

# PRINCIPAL'S WORK PLAN (Guide)

*(Examples of Targets, Time-frames and Performance Indicators)*

A work plan outlines what activities will be undertaken by an employee within a particular year, as well as setting specific targets and outlining outputs that need to be achieved. *(ELRC Collective Agreement Number 2 of 2020 – page 21)*

## Components of a work plan

- **Performance standards:** these are applicable performance standards as reflected in the QMS instrument.
- **Key activities:** Activities to be agreed to in terms of applicable job descriptions.
- **Targets:** Targets (Goals) to be set for improvement within the appraisal cycle. The TARGET should be SMART
- **Time-frame:** period within which the targets are to be achieved.
- **Performance indicators:**
  - Measures of success to be observed for achieving specific targets. May be presented either quantitatively or qualitatively.
  - The Performance indicator should be neutral.
  - Serve as observable tangible behaviour that indicate the degree to which educators are meeting each Descriptor - Target
- **Contextual factors:** Unique/specific circumstances to be taken into account that have the potential to impact on the employee's ability to achieve targets.

## Performance Appraisals

- Performance appraisal ratings will be made at the Performance Standard and Criterion-Descriptor level in the appraisal instrument
- A principal's performance is appraised on each Performance Standard – Criterion – Descriptor with evidence generated from the work plan – performance indicators as well as other records within the school.

## On developing a work plan ...

- The Principal develops the work plan on all seven Performance Standards.
- Principal should select a minimum of one (1) descriptor for each of the 12 Criteria for the work plan (excluding PS 1 – Criteria 1)

## Developing a SMART TARGET:

- Specific:** The TARGET is focused
- Measurable:** An appropriate measure (quantitative/qualitative) is selected to assess the TARGET
- Appropriate:** The TARGET is within the Principal's control to effect change
- Realistic:** The TARGET is for the Principal and/or school
- Time-bound:** The TARGET is measured within a single school year

*The examples of Targets and Performance Indicators below are not exhaustive and are not intended to be prescriptive.*

# QMS WORK-PLAN (PL 4: Principal): Year .....

## Annexure D 1

PERFORMANCE STANDARD	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS	
1. Leading the learning school	Criterion 2: Support for the learning school	a) Enlists the support of parents and community members as partners in learning	Quarterly Meetings conducted with QLTC	Terms 1 - 4	Number of meetings conducted with active participation of stakeholders to improve learning.	
		b) Communicates (provides feedback) with all stakeholders on the academic performance of the school	Quarterly newsletters sent to stakeholders	Terms 1 -4	Number of newsletters prepared to share information and achievements of the school with stakeholders	
		c) Motivates learners to achieve academically	Motivational activities in assembly by staff members	Terms 1-4	Percentage of staff members participating in programmes to motivate learners that improves the overall pass rate in each grade.	
		d) Ensures that there are functional curriculum structures in the school.	Maths and Language Teachers assessment records for Grade 9 and 12 monitored once a month.	Terms 1 - 2	Percentage of teachers assessment records monitored and written feedback.	
		e) Promotes ICT learning	Educators in Grades 8 - 10 integrate ICT in teaching.	Terms 1 -3	Departmental Heads present monthly progress reports on ICT integration during SMT meetings.	
		f) Manages conflict in order to maintain a healthy teaching and learning environment	Conflicts are resolved between 1- 3 days.	Terms 1-4	Progressive decrease in the number of conflicts in the school	
2. Shaping the direction and development of the school	Criterion 1: Planning	a) School has developed vision and mission statements which are relevant (to the school community) and achievable.	Each class to have vision and mission statement	Term 1	Proportion of classrooms with school's vision and mission statement displayed on wall.	
		b) Implementation of school improvement plan (SIP)	80% of activities in SIP implemented	Terms 1 -4	Proportion of activities completed successfully each term	
		c) Ensures that school has a safe and secure environment	Appointment of a security guard to monitor access control	Term 2	Security guard appointed by SGB and access control register monitored daily.	
		d) Implements transparent decision making structures – accepts responsibility for decisions taken	Roles and responsibilities Of school's sub-committees presented to SGB.	Terms 2-3	Sub-committee's roles and responsibilities discussed and adopted by SGB	

