 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	

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

		FOUNDATION PHASE GRADES R- 3			
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		• Monitor and support the teaching of Mathematics in African languages. • ANA interventions to strengthen LoLT. • Impact of partnership programmes (NGOs, HEIs etc) to improve outcomes in Languages.			
7.	Monitoring utilization of LTSM by DBE, Provincial and district Curriculum subject specialists	A detailed report on the: • Total number of schools, including special schools, in the province that are provided with Grade R-3 workbooks • Teacher training and support programmes to mediate Workbook utilisation. • total number and percentage of schools utilizing **Life Skills,** Mathematics/ Numeracy, Home language and FAL workbooks • percentage of schools utilizing Grade 1-3 **textbooks** optimally as per CAPS requirement;	DBE, PED and districts	Quarterly	

FOUNDATION PHASE GRADES R- 3					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		•			
8.	Ensuring the use of Workbooks as assistive resources for learning and teaching	Monitoring reports indicating the following: • Distribution and Provisioning of Workbooks • Teacher training and support programmes to mediate Workbook utilisation. • Monitor and support the utilisation of the Workbooks	PROVINCES & DISTRICT	Quarterly	
9.	Strengthening the implementation of Reading Programmes	Report indicating the following: • 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).	PROVINCES & DISTRICT	Quarterly	

FOUNDATION PHASE GRADES R-3					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		• Implementation of reading norms. • Implementation Drop All and Read time. • Set up classroom reading corners • Promotion of Reading events and competitions. • Monitoring and evaluation of reading programmes in Grades R-3. • Impact of partnership programmes support with NGOs, HEIs etc • Parental Involvement			
MATHEMATICS					
10.	Monitor and support the teaching of Mathematics in Grades R-3 as per CAPS requirements.	Report indicating the following: • Teacher training workshops on content knowledge, methodology and classroom practice. • Interventions to support the teaching of	PROVINCES & DISTRICT	Quarterly	

	FOUNDATION PHASE GRADES R- 3				
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		Mathematics in African languages • Provisioning and utilisation of Mathematics resources. • Mental Mathematics programme • Impact of partnership programmes (NGOs, HEIs etc) to improve outcomes in Mathematics. • Promotion of Mathematics (competitions etc • ANA interventions			
ASSESSMENT					
11.	Strengthen support to improve ANA performance in Languages and Mathematics in GRADES 1-3.	Report indicating the following: • 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	PROVINCES & DISTRICT	Quarterly	

		FOUNDATION PHASE GRADES R- 3			
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		exemplars and frameworks • Provincial and district quarterly assessments • Monitoring of ANA 2015 • Diagnostic analysis of ANA 2015 results • Interventions to improve ANA 2016 results.			
12.	Monitor and support the Implementation of School Based Assessment (SBA) in Grades R-3	Report indicating the following: • 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	PROVINCES & DISTRICT	Quarterly	

		FOUNDATION PHASE GRADES R- 3			
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		- Provincial and district assessments - Teacher training and support workshops on Assessment - 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.

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
MONITOR AND SUPPORT THE IMPLEMENTATION OF CAPS					
1.	Ensuring availability of all relevant policies/documents for all subjects to the relevant subject teachers	Relevant Curriculum and Assessment policies/documents in the teachers files: CAPS subject policy National Protocol National Policy Pertaining to programme and promotion requirements School Departmental/subject policy	PROVINCES & DISTRICT	Dec /January	
2.	Ensuring planning by all teachers in line with CAPS requirements	Planning reflecting all specific aims and skills. Evidence of daily preparation	PROVINCES & DISTRICT	Year plan completed by end of year/Quarterly	
3.	GET specialists monitoring and reporting on the improvement of all subjects. Focus on: teaching methodology classroom resources for reading writing, phonics and counting use of workbooks correct time allocation per subject	Monthly reports on CAPS implementation covering all items as indicated in the activity.	PROVINCES & DISTRICT	Quarterly	

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					
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: • Training programme • Number of IP and SP subject advisors, SMTs and teachers trained • Monitoring plan	PROVINCES & DISTRICT	Quarterly	
5.	Strengthening the teaching and learning of Home Languages	Submission of report indicating: • Provisioning and utilisation of reading resources in Home Languages	PROVINCES & DISTRICT	Quarterly	

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		• Norms and standards for reading and writing • Academic vocabulary list to improve HL outcomes • Provision of LTSM in African Languages Report indicating the number of IP teachers who have been trained on the following: • Development of assessment tasks • Teaching of different literature genres in the IP			
6.	Implementing English Across the Curriculum Strategy	EAC content subject training Report indicating the following: • Number of content subject advisors trained • Cascading schedule of EAC training to content subject teachers. • Development of	PROVINCES & DISTRICT	Quarterly	

