

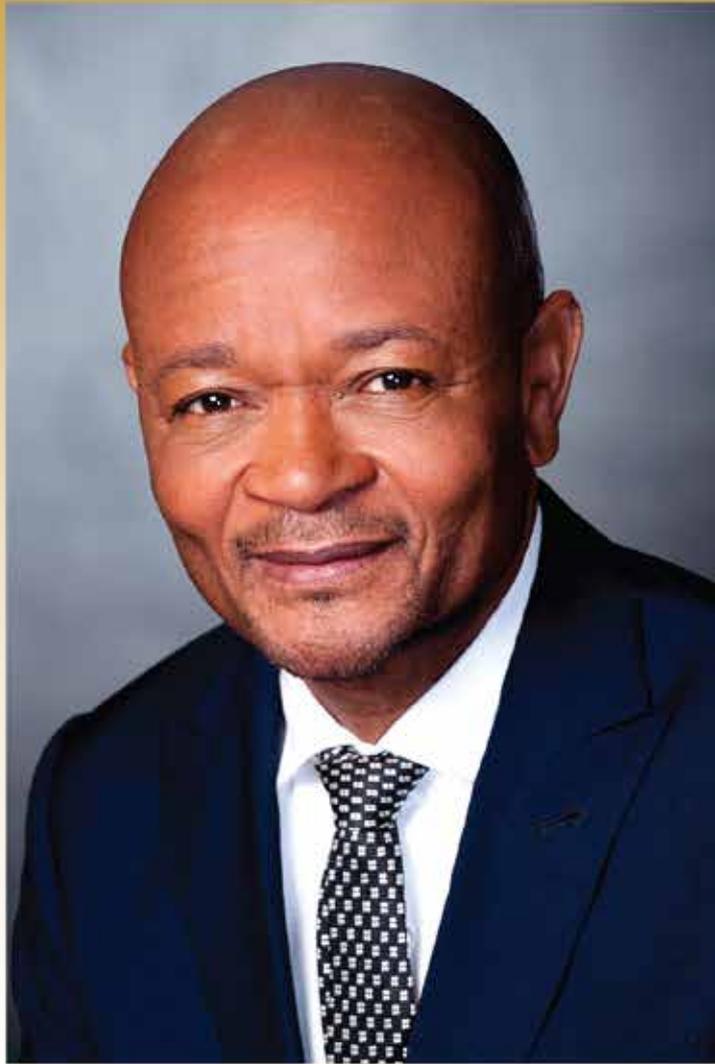
His Excellency JG Zuma

President of the Republic of South Africa

“We shall not fail in our quest to prioritise education and elevate it to be a societal issue.”



COAT OF ARMS
REPUBLIC OF SOUTH AFRICA



The Honourable Mr Senzo Mchunu

Premier of the Province of KwaZulu-Natal

“As government we want to encourage all stakeholders to take an interest in the child’s education.”



COAT OF ARMS
PROVINCE OF KWAZULU - NATAL



COAT OF ARMS
PROVINCE OF KWAZULU - NATAL



STRATEGIC GOALS AND OBJECTIVES

The strategic goals and strategic objectives, encapsulate the Department’s contribution towards the achievement of national, provincial goals and all other international mandates. Within the context of the Medium Term Strategic Framework 2014-2019 for the current strategic plan and electoral cycle, and National and Provincial Action Plans, the Department of Education aims to pursue the following goals:

STRATEGIC GOAL 1	BROADEN ACCESS TO EDUCATION AND PROVIDE RESOURCES
Strategic Objective 1.1	To increase access to and retention in education from Grade R to successful completion of NEC, AET, NATED and NCV including learners with special education needs.
Strategic Objective 1.2	To provide infrastructure, financial, human and technological resources.
Strategic Objective 1.3	To implement teaching, management and governance support programmes at all schools.
Strategic Objective 1.4	To provide diverse curricula and skills oriented programmes across the system.

STRATEGIC GOAL 2	IMPROVE SCHOOLS’ FUNCTIONALITY AND LEARNER PERFORMANCE AT ALL LEVELS.
Strategic Objective 2.1	To implement quality assurance measures, assessment policies and systems to monitor and evaluate success of learners.
Strategic Objective 2.2	To develop and enhance the professional quality and academic performance of managers and teachers in all institutions.
Strategic Objective 2.3	To administer effective and efficient examination and assessment services.
Strategic Objective 2.4.	To streamline institutions to address inefficiencies and inequalities



STRATEGIC GOAL 3	DEVELOP HUMAN RESOURCE AND ORGANISATIONAL CAPACITY AND ENHANCE SKILLS (AND TO SUSTAIN HIGHER LEVELS OF PERFORMANCE)
Strategic Objective 3.1	To develop the skills of the Department's workforce at all levels with a focus in the classroom and all activities in support of the classroom and teachers.
Strategic Objective 3.2	To ensure equitable and efficient distribution of human resource in the Department.
Strategic Objective 3.3	To improve employees and organizational wellness, which includes the promotion of physical, social, emotional, occupational, financial and intellectual wellness of employees in the world of work

STRATEGIC GOAL 4	DEVELOP SCHOOLS INTO CENTRES OF COMMUNITY FOCUS, CARE AND SUPPORT
Strategic Objective 4.1	To implement an integrated programme in dealing with the impact of communicable diseases, and HIV/AIDS in the workplace and in all institutions.
Strategic Objective 4.2	To provide support to mitigate the challenges of unemployment, poverty and child-headed households.





STRATEGIC GOAL 5	ENSURE GOOD CORPORATE GOVERNANCE, MANAGEMENT AND AN EFFICIENT ADMINISTRATION
Strategic Objective 5.1	To implement administrative management systems and accounting procedures in order to ensure maximum support to curriculum delivery.
Strategic Objective 5.2	To implement the Batho Pele principles in all institutions.
Strategic Objective 5.3	To decisively deal with issues of fraud, corruption and maladministration.
Strategic Objective 5.4	To implement the Education Management System to improve information management and responsiveness to information.

STRATEGIC GOAL 6	PROMOTE NATIONAL IDENTITY AND SOCIAL COHESION
Strategic Objective 6.1	To promote youth development, arts, culture and sports in all institutions.
Strategic Objective 6.2	To preserve heritage through utilisation of national symbols in encouraging unity and patriotism amongst the people of KZN.
Strategic Objective 6.3	To develop strong relationships that support partnerships with all education stakeholders: teachers, organised labour, learners and community organisations including faith-based organisations.
Strategic Objective 6.4	To implement nation building programmes and projects.

4. VALUES

The KwaZulu-Natal Department of Education adheres to the following values:

(i) Altruism

Displaying unselfish concern for the welfare of others, doing work for a greater course without the expectation of reward. Selflessness and dedication to the national course in the delivery of service putting people first

(ii) Empathy

Discharging our duties with kindness and generosity, and being mindful of the circumstances of others people, their needs and special requirements and sharing another's concerns, emotions and feelings. Taking careful care and doing the right thing the first time around in discharging our duties with kindness and generosity, and being mindful of the circumstances of others people, their needs and special requirements. It is vicarious identification with other employees' concerns, emotions and feelings through demonstrations of compassion, consideration and care

(iii) Professionalism

This is demonstrating the highest standard and conduct of our professions. This is being at the most acceptable behaviour all the times under all conditions, showing emotional maturity focusing the Department on improving cooperation through shared mental models, respect for self and others; in uplifting the Department to higher performance with high degree of commitment and responsibility.

(iv) Integrity

Integrity is consistency of actions and conduct with the highest ethical and moral conduct. Integrity is consistency of actions and conduct with the highest ethical and moral conduct. This is what one does when no one else is around. It is a conviction that abiding by the unwritten rules for the sake of doing the right thing right is the backbone to efficiency and is upholding responsibility in a corrupt free working environment. Integrity includes displaying honesty, as well as intolerance to fraud, corruption, nepotism and maladministration. It is simple straightforward communication, saying what needs to be said without withholding information; displaying openness, as well as intolerance to fraud, corruption, nepotism and maladministration.

(v) Openness and Transparency

This is treating all in a manner that is fair and just. Openness and transparency is taking conscious steps to share information that is relevant to a particular level uniformly and treating all employees in a manner that is fair and just.

(vi) Excellence

Maintaining high standards of performance and professionalism by aiming for excellence in everything we do. Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, doing one's very best above minimum requirements the first time around without delays and avoiding repeats.



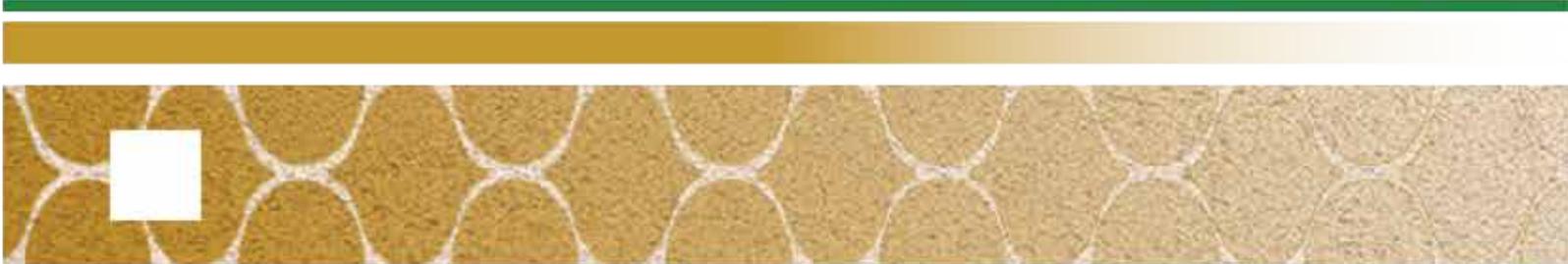
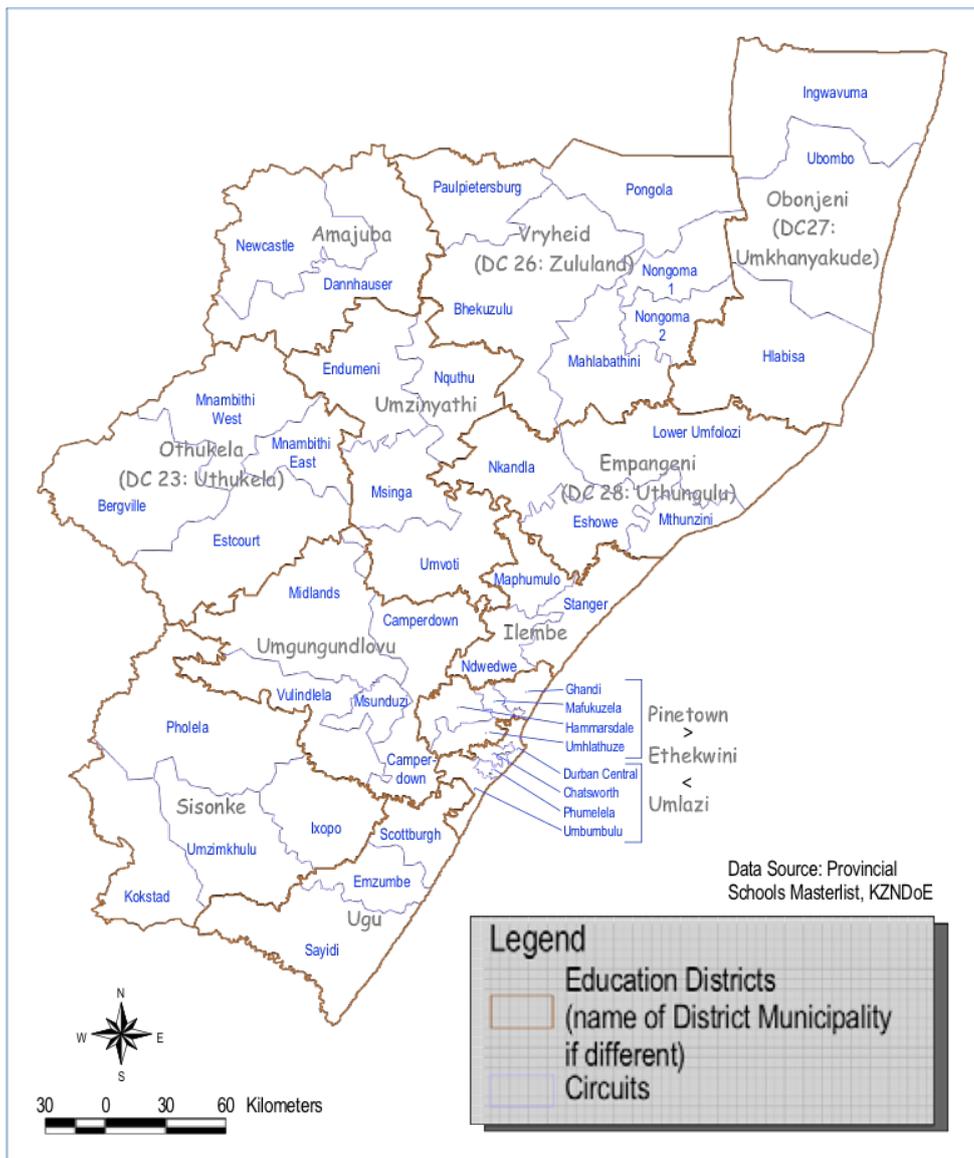
(vii) Teamwork

Establishing and maintaining shared goals, and working together towards improving service delivery. Establishing and maintaining shared goals, and working together towards improving service delivery. At the core of this value is co-operation to improve service delivery.

