



Province of the  
**EASTERN CAPE**  
DEPARTMENT OF EDUCATION

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**OFFICE OF THE HEAD: EDUCATION**

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**CIRCULAR NO 03 OF 2013**

**TO:** DEPUTY-DIRECTORS GENERAL  
CHIEF DIRECTORS  
DIRECTORS AND DISTRICT DIRECTORS  
CHIEF EDUCATION SPECIALISTS  
DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS  
PRINCIPALS OF ALL PUBLIC AND INDEPENDENT SCHOOLS:  
GRADES 10 - 12  
TEACHERS GRADES 10 - 12  
TEACHER UNIONS / ORGANISATIONS  
SCHOOL GOVERNING BODIES

**DATE: 18 JANUARY 2013**

<p><b>SUBJECT IMPROVEMENT PLANS: GRADES 10 – 12</b></p>
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**1. BACKGROUND:**

Improving Learner Attainment at Grades 10 – 12 is a key priority and delivery area for 2013 (refer to Circular 01 of 2013 "*Teaching & Learning Priorities for 2013*").

Currently, the Curriculum and Assessment Policy Statement (CAPS) is being implemented in Grades 10 – 11 in 2013 (whilst Grade 12 is to be implemented in 2014). The National Curriculum Statement (NCS) continues to be implemented in Grade 12 for 2013 in the FET band. Hence, there are still critical areas that need addressing in order to improve learner attainment in the 2013 academic year. Curriculum coverage, addressing content gap areas, levels and types of questions in formal examination papers and the levels of Planning and Assessment for School Based Assessment (SBA) are some areas that need to be highlighted.

Central to the successful implementation of CAPS and the NCS and improved learner attainment, is the careful reviewal and analysis of the successes and challenges of the 2012 academic year by teachers and curriculum officials.

## 2. SUBJECT IMPROVEMENT PLANS:

A key area in which teachers and curriculum officials can improve the levels of planning and assessment, thereby enhancing learner performance, is through the development of Subject Improvement Plans.

### 2.1. DEVELOPING SUBJECT IMPROVEMENT PLANS:

A Subject Improvement Plan encourages teachers and curriculum officials to be reflexive practitioners, identifying areas in their teaching and advisory practice that need improvement and maintenance.

2.1.1. The following documentation is suggested for planning and development of a Subject Improvement Plan for the 2013 academic year:

- a) Analysis of Grade 11 and 12 final examination papers, memoranda and sampled learner responses;
- b) 2012 Grades 9 - 11 examination mark schedules;
- c) 2012 Grade 12 National Senior Certificate (NSC