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		reading and writing programmes across the curriculum – content subjects o In order to strengthen reading comprehension.			
7.	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: • District • Schools • Languages • Teacher provisioning • Teacher training schedule • LTSM provisioing	PROVINCES & DISTRICT	Quarterly	
8.	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: • Roll-out of CiPELT training programme to Grade 4-6 teachers	PROVINCES & DISTRICT	Quarterly	

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		• Monitor and support CiPELT implementation in Grades 4-6 • EFAL Reading and writing workshops Provisioning of EFAL resources			
9.	Implementing SA Sign Language Strategy in Special schools	Report on the implementation of SA Sign Language CAPS. The report should indicate the following: • 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	

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		schools. • Monitoring and support plan.			
10.	Monitoring utilization of LTSM by DBE, Provincial and district Curriculum subject specialist	A detailed report on the: • Total number of schools, including special schools, in the province that are provided with Grade 4-6 workbooks • Teacher training and support programmes to mediate Workbook utilisation. • total number and percentage of schools utilizing **Life Skills,** Mathematics/ Numeracy, Home language and FAL workbooks • percentage of schools utilizing Grade 1-3 **textbooks** optimally as per CAPS requirement.	DBE, PED and districts	Quarterly	
11.	Strengthening the implementation of Reading Programmes	Report indicating the following: • Provisioning of high quality reading	PROVINCES & DISTRICT	Quarterly	

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		resources in LoLT and FAL.			
		• Teacher training workshops on reading methodologies and strategies.			
		• Implementation of reading norms.			
		• Set up classroom reading corners			
		• Promotion of Reading events and competitions.			
		• Monitoring and evaluation of reading programmes in Grades 4-6.			
		• Impact of partnership programmes support with NGOs, HEIs etc			
		• Parental involvement.			
MATHEMATICS					
12.	Workshops to train GET Mathematics and Natural Sciences teachers on	Teachers capacitated in content, method and practical investigations	PROVINCES & DISTRICT	Feb – August	

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
	content, methodology and practical work.				
13.	Monitoring the implementation of the provincial Mathematics Strategy to improve performance in the subject	Reports on the implementation of the identified activities.	PROVINCES & DISTRICT	Quarterly	
ASSESSMENT					
14.	Monitor and support the implementation of **ANA** improvement plans	Report indicating the following: • ANA diagnostic report and Framework for Improvement 2014 • ANA 2014 error analysis and remediation • ANA provincial and district targets for Mathematics and Languages Grades 4-6 • Mediation of ANA exemplars and frameworks • Provincial and district quarterly assessments • Monitoring of ANA 2015 • Diagnostic analysis of	PROVINCES & DISTRICT	Quarterly	

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		ANA 2015 results • Interventions to improve ANA 2016 results.			
15.	Ensuring **informal assessments** for every subject as stipulated in the subject policy during monitoring of lesson preparations. Covering all **cognitive levels** to prepare learners for formal assessment	Report showing evidence of informal Assessment infused in the daily preparations for teaching and learning. Learners' evidence of informal assessment.	PROVINCES & DISTRICT	Quarterly	-
16.	Monitoring and support the implementation of **School-Based Assessment (SBA)**. Tracking learner performance using the quarterly results analysis for Grade 4 - 6	Report showing an analysis of the learner performance per subject; item analysis, etc presented at end of every quarter for interventions	PROVINCES & DISTRICT	Quarterly	
17.	Focused item analysis after every assessment task to detect early warning for each subject. Analysis of the learner performance per item for every assessment to detect	Analysis indicating learner performance per item of the completed or assessed work.	PROVINCES & DISTRICT	Monthly	

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
	early warnings and the intervention				
18.	Training of teachers on the development, moderation and marking of School Based Assessment tasks	Report indicating number of teachers trained on how to develop assessment tasks, training programme and attendance register.	PROVINCES & DISTRICT	Feb - Aug	
19.	Learner retention and remedial support provided.	Report: • Indicate whether schools have copies of the following policy documents? o National Policy Pertaining to Programme and Promotion Requirements o National Protocol for Assessment. o National Curriculum and Assessment Policy Statements	PROVINCES & DISTRICT	Jan-Nov	

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		• 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			

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		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 do schools provide to parents about the learne support and evidence of improvement of learner performance?			
20.	Learner Progression and remedial support provided.	• Percentage of learners enrolled per subject per Term	PROVINCES & DISTRICT	Feb- Nov	