(viii) Ubuntu:

Ubuntu is the respect, patience, tolerance, humility and caring which should be embedded within every employee in performing everyday duties. It is being open and available to others, affirming of others, not feeling threatened that others are able and good, based on a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed. Ubuntu is recognition that we are all bound together in ways that are invisible to the eye; that there is a oneness to humanity; that we achieve our individual selves by sharing ourselves with others, and caring for those around us.

5. GEOGRAPHICAL DISTRIBUTION OF THE DELIVERY ENVIRONMENT



6. LEGISLATIVE AND OTHER MANDATES

Since 1994, a number of policies have been implemented and legislation promulgated to create a framework for transformation in education and training. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System, February 1995. This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development. A summary of key policies, legislative and other mandates that the Department seeks to deliver on are as follows:

6.1. CONSTITUTIONAL MANDATES

CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA ACT NO.: 108 OF 1996

6.2. LEGISLATIVE MANDATES

NATIONAL EDUCATION POLICY ACT NO.: 27 OF 1996

THE SOUTH AFRICAN SCHOOLS ACT NO. 84 OF 1996

THE FURTHER EDUCATION AND TRAINING COLLEGES ACT NO.: 16 OF 2006

EMPLOYMENT OF EDUCATORS ACT NO.: 76 OF 1998

SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT NO.: 31 OF 2000

THE ADULT BASIC EDUCATION AND TRAINING ACT NO.: 52 OF 2000

THE SOUTH AFRICAN QUALIFICATIONS AUTHORITY ACT NO.: 58 OF 1995

THE GENERAL AND FURTHER EDUCATION AND TRAINING QUALITY ASSURANCE ACT,
(ACT NO.: 58 OF 2001) AS AMENDED IN 2008 (ACT NO.: 50 OF 2008)

PUBLIC FINANCE MANAGEMENT ACT NO.: 1 OF 1999 AS AMENDED

THE ANNUAL DIVISION OF REVENUE ACTS

PUBLIC SERVICE ACT, 1994 AS AMENDED (PROCLAMATION 103 OF 1994)



6.3. POLICY MANDATES

THE EDUCATION WHITE PAPER 5 ON EARLY CHILDHOOD DEVELOPMENT (2000)

EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION (2001)

EDUCATION WHITE PAPER 7 ON E-LEARNING (2004)

REVISED NATIONAL CURRICULUM STATEMENT (GRADES R TO 9)

NATIONAL CURRICULUM STATEMENTS (GRADES 10 TO 12)

NATIONAL EDUCATION POLICY ACT NO.: 27 OF 1996

THE SOUTH AFRICAN SCHOOLS ACT NO.: 84 OF 1996

THE FURTHER EDUCATION AND TRAINING COLLEGES ACT NO.: 16 OF 2006

EMPLOYMENT OF EDUCATORS ACT NO.: 76 OF 1998

SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT NO.: 31 OF 2000

THE ADULT BASIC EDUCATION AND TRAINING ACT NO.: 52 OF 2000

NATIONAL QUALIFICATIONS FRAMEWORK ACT NO.: 67 OF 2008

THE GENERAL AND FURTHER EDUCATION AND TRAINING QUALITY ASSURANCE ACT NO.: 58 OF 2001

6.4. RELEVANT COURT RULINGS

1. Christian Education of South Africa v Minister of Education (CCT 13/98) [1998] ZACC 16; 1999 (2) SA 83; 1998 (12) BCLR 1449 14 October 1998.
The decision of this case repealed moderate corporal correction and corporal punishment in independent schools.

6.5. OTHER MANDATES

Other than the above-mentioned legislation and policies pertaining to its core function, the Department is obliged to comply with all the legislation and policies in the public service. In addition to the National Education Legislative Mandates and Education White Papers (EWP) 1-7, the following mandates have been included:

- Public Service Act of 1994 (as amended)
- Labour Relations Act of 1999 (as amended)
- Employment Equity Act of 1999
- Public Finance Management Act of 1999 (as amended)
- Preferential Procurement Framework Act of 2000
- Treasury Regulations
- Promotion of Administrative Justice Act
- Promotion of Access to Information Act
- Language in Education Policy, 1997
- Norms and Standards for Educators, Government Gazette, Vol. 415, No. 20844, 2000
- National Policy on Whole School Evaluation (July 2001)
- National Curriculum Statement: Grade R-9 (Gazette 23406, Vol. 443-May 2002)
- National Policy on Religion and Education, 2003
- Policy Document on Adult Basic Education and Training (12 December 2003)
- National Education Information Policy (Government Notice 1950 of 2004)
- National Policy regarding Further Education and Training Programmes: Approval of the amendments to the programme and promotion requirements for the national Senior Certificate: A Qualification at Level 4
 - Intergovernmental Relations Framework Act No. 13 of 2005
 - Addendum to FET Policy document, National Curriculum Statement on National Framework regulating Learners with Special Needs (11 December 2006)
 - National Policy on HIV/AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions, 1998 on the National Qualification Framework (NQF) [Gazette 29851 of April 2007].
 - National Policy on the conduct, administration and management of assessment for the National Certificate (Vocational), 2007
 - National Education Policy Act: Requirements for Administration of Surveys, (2 April 2007)
 - National Policy Framework for Teacher Education and Development in South Africa (26 April 2007)
 - Regulations pertaining to conduct, administration and management of assessment for the National Senior Certificate (Gazette 31337, Volume 518 of 29 August 2008)
 - National Planning on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment (21 November 2008)
 - Construction Industry Development Board (Act 38 of 2000)



7. ABOUT THIS DOCUMENT

The Programme of Action for the delivery of Quality Education hereinafter, referred to as the Programme of Action is an implementation tool for the Strategic Plan and the Annual Performance Plan. It is aligned to the financial year and follows quarterly reporting time lines in line with Treasury's Guidelines. In the absence of an electronic system to monitor performance, Auditor-General has considered the Programme of Action and the Quarterly Organisational Reports as the most comprehensive plan and reports reflecting responsibility and accountability. Further, the performance agreements are aligned to this plan taking to account the budgets and procurement plans.

The Programme of Action enlists success, coordination and synergy within the pillars identified as important elements to provide quality education. These aspects include; the learning environment, what learners and educators bring curriculum content, teaching and learning processes and support systems for learners and teachers, as well as the outcomes of the education system. A clear co-ordination of these aspects will bring the Department closer to quality education. The Programme of Action is therefore a means to set the Department in this predetermined trajectory. The Executive Authority emphasizes working together with other spheres of government, government departments, civil society and all other relevant stakeholders.

The Administration has provided content, time frames and budget for the Programme of Action. This is an important evaluation on the feasibility of implementing this programme in the coming year.

The Programme of Action has been developed around the broad framework of the organisational structure and seven pillars identified within each branch which require urgent attention for the Department to set on course. These pillars are:

- Pillar 1: Transformation of the schooling system;
- Pillar 2: Curriculum and Assessment;
- Pillar 3: Teacher Provisioning, Development and support;
- Pillar 4: Leadership and Management;
- Pillar 5: Planning and Resourcing;
- Pillar 6: Infrastructure Development and Maintenance;
- Pillar 7: Information and Communication Technology;
- Pillar 8: Social Cohesion and Integration of Schools; and
- Pillar 9: School Functionality and Community Involvement.
- Pillar 10: Early Childhood Development

The Executive Authority and Accounting Officer in their analysis and review of the performance of the Department; mentioned that whilst the Department is faced with a myriad of challenges including lack of adequate physical infrastructure, poor human resource management, incoherent strategic management, poor curriculum management and delivery, irregular procedures in the establishment of some schools, over-crowding in classrooms, as well as failure to attract and retain qualified teachers to enhance curriculum delivery; they hold a view that with better support, co-ordination and monitoring more can be done to mitigate these challenges and provide quality education to the people of KwaZulu-Natal. It is on this basis that a Programme of Action which will be a commitment to deliver quality education by the Department to all the people of the province is required.

FOREWORD BY THE MEC

The Department started the year 2014 on a celebratory note with the full knowledge that our results are on an upward trajectory since 2008. The overall improvements of 15.3% in National Senior Certificate (NSC) in a period of 5 years are a milestone towards the achievement of quality education in the province. Between 2011 and 2012 there has been a 5% increase. Further, it is humbling that the province has made considerable strides in ensuring that more learners participate in NSC and that there is a positive trend pointing towards an improved quality of education. In the national NSC dataset, statistics confirm that our province leads with;

- 26% of the total candidates who wrote are from our province and the runner up is 9% behind;
- 26% of the total candidates who passed are from our province and the runner up is 7% behind;
- 34% of the total candidates who obtained bachelor passes are from our province and the runners up are 20% behind. .

The improvement is a result of more effort and determination by teachers, learners, parents, teacher unions, department officials and other stakeholders. Our main objective is to achieve 100%.

To achieve our main objective, we set out to do a number of things which would enhance good performance in our schools. As a Department we need to nurture a learning organisation, where all of us focus more on the contribution we have to make towards the achievement of a common purpose than on the positions we occupy. The Department should learn not to be fixated on positions as this idea promotes silo mentality and breeds ineffectiveness. I call upon all employees to work as teams, learning from their previous mistakes to do better each day.

Of utmost importance is the need to engage with the relevant Branch Heads to ascertain the acceptable standards and requirements for a submission to be supported, recommended and approved. This engagement prior to the crafting and submission of the submission will mitigate numerous difficulties experienced currently. Most importantly, it will open communication channels and allow cooperation between and among Branches.

Monitoring will form the MEC's priority this strategic cycle. To ensure it happens, the Department through the Top Management and the Provincial Intervention Team will now start surprise visits to both best-performing and poor-performing schools led by the MEC. Districts will also be encouraged to have their individual programmes targeting poor-performing schools in their respective districts, while not neglecting good performers to ensure that they do not reverse on their good performance.

In the process we identified six basic challenges which we believe are facing the Department of Education in KwaZulu-Natal and we resolved to confront them head on, and this formed a bigger part of our strategy to inculcate the culture of good performance in our Department and our schools. These challenges are:

- Inadequate curriculum management and development
- Poor planning in teacher supply and capacity building
- Inadequate infrastructure and poor planning in its delivery
- Inadequate classroom equipment
- Inadequate Management practices
- Finance

The department will continue to implement and improve on strategies aimed addressing, among others, the above key challenges. The plans outlined herewith are also about key interventions aimed at improving results in the Annual National Assessment (ANA) grades 3, 6 and 9. Further, the Department aims to conclude the five years having achieved 90% NSC pass.



In addressing the identified challenges, the Department aims to make an impact in the lives of all learners attending public ordinary schools in the province. The impact envisaged is that well governed and managed schools, active community participation in education, adequate resources of high quality, ensuring that teacher supply meets the demand, efficient and responsive districts, confident and engaged learners, satisfied and supported teachers in a province which offers an empowering curriculum.

Climate change which has resulted in global warming is real. There is evidence that the Antarctic region is shrinking annually, the glaciers and polar ice are melting resulting in rising sea levels, the areas where rivers used to be when we grew up are dry and the rain patterns have changed to mention a few. The Department has a duty to contribute in the reduction of carbon emissions. To this end an urgent paper should be delivered at the beginning of the strategic cycle detailing how the Department will introduce green energy in schools with an aim of reducing carbon emissions as well as reducing costs on energy consumption by schools. Further, to ameliorate the challenge of most schools' inability to cope with electricity and water bills, the Department will initiate discussions with municipalities to consider putting no-fee paying schools under the indigent list.