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	e)	Ensures that planning is based on data collected on a range of school activities	Two meetings held with staff and SGB to assess school's strengths and weaknesses	Term 2 and Term 4	Proportion of meetings informed by well-structured information and data on school's activities.		
	f)	Planning is done on time	School Time-table implemented on first school day	Term 1	School Time Table issued to learners and implemented on first school day in the year.		
	g)	School analyses results of various forms of assessment and sets clear targets for improvement	Quarterly staff meeting to discuss learner assessment	Terms 1 -4	Number of meetings with staff to analyse assessments results and formulate an action plan.		
	<i>Criterion 2: School Governing Body and the broader school community</i>	a)	Ensures that the school has a functioning SGB	Organise capacity building workshops for Finance and Maintenance SGB subcommittees	Terms 1 - 2	Two workshops conducted to enhance capacity of SGB subcommittees.	
		b)	Renders assistance to the SGB in terms of the areas listed in SASA 16A, excluding finances ( <i>Refer to PS 5 for Finances</i> )	Quarterly written reports at SGB Meetings	Terms 1- 4	Number of reports on school's professional management, progress on school improvement plan and learner achievement presented at SGB Meetings	
		c)	Informs the SGB about policy and legislation	Quarterly cascading of policy and legislation to SGB members	Terms 1-4	Number of reports on existing and legislative policy and amendments cascaded at SGB engagements.	
		d)	The school has developed the various policies as required by SASA, which are aligned with the requirements of various legislation and departmental policies	Amend school policy on Languages and Code of Conduct for learners	Terms 1 and 3	Amended Language Policy and Code of Conduct for Learners approved by SGB and submitted to Circuit Office.	
		e)	Networks with the community and builds partnerships to support the development of the school	Establish partnerships with two business organisations	Terms 2 and 3	Number of partnerships established with business organisations that have contributed to improving school infrastructure	
		f)	Liaises with relevant government departments (e.g. Dept. of Health) as required	SAPS address learners thrice in the year	Terms 1 - 4	Number of engagements with SAPS in school assembly.	

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<b>3. Managing quality and securing accountability</b>	<i>Criterion 1: Securing accountability</i>	a) Ensures safekeeping of all movable and immovable assets	Stock-taking of assets conducted twice per annum	Terms 2 and 4	Asset registers updated and controlled effectively with measures in place to replace damaged or stolen assets.		
		b) Ensures completion of all attendance registers and takes appropriate action where necessary (Staff and learners)	5% increase in attendance rates of educators	Terms 1 - 4	Visible increase in attendance rates of educators and learners through effective control of attendance registers.		
		c) Ensures that LTSMs are used effectively	Quarterly report on the use of LTSM	Terms 1 - 4	LTSM controlled effectively with responsibilities assigned for the safe storage and effective use of resources.		
		d) A textbook retrieval system is in place and is properly implemented	98% retrieval rate of textbooks	Terms 1 and 4	Percentage of textbooks retrieved through effective implementation of textbook retrieval policy.		
		e) Leads and monitors the work of the School Management Team	SMTs work monitored with feedback at least once per quarter.	Terms 1 - 4	Number SMTs monitored systematically and provided with feedback reports with recommendations on their work.		
		f) Addresses unprofessional and improper conduct of educators and learners	SGB participation in sustaining good conduct and discipline by addressing learners and teachers once per quarter	Terms 1-4	Records of: <ul style="list-style-type: none"> <li>effective SGB participation maintaining proper conduct.</li> <li>of disciplinary proceedings (if any) and decisions taken are available.</li> </ul>		
	<i>Criterion 2: Managing the quality of teaching and learning</i>	a) Follows departmental policies with regard to assessment administration (e.g. NSC, SBA)	All educators implement departmental policies related to NSC and SBA	Terms 1-4	Percentage of educators implement departmental assessment policies and systematically file all assessments records.		
		b) Monitors marking and moderation of learner assessments	The moderation of learner assessments in Grades 10 and 11 monitored in 100% of subjects.	Terms 1 and 2	Percentage of subjects where moderation of learner assessments was monitored.		
		c) Ensures that efficient systems are in place for examinations / assessments	Measures are put in place for a structured management plan for the conduct of exams / assessments	Terms 1- 4	A well-structured and effective management plan allows for question papers / marking memos to be finalised and stored securely at school within specified timeframes for each quarter.		
		d) Consolidates and analyses learners' assessment outcomes	Quarterly report on a statistical and	Terms 1 -4	Number of statistical and diagnostic subject reports on learner		