INTERMEDIATE PHASE GRADES 4 - 6					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		• 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.			
MONITOR AND SUPPORT TO UNDER PERFORMING SCHOOLS					
21.	Monitor and Support to under performing Schools	Targeted Catch –up plans to provide to support in curriculum implementation: Curriculum coverage - Curriculum coverage - Supply and use of Text Books and other LTSM Monitor and evaluation of the improvement plans and their impact.	PROVINCES & DISTRICT	Quarterly	

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

1. Only progress on activities completed in the current quarter must be reported on.

2. Time frames should relate to the quarter on being reported on.

3. The progress report should include feedback on activities, interventions, outcomes and support provided during school visits, workshops conducted to strengthen teachers' knowledge, skills and teaching methodology and focus on the progress made regarding the strategies activities listed in the NSLA template.

4. A progress report must be included for **all subjects** in the Senior Phase for strategic objective no's: 1, 2, 3 and 11 – 15.

5. The progress report on the **Focus Week** each month in the Senior Phase when every subject teacher teaches relevant Language and Mathematics skills which are integrated in their own subject must be reported under each subject.

6. Curriculum coverage must adhere to the pacing of the Annual Teaching Plans (ATP) in the CAPS for all subjects. Should schools fall behind catch up plans must be developed, implemented and reported on.

7. Support for ANA must be reported on against provincial targets for 2015. The report must indicate the proposed total target and what has been actually achieved. Any short comings must be mediated with a recovery strategy within set time frames and included in the progress report for the quarter.

8. School-Based Assessment must be prioritised. Each subject must report on the number of assessment tasks, the nature of the assessment task, time frames, weighting, total number of marks and the content which will be assessed.

9. With regards to informal assessment tasks the report should indicate the number of classroom activities teachers are expected to do per subject, per week, how it will be monitored and what support will be provided to teachers.

10. The LTSM Provisioning Policy must be strictly adhered to and a report which details quantity required with actual quantities delivered must be submitted to the DBE. In the event of a shortfall a procurement plan must be attached to the report which details the quantity required, date of order, date of delivery to the school and the proof of delivery.

11. Specific details must be provided for all workshops conducted in the quarter must be reported on i.e.: The type of workshop, number of workshops per province/district; number of teachers targeted and actual attendance; which subjects and grades; types of schools targeted; duration; monitoring and evaluation plan; and an impact study.

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

Senior Phase Grades 7 - 9					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
	curriculum coverage Subject meetings In school monitoring SBA implementation in line with CAPS requirements				
LANGUAGES					
4.	Monitoring the implementation of the Framework for Strengthening the Teaching and Learning of Languages as Subjects and as Languages of Learning and Teaching (Languages Framework Document) to ensure improvement of Languages outcomes as outlined in the Action Plan.	Report on the training workshop conducted to mediate the Framework for Strengthening the Teaching and Learning of Languages as Subjects and as LoLT. The Report should indicate the following: • Training programme • Number of SP subject advisors, SMTs and teachers trained • Monitoring plan	PROVINCES & DISTRICT	Quarterly	
5.	Strengthening the teaching and learning of Home Languages in the Senior Phase	Submission of report indicating: • Provisioning and utilisation of reading resources in Home Languages	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		• Norms and standards for reading and writing • Academic vocabulary list to improve HL outcomes • Provision of LTSM in African Languages Report indicating the number of IP teachers who have been trained on the following: • Development of assessment tasks • Teaching of different literature genres in the IP			
6.	Implementing English Across the Curriculum Strategy	EAC content subject training Report indicating the following: • Number of content subject advisors trained • Cascading schedule of EAC training to content subject teachers. • Development of	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		reading and writing programmes across the curriculum – content subjects o In order to strengthen reading comprehensio n.			
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: • Roll-out of CiPELT training programme to Grade 7-9 teachers • Monitor and support CiSELT implementation in Grades 7-9 • EFAL Reading and writing workshops • Provisioning of EFAL resources	PROVINCES & DISTRICT	Quarterly	
8.	Monitoring utilization of LTSM by DBE, Provincial and district Curriculum subject specialist	A detailed report on the: • Total number of schools, including special schools, in the province that are provided with Grade 7-9 workbooks	DBE, PED and districts	Quarterly	