In conclusion, we are convinced that nurturing altruism and building teams at all levels will mitigate the challenges entrenched by silos and create a space for interested, dedicated personnel to make a contribution in the organisation without the fear of being in a lesser position. The Department will advocate and promote selfless service to the nation through effective curriculum delivery for quality learning and teaching for all and allegiance with disciplined commitment to the corporate and institutional values of our democracy we will make the Department achieve more.

Let us join hands and deliver quality education to all the people of the province and ensure we produce enterprising citizens.

N.P. Nkonyeni, MPL

MEC: Education

Date:

OVERVIEW BY HEAD OF DEPARTMENT

As a Province we have come a long way since 1994. We can pride ourselves on the strides made in improving access to quality education with a worthy achievement of 77.4 % in 2013. This we have achieved through, among other things, initiatives such as the turn-around strategy for under-performing schools, winter classes, improved management of schools, deploying more learner teacher support materials to schools, improved stakeholder relations in particular with teacher unions and many more. Education is one of the key priorities in the country and it has always been the national grievance especially to indigenous Africans. The first decade of freedom from 1994 to 1999, ushered in new hope for the people of South Africa, so various interventions were implemented e.g. Outcomes-Based Education (OBE), The National Curriculum Statement (NCS), to mention but a few.

During the second decade of freedom starting from 1999 education was declared a national apex priority, outcome number one. The Department has identified seven fundamental challenges in education which need to be overcome to ensure a sustainable delivery of high quality education. These are poor curriculum management and delivery, teacher supply and capacity building, lack of classroom equipment, poor infrastructure, management challenges, finance and transformation of the schooling system.

Initiatives to address these challenges include placing subject advisors where they belong, distribution of newly qualified teachers in districts according to the need, distribution of equipment to schools, infrastructure strategy to build proper schools with all facilities, the need for the training of management at all levels and branches and improvement of effective financial management.

The programme for change requires parental and community involvement which is critical in improving accountability of the education system. Education is and must be treated as a societal issue demonstrated through vibrant education forums, continuous feedback to parents by means of workbooks and report cards. The implementation of the transformation of the schooling system projects will be accelerated with a significant number of learners and educators moving from small and non-viable schools to other better suited schools.

There has been a major transformation of the school feeding programme in the province so that it feeds children while the communities from which the children come benefit. The NSNP is one strategy to address poverty in the country. Co-operatives were introduced as part of job creation. A new NSNP policy has been introduced and the Department will seek to strengthen the administration processes and the monitoring aspects of the scheme to ensure an efficient service to service providers and quality food for learners.

The Annual Performance Plan will elaborate on the details of things that need to be done to achieve the set objectives.

Nkosinathi, S.P. Sishi, PhD
Head of Department: Education
Date



DEPARTMENT'S CONTRIBUTION TO NATIONAL OUTCOMES

The Department aligns its goals to various policy documents including provincial priorities. This is done with a view that sector collaboration in the implementation of government programmes is key to accelerated service delivery. This alignment from the National Development Plan, Provincial Growth Development Plan, District Growth and Development Plan, Integrated Development Plan and Ward-based and Local Area Plans is an important marching line / direct line of sight in guiding the strategic plan of the Department. For purposes of resourcing the strategy for implementation through the Annual Performance Plan and the Operational Plan; the Department the procurement plan and the performance agreements should be aligned to the strategy. The goals and objectives selected ensure that all components of Department focus on the overall goal of providing quality education for all.

The Department aligns its strategy to the Provincial Growth Development Strategy and as such the Department will pursue the objectives of 'Human Resource Development'. To this end, the Department will:

- Improve early childhood development, primary and secondary education
- Enhance youth skills development and life-long learning
- Support skills alignment with economic growth

This will be done in collaboration with Office of the Premier, Department of Economic Development and Tourism, Department of Higher Education targeting local Universities and Colleges of Further Education and Training, Training, Department of Cooperative Governance and Traditional Affairs, Department of Social Development.

The following broad sub-outputs will be the strategic focus areas during this five year period, whilst the actions, indicators and targets will be elaborated in the Annual Performance Plan and the Operational plans of the Department.

1.SUB-OUTPUT 1: EARLY CHILDHOOD DEVELOPMENT

- Set the qualifications of Grade R practitioners to NQF level 6
- Ensure each learner attends Grade R and has access to grade R LTSM
- Implement Expanded Public Works Programme in ECD

2.SUB-OUTPUT 2: IMPROVED TEACHING AND LEARNING

- Implement a more effective teacher development programme and develop teacher competency

3.SUB-OUTPUT 3: CAPACITY OF THE STATE TO INTERVENE AND SUPPORT QUALITY EDUCATION

- Conduct a review of all relevant education regulatory frameworks and guidelines to simplify, clarify, coordinate, and eliminate those that are not supporting quality education
- Increased accountability for performance in schools
- Strengthen monitoring system and capacity of districts

4.SUB-OUTPUT 4: INCREASED ACCOUNTABILITY FOR IMPROVED LEARNING

- Establish effective schools accountability linked to learner performance
- Use an improved ANA for holding schools and district accountable
- Establish functioning district offices, that are able to support schools

5.SUB-OUTPUT 5: HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT OF SCHOOLS

- Assess teachers' content knowledge in the subjects they teach
- Absorb Funza Lushaka bursary holders into teaching posts
- Replenishing the current stock of teachers
- Change the process of appointing principals so that only competent individuals are appointed

6.SUB-OUTPUT 6: INFRASTRUCTURE AND LEARNING MATERIAL TO SUPPORT EFFECTIVE EDUCATION

- Infrastructure complying with minimum standards and norms
- Increase access to quality reading material





OPERATIONS OF THE DEPARTMENT

1. Branch: Curriculum Management and Delivery
2. Branch: Institutional Development Support
3. Branch: Corporate Management
4. Branch: Finance

SERVICES PROVIDED BY THE DEPARTMENT

The department focuses on ensuring that the aspects of quality are enhanced in its endeavor to provide quality education. These aspects are:

- The learning environment
- What learners and educators bring
- Curriculum content, teaching and learning processes and support systems for learners and teachers
- Outcomes of the education system

The enhancement of these aspects in pursuance of quality education is advanced through the delivery of the following services to operations at all levels:

CURRICULUM MANAGEMENT AND DELIVERY

The main functions of this branch is the provision of overarching planning and strategic direction to the Department as well as provide support to the operations on the ground through the allocation of all other non-financial support resources. The provision of strategic direction among all schools reflected in school plans through Strategic Management Support, delivery of infrastructure through Infrastructure Planning and Delivery, the allocation of critical resources to schools, provision of quality assurance and assessment, ABET, GET and FET curriculum services are the competences of this branch. This branch is also responsible for the timely provision of LTSM to schools, learner transport as well as the delivery of quality examinations in the province.

INSTITUTIONAL DEVELOPMENT SUPPORT

The main function of this branch is the provision and management of basic education service delivery through the Districts Offices via the Service Centres; ensuring effective and efficient functioning of the District Offices and education institutions; co-ordinating communication between Head Office and District Offices; managing performance and providing specialized support services (SNES & NSNP) for delivery.

CORPORATE MANAGEMENT

The purpose of this branch is to provide human resource administrative services and strategic management and organisational transformation in the Department. This which includes general human resource services, maintenance of labour peace, provision of legal services, provision of administrative services.

FINANCIAL SERVICES

The function of this Branch includes financial services, supply chain management, financial support services, internal control, risk identification & management and all other financial functions prescribed and proscribed by the PFMA.



OVERVIEW AND RATIONALE OF QLTC

In his State of the Nation Address, presented to the joint sitting of Parliament in Cape Town on 3 June 2009, the President of the Republic of South Africa, Mr JG Zuma, stated that: “Education will be a key priority for the next five years. We want our teachers, learners and parents to work together with government to turn our schools into thriving centres of excellence”.

The President further stated: “We reiterate our non-negotiables. Teachers should be in school and in class, on time, teaching, with no neglect of duty and no abuse of pupils! The children should be in class, on time, learning, be respectful of their teachers and each other, and do their homework”.

On Friday, 11 August 2008, Government launched a health and education campaign at Walter Sisulu Square in Kliptown. This campaign arises from the recognition that health and education should be at the centre of Government’s social transformation programme for the next five years. On the education front, the campaign calls on all individuals and organisations to assume responsibility for improving the quality of education. The education elements of the campaign will:

- inform citizens about the importance of education and their roles, responsibilities and obligations towards education;
- mobilise communities to monitor and support schools, teachers and learners;
- improve the quality of education for all children, especially the poor, and to demonstrate this improved quality via improved learner achievement.

The achievement of quality education for all depends on the actions of members of Parliament, the Basic Education Ministry, provincial members of executive councils, departmental officials, school principals, teachers, learners, parents, school governors and members of the community. Each of these role-players are called upon to make a commitment to a “Code for Quality Education”, which describes the responsibilities and discipline required of them. If all sections of society work together – government, communities, health-care workers, civil society, business, the media and other sectors – we can ensure that all learners benefit from quality education. Campaign coordinating structures are being established at national, provincial, regional, local and school level and Government now calls on all South Africans to join us in this campaign as part of an ongoing effort to achieve a better life for all.

CODE FOR QUALITY EDUCATION

Extract from the Kliptown Pledges: Code for Quality Education

The power to improve education lies with all of us. We call on all departmental officials, teachers, students, parents and community members to make a commitment to a “Code for Quality Education”.

As a DEPARTMENTAL OFFICIAL, I promise to:

- ensure that all schools receive the necessary resources, on time, for teaching to commence;
- ensure that all schools have their full staff allocation and that any vacancies are filled without delay;
- improve my own knowledge and skills base to be more effective;
- always be available to assist schools, principals and teachers;
- respond to requests or concerns of education stakeholders;
- visit all schools within the district on a regular basis;
- monitor teacher and student attendance and ensure no child stays out of school; and
- to assist all schools to improve their performance, ensuring that regular tests are conducted and results are reported to parents.

As a SCHOOL GOVERNOR, I promise to:

- promote the best interests of the school and strive to ensure its development;
- strive to ensure the provision of quality education for all learners at the school;
- take all reasonable steps to ensure that stakeholders at the school are involved in the activities of the school;
- take all reasonable steps to ensure that the school funds and assets are administered in accordance with good business practice;
- support the principal, educators and other staff members of the school in performing their professional functions;
- conduct myself in accordance with the obligation placed on me to stand in a position of trust towards the school and my fellow governors; and
- to act in the best interest of the school at all times.



As a PRINCIPAL, I promise to:

- promote the development of loyalty and respect for the profession by fulfilling my management and leadership roles to the best of my ability;
- be punctual, well prepared for, and enthusiastic about my roles as professional leader;
- strive to be a lifelong learner;
- encourage and support my staff in their professional development endeavours;
- actively work to eliminate unprofessional behaviour, such as inappropriate teacher-learner relationships and drunkenness;
- ensure that all relevant circulars, documents and information are shared with relevant stakeholders as soon as possible;
- take the required steps to ensure that the PED/District receives all the required information necessary for the timely delivery of resources for learning and teaching;
- ensure that the PED/District receives all the necessary information to facilitate the prompt filling of vacant posts;
- monitor teacher attendance;
- monitor learner attendance and strive to ensure that no child stays out of school unnecessarily;
- provide information to parents on their children's progress on a regular basis;
- ensure that the QLTC at my school is implemented to the best of my ability, and to ensure that the significance of the campaign is understood by all role-players but particularly by parents and the local community; and to support the SGB in the performance of its duties.

As a TEACHER, in line with the SACE Code of Professional Ethics, I promise to:

- teach, to advance the education and the development of learners as individuals;
- respect the dignity and rights of all persons without prejudice;
- develop loyalty to, and respect for the profession;
- be punctual, enthusiastic, well prepared for lessons and of sober mind and body;
- improve my own knowledge and skills base to be more effective;
- maintain good communication between teachers and learners; among teachers themselves; and between teachers and parents;
- provide information to parents on their children's progress on a regular basis;
- eliminate unprofessional behaviour, such as teacher-pupil relationships, drunkenness, the use of drugs, assault, sexual harassment and other infringements; and
- to make myself available for extra-mural activities.

As a LEARNER, I promise to:

- accept that the main reason for being in school is to learn and develop academically, socially and culturally;
- adhere to school rules;
- respect the legitimacy and authority of teachers;
- participate in Learner Representative Councils (LRCs) to safeguard my interests;
- show respect to other learners and not to discriminate; and
- to avoid anti-social behaviour like theft, vandalism, assault, sexual harassment, alcohol and drug abuse, as well as other activities that disrupt the learning process.