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		and develops appropriate intervention strategies		assessments that drive the school's intervention strategy	
	e)	Promotes (provides leadership) and monitors school learner intervention strategies	Guidelines for intervention strategies developed for Grade 8 and 9 Maths, Science and English (FAL)	Terms 1 -2 Number of user-friendly guidelines prepared for the effective implementation of intervention strategies.	
<b>4. Developing and empowering self and others</b>	<i>Criterion 1: Staff</i>	a)	Staff training programmes planned and implemented	90% of activities in the staff development plan is implemented.	Terms 1 -3 Percentage of staff development activities, as informed by the staff development policy, that are implemented effectively
		b)	Provides leadership and oversees mentoring, coaching and general support to staff	40% of educator participation in mentoring and coaching of colleagues	Terms 1-3 Percentage of educator participation in a structured mentoring and coaching programme responding to identified needs of educators
		c)	Manages underperformance	Bi-weekly counselling provided to two underperforming educators.	Term 2 Proportion of counselling sessions and targeted developmental support provided to underperforming educators helping them to improve
		d)	Promotes teacher appraisal practices in terms of applicable policy/ collective agreement	Facilitate two training workshops with Departmental Heads on the appraisal process	Terms 1 -4 Percentage of educators appraised for Mid-Year and Annual assessments.
		e)	Monitors staff appraisal and verifies evidence	Quarterly monitoring of informal appraisals and verification of annual appraisals.	Terms 1 - 4 Number of monitoring reports with recommendations on informal appraisals. Signs annual appraisals of all educators after verifying the process and instruments used.
		f)	Conducts classroom observations to provide support and development of educators	Five classroom observations undertaken per month.	Terms 1 - 4 Number of classroom observations that have formal/informal reports with recommendations.
		g)	Ensures that departmental circulars and other relevant information are brought to the attention of staff	Departmental correspondence and Circulars communicated with staff at morning briefings	Terms 1-4 Updated register with all Departmental correspondence and circulars with follow-up remarks

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	<i>Criterion 2: Self</i>	a) Attends and participates in departmental, union and other professional activities aimed at enhancing his/her professional skills	Register participation in all professional development activities	Terms 1-4	Number professional development activities that have enhanced the professional skills of the educator.	
		b) Professional conduct with reference to punctuality, presentable appearance, respect shown to others	Arrive at school 1 hour before commencement of school day	Terms 1 - 4	Demonstrates professionalism by instilling a good example on punctuality to staff members by arriving early to school daily	
<b>5. Managing the school as an organization</b>	<i>Criterion 1: Financial Management</i>	a) Manages school's finances in terms of applicable legislation (SASA) and policy	Financial statements audited annually	Terms 2-3	Sschool's annual audited financial statements submitted to the district office and auditor's recommendations implemented.	
		b) Provides the necessary guidance to the SGB i.t.o finances.	Financial reports presented at every SGB meeting	Terms 1-4	Number of financial reports presented at SGB meetings	
		c) Follows protocols in developing the school budget	Present school budget for approval at the AGM	Term 3 - 4	School budget is explained and approved at the AGM of parents	
		d) Takes all reasonable steps to prevent financial mismanagement and corruption	Prepare monthly income and expenditure statement	Terms 1 - 4	Number of income and expenditure statements of school funds presented and discussed at meetings of the SGB's sub-committee for Finance.	
		e) Supports school's fundraising efforts	Fund-raising activities are included in the year plan	Terms 1 -3	All fund-raising activities in the year plan are well structured and concluded successfully	
	<i>Criterion 2: General institutional management and administration</i>	a) Maintains a log book containing a record of important events at the schools	Ensures that all visits by departmental officials and external stakeholders are recorded.	Terms 1 -4	Number of visits by departmental officials and external stakeholders recorded in the school log book with date, comments and signature	
		b) Ensures that systems are in place for the management of all correspondence	All incoming and outgoing mail recorded for control	Terms 1-4	Register of incoming and outgoing correspondence with dates, comments and signature Number of relevant correspondence shared with staff members timeously	
		c) Ensures that sensitive information on learners and teachers are properly maintained	Sensitive information on learners and educators are stored in the school safe	Terms 1-4	Records of sensitive information is kept confidential and accessible only to the principal only made available to appropriate support structures.	