Senior Phase Grades 7 - 9					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		• 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.			
9.	Implementing SA Sign Language Strategy in Special schools	Report on the implementation of SA Sign Language CAPS. The report should indicate the following: • 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	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		strengthen the teaching of SA Language in special schools. • Monitoring and support plan.			
10.	Strengthening the implementation of Reading Programmes	Report indicating the following: • Provisioning of high quality reading resources in LoLT and FAL. • Teacher training workshops on reading methodologies and strategies. • Implementation of reading norms. • Set up classroom reading corners • Promotion of Reading events and competitions. • Monitoring and evaluation of reading programmes in Grades	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		7-9. • Impact of partnership programmes support with NGOs, HEIs etc • Parental involvement.			
MATHEMATICS					
11.	Workshops to train GET Mathematics and Natural Sciences teachers on content, methodology and practical work.	Teachers capacitated in content, method and practical investigations	PROVINCES & DISTRICT	Feb - Aug	
12.	Monitoring the implementation of the provincial Mathematics Strategy to improve performance in the subject	Reports on the implementation of the identified activities.	PROVINCES & DISTRICT	Feb- Aug	
ASSESSMENT					
13.	Monitor and support the implementation of **ANA** improvement plans	Report indicating the following: • ANA diagnostic report and Framework for Improvement 2014 • ANA 2014 error analysis and	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		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.			
14.	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	-
15.	Monitoring and support the implementation of **School-**	Report showing an analysis of the learner performance	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
	Based Assessment (SBA). Tracking down learner performance using the quarterly results analysis for Grade 4 - 6	per subject; item analysis, etc presented at end of every quarter for interventions			
16.	Focused item analysis after every assessment task to detect early warning for each subject. Analysis of the learner performance per item for every assessment to detect early warnings and the intervention	Analysis indicating learner performance per item of the completed or assessed work.	PROVINCES & DISTRICT	Monthly	
17.	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	
18.	Learner retention and remedial support provided.	Report: • Indicate whether schools have copies of the following policy	PROVINCES & DISTRICT	Feb-Nov	

		Senior Phase Grades 7 - 9			
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		documents? o National Policy Pertaining to Programme and Promotion Requirements o National Protocol for Assessment. o 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			

Senior Phase Grades 7 - 9					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		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 the required subject knowledge and skills benchmarked for the grade. • Indicate the curriculum support provided for learners who show retention potential in the			

	Senior Phase Grades 7 - 9				
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		Foundation, Intermediate and Senior Phase to prevent learner drop out. • What supporting evidenc do schools provide to parents about the learne support and evidence of improvement of learner performance?			
	MONITOR AND SUPPORT TO UNDER PERFORMING SCHOOLS				
19.	Monitor and Support to under performing Schools	Targeted Catch –up plans to provide to support in curriculum implementation: Curriculum coverage - Curriculum coverage - Supply and use of Text Books and other LTSM Monitor and evaluation of the improvement plans and their impact.	PROVINCES & DISTRICT	Quarterly	

Senior Phase Grades 7 - 9					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		To track progression and promotion please indicate per term: • 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 revisit while addressing curriculum needs of the next term. • Evidence of types of remedial support provided to learners in the previous term.			
FOCUS WEEK PER MONTH ON LANGUAGES AND MATHEMATICS					
20.	Monitor and support the	Provincial and district		Quarterly	

Senior Phase Grades 7 - 9					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
	teaching of Languages and Mathematics in all subjects in the Senior Phase	strategy developed to implement the Focus Week. All subjects teach Languages and Mathematics in their subjects during Focus Week.			

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
3	Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.
4	Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university
10	Ensure that all children remain effectively enrolled in school up to the year in which they turn 15

Action Plan Management Goals

GOAL NUMBER	ACTION PLAN ACTIVITY
16	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
18	Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
27	Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partially through better use of e-Education.

		FET/HIGH SCHOOLS			
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
1	• Monitoring intervention methods of facilitating the use of English first additional language through debates, essay writing, summary • Writing from non-prescribed books in the FET schools. • Implement the strategy for teaching English across the curriculum (EAC) • Develop intervention methods/strategies to promote and strengthen the use of English FAL across the curriculum (Grade 10 – 12): • Develop questioning guidelines for both teachers and learners; • Develop vocabulary list concept per subject; • Develop comprehensive co-curricular resource list; • Every teacher is responsible to develop language proficiency in his/her subject;	A report on plans and schedule of dates for the events: • Training of subject advisors and teachers • EAC Advocacy • Implementation of reading framework • Implementation of reading norms and reading methodologies • A report on the establishment and sustenance of • debate and speech contest is available Learners should be: • able to analyse and answer questions; • teachers will be able to develop a sequence • and a range of questions at different • cognitive levels; • able to use the language within the context of the subject; • exposed to a suite of activities for developing literacy skills	PED Head of Curriculum	Jan – Sept	

FET/HIGH SCHOOLS					
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
2	• Providing all public schools (ordinary and special) and Circuit Managers with work schedules for grades 10 -12 • Paying scheduled visits to all schools to monitor delivery of Teacher, Text, Time, Task, Test • Monitoring of learners written work (class and homework)	A report on the following: • Number of schools visited • Adherence to notional time, time on task, informal assessment and feedback given to learners • Curriculum coverage per subject • Key findings of curriculum visits • Challenges • Interventions to mitigate challenges	PED Head of Curriculum	Quarterly	
3	Monitoring and reporting on the standard of in school monitoring by HODs, Deputy principals and Principals	A report on teacher's work being monitored indicating • number of schools monitored for reporting period; • Main findings • Challenges • Interventions/ Corrective measures;	District Head	Quarterly	
4	Monitoring utilization of LTSM by DBE, provincial, and districts Curriculum subject specialists	A detailed report on the: • Total number of schools, including special schools, in the province that are provided with Grade 10-12 textbooks • total number and percentage of schools monitored in the province utilizing Mathematics and Physical	DBE, PED and districts	Quarterly	

		FET/HIGH SCHOOLS			
Item	**Strategic Activity**	**Performance Indicator**	**Responsibility**	**Time Frames**	**Progress**
		Science Siyavula Textbooks; • total number and percentage of schools utilizing Grades 10-12 **textbooks** optimally as per CAPS requirement; and • total number and percentage of schools utilizing **supplementary material** optimally as per CAPS requirement.			
4	Interventions to improve learner performance including Extra classes for top performers; Vacation classes Enrichment learning and / Revision classes.	A detailed qualitative and quantitative report per subject indicating the following: • Nature of intervention • Purpose; • Focus of the intervention, • Total population • Duration (1hour x 10 days) • Beneficiaries vs Target (e.g.30 out of 145) • Impact of the intervention (pre-test and post – test results)	PED Head of Curriculum	Quarterly	
5	Tracking learner performance	A detailed report indicating: • An analysis of learner performance per subject presented at the end of every quarter. • A comparative analysis with previous cohorts for	PED Head of Curriculum	Quarterly	

		FET/HIGH SCHOOLS			
Item	*Strategic Activity*	*Performance Indicator*	*Responsibility*	*Time Frames*	*Progress*
		corresponding periods			
6	Improved quality of learner performance to address issues of retention and progression to curb dropout rates	A detailed report on: • No of learners progressed • No of learners retained • Programmes to assist progressed and retained learners	PED Head of Curriculum	Quarterly	
7	Improved quality of School Based Assessment	A detailed quarterly report on: • SBA completion per subject per term • Reports on key findings during provincial moderation • Challenges • Interventions / Corrective measures	PED Head of Curriculum	Quarterly	

SECTION FIVE:

MATHEMATICS, SCIENCE AND TECHNOLOGY

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

TOWARDS ACHIEVING SCHOOLING 2025

Action Plan 2014 Towards Schooling 2025 outlines what the government will be doing to make Grade R to 12 schooling better, but also explains the contributions that each one of the stakeholders in the schooling communities could make towards achieving the goals of the plan. There are 27 national goals that should be achieved by the education department, 13 of which are output goals dealing with better school results and enrolment of learners. The remaining 14 are the departmental inputs aimed at making the first 13 goals achievable.
The plan is intended for the teachers, principals and members of the school governing bodies.

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

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

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

Goal 1: Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum Language and Mathematics competencies for Grade 3.

Goal 2: Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.

Goal 3: Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.

Goal 5: Increase the number of Grade 12 learners who pass mathematics.

Goal 6: Increase the number of Grade 12 learners who pass physical sciences.

Goal 8: Improve the average performance in *mathematics* **of** *Grade 6* **learners**.

Goal 9: Improve the average performance in *mathematics* of *Grade 8* learners.

Goal 16: Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.

Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

Goal 27: Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partially through better use of e-Education.

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

1. Only progress on activities completed in the current quarter must be reported on.

2. Time frames should relate to the quarter on being reported on.

3. The progress report should include feedback on activities, interventions, outcomes and support provided during school visits, workshops conducted to strengthen teachers' knowledge, skills and teaching methodology and focus on the progress made regarding the strategies activities listed in the NSLA template.

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

5. The progress report on the **Focus Week** each month in the Senior Phase when every subject teacher teaches relevant Mathematics skills which are integrated in their own subject must be reported under each subject.

6. Support for ANA must be reported on against provincial targets for 2015. The report must indicate the proposed total target and what has been actually achieved. Any short comings must be mediated with a recovery strategy within set time frames and included in the progress report for the quarter.

7. School-Based Assessment must be prioritised. Each subject must report on the number of assessment tasks, the nature of the assessment task, time frames, weighting, total number of marks and the content which will be assessed.