As a PARENT, I promise to:

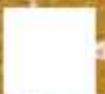
- involve myself actively in the activities of the school, including school governance structures;
- have regular discussions with my children about general school matters;
- cultivate a healthy, open and cooperative relationship with my children's teachers;
- create a home environment that is conducive to studying;
- assist in the protection of educational resources such as textbooks, chairs, tables and other objects; and
- to contribute, within my means, the necessary resources to the schooling of my children.

As a COMMUNITY, we promise to:

- ensure that every school-going child is at school;
- ensure a safe and crime-free environment for schooling and to protect the school and its assets from vandalism; and
- to monitor the performance of schools, and report any problems to the relevant authorities.

We pledge to undertake these responsibilities to ensure quality education for all. The Department of Basic Education, together with teacher unions, school governing bodies and learners is committed to do everything within its power to abide by the pledges and to pursue quality learning and teaching for all.

PHAMBILI QUALITY LEARNING AND TEACHING PHAMBILI!





QUALITY LEARNING AND TEACHING IMPLEMENTATION PROGRAMME 2014/15 – KZN DEPARTMENT OF EDUCATION

	NATIONAL STRATEGIC OBJECTIVES of QLTC.	KEY PERFORMANCE AREAS / PROGRAMMES	ACTIVITY	TIME-FRAME	PERFORMANCE INDICATORS	RESPONSIBLE BRANCH
1.	Advocacy to support QLTC Structures	Establishment and Empowerment of functional QLTC structures.	<p>Launch of the QLTC.</p> <p>Establishment of the QLTC Provincial Steering Committee, District and Circuit QLTC Forums, and School QLTC Committees.</p> <p>Training of QLTC structures on their roles and responsibilities as enshrined in the QLTC Resource Document/ File.</p>	<p>1 April 2015</p> <p>30 June 2015</p> <p>30 September 2015</p>	<p>Attendance of the identified participants as per KZN Circular 03 of 2010.</p> <p>QLTC Structures are established at Provincial, District, Circuit and School levels in line with KZN Circular No. 03 of 2011.</p> <p>Workshops are conducted for QLTC committees at all levels on the following: SACE Code of Conduct for Educators. Code of Conduct for Public Servants. Code of Conduct for Learners. Code of Conduct for SGBs.</p>	<p>Office of the Head of Department</p> <p>Office of the MEC Office of Head of Department</p> <p>Corporate Management Curriculum Management and Delivery</p>
1.	Advocacy for QLTC	Cascade QLTC founding principles to departmental officials, teachers, learners, parents, community structures and all members of the society.	<p>Develop advocacy materials such as posters, fliers, pop-up stands and banners.</p> <p>Conduct radio talk shows on the founding principles of QLTC.</p>	1 April 2015	<p>Advocacy materials are developed and distributed during QLTC launches at Provincial, District, Circuit and School levels.</p> <p>Radio talk shows are conducted in various radio stations.</p>	<p>Communications and Media and Citizen Liaison.</p> <p>Communications and Media and Citizen Liaison.</p>
	NATIONAL STRATEGIC OBJECTIVES of QLTC.	KEY PERFORMANCE AREAS / PROGRAMMES	ACTIVITY	TIME-FRAME	PERFORMANCE INDICATORS	RESPONSIBILITY
2.	Monitoring and Support.	Monitoring and supporting the rolling out of QLTC and Departmental programmes and the delivery of quality education for all.	<p>Conducting of the school functionality monitoring at the beginning and end of each school term in line with KZN Circular 105 of 2011.</p> <p>Monitor the timeous requisition and delivery of LTSM to all schools.</p> <p>Conduct quarterly QLTC meetings.</p> <p>Conduct interventions to underperforming and dysfunctional schools based on the findings of the monitoring reports.</p>	<p>14 January 2015 to 06 December 2015</p> <p>December of every year</p> <p>01 April 2015 to 31 March 2016</p> <p>Quarterly</p>	<p>A Provincial School Functionality monitoring reports is in place.</p> <p>LTSM is delivered to schools timeously.</p> <p>Quarterly meetings at all levels are held and QLTC reports are presented.</p> <p>Interventions are conducted to address the identified the implementation challenges.</p>	<p>Institutional Development Support</p> <p>Finance</p> <p>Office of the Head of Department</p> <p>Institutional Development Support Curriculum Management and Delivery</p>

	NATIONAL STRATEGIC OBJECTIVES of QLTC.	KEY PERFORMANCE AREAS / PROGRAMMES	ACTIVITY	TIME-FRAME	PERFORMANCE INDICATORS	RESPONSIBILITY
3	Mobilisation of all stakeholders at all hierarchical levels within and outside the education to contribute to the intentions of the non-negotiables and QLTC principles.	<p>Adoption of underperforming and well schools.</p> <p>Holding Regular ELRC Meetings to discuss, among others: the policy around PPN, Grievance and disputes relating to promotions and appointments, minimising the number of educators suspended on full or no pay, minimising educators absent due to medical boarding/incapacity</p> <p>Implementation of collective agreements and resolutions adopted by parties at the ELRC.</p> <p>Holding bi-lateral meetings a between employer representatives and organised labour at Provincial and district levels.</p>	<p>Identification of the following categories of schools: Underperforming Well performing Schools with various challenges e.g. school safety, vandalised, behavioural challenges.</p> <p>Coordination of the Adoption of identified schools (with various challenges) programme.</p> <p>Provincial launch of the Accord on Basic Education and Partnership with Schools (Nedlac Accord).</p>	<p>1 April 2015</p> <p>30 June 2015</p> <p>1 April 2015</p>	<p>Underperforming and well schools are identified.</p> <p>Adopted by MEC for Education, HOD, QLTC Steering Committee Members, Departmental Senior Managers, Individual Teacher Unions, and Leaders from Churches, Businesses, Traditional leadership, NGOs, and Members of Civil Society, Sub Directorates and Departmental Officials.</p> <p>Adopted schools receive among others the following services, according to their needs: Libraries, laboratories, science kits or any other intervention to improve the material conditions in and around the school.</p> <p>A Provincial launch of the Accord on Basic Education and Partnership with Schools.</p>	<p>Institutional Development Support Curriculum Management and Delivery.</p> <p>Office of the Head of Department</p> <p>Office of the Head of Department</p> <p>Office of the Head of Department</p>
3	Creating labour peace and the speedy resolution of disciplinary matters.	<p>Creating labour peace and the speedy resolution of disciplinary matters.</p>	<p>Holding Regular ELRC Meetings to discuss, among others: the policy around PPN, Grievance and disputes relating to promotions and appointments, minimising the number of educators suspended on full or no pay, minimising educators absent due to medical boarding/incapacity</p> <p>Implementation of collective agreements and resolutions adopted by parties at the ELRC.</p> <p>Holding bi-lateral meetings a between employer representatives and organised labour at Provincial and district levels.</p>	<p>On going</p> <p>On going</p> <p>On going</p>	<p>Regular ELRC meetings are held.</p> <p>Collective agreements and resolutions are adhered to.</p> <p>Bi-lateral meetings are held</p>	<p>Corporate Management</p> <p>Corporate Management Finance</p> <p>Corporate Management</p>



	NATIONAL STRATEGIC OBJECTIVES of QLTC.	KEY PERFORMANCE AREAS / PROGRAMMES	ACTIVITY	TIME-FRAME	PERFORMANCE INDICATORS	RESPONSIBILITY
3	Mobilisation of all stakeholders at all hierarchical levels within and outside the education to contribute to the intentions of the non-negotiables and QLTC principles.	Assist in dealing with ANA outcomes and their implications to the schools and broader communities to solicit support	Capacitate QLTC Structures on the Annual Assessment Policy. Conduct Information sessions for SGBs on the implications of ANA.	1 April 2015 - 31 March 2016 1 April 2015 - 31 March 2016	Capacity building workshops are held for QLTC Structures Information sessions are conducted in all 12 Districts.	Institutional Development Support Corporate Management Finance Curriculum Management and Delivery Office of the MEC Office of the Head of Department
	NATIONAL STRATEGIC OBJECTIVES of QLTC.	KEY PERFORMANCE AREAS / PROGRAMMES	ACTIVITY	TIME-FRAME	PERFORMANCE INDICATORS	RESPONSIBILITY
4	Advocacy for non-negotiables	Curbing high absenteeism and late coming amongst teachers, officials and learners	Training on the National policy on Learner Attendance for School Management Teams (SMTs), School Governing Bodies (SGBs) and Representative Council Learners (RCLs), Circuit and Ward Managers. QLTC Steering Committees at Provincial, District, Circuit and School levels, in collaboration with relevant supervisors e.g. SMTs at school level, monitor absenteeism and late coming.	1 April 2015 - 31 March 2016 On going	Workshops are conducted on National Learner Attendance Policy. Monitoring reports are provided, on a quarterly basis, during QLTC meetings.	Institutional Development Support Curriculum Management and Delivery Institutional Development Support Corporate Management Finance Curriculum Management and Delivery
		Acknowledge and recognise excellence in the education system by teachers, learners and schools.	Hold Service excellence awards to recognise good performance by teachers, learners and schools.	June 2015 1 April 2015 October 2015	National Teacher Awards are held. Provincial Service Excellence Awards. World Teachers Day.	Curriculum Management and Delivery Corporate Management Curriculum Management and Delivery



BRANCH CURRICULUM MANAGEMENT AND DELIVERY PROGRAMME OF ACTION FOR QUALITY EDUCATION

GOAL OF THE BRANCH

To ensure that all learners in KwaZulu-Natal have access to quality teaching and learning in relevant and diversified curriculum offerings

Action Plan to 2019

Output Goals in Relation to Learning

- Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3
- 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
- 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
- Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university
- Increase the number of Grade 12 learners who pass mathematics
- Increase the number of Grade 12 learners who pass physical science
- Improve the average performance of Grade 6 learners in languages
- Improve the average performance of Grade 6 learners in mathematics
- Improve the average performance of Grade 8 learners in mathematics
- Ensure that all learners remain effectively enrolled in school at least up to the year they turn 15
- Improve the access of children to quality ECD below Grade 1
- Improve the Grade promotion of learners through Grade 1 to 9 phases of school
- Improve the access of youth to Further Education and Training beyond Grade 9

Priority Goals for the period up to 2015

- Improving access of children to quality ECD below Grade 1
- Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire teaching careers
- Ensure that every learner has access to the minimum set of textbooks and workbooks according to national policy
- Ensure that the basic annual management processes occur across all schools in a way that contributes towards a functional school environment
- Increase the frequency and quality of the monitoring and support services by district offices to schools





MECs Priorities and Expectations of the Branch

- The Branch must ensure that teaching and learning takes place in all classrooms:
- This to be accomplished through 5 pillars:
 - Teachers
 - LTSM
 - Learner Support
 - Lesson planning and delivery
 - Sustained Teacher and Learner Attendance and Contact

The Purpose of the Curriculum in Schools

- The NCS serves the following purposes:
 - equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfillment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education; and
 - facilitating the transition of learners from education institutions to the workplace.

