

QMS WORK-PLAN (PL 4: Principal): Year 2021

Annexure D 1

NAME		SCHOOL	
PERIOD		DESIGNATION	

PERFORMANCE STANDARD	KEY ACTIVITIES	TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
		must be <i>S.M.A.R.T</i> <i>Specific</i> <i>Measurable</i> <i>Achievable</i> <i>Realistic</i> <i>Timely</i>	As indicated in template		
1. Leading the learning school	Criterion 2: Support for the learning school e) Promotes ICT learning	Educators in Grade 8-10 integrate ICT in teaching	Term 1, 2 & 3	Departmental Heads present monthly progress reports on ICT integration during SMT meetings	
2. Shaping the direction and development of the school	Criterion 1: Planning d) Implements transparent decision making structures – accepts responsibility for decisions taken	Roles and responsibilities Of school's sub-committees presented to SGB.	Term 1 & 2	Sub-committee's roles and responsibilities discussed and adopted by SGB	

PERFORMANCE STANDARD	KEY ACTIVITIES		TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
	Criterion 2: School Governing Body and the broader school community	c) Informs the SGB about policy and legislation	Quarterly cascading of policy and legislation to SGB members	Term 1, 2, 3 & 4	Number of reports on school's professional management, progress on school improvement plan and learner achievement presented at SGB Meetings	
3. Managing quality and securing accountability	Criterion 1: Securing accountability	d) A textbook retrieval system is in place and is properly implemented	98% retrieval rate of textbooks	Term 1, 2, 3 & 4	Percentage of textbooks retrieved rate through effective implementation of textbook retrieval policy.	
	Criterion 2: Managing the quality of teaching and learning	b) Monitors marking and moderation of learner assessments	The moderation of learner assessments in Grades 10 and 11 monitored in 100% of subjects.	Term 1, 2 & 3	Percentage of subjects where moderation of learner assessments was monitored.	

PERFORMANCE STANDARD	KEY ACTIVITIES		TARGETS	TIME-FRAME	PERFORMANCE INDICATORS	CONTEXTUAL FACTORS
4. Developing and empowering self and others	Criterion 1: Staff	a) Staff training programmes planned and implemented	90% of activities in the staff development plan is implemented.	Term 1, 2 & 3	Percentage of staff development activities, as informed by the staff development policy, that are implemented effectively	
	Criterion 2: Self	b) Professional conduct with reference to punctuality, presentable appearance, respect shown to others	Arrive at school 1 hour before commencement of school day	Term 1, 2, 3 & 4	Demonstrates professionalism by instilling a good example on punctuality to staff members by arriving early to school daily	
5. Managing the school as an organization	Criterion 1: Financial Management	d) Takes all reasonable steps to prevent financial mismanagement and corruption	Prepare monthly income and expenditure statement	Term 1, 2, 3 & 4	Number of income and expenditure statements of school funds presented and discussed at meetings of the SGB's sub-committee for Finance.	
	Criterion 2: General institutional management and administration	d) Maintains a filing and storage system	Establish and maintain an e-filing system for administration	Term 1, 2 & 3	School records are systematically stored in an efficient e-filing system with a back-up available	

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	Criterion 3: Management of infrastructure	c) Makes regular physical infrastructure inspections	Quarterly inspections of school buildings and resources undertaken	Term 1, 2 & 3	Number of inspection reports on school buildings and resources presented by Maintenance Committee to SGB meetings	
6. Managing human resources (staff) in the school	Criterion 1: Managing human resources (educators and support staff) in the	b) Assists staff members with solving conditions of service problems	Addresses matters on conditions of service with staff at least once per quarter	Term 1, 2, 3 & 4	Number of engagements with staff on conditions of service as per PAM and Collective Agreements	
7. Management and advocacy of extra-mural activities	Criterion 1: Management and advocacy of extra-mural activities	b) Encourages and supports learners to take part in extra-mural activities	Enlist support of 2 coaches to improve skills once per week	Term 1, 2 & 3	Register of structured after-school in soccer, netball and cricket are attended by selected learner as per activity scheduled	

PERFORMANCE STANDARD 7	Management and advocacy of extra-mural activities
<i>Select 4 descriptors for mid-year and annual appraisal</i>	
	Yes/No

a) Ensures that the school offers extra-mural activities to its learners	Yes
b) Encourages and supports learners to take part in extra-mural activities	Yes
c) Ensures educator participation in extra-mural activities	Yes
d) Oversees organisation of extra-mural activities	No
e) Involves community with extra-mural activities, where applicable	Yes

AGREED (Signatures):

Name	Designation	Signature	Date