8. With regards to informal assessment tasks the report should indicate the number of classroom activities teachers are expected to do per subject, per week, how it will be monitored and what support will be provided to teachers.

9. The LTSM Provisioning Policy must be strictly adhered to and a report which details quantity required with actual quantities delivered must be submitted to the DBE. In the event of a shortfall a procurement plan must be attached to the report which details the quantity required, date of order, date of delivery to the school and the proof of delivery.

10. Specific details must be provided for all workshops conducted in the quarter must be reported on i.e.: The type of workshop, number of workshops per province/district; number of teachers targeted and actual attendance; which subjects and grades; topics covered, types of schools targeted; duration; monitoring and evaluation plan; and an impact study.

Purpose

- More focus on the **protection of teaching time and quality contact time**

- **Planning and preparation of lessons** to ensure adherence to curriculum needs (correct understanding and implementation of Aims and Skills).

- **Intensified monitoring, control and support** of the programme.

- Intensified and **correct management of school based assessment**

- Focus on **proficiency of language of learning and teaching** for learners

- Subject focus will be directed at **identifying learner's strength to assist career choice and access** to Higher Education.

- **Accountability** for all at school level.

TO BE USED WITH EXISTING POLICIES ON CURRICULUM

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

Action Plan Management Goals

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress

1	Learner participation and success rate	Report on:
		• Mediation of the circular on subject choices and subject combinations
		• Distribution of national and individual provincial targets
		• Number of schools and learners participating in expos, science competitions, science, maths camps and olympiads and role models .
		• On School Based Assessment report on:
		   ✓ Analysis of performance of schools in all MST subjects e.g. per district and per province for all SBA tasks
		   ✓ Comparison of performance of current cohort with previous cohorts for the same type of task e.g. grade 11 March 2013 with grade 11 March 2014
		   ✓ Tracking of performance of same cohort
		
		• Progress on establishment of an
			PED
			Head of Curriculum
				Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		MST office and MST Institute • Intervention programmes, e.g winter schools, Saturday classes, spring classes and impact thereof.			
2	Teacher demand, supply, utilisation and development	Report on: • Report on the development of a database of all MST teachers which should include the qualifications of the teachers in MST subjects • Audit all vacant substantive posts in districts and schools and the intervention strategies to address the challenge of teaching and learning in those schools • Development and implementation of a framework for utilization of itinerant teachers • Revitalise and expand incentive scheme and recruitment plan for MST teachers. • The Provision of targeted support programmes for MST subjects. The report should include analysis of pre and post tests and impact. • The distribution and mediation of diagnostic reports for NSC.	District Head PED Head of Curriculum	Quarterly	
3	Provision of resources	Report on:	DISTRICT HEAD	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		• Number of schools without laboratories • Number of schools without MST equipment • Procurement of MST equipment and resources • Provisioning standards for MST equipment and resources • Availability of the Siyavula textbooks in schools • The use of ICT and Teacher and Science Centres for broadcast of lessons and content enhancement and impact	PED Head of Curriculum		
4	Partnerships	Report on: • Programmes provided by partners to improve MST performance. This should include the district/circuits, number of schools, number of learners, topics covered, duration, pre and post tests and impact • Resources provided by partners and details of beneficiaries • Interdepartmental collaboration, e.g. social services, DHET, DST, SAASTA, HEIs etc	DISTRICT HEAD PED Head of Curriculum	Quarterly	

SECTION SIX:

COMPREHENSIVE TEACHER DEVELOPMENT PROGRAMME

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ITEM	Activity	Performance indicator	Time –frame	Progress
1.	An on-line database system to provide information on teacher qualifications, subject specialization placement and other areas of specialization in all public schools (ordinary and special) (Grade R-12)	Database of teachers' qualification and areas of specialization available and regularly updated and monitored.	April – March	
2.	Implementation of the CPTD management system which includes reports on participation of principals and deputies in the PD points system and sign up of HODS and preparation for HOD participation including preparation for sign-up of teachers for participation in professional development programmes/activities	Reports indicating the number and types of activities School Managers and deputies participate in and progress with sign up of HODs. (Type 1 and 2 fine; Type 3 has challenges) Strategy for PED support to monitor participation of Principals and Deputies, HODs. Reports on the preparation for the sign-up and participation of educators in continuing professional development programmes	April – March	
3.	Induction programmes for newly appointed teachers, SMTs, ILSTs / SBSTs and subject advisors	A report showing the following information is available: • 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.	April – March	
4.	Accredited and/or endorsed skills programmes and qualifications for identified teachers in all public schools (ordinary and special)on the following national priority areas:	A record of the following as per ISPFTED : • District Teacher Development needs submitted;	April – March	

ITEM	Activity	Performance indicator	Time –frame	Progress
	4.1. 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)	• 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		
	4.2. Intermediate: (with focus on ANA diagnostic reports, EFAL Maths, SBA and curriculum differentiation)			
	4.3. Senior Phase: (with focus on ANA diagnostic reports, EFAL Maths, SBA and curriculum differentiation)			
	4.4. FET EFAL, critical subjects other than MST, Language across the curriculum, identifying and addressing barriers to learning) 4.5. Multi-grade education 4.6. Education of learners with visual impairment Education of learners who are Deaf and Hard of hearing			
5.	CAPS orientation programmes provided to new and foreign teachers			
6.	Training of un and under qualified teachers, including Grade R practitioners in all public schools (ordinary and special)	A record of the following as per ISPFTED : • Number of teachers trained (Diploma in Grade R teaching and B Ed in foundation phase) and names of institutions they are enrolled at,		

ITEM	Activity	Performance indicator	Time –frame	Progress
		including year of completion for the course. • Number of teachers enrolled and completed, including names of institutions they are enrolled at, name/s of the course/s and year of completion.		
7.	**INCLUSIVE EDUCATION :** • Establishment and training of District Support Teams, ILSTs / SBSTs(SMTs, HODs, teachers in all public schools (ordinary and special), including induction and mentoring of personnel.	Report on Number of fully functioning DSTs and ILSTs/SBSTs and training in categories of disability, training venues and date/s, including impact after the training.		
8.	Training of ECD practitioners in registered ECD centres	Number of ECD practitioners in registered ECD centres		
9.	Training of Principals (Grade R to 12) in School Leadership, curriculum management and inclusive education in all public schools (ordinary and special).	Number of principals trained and details of such training, including training dates, venues and impact of the training.		
10.	Training of DSTs, subject advisors, mentor and learning support teachers in all public schools (ordinary and special) on content, curriculum support, monitoring, assessment and moderation	Number of specialists trained as well as details of such training, training dates, venues and impact of the training.		
11.	Identifying and recommending teachers with outstanding performance for National Teachers Awards Provincial incentives for nominees	Report on the number of district, provincial and number national nominees and report on provincial ceremonies		
12.	Provincial plan to celebrate the World Teacher's Day Celebrations	Report on the plan and events held are available.		

ITEM	Activity	Performance indicator	Time –frame	Progress
13.	Funza Lushaka bursars recruited through District based and Community based recruitment strategies.	A report showing the following information is available: • 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;		
14.	Providing Teachers with programmes on Employee Health and Wellness to promote a healthy and happy workforce	Number of teachers who benefited from the programmes, information on training dates and training venues is provided	Jan-Dec	
15.	Strengthening DTDCs and Provincial teacher development institutes to carry their mandates	Progress on PTDIs established or strengthened and progress on teacher centre programmes delivered as per the ISPFTED Report on teacher utilisation of the strengthened Teacher Centres and PTDIs is provided		
16.	Re-skilling of teachers on the excess list	List of teachers trained and the nature and content of the training (information on training providers, training dates and venues and is provided)		
17.	Training teachers at all public schools (ordinary and special) on IT to facilitate e-learning, including knowledge on the use of assistive technology.	Number of teachers trained per district, training venues and dates and information on training impact.		
18.	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	

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*
1.	Monitoring procurement and delivery of textbooks in all public schools	A detailed report on the: • total number of schools in the province; • total number of schools procured for; • total number of books procured per grade per subject; and • total number of learners per grade per subject that have received textbooks.	PED	Quarterly	
2.	Monitoring procurement and delivery of stationery in all public schools	A detailed report on the: • total number of schools in the province; • total number of schools procured for; • total number of stationery packs procured per grade per subject; and • total number of learners per grade per subject that have received stationery.	PED	Quarterly	
3.	Monitoring Textbook retention and retrieval	A detailed report on the: • total number of schools; • total number of textbooks procured; • total number of textbooks issued to learners; and • total number of textbooks retrieved from learners.	PED	Annually	
4.	Monitoring delivery of workbooks and reporting shortages in all public schools	A detailed report on the • total number of schools monitored; • total number of schools that reported shortages; and	DBE and PED	3rd and 4th Quarter	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		• total number of the shortage of workbooks per subject, grade and language.			
5.	Monitoring of Universal Coverage every learner has a textbook for every subject	A detailed report on the: • total number of schools in the province; • total number of schools and the percentage procured for; • total number of books and percentage procured per grade per subject; and • total number of learners and percentage per grade per subject that have received textbooks.	PED	3rd and 4th Quarter	
6.	Monitoring procurement and delivery of Braille, Large Print, and ICT for visually impaired learners.	A detailed report on the: • total number of Special schools in the province; • total number of Special schools procured for; • total number of Braille, Large Print and ICT resources procured per grade per subject; • total number of visually impaired learners per grade per subject that have received Braille/Large Print/ICT resources.	PED	Quarterly	
7.	LTSM for South African Sign Language (SASL)	A detailed report on the: • 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	
8.	Monitoring and reporting on	A detailed report on the	DBE and PED	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	implementation of the Incremental Introduction of African Languages (IIAL)	• 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			