Principles of the NCS

- Social transformation: ensuring that education imbalances of the past are redressed, and that equal education opportunities are provided for all sections of our population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R–12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;

Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and

- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

Envisaged Learner in the NCS

- The NCS aims to produce learners who are able to do the following:
 - identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation

Branch Strategic Priorities 2015/16

- Improve access of children to quality ECD below Grade 1
- Ensure optimal implementation of Curriculum Policy in all schools to enhance teaching and learning
 - Resource all schools to support implementation of curriculum including increasing access to a wide variety of media
 - Professional development of teachers, principals and relevant personnel in curriculum management and delivery
 - Conduct assessment of learning for improved learner performance
 - Enhance access of learners (including adult learners) to diversified curriculum, career and training opportunities
- Reduce the number underperforming schools to improve learner attainment
- Mobilise communities to support quality teaching and learning in schools





Branch

CURRICULUM MANAGEMENT AND DELIVERY

PROGRAMME OF ACTION FOR QUALITY
EDUCATION
2015/16



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: CO-ORDINATION OF CURRICULUM GRADES 1-9 (GET)					
Improve schools functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners.	<ol style="list-style-type: none"> 1. Participate in the National Curriculum development. 2. Develop Provincial policies, guidelines, learning programs and support materials to facilitate the implementation of National Curriculum Statements. 3. Promote curricula for specified languages not provided for in the curriculum. 4. Participate in prescribing the Learning and Teaching Support 	Provide Grade 1 Welcome Pack/ Message for parents of Grade 1 learners to guide them on curriculum offering in Foundation Phase to support learners.	All parents of Grade 1 learners receive the Foundation Phase welcome pack	31 January 2015
			Monitor the implementation of CAPS in Grades 1 – 3 to be used for lesson planning and teaching of Languages, Mathematics & Life Skills in the Foundation Phase	All schools have and use CAPS documents to plan teaching literacy, numeracy and like skills in the Foundation Phase	16 January 2015 - 30 Nov 2015
			Monitor the availability and use of CAPS documents in Grades 4-9 for lesson planning and teaching in all subjects.	All schools have and use CAPS documents to plan teaching in all subjects.	16 January 2015 – 30 Nov 2015
			Monitor the availability and daily use in class of Literacy and Numeracy workbooks in all schools in Grades 1–6 in conjunction with the CAPS.	All learners in Grades 1-6 have and are using workbooks daily to learn literacy and numeracy.	16 January 2015 - 30 Nov 2015
			Ensure schools put aside a compulsory 30 minute daily reading programme in Grades 1 – 6 in all schools as per CAPS. (Work with ELITS)	Schools implement a 30 minute reading programme daily.	16 January 2015 - 31 March 2016
			Monitor the use of Literacy & Numeracy exemplar papers distributed by the Department to address content and skills deficits identified in ANA. (Work with Quality Assurance)	All schools use exemplars to strengthen teaching and learning literacy and numeracy	1 May 2015 - 31 August 2015



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: CO-ORDINATION OF CURRICULUM GRADES 1-9 (GET)					
Improve schools functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners.	Materials equipment and technology associated with the curriculum.	Monitor and support the implementation of English/IsiZulu FAL in the Foundation Phase. (ELITS)	All Foundation Phase classes have and use Graded readers, Phonic books and Big books.	16 January 2015 - 30 November 2015
			Train Foundation Phase, Intermediate Phase & Senior Phase teachers in Mathematics, Natural Science & Languages (English FAL) in preparation for teaching in the classroom ahead of each quarter. (Work with TD, MST&ICT, ELITS, QA)	Teachers in Grades 1, 3, 6 & 9 trained in Mathematics, Natural Sciences & Languages	31 March 2016 30 June 2015 30 September 2015
			Schools conduct information sharing meetings for parents of Grade 9 learners on subject packages. (Districts, FET, SNES)	Meetings for subject packages conducted for parents of Grade 9 learners.	July to September 2015
			Monitor the administration and moderation of school based assessment to ensure quality assessment standards. (Assessment & QA)	School based assessment tasks for sampled schools moderated..	April/May 2016, July/August 2015& October 2015
			Support and monitor formal revision programme in all schools (Districts)	Formal revision programme conducted in all schools to consolidate curriculum requirements	September to November 2015
			Train Subject Advisors on content and methodology in various Subjects of the NCS in the GET band (TD, QA, Assessment)	Subject Advisors are trained to support educators in schools	30 September 2015

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: CO-ORDINATION OF CURRICULUM GRADES 1-9 (GET)					
Improve schools functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners.	1. Develop institutional capacity to support teaching and learning	1. Analyse 2013 Grade 12 results with subject advisors to develop subject improvement plans for 2014	Subject improvement plans are in place and interventions programmes are put in place and implemented	Jan 2016
			2. Conduct information sharing sessions with subject advisory committees to support Curriculum implementation.)	Hold regular meetings with Subject advisory Committees	Ongoing to March 2016
			3. Develop provincial guidelines, learning programs and support materials to facilitate the implementation of National Curriculum Statements	Teachers teaching Grade 10 - 12 have sufficient quantities of CAPS in the subject that they teach	January 2015
			Monitor the distribution and use of Curriculum and Assessment Policy Statements (CAPS) and other related policies in all schools offering Grade 10 -12 in 2014)	Schools offering grade 10 – 12 have received information on notional time and time tabling.	January 2015
			4. Develop and distribute work schedules for content pacing to ensure that all Grade 10 – 12 schools finish the content topics (syllabus) by August and engage in revision before the trial exams.	Schools comply with work schedules and complete the syllabus as specified in the work schedule.	March 2016
			5. Monitor learner enrolment between Grade 10-12 in Mathematics and Mathematical Literacy to improve increase in Maths enrolment	The number of Grade 10-12 learners enrolling for mathematics compared to mathematical literacy is increased Statistics on the number of learners taking Mathematics is collected and analysed	March to October 2015



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: CO-ORDINATION OF CURRICULUM GRADES 1-9 (GET)					
Improve schools functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners.	1.Develop institutional capacity to support teaching and learning	6. Monitor the distribution of a guide for Grade 12 learners writing the NSC examination in 2014	All Grade 12 learners receive a Grade 12 guide on tips for preparing for the final NSC examination	April 2015
			7. Monitor the availability of timetables for supplementary tuition at schools.	Schools develop and publish timetables for supplementary tuition during school holidays to support learners	April, July, September 2015
			3. Develop provincial guidelines, learning programs and support materials to facilitate the implementation of National Curriculum Statements	Teachers teaching Grade 10 - 12 have sufficient quantities of CAPS in the subject that they teach	January 2015
			8. Monitor the implementation of the revision programme in schools	Schools offering grade 10 – 12 have received information on notional time and time tabling.	September 2015
			9. Monitor curriculum coverage in schools (Work with districts)	Demonstration of effective teaching and learning and evidence of daily written work, lesson plans and adherence to work schedules.	September 2015
		2..Provide professional advice on the selection of LTSM, equipment and technology associated with curriculum in Grades 10-12	10. Develop materials on a problematic and new content and supply all schools. (Work with:QA& Assessment)	Support materials available for educators.	February 2016
			11. Develop and distribute subject package guidelines to Grade 10 -12 learners. (Work with:SNES, Districts, G&M)	Districts support schools to provide curriculum packages that improve quality and support learner career choices	March 2016

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: CO-ORDINATION OF CURRICULUM GRADES 1-9 (GET)					
Improve schools functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners.	3..Ensure co-ordinated teacher capacity development in the implementation of the National Curriculum Statement and CAPS	12. Conduct Provincial Intervention Programmes through direct visits mainly to poorly performing schools.	Underperforming schools in the 2013 NSC examination are visited and supported in order to support the teaching and learning processes	01 February to 31 October 2015
			13. Conduct quarterly teacher training workshops on new and problematic content in all Mathematics, Physical Science, Accounting and English FAL subjects for Grade 10-12 teachers. (Work with: TD, QA, MST&ICT)	15,000 Grade 10-12 educators receive in depth training in content and methodology to support classroom teaching for teaching in each term	March, June, September 2015
			14. Train Grade 12 educators for CAPS implementation in 2014. (Work with: TD, QA, MST&ICT)	All Grade 12 educators trained to implement CAPS in 2014.	September / October 2015
			15. Train Grade 12 educators for CAPS implementation in Grade 12 in 2014	All Grade 12 educators trained to implement CAPS in 2014.	September / October 2015
			16. Conduct planning workshops with subject advisors	Teacher orientation workshops are conducted by subject advisors	September / October 2015
		4.. Manage provincial and National projects	17. Recapitalize Technical High Schools and Agricultural High schools to increase the number of Technically and agriculturally skilled learners from these schools	A total of 50 Technical High Schools recapitalized to meet the demands of teaching the technical subjects A total of 10 Agricultural High schools revitalized	April 2015 – March 2016
			18. Co-ordinate curriculum innovation programmes with outside partners to enhance quality of teaching and learning	Full participation by 12 Districts in the following centenary celebrations. Inkosi Albert Luthuli Oral History Financial Literacy speech contest. I count Accounting Tourism Expo	September 2015



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: CO-ORDINATION OF CURRICULUM GRADES 1-9 (GET)					
Improve schools functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners.	Promote ECD in the Province including ECD provided by community structures	Improve the access of five year old children to quality Early Childhood Development (ECD) below Grade 1 to achieve universal access by 2014	10 Schools without Grade R to open new Grade R Classes 150 existing schools with GR R to open additional classes	Jan – Feb 2015
			Monitor the use of work schedules for Grades 7-9 to guide teaching and curriculum coverage in schools to be completed by end of August	Increase the percentage of Grade 1 learners who have received formal Grade R to 98%	Jan 2015
				Increase the number of schools that offer Grade R from 3 901 to 3 911 Increase the number of learners enrolled in Grade R at public primary schools 230 000 to 240 000	April 2015
			Provide adequate human resource for Early Childhood Development	Increase the number of Grade R practitioners employed in public ordinary schools per quarter from 3 648 to 6 748	April 2015

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: CO-ORDINATION OF CURRICULUM GRADES 1-9 (GET)					
Improve schools functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners.	Align Provincial policies, guidelines, learning programs and support materials Promote ECD in the province including ECD provided by community structures	Facilitate the allocations through Resource Planning and Finance Divisions for Norms and standards to Grade R classes in public schools	3 911 schools with Grade R class receive their allocation through Norms and Standards in May 2016.	April – 30 November 2015
			Improve the quality of educational programmes in Grade R	All 3 911 Grade R schools use CAPS documents to plan teaching of languages, Mathematics and Life Skills in Grade R	Jan-March 2016
			Develop teaching materials according to the NELDS Framework for use by pre - Grade R care-givers	Provide curriculum support material for 1000 pre-Grade R care-givers and practitioners Monitor the Delivery and use of Grade R workbooks supplied by DBE to 3 911 schools Provide CAPS Orientation to the 160 newly phased classes and ongoing support to all educators and practitioners.	Jan-June 2015
			Improve the quality of early childhood development through provision of infrastructure and other resources for Grade R	Provision of 300 Grade R Mobile/ brick and mortar classes /alternative structures added and Indoor Outdoor resources supplied to schools with Grade R Classes	01 April 2015 -March 2016

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: CO-ORDINATION OF CURRICULUM GRADES 1-9 (GET)					
Improve schools functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners.	Align Provincial policies, guidelines, learning programs and support materials	Train Grade R Practitioners through upgrading by HEI (University) to acquire NPDE and B.ED Levels	100 Practitioners on NPDE course at UKZN 210 Practitioners on NPDE course at University of Zululand	2015
		Promote ECD in the province including ECD provided by community structures	Co – ordinate the EPWP skills-development projects for age 0 -4 year-olds in collaboration with the Department of Social Development (DSD).	Coordinate and monitor 1000 caregivers training at NQF Level 4.	2015

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: CO-ORDINATION OF CURRICULUM GRADES 1-9 (GET)					
Improve schools functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners.	Co-ordinating the development & implementation of Catalogue requirements	Liaise with Department of Basic Education for check– up on the Textbook Catalogue processes for possible updates / addendums	Textbook Catalogues are updated and ready for textbook procurement	January – November 2015
			Co-ordinate with appropriate Directorates for the requisitioning of LTSM based on the National Textbook Catalogues and Provincial Stationery Catalogue	LTSM requisitions are based on approved catalogues	April – June 2015
		Distribution of LTSM	Monitor distribution of Workbooks to all public schools.	Schools receive correct workbooks in time for new year	January – February 2015
			Co-ordinate procurement and distribution of stationery to non 21(c) schools	Schools purchase and receive appropriate stationery in time	April – October 2015
			Co-ordinate procurement and distribution of textbooks to non 21(c) schools	Schools purchase and receive appropriate textbooks in time	April – October 2015
			Monitor procurement of stationery by 21(c) schools	Schools follow correct procedures in purchasing stationery in time	April 2015– February 2016
		Monitor procurement of textbooks by 21 (c) schools	Schools follow correct procedures in purchasing textbooks in time	April 2015– February 2016	
		Co-ordinating the provision of classroom equipment to schools	Co-ordinate and monitor procurement and distribution of classroom equipment to non 21 (c) schools	Schools receive classroom equipment to support teaching and learning	January 2015 – February 2015



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: COORDINATION OF TEACHER DEVELOPMENT PROGRAMMES					
Strategic Goal 1.: Develop human resource and organizational capacity and enhance skills	To develop the skills of the Departments workforce at all levels	Provide educator professional development services.	1.Establish the Provincial Teacher Development Institute(PTDI)	Availability of the ff: <ul style="list-style-type: none"> •84 offices •19 lecture rooms •5 kitchens •4 dining halls •3 auditoriums •1 computer room •main hall •three boardrooms •1 staffroom •2 blocks, male and female toilets •302 hostel rooms •Approved post establishment. 	Jan 2015 – March 2016
		Provide educator professional development services.	2.Use of the Provincial Teacher Development Institute(PTDI)	15 000 PL1 educators and SMTs of Pinetown, Umlazi and Ilembe districts are workshopped on CPD training programmes all teacher training directorates (Work with TD,FET,GET,ECD,ELITS,MST,G&M,SNES)	Jan – April 2015
		Provide educator leadership development and management services	3.Provide Leadership and Management capacity building in respect of the ff:		
			•Peoples Management (PMDP Module)	•3600 SMTsareworkshopped on the module	March - June 2015
Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
			•Direction and Planning (PMDP Module)	•3600 SMTsareworkshopped on the module	May 2015
			•Resource Acquisition and Management (PMDP Module)	•3600 SMTsareworkshopped on the module	Sept – Oct 2015
			•School Development Plan (SDP)	•3600 SMTsareworkshopped on the module/	May 2015
			•Women in and into management(WIIM)	•1200 women are workshopped on the module	May -Aug 2015