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		d) Maintains a filing and storage system	Establish and maintain an e-filing system for administration	Terms 1 - 3	School records are systematically stored in an efficient e-filing system with a back-up available	
		e) Submits reports to the department / districts in terms of national and provincial policies	Quarterly progress reports and learner assessment schedules submitted to Circuit Manager	Terms 1 - 4	Number of reports and learner assessment schedules acknowledged by circuit office and Circuit Manager's feedback/ recommendations on the reports/assessment schedules are implemented	
	Criterion 3: Management of infrastructure	a) Uses existing resources and physical infra-structure optimally	Review policy on the use school's physical infrastructure and resources	Terms 1-2	SGB approves an amended policy on the effective use and maintenance of the school's infra-structure and existing resources.,	
		b) Monitors use and safekeeping of all movable and immovable assets in the school	Install security system at five strategic points	Terms 3 -4	Security system with armed response in place after approval by SGB.	
		c) Makes regular physical infrastructure inspections	Quarterly inspections of school buildings and resources undertaken	Terms 1 - 3	Number of inspection reports on school buildings and resources presented by Maintenance Committee to SGB meetings	
		d) School buildings, ablutions facilities and grounds are properly maintained	Development of school gardens and tiling of ablution facilities	Terms 2-3	Garden landscape around Administrative Block and Grade 12 classrooms complement to the inviting environment of the school.	
	6. Managing human resources (staff) in the school	Criterion 1: Managing human resources (educators and support staff) in the school	a) Makes every effort to fill vacant posts in terms of departmental policy	Implement post-provision norms	Terms 1-4	
b) Assists staff members with solving conditions of service problems			Addresses matters on conditions of service with staff at least once per quarter	Terms 1 - 4	Number of engagements with staff on conditions of service as per PAM and Collective Agreements	
c) Ensures that a positive labour environment exists at the school			Motivate teachers on Batho-Pele principles once per quarter	Terms 1 - 4	Number of staff meetings that commence with discussion on one Batho-Pele principle.	
d) Deals with grievances of staff in terms of the relevant ELRC/PSCBC resolutions			Grievances of educators resolved within 3 days	Terms 1 - 4	Register of grievances lodged by educators with remarks on the outcome of each	
e) Ensures that prescribed procedures are followed with regard to any disciplinary action			Attend a course with SMT on disciplinary procedures	Term 2	Completion knowledge and understanding of the procedures for instituting disciplinary action	

PERFORMANCE STANDARD	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS	
7. Management and advocacy of extra-mural activities	Criterion 1: Management and advocacy of extra-mural activities	a) Ensures that the school offers extra-mural activities to its learners	After school programme for learners for 2 days per week	Terms 1-3	Register of structured after-school in soccer, netball and cricket are attended by selected learner as per activity scheduled	
		b) Encourages and supports learners to take part in extra-mural activities	Enlist support of 2 coaches to improve skills once per week	Terms 1-3	Sports coaches with the approval of SGB motivate and improve the skills learners in extra-mural activities	
		c) Ensures educator participation in extra-mural activities	Develop a roster for educator participation in extra-mural activities	Terms 1-3	Percentage of educator attendance in extra-mural educators in terms of the roster.	
		d) Oversees organisation of extra-mural activities	At least two codes of sport offered on a rotation basis in each quarter	Terms 1-3	Different sports codes organised for each quarter increases learner participation in inter-school activities	
		e) Involves community with extra-mural activities, where applicable	Monitor parent participation in sports schedule	Terms 1-3	Percentage of parents in the schedule that assist in sports and co-curricular activities.	

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