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

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

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

GOAL 25 and 26 of the Action Plan 2014

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
1.	Monitor curriculum coverage in the implementation of CAPS in special schools.	• 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	
2.	Monitor standard of teaching of literacy and numeracy in	• A report is available with disaggregated data on the	Districts	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	all special schools, including those for learners with intellectual disability	following: • 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 do not teach mathematics through the use of Braille graphics			
3.	Monitor the delivery of the skills and vocational learning programmes in schools of skill	• Number of schools of skill that have been visited by subject advisors to monitor standard of curriculum delivery	Districts	Quarterly	
4.	Monitor utilisation of Workbooks in special schools to improve learner performance	• 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	Districts	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		disaggregated data per grade and per language			
		• Number of schools for severe intellectual disability utilizing the Workbooks with disaggregated data per grade			
5.	Monitor availability of LTSM in accessible format in special schools	• Number of special schools for visual impairment that have procured textbooks in Braille and large print, per grade, per subject	Districts	Quarterly	
6.	Monitor availability of ICTs, Assistive Technology and specialised equipment in special schools	• Number of special 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.	Districts	Quarterly	
7.	Monitor the administration of ANA and ANA intervention	• Number of special schools that have administered the	Districts	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	strategies in special schools	ANA – with data on grades that participated and challenges experienced • Number of special schools that have introduced an intervention strategy to address gaps identified through the ANA			

8.	Establishing and capacitating transversal District-Based Support Teams (DBSTs)	• DBSTs are available with transversal representation of all relevant directorates.
		
		• Number of DBST members trained on:
		  o SIAS
		  o Full-service school guidelines
		  o Guidelines on responding to diversity
		  o Guidelines on Special Schools
			Districts	Quarterly	

9.	Establishing and capacitating School-Based Support Teams (SBSTs)	• 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	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
10.	Strengthening special schools to deliver quality education and support in a specific area of specialization and to become resource centres (SSRCs)	• 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	
11.	Identifying, designating and establishing Full Service Schools (FSSs)	• Designated Full Service Schools that have been physically upgraded • Designated Full Service Schools that have not yet been physically upgraded but have been trained and equipped to support learners with disabilities. • Number of learners in full-service schools that have access to ICT and assistive technology	PEDs	Quarterly	
12.	Establishing mechanisms for the early identification of learning difficulties using the	• Number of special and ordinary schools in which the SIAS process is being	PEDs	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
	Policy on Screening, Identification, Assessment and Support (SIAS)	implemented and admission of learners are governed by the SIAS protocols.			
13.	Developing professional capacity of all educators in curriculum development and assessment e.g. *Curriculum Differentiation*	• 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 • Records submitted on improved promotion and progression rates	Districts	Quarterly	
14.	Manage and monitor registration of learners for Home Education.	• Data of registered learners is available. • Date of registered learners with disabilities is available	PEDs	Quarterly	
15.	Monitor curriculum provision in Home Education sites.	• 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

1.	ICT professional development for management, teaching and Learning	Report with the following information:
		• Number of teachers with the following ICT skills:
		  • Basic Skills
		  • Intermediate Skills
		  • Advance Skills
			PED	Quarterly	

2.	Electronic content resource development and distribution	Report with the following information:
		• Number of :
		  • Electronic content resources available to schools
		  • Schools with access to electronic content (Online/Offline)
		  • Schools using electronic content (Online/Offline)
			DBE and PED	Quarterly	

3.	Access to ICT infrastructure	Report with the following information:
		• Number of schools with:
		  • Computers for administration
		  • Computers for teaching and learning
		  • Other technologies for teaching and learning
		  • Access to an educational broadcasting
			PED	Quarterly	

4.	School connectivity	Report with the following information: • Number of schools with: • Email addresses	PED	Quarterly	

Item	Strategic Activity	Performance Indicator	Responsibility	Time Frames	Progress
		• Connectivity for administration • Connectivity for Teaching and Learning			