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
		Provide educator professional development services	Capacitate SMTs and PL1 educators on National and Provincial Policies: <ul style="list-style-type: none"> •Promotion of Administrative Justice Act •Leave measures •Policy on learner attendance •Education Laws Amendment Act •Integrated Quality Management System (IQMS) including EMS and TPA •Code of Professional Ethics 	3600 SMTs and 6000 educators are capacitated on all policies	May 2015 – March 2016
			4.Capacitate Circuit Managers and TD officials on My Life My Future (MLMF)	210 Circuit Managers and 40 TD coordinators are capacitated on MLMF	June – July 2016
		Provide educator professional development services	Address Teacher Supply, Demand and Utilization		
			•Conduct educator skills audit and maintain a database of qualification profile.	Educator skills audit is conducted and database of qualification profile is in place.	February – April 2015
Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
			•Hold Funza Lushaka Bursary Schemes district based recruitment road shows for grade 12 learners in Quintile 1,2 &3 schools	1500 high flying learners especially in rural areas are recruited to take up teaching as a profession	July-Sept 2015
			•Recruit final year bachelor students for PGCE	3000 final year bachelor students are recruited into PGCE	Aug-Sept 2015
			•Monitor Work Integrated Learning (WIL)/Teaching Practice.	600 schools which are used as Workplace Integrated Learning sites are visited to monitor WIL	April 2015-March 2016
			•Recruit final year BED and PGCE students for placement within KNZDOE, through the Know Your Employer Day Campaign	Provincially-based HEIs, namely DUT, UNISA UKZN, and UNIZUL are visited for recruitment	Aug-Sept 2015
			Offering bursaries to Un-Under qualified educators in BED and PGCE	2000 teachers are offered bursaries to upgraded their qualifications	April-Sept 2015
			Conduct advocacy on: <ul style="list-style-type: none"> •CPTD management systems and CPTD-IS •Portfolio of Development Plan(PDP) •Recognize Teacher Excellence through National Teaching Awards (NTA) and celebrating World Teachers Day (WTD) 	6000 teachers are capacitated on CPTD 6000 educators undergo PDP training 6 000 Staff Development Team members receive rigorous advocacy, and nominations are carried out in schools District, Cluster and Provincial adjudications and functions are conducted for the nominees 12 NTA winners are recognized during WTD celebration	April – Nov 2015



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: GOVERNANCE AND MANAGEMENT - CURRICULUM DEVELOPMENT PROGRAMS					
Broaden access to education and provide resources.	To implement teaching, management and governance support programs at all schools	Provide support services in respect of governing bodies	Train finance committees in 3185 public schools on Financial Management including the management of Assets. (Districts)	Finance Committees in 3185 public schools are trained on financial management including the management of Assets.	June – August 2015
			Train SGB in 2977 public schools on legislation and policies. (Districts)	Governing Bodies in 2977 schools are trained on legislation and policies.	August 2015 – February 2016
		Manage Learner	Train governing bodies of 2977 public schools on the Code of Conduct for Learners (Districts)	2977 governing bodies are trained on the Code of Conduct for Learners	April 2015 – May 2015
			Train governing bodies of 2977 public schools on the Code of Conduct for Learners (Districts)	2977 governing bodies are trained on the Code of Conduct for Learners	April 2015 – May 2015
		Affairs including disciplinary matters	Conduct induction of newly elected members of RCLs in 2121 public ordinary schools with grade 8 or higher (Districts)	Newly elected members of RCLs in 2121 public schools with grade 8 or higher are inducted	April 2015
			Establish RCL Committees at all Circuit, District and Provincial levels	RCL Committees are established at Circuit, District and Provincial levels	June 2015
		Develop and co-ordinate school safety programs	Train RCLs in all public schools with Grade 8 or higher on the RCL Leadership Programme	Representative Councils of Learners (RCLs) in 2121 schools are trained on the RCL Leadership Programme.	June 2015 – July 2015
			Conduct elections of new RCLs in 2121 public schools with grade 8 or higher	New RCLs are elected in 2121 public schools with grade 8 or higher	January 2015 – February 2016
			Train school safety committees in 2977 public schools.	School Safety Committees in 2977 schools are trained.	April 2015 – September 2015
	To implement teaching, management and governance support programs at all schools	Develop and co-ordinate school safety programs	Train 2977 School Safety Committees on the Security Plan for Schools (Districts)	Training of School Safety Committees in 2977 public schools on the Security Plan for Schools is conducted	April 2015 – September 2015
			My Life My Future Campaign on Drug and Substance Abuse is conducted in 120 public schools		April 2015 – March 2016
	To implement teaching, management and governance support programs at all schools	Promote the development of schools as centres of community involvement	Conduct elections for, Circuit, Circuit Management, District and Provincial Forums for School Governing Bodies	Elections of Circuit, Circuit Management, District and Provincial Forums for School Governing Bodies is conducted	May 2015
		Promote the development of schools as centres of community involvement	Induct members of Forums for School Governing Bodies on their roles and responsibilities (Districts)	Members of Forums for School Governing Bodies are inducted on their roles and responsibilities	June 2015

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
		Promote the development of schools as centres of community involvement	Induct members of Forums for School Governing Bodies on their roles and responsibilities (Districts)	Members of Forums for School Governing Bodies are inducted on their roles and responsibilities	June 2015
		Promote the development of schools as centres of community involvement	Train SGBs, RCLs and Community Leaders of 1000 public schools on the Values in Education Publication for Social Cohesion (Districts)	SGBs, RCLs and Community Leaders of 1000 public Schools are trained on the Values in Education Publication for Social Cohesion	January – February 2015
	To implement teaching, management and governance support programs at all schools	Promote the development of schools as centres of community involvement	Conduct elections for, Circuit, Circuit Management, District and Provincial Forums for School Governing Bodies	Elections of Circuit, Circuit Management, District and Provincial Forums for School Governing Bodies is conducted	May 2015
		Promote the development of schools as centres of community involvement	Induct members of Forums for School Governing Bodies on their roles and responsibilities (Districts)	Members of Forums for School Governing Bodies are inducted on their roles and responsibilities	June 2015
		Promote the development of schools as centres of community involvement	Train TLOs and RCLs in 120 public schools for participation in the National Youth Citizen in Action Programme (Districts)	RCLs in 120 public schools participate in the National Youth Citizen in Action Programme	May to September 2015
		Provide support services in respect of governing bodies	Implement Advocacy Campaign on Learner Admissions (Districts)	Campaign on Learner Admissions is implemented in 12 districts	June 2015 – August 2015
		Provide support services in respect of governing bodies	Monitor implementation of Learner Admissions Policy for 2014 (Districts)	Implementation of the Learner Admissions Policy is monitored in 3000 public schools	31 October 2015
Broaden access to education and provide resources.	To increase access and provide resources to education in public ordinary schools	Provide support services in respect of governing bodies	Monitor implementation of School Fee Exemption Policy (Districts and Norms & Standards	1187 schools are monitored on the implementation of the “School Fee Exemption Policy”	November 2015 - December 2015
Develop schools into centres of community focus, care, and support	To implement an integrated programme in dealing with the impact of communicable diseases, HIV and AIDS in the workplace and in all institutions	Provide support services in respect of governing bodies	Train SGBs and RCLs on the development of a Policy on the Management of HIV and AIDS and Learner Pregnancy. (Districts)	720 schools (60 schools per district) are trained on HIV and AIDS and development of policy on the Management of HIV and AIDS and Learner Pregnancy	September 2015 – February 2016
Broaden access to education and provide resources.	To implement teaching, management and governance support programs at all schools	Promote the development of schools as centres of community involvement	Mobilise stakeholders’ at all hierarchical levels within and outside the education department to contribute to the intentions of the non-negotiable and QLTC principles. (All branches)	Advocacy is conducted on QLTC and resource files are distributed to schools	April 2015 - February 2016



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
		Quarterly meetings with SGB Associations are conducted	Strengthen the participation of SGB Associations in School Governance	Conduct quarterly meetings with SGB Associations	
			Enhance cooperation and coordination of programs by various stakeholders aimed at improving the quality aspects of education.	Monitoring the functioning of QLTC structures at all levels is conducted	April 2015 – March 2016
			Enhance cooperation and coordination of programs by various stakeholders aimed at improving the quality aspects of education.	Monitoring the functioning of QLTC structures at all levels is conducted	April 2015 – March 2016
			Monitor school attendance and the functionality of schools at the beginning of the first and third terms	216 schools monitored at the beginning of the first and third terms	July 2015 and January 2016
		Monitor that SGBs conduct quarterly learner performance meetings with parents	Strengthen parental involvement in improving learner performance	Quarterly learner performance meetings with parents are conducted	
Improve schools' functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners	Provide support service in respect of governing bodies	Monitor the functionality of 40% of SGBs to ensure that they meet the minimum requirements	Monitoring the functionality of Governing Bodies in 40% of schools is conducted	April 2015 – March 2016
Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames

KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)

KEY FOCUS AREA: ELITS (CURRICULUM DEVELOPMENT PROGRAMS)

Broaden access to education and provide resources	To provide infrastructure, financial, human, information and technological resources	Develop, maintain and facilitate the implementation of policies and guidelines i.r.o. ELITS	Implement the National Guidelines for School Library and Information Services	National Guidelines for School Library and Information Services are communicated to all schools	September 2015
				Training for teacher-librarians is co-ordinated and executed for 600 teacher-librarians on the National Guidelines for School Library and Information Services	April, July and Sept 2015
				600 schools are supported to formulate school library policies and establish school library committees as per the National Guidelines	Jan-Dec 2015
			Develop the LTSM Retrieval Policy, print and distribute to all schools	All schools have the LTSM Retrieval policy and develop their LTSM plans based on the policy	Jan 2015
			Review the KZN School Library Policy that was developed in 2003	The KZN School Library Policy is revised with relevant stakeholders	Oct 2015

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames		
Broaden access to education and provide resources	To provide infrastructure, financial, human, information and technological resources	Develop, maintain and facilitate the implementation of policies and guidelines i.r.o. ELITS	Implement the National Guidelines for School Library and Information Services	National Guidelines for School Library and Information Services are communicated to all schools	September 2015		
				Training for teacher-librarians is co-ordinated and executed for 600 teacher-librarians on the National Guidelines for School Library and Information Services	April, July and Sept 2015		
				600 schools are supported to formulate school library policies and establish school library committees as per the National Guidelines	Jan-Dec 2015		
			Develop the LTSM Retrieval Policy, print and distribute to all schools	All schools have the LTSM Retrieval policy and develop their LTSM plans based on the policy	Jan 2015		
			Review the KZN School Library Policy that was developed in 2003	The KZN School Library Policy is revised with relevant stakeholders	Oct 2015		
		Promote the establishment and functionality of education resource centres	Develop and facilitate the implementation of the Education Resource Centre policy [Work with relevant stakeholders such as MST&ICT, FET etc.]	All Education Centres offer services for expanded learning opportunities namely; <ul style="list-style-type: none"> •ICT services •Library and Information Services •Science Laboratory Services •Support for Matric Intervention Programmes •Support for Literacy and Numeracy Programmes •Teacher Professional Development Programmes 	Jan-Dec 2015		
						All Education Centres are supported with curriculum resources for expanded learning opportunities	Jan – Dec 2015
						Community projects are rendered in all Education Centres	Jan – Dec 2015
						School-based Education centres are streamlined for effective service delivery	Jan – Dec 2015
		Develop intervention programs and research latest practices with regard to functionality of school libraries	Implement the School Library Development Plan	120 newly-built and/ or newly established media centres receive a collection worth R300 000 i.e. print and electronic resources.	June 2015		
				120 new intake of teachers enroll for the qualification in school librarianship and 240 already registered teachers finish their qualification in school librarianship	Jan & Dec 2015		
				The School Library Seminar is held for 120 teachers	Sept 2015		
				1500 classroom libraries are set up and supported as a minimum standard to increase to a range of media for under-resourced schools	Sept 2015		



