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Department:  
Education  
**PROVINCE OF KWAZULU-NATAL**

Annexure A

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**To**  
**Chief Directors**  
**District Director**  
**CES: Circuit Managers**  
**Circuit Managers**  
**Heads of Sections/Components**  
**Principals of Schools**  
**Chairpersons of School Governing Bodies**

## **KZN CIRCULAR NO. 33 OF 2021**

### **SCHOOL SELF-EVALUATION (SSE) AND SCHOOL IMPROVEMENT PLANNING (SIP)**

#### **DOCUMENTATION ATTACHED:**

#### **1. INTRODUCTION**

KZN circular no. 80 of 2015 on School Self Evaluation dated 10/12/2015, KZN circular no. 09 of 2017 on School Self Evaluation and HRM circular no 59 of 2016 refers.

The core business of the Department of Education is to deliver quality education in all institutions. To realize this objective, proper planning, implementation, monitoring, evaluation and reporting are key, this circular seeks to align all these processes with the following activities:

- 1.1 School self-evaluation (SSE)
- 1.2 School Improvement Planning (SIP)

#### **2. PURPOSE**

The purpose of this circular is to:

- Provide institutions with a framework for planning and ensure that there is uniformity and consistency with regard to planning in all institutions.
- Inform schools to annually conduct School Self Evaluation
- Locate school planning within the nine focus areas as outlined in the National Policy on Whole School Evaluation (2001).
- Assist schools in developing credible SIPs.
- Submit the SSE and SIP to the circuit to inform the circuit improvement plan (CIP), the District Improvement plan (DIP) which in turn informs the Provincial Improvement plan (PIP)
- Provide Principals, SGBs and Departmental Officials with templates to develop plans, monitor the implementation, track performance and progress.



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## **3. LEGISLATIVE FRAMEWORK**

- The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996)
- National Education Policy Act, 1996 (Act 27 of 1996)
- South African Schools Act 1996 (Act 84 of 1996) Section 16 (1), (2) and (3) as amended,
- The Education Laws Amendment Act, 2007 (Act 31 of 2007), Section 16 A,
- National Policy on Whole School Evaluation, 2001,

## **4. SCHOOL IMPROVEMENT PLANNING**

- The school improvement plan is a short - term plan or programme of action which the school develops in response to the findings and recommendations made in the evaluations made in the evaluation reports.
- This plan is reviewed and developed annually and is aimed at effecting improvement in the school's areas of development as highlighted in the evaluation reports.
- To achieve improvement, the school must engage in a process of developing a baseline assessment by conducting a SSE and/ or use the report from the External Whole School Evaluation. The evaluation must be anchored on the nine key focus areas as contained in the WSE National Policy.

## **5. SCHOOL SELF-EVALUATION (SSE)**

- a) Prior to developing a SIP, it is essential that school communities undertake SSE, in accordance with the national policy on WSE (*Government Gazette Volume 433, No. 22512*).
- b) In the WSE policy, external Whole School Evaluation (WSE) is scheduled periodically, primarily for the purpose of verification, while SSE and related improvement planning should be undertaken annually by the school community.
- c) To carry out School Self-Evaluation at the school annually
- d) SSE is a process of reflection on practice, made systematic and transparent, with the aim of improving learner performance, teaching practice and school functionality. This approach is designed to help schools measure to what extent they are fulfilling their responsibilities and improving their performance.



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- e) SSE must be guided by the nine key focus areas for evaluation as contained in the National Policy on Whole School Evaluation. Provincial WSE units will be able to provide further support to Districts with SSE processes.

## **6. SCHOOL IMPROVEMENT PLANS (SIP)**

- f) The core mission of schools is to improve the educational achievements of all learners. The SIP is a road map that sets out the changes a school needs to make to improve the level of learner achievement and the school environment, as well as show how and when these changes will be made
- g) The school should utilise the results of the SSE process, together with the SBA/NSC diagnostic reports and teacher development information from the QMS processes to prioritise improvement activities for inclusion in the SIP.
- h) Schools are advised to visit the online link guide to SSE is available for training as well as self-directed learning and can be accessed from the link below:

<https://rise.articulate.com/share/z959lsHVO00hvLwN7eRdNiL21xTNe0YK>

The school should develop the SIP in two parts:

- Section A: Interventions that lead to improved learner performance.
  - Section B: Interventions that lead to an improved school environment.
- i) The improvement strategies contained in the SIP should include:
- Teacher initiated improvement;
  - School Management Team organised activities; and
  - Circuit/District/provincial/other support.
- j) The SIP should be the single platform to record all improvement initiatives of a school. The Circuit Manager should provide the school with support in developing and implementing a credible SIP.
- k) The SIP should be signed off by the principal and the Circuit Manager and submitted to the District Director for integration into the District Improvement Plan.



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## **7. RESPONSIBILITY OF THE SCHOOL**

- According to section 16A of the Education Laws Amendment act, 2007 (Act 31 of 2007), the Principal of a public school represents the Head of Department in the SGB when acting in an official capacity. The Principal has the responsibility to assist the governing body in the performance of its functions and responsibilities without being in conflict with any legislation or policy.
- The principal has a primary responsibility in developing the SIP.
- The principal must keep and maintain a record for all planning activities, reports and school plans.
- The principal must ensure that the following activities are implemented at the school:
  - o Carry out SSE at the school annually;
  - o Develop a credible SIP;
  - o Implement the SIP
  - o Report to the circuit office quarterly on progress on the implementation of School Improvement Plans.

## **8. RESPONSIBILITY OF THE CIRCUIT MANAGER**

These responsibilities include:

- Support to schools to carry out SSE and develop SIP
- Receipt of School Self-Evaluation reports and SIP;
- Approval of SIP;
- Monitoring the implementation of the SIP and providing the necessary support to the principal, staff and the SGB to ensure achievement of goals towards the delivery of quality education;
- Use of SIPs from schools to inform the circuit improvement plan (CIP), and ultimately the district improvement plan (DIP)

## **9. RESPONSIBILITY OF THE DISTRICT**

9.1 The District has a key role to play in supporting schools to achieve educational outcomes. The District has the responsibility of assisting schools with compiling SIP through the circuit management.



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These responsibilities include:

- Monitor the processes of SSE and submission of SIPs and CIPs by the schools and circuits
- Collation of statistics on the number of schools and circuits that have submitted SIPs and CIPs
- Develop district improvement plan (DIP) from CIP
- Submit progress reports on the implementation of the District improvement plan to the Chief Director District Operations Office

9.2 District Directors and circuit management are kindly requested to bring this information to the attention of all officials responsible for the above processes to ensure the smooth management of School Self-Evaluation and School Improvement Planning in the system.

**DR MJ MTHEMBU**

**ACTING HEAD OF DEPARTMENT: EDUCATION**

**DATE**