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
				25 schools are rewarded for their excellence in school libraries and used as examples of best practice	Oct 2015
				13 mobile libraries are operational visiting 130 schools in the province	Jan-Nov 2015
			Implement the KZN Reading Policy guidelines and the Literacy and Numeracy Strategy in order to promote reading [literacy promotion] in schools. (GET, FET)	Support the observation of the literacy hour in 600 targeted schools	Jan-Nov 2015
				Organize the literacy promotion campaign and distribute literacy packs to 500 schools	Jan - Dec 2015
				Readers' Cup event is coordinated at all levels targeting 120 schools	Sept 2015
				Pilot the Reading Mentors Programme in 24 schools	Jan-Dec 2015
				An anthology on learners' stories focusing on HIV/AIDS, substance abuse and teenage pregnancy is published	Oct 2015
				The International Literacy day and the World Book Day are celebrated	April and Sept 2015
Improve schools' functionality and educational outcomes at all levels.	To develop and enhance professional quality and academic performance of managers and educators in all institutions	Promote Information Literacy Skills	Promote the integration of information literacy skills into the curriculum (FET, MST&ICT)	The Guide on ethical use of information is developed, printed and distributed to 600 schools	Jan-March 2016
			Promote ICTs in school libraries (MST&ICT, LTSM)	120 iBoxes are provided to targeted high schools coupled with relevant training 500 e-readers are provided to 12 targeted primary schools coupled with relevant training	April-July 2015
Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
KEY RESULT AREA: CURRICULUM MANAGEMENT (ECD, GET, FET SCHOOLS)					
KEY FOCUS AREA: MATHSSCIENCE & TECHNOLOGY & INFORMATION COMPUTER TECHNOLOGY (MST & ICT)					
Broaden access to quality education and provide resources	To provide a diverse curricula and skills oriented programmes across the system		Support for Dinaledi and other schools through Conditional Grant	1000 Maths, P. science, life science for Grade 10 & 11 educators from schools including Dinaledi schools	Weekends and some vacations
			Train FET Lead teachers on maths, science and life science	150 (50 x 3) lead teachers trained across districts	Feb and August 2015
			Support Physical Science teachers through Practical Work	100 ts x 12 trained in all districts to enhance classroom equipment	Over weekends as from Feb 2015 – Aug 2015
			Support 120 schools through the ANDISA Project (using good and ex-Model C schools	120 maths and 120 P. Science teachers supported (Amajuba, Uthungulu, Ugu, Othukela, Umgungundlovu, and Zululand)	Feb 2015- Oct 2015

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
			Support Programmes by other Agencies w.r.t matric maths and science	Support ETDP SETA, Vodacom, SITFE Projects	January and Sept 2015
			Conduct June and September Vacations programmes for Grade 12 learners in maths, science and life science June and September 2015	All districts: 12 districts x 1 circuits (all schools in the identified circuits)	June and September 2015
			Conduct Professional development workshops for GET subject advisors and lead teachers in maths and Science	Train 120 Grade 6 & 7 lead teachers across districts (=12 x 10)	March, May and August 2015
			Conduct Professional Development sessions for Grade 6 & 7 Maths and science educators	12 x 100 teachers to participate	Feb – August 2015
			Supply combo-projected technology to schools for classroom use	150 schools get a compujector / i-box with maths and science content	April – June 2015
			Install and conduct broadcasting and podcasting facilities in education centres and schools as a means of curriculum delivery and support	12 Education centres & 4 schools. Broadcast lessons in gateway subjects	April – September 2015
			Train on science equipment maintenance and use (Mobile Labs) to 200 schools	200 teachers trained	April - Sept 2015
			Collaborate with the 3 Science centres to do exhibitions and demos to learners	3 x 2 Exhibitions with Gateway, Unizul and AceloMittal Science Centres	April – Sept 2015
Universal access to ICT resources	Access to ICT infrastructure and connectivity		Initiate a refurbishment project to provide a supply of refurbished computers to schools	200 schools supplied with refurbished computers by the end of March 2014	30 Sept 2015
			Provide and / maintain broadband connectivity to institutions that are e-ready.	150 schools are supported and provided with broadband connectivity	1 April 2015 and ongoing
			Supply 25 schools with (thin client) ICT laboratories	25 laboratories established	30 November 2015
Delivery and management of curriculum	ICT professional development for management teaching and learning		Provide differentiated professional development with a focus on curriculum integration to subject advisors and teachers. Involve districts and Ed centres	2 000 people trained	January – October 2015
	Provision of ICT resources		Develop guidelines on the evaluation and selection of digital content	Guidelines developed and distributed to schools	Ongoing
			Develop a digital content catalogue	Catalogue distributed to all schools	Ongoing



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
KEY RESULT AREA: ASSESSMENT, EXAMINATION AND QUALITY ASSURANCE					
KEY FOCUS: ASSESSMENT					
To improve schools functionality and educational outcomes at all levels.	To administer an effective and efficient examination and assessment service.	Increase the number of learners who become eligible for Bachelors programmes at university.	Develop provincial assessment programme for the 2015 Grades R - 12 learners.	Assessment programmes delivered to all schools in the province Increase the number of learners who become eligible for Bachelors programme at University.	January 2015
			Organise the "2014 RESULTS FEEDBACK SUMMIT" for all officials who are involved in the support of curriculum delivery in the province of KwaZulu-Natal.	Subject improvement plans are in place and interventions programmes are put in place and implemented	January 2015
			Set and moderate quarterly common tests assessments for 12 learners (Below 60% Schools) and common examinations in five subjects for the 9 learners in 2015.	Quarterly tests for grade 12 are effectively conducted	01 January 2015 – 31 March 2016
			Conduct training on promotion and progression requirements	Print schedules and documentation on promotion and progression requirements.	March 2016
			Develop the "Question and Answer Series" for grade 12 comprising of 2014 common tests as well as 2014 National Senior Certificate Examination question papers in selected subjects	Relevant feedback reports provided to schools	March 2016
To improve School functionality and educational outcomes at all levels.	To administer an effective and efficient examination and assessment service	Analyse tests, examination results and develop intervention strategies thereof Render accreditation services Manage the examination and marking process for the National senior Certificate and Adult Education and Training Level 4	Conduct formative and summative moderation to provide feedback on the quality of assessment per term.	Moderation feedback reports sent to schools.	Quarterly
			Implement interventions to increase learner attainment in Bachelor passes	Increase the number of learners who obtain Bachelor passes in National Senior Certificate (NSC) and become eligible for Bachelors programme at University.	Continuous in April 2015 – March 2016
			Implement interventions to increase learner attainment in Maths passes	Increase the number of learners who pass Maths in the National Senior Certificate (NSC).	Continuous in April 2015 – March 2016
			Implement interventions to increase learner attainment in Physical Science passes	Increase the number of learners who pass Physical Science in the National Senior Certificate (NSC)	Continuous in April 2015 – March 2016
			Manage subject packages during the registration of learners in grade 10 and 11 to ensure that learner packages are in line with available career paths.	Realignment of subject packages in accordance with career paths.	April 2015 – March 2016

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
			Manage subject changes in grade 12 during the registration for the external examination.	Reduced exodus of learners from Mathematics to Mathematical Literacy.	January 2015
			Train all officials for the conduct of the National Senior Certificate, Senior Certificate and Adult Education and Training examination.	Formative and Summative assessments are conducted with credibility in all schools.	June 2015
			Select markers for the National Senior Certificate, Senior Certificate and Adult Education and Training examination.	Credible markers are appointed for the marking of the National Senior Certificate, Senior Certificate and Adult Education and Training examinations.	July 2015
		Analyse tests, examination results and develop intervention strategies thereof	Set and analyse quarterly common tests for grade 10 and 11 in Mathematics.	Interventions informed by the analysis of grade 10 and 11 Mathematics quarterly tests.	Quarterly
To improve schools functionality and educational outcomes at all levels.	To administer an effective and efficient examination and assessment service.	Analyse tests, examination results and develop intervention strategies thereof	Set and analyse quarterly common tests for grade 10 and 11 in Physical Science.	Interventions informed by the analysis of grade 10 and 11 Physical Science quarterly tests.	Quarterly
			Provide access to Senior Certificate Examinations (Matric Exams)	Increase the number of passes in the Senior Certificate Examination	May/June 2015
			Improve learner success	Improve National Senior Certificate pass rate to 75%	Continuous in April 2015 – March 2016
			Improve the NSC pass rate	Increase the number of learners who pass National Senior Certificate (NSC)	Continuous in April 2015 – March 2016

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
KEY RESULT AREA: ASSESSMENT, EXAMINATION AND QUALITY ASSURANCE					
KEY FOCUS AREA: QUALITY ASSURANCE					
Improve schools functionality and educational outcomes at all levels	To implement quality assurance measures, assessment policies and systems to monitor success of learners	Determine learner performance for quality improvement Maintain and provide accurate, reliable updated data on learner and institutional performance Monitor and evaluate education processes	1. Analyze, interpret and present a report on learner performance in 2012 ANA per district per ward	<ul style="list-style-type: none"> Report on 2012 ANA learner performance is presented per district per ward to all districts and relevant stakeholders. Problematic areas and concepts are highlighted and training on interventions provided. (GET) 	Jan-March 2016
			2. Register Grades 1 – 6 and 9 learners in preparation for ANA 2014 (Exams Admin and Districts)	Verified learner data for ANA 2014 is available and easily accessible.	31 May 2015



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
		in education institutions in the processes of continuous improvement of standards and quality	3. Monitor printing, distribution of assessment frameworks, exemplars and booklets of worst performed areas/ concepts in Language and Mathematics. Grade 1- 6 and 9.(Examinations Admin and Districts)	Grades 1-6 & 9 ANA assessment frameworks, exemplars, booklets of worst performed concepts (Language & Mathematics) are available, distributed and utilized by schools to ensure improved performance by learners.	March-Aug 2015
		Monitor and evaluate education processes in education institutions in the processes of continuous improvement of standards and quality	3. Monitor training and utilization of assessment frameworks, exemplars and booklets of worst performed areas/concepts in Language and Mathematics in Grade 1- 6 and 9 (GET and TD, Districts)	Training on Grade 1-6and 9 frameworks, exemplars and booklets on worst performed areas is conducted and schools utilization by schools ensured.	March-August 2015
			7. Conduct advocacy on ANA processes in public , independent and special schools (GET, TD,SNES, Districts)	All public, independent and special schools are informed of 2014 ANA processes through circulars with timetables and workshops.	May – June 2015
		Monitor and evaluate education processes in education institutions in the processes of continuous improvement of standards and quality Evaluate and conduct internal/external whole school evaluation Maintain and provide accurate, reliable and updated data on learner and institutional performance Monitor and evaluate education processes in education institutions in the processes of continuous improvement of standards and quality	8. Administer, monitor marking and moderation of ANA in Grades 1-6 and Grade 9. in public and independent schools in Numeracy / Mathematics and Literacy / Language. (GET,SNES, Districts)	Grades 1-6 and 9 ANA is successfully administered, marked and moderated. Increase in number of Grade 3 learners passing literacy in Annual National Assessments (ANA) 2014 to 116,841 Increase number of Grade 3 learners passing numeracy in ANA to 112,742. Increase number of Grade 6 learners passing language in ANA 2014 to 121,554. Increase number of Grade 6 learners passing mathematics in ANA 2014 127,735. Increase number of Grade 9 learners passing language in ANA 2014 to 110,490. Increase the number of Grade 9 learners passing mathematics in ANA 2014 to 100,445.	Sept 2015 Dec 2015 -March 2016
		Determine learner performance for quality improvement	9. Capture, analyze and interpret data and results on ANA (Examinations Admin)	<ul style="list-style-type: none"> •Captured ANA data and results readily available •Item analysis of problematic areas in place to develop remedial intervention programmes. •Comparative report on school level and centralized moderation readily available 	Nov/Dec 2015
			10. Present a report on learner performance per school, ward, circuit and district	Report of ANA results is presented to all stakeholders	Jan-Mar 2015



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
			10. Present a report on learner performance per school, ward, circuit and district	Report of ANA results is presented to all stakeholders	Jan-Mar 2015
			11. Conduct training of SMTs to sampled schools on School Self Evaluation (SSE)	Completed SSE forms	Jan 2015
			12. Conduct external evaluation in sampled schools and provide feedback to the system.	265 evaluated school reports available and District and Provincial Trend analysis report completed	Feb 2016 – Mar 2016
			13. Conduct Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) for Grade 6 learners in Mathematics, Language and Health in a sample of schools.	SACMEQ is successfully conducted to Grade 6 learners	September 2015

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
KEY RESULTS AREA : ASSESSMENT, EXAMINATION AND QUALITY ASSURANCE					
KEY FOCUS AREA : EXAMINATIONS ADMINISTRATION					
To improve Schools; Functionality and Educational Outcomes at all levels.	To administer an effective and efficient examination and assessment services.	The rendering of examination services The provision of logistical and certification services The administration of the examination system	Print, pack and distribute the provincial assessment programme for the 2014 Grade 12 learners.	Assessment programmes are distributed to all schools in the province.	January 2015
			Implement Umalusi recommendations for improved examination processes	Examination processes are executed with credibility and integrity.	December 2015
			Print the analysis of results and analytical moderator's reports for the "2012 RESULTS FEEDBACKSUMMIT" for all invited officials.	Analysis documents ready for the presentation in the summit.	January 2015
			Print, pack and distribute quarterly common tests for 12 learners (Below 60% Schools) and common examinations in five subjects for the 9 learners in 2012.	Grade 12 formative assessment quarterly tests and Grade 9 summative assessment instruments distributed to schools.	Quarterly
			Print, pack and distribute items for grades 4 to grade 9 learners as examples of the quality assessment standard.	Distribution of exemplars to all schools.	March 2016
			Print, pack and distribute the "Question and Answer Series" for grade 12 and Adult Education and Training comprising of 2012 common tests as well as 2012 National Senior Certificate Examination question papers.	Distribution of the "Question and Answer Series" to all schools.	March 2016



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames		
To improve Schools; Functionality and Educational Outcomes at all levels.	To administer an effective and efficient examination and assessment services.	The rendering of examination services The provision of logistical and certification services The administration of the examination system	Print, pack and distribute the provincial assessment programme for the 2014 Grade 12 learners.	Assessment programmes are distributed to all schools in the province.	January 2015		
			Implement Umalusi recommendations for improved examination processes	Examination processes are executed with credibility and integrity.	December 2015		
			Print the analysis of results and analytical moderator's reports for the "2012 RESULTS FEEDBACKSUMMIT" for all invited officials.	Analysis documents ready for the presentation in the summit.	January 2015		
			Print, pack and distribute quarterly common tests for 12 learners (Below 60% Schools) and common examinations in five subjects for the 9 learners in 2012.	Grade 12 formative assessment quarterly tests and Grade 9 summative assessment instruments distributed to schools.	Quarterly		
			Print, pack and distribute items for grades 4 to grade 9 learners as examples of the quality assessment standard.	Distribution of exemplars to all schools.	March 2016		
			Print, pack and distribute the "Question and Answer Series" for grade 12 and Adult Education and Training comprising of 2012 common tests as well as 2012 National Senior Certificate Examination question papers.	Distribution of the "Question and Answer Series" to all schools.	March 2016		
		The coordination of NSC examinations The coordination of AET and GETC examinations	Print, pack and distribute grade 10 and 11 quarterly Mathematics test question papers to all the underperforming schools.	Grade 10 and 11 formative Mathematics assessment quarterly tests distributed to schools.	Quarterly		
			The coordination of NSC examinations	Print, pack and distribute grade 10 and 11 quarterly Physical Sciences test question papers to all the underperforming schools.	Grade 10 and 11 formative Physical Sciences assessment quarterly tests distributed to schools.	Quarterly	



Branch

Institutional Development
Support
PROGRAMME OF ACTION
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2015/16





Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
KEY RESULTS AREA : DISTRICT OPERATIONS					
KEY FOCUS AREA : DISTRICTS					
Ensure good Corporate Governance, Management and an efficient Administration.	To implement administrative management systems and accounting procedures in order to ensure maximum support to curriculum delivery	District, Circuit and School Readiness for 2015	Audit of LTSM deliveries against orders: •Textbooks •stationery	•100% textbooks received as ordered •100% stationery received as ordered	November 2014
			Monitor the effectiveness of District and Circuit Admissions Committees	100% of learners placed.	30 September 2014
			•Identify Vacancies at Schools as per PPN •Fill Vacancies at Schools as per PPN	•12 Districts schedules of vacancies compiled •Identified number of posts filled	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Utilise available personnel to attend to all district functions.	All sub-Directorates functioning	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Submission of School Improvement Plans (SIPs) by Schools	5 939 schools submitted SIPs	31 January 2015
			Submission of District Improvement Plans	12 District Improvement Plans available.	30 April 2015
			Support High Risk Schools (Distressed and /or crime affected schools)	Number of cases resolved out of the number of cases reported	01 April 2015 31 March 2016
			Conduct District Prayers at the beginning and the end of the year	2 Prayer meetings conducted per District	06 December 2015 31 January 2016
			Hold Circuit Management Centre Excellence Awards Functions in collaboration with Education Stakeholders	38 Circuit Management Centre Functions conducted.	01 January 2015 31 March 2016

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
			Hold District Excellence Awards Functions in collaboration with Education Stakeholders	12 District Functions conducted.	01 January 2015 31 March 2016
Improve schools' functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners.	Clear responsibilities of district directors in respect of curriculum management and delivery in the classroom. Delivery Agreement Output 1.	Monitor the functionality of school Structures, viz.: SMT, QLTC, Subject Committees, Phase Committees, Assessment Committees, SGBs, RCLs and IQMS structures	Structures are in place and functional in 5939 schools.	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Monitor quarterly School Based Assessments for interventions.	5939 schools SBAs moderated	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Monitor the implementation of: •curriculum delivery policies •homework policies	5939 schools monitored for: •curriculum delivery policies •homework policies	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Monitor compliance with the non-negotiables. •Teachers and Learners in Class •Teachers Teaching prepared Lessons •Time keeping by teachers and learners	5939 schools monitored for: •Teachers and Learners in Class •Teachers Teaching prepared Lessons •Time keeping by teachers and learners	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Monitor that subject packages for FET Phase are in line with the requirements of higher education in response to the economic needs of the country.	Subject packages are approved by District i.t.o. TSS and Curriculum diversities	February 2015 - June 2015
			Monitor regular assessment at school level and ensure compliance with the Provincial Assessment Programme.	Evidence of marked scripts and mark lists.	Monthly and 30 June 2015 30 September 2015 31 December 2015 31 March 2016
		Ensure credible outcomes-based planning and accountability system.	Compile and align District Action Plans with the Branch Programme of Action.	12 District Action Plans in place	30 April 2015



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
Improve schools' functionality and educational outcomes at all levels.	To implement quality assurance measures, assessment policies and systems to monitor success of learners.		Monitor the implementation of Quarter-Specific activities by Circuit Management and other sub-directorates. 1.Management of Programmes and Projects in all schools. 2. Management and Support of Curriculum Delivery 3.Administration, Management and Governance Support in all schools 4.Instructional support and resources in all schools 5.Provision of Education opportunities in all schools 6.Internal and External stakeholder development in all schools 7.Performance Management and assessment in the institution.	Functional Circuits and schools as per Quarter Specific Activities.	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			District Director to visit a minimum of 2 Schools per CMC per quarter and compile reports	A minimum of 76 schools visited by District Directors	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			CESs: Circuit Management to visit a minimum of 4 schools quarterly and compile reports	A minimum of 152 Schools visited by the CES Circuit Management	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Circuit Managers to visit ALL schools including Independent subsidised schools at least once per quarter and compile reports	6131 schools to be visited Report submitted quarterly as per PPM 209	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Sub-Directorates to conduct school visits to do on-site coaching, mentoring, problem solving.	Field visits to schools conducted on 4 days per week as recorded in School Log Books. Sub-directorate reports submitted monthly.	Monthly and 30 June 2015 30 September 2015 31 December 2015 31 March 2016

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
Improve schools' functionality and educational	To implement quality assurance measures	Strengthen the implementation of IQMS, PMDS and EPMDs.	Work plans developed and finalized for 2014 / 2015	12 Districts finalized Work plans	30 April 2015
			Review performance agreements in line with the Strategic Plan, Annual Performance Plan, Branch Programme of Action, Plan to 2014 and the delivery Agreement (Outcome 1)	12 District Directors have Performance Agreements.	30 April 2015

Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
Improve schools' functionality and educational outcomes at all levels.	To develop, enhance professional and academic performance of managers and educators in all institutions.	Turn-Around strategies and Academic Performance Improvement Plans.	Monitor Intervention Programme for all NSLA / Under-Performing schools in Districts.	All NSLA schools monitored	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Monitor Intervention Programme for all NSLA subjects in Districts	Subject Intervention Strategies in place and monitored in all NSLA schools	30 June 2013 30 September 2013 31 December 2013 31 March 2016
			Monitor Intervention Plan for Under-Performing Quintile 5 schools,	District, Circuit and School Intervention Strategies in place and monitored in all underperforming Q5 schools	30 June 2013 30 September 2013 31 December 2013 31 March 2016
			Monitor Intervention Programme for <35% schools.	District, Circuit and School Intervention Strategies in place and monitored in all <35% schools	30 June 2013 30 September 2013 31 December 2013 31 March 2016
			Monitor Intervention Programme for 60 – 79% schools.	District, Circuit and School Intervention Strategies in place and monitored all 60%-79% schools	30 June 2013 30 September 2013 31 December 2013 31 March 2016
			Monitor intervention programme for 80 – 90% schools.	District, Circuit and School Intervention Strategies in place and monitored 80%–90% schools	30 June 2013 30 September 2013 31 December 2013 31 March 2016
			Monitor intervention Programme for Learners in 80 – 90% schools to achieve in the Top 10 per District.	District, Circuit and School Intervention Strategies in place and monitored in all 80%–90% schools	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Monitor intervention Plan for SMTs of <35% schools.	District, Circuit and School Intervention Strategies in place and monitored in SMTs of <35% schools	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Monitor intervention Plan for SGBs of <35% schools.	District, Circuit and School Intervention Strategies in place and monitored for SGBs of <35% schools	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Monitor intervention strategies to improve upon 2013/14 ANA results	District, Circuit and School Intervention Strategies in place and monitored.	30 June 2015 30 September 2015 31 December 2015 31 March 2016



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
Improve schools' functionality and educational outcomes at all levels.	To develop, enhance professional and academic performance of managers and educators in all institutions.	Improve District and Circuit functionality.	Monitor policy implementation.	Adherence to policy in 12 Districts and 38 CMCs	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Create an enabling environment for the delivery of the curriculum (e.g. resolving of conflicts, staffing and instituting disciplinary action where necessary).	Improved delivery of quality education in 5939 schools.	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Provide support to SMTs and SGBs of underperforming schools	Improved functionality of SMTs and SGBs in all underperforming schools.	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Organise Districts / Circuits Indaba to get views on how to improve the quality of education.	12 Districts, 38 CMCs have organised Indaba.	30 June 2015
			Improve relations with all teacher unions.	Quarterly bi-laterals / consultative meetings with organized labour in 12 Districts.	30 June 2015 30 September 2015 31 December 2015 31 March 2016
Streamlining of the Schooling System	Streamlining of the Schooling System	Achieve greater levels of efficiency and reduce wastage	Transformation of small and non-viable (Enrolment 1 – 35) and satellite schools.	Eradication of all schools with enrolment below 35 learners and satellite schools.	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Renaming of schools with hurtful, inappropriate and un-inspiring names.	All identified schools renamed.	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Support identified Model schools as per provincial criteria.	All identified Model schools supported in all 12 Districts.	30 June 2015 30 September 2015 31 December 2015 31 March 2016
Improve schools' functionality and educational outcomes at all levels.	To develop, enhance professional and academic performance of managers and educators in all institutions.	Improve School functionality.	Monitor regular educator attendance.	5939 Schools are monitored.	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Implement Leave Measures for Educators.	Implement Leave Measures in 5939 schools.	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Process Leave applications for educators at the District Office	12 Districts processed all leave applications	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Manage prolonged periods of leave	12 District manage prolonged leave of educators.	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Develop strategy for the improvement of teacher punctuality at school and in class.	Strategy in place and monitored in 5939 schools	30 June 2015 30 September 2015 31 December 2015 31 March 2016
			Monitor proper management of the Assessment programme.	Assessment Programmes monitored in 5939 schools.	30 June 2015 30 September 2015 31 December 2015 31 March 2016



Strategic Goal	Strategic Objective	Key Performance Area	Activity	Performance Indicators with Performance Target	Time Frames
			Conduct performance management workshops for the SMTs.	Performance management conducted in 5939 schools.	30 June 2015 30 September 2015 31 December 2015 31 March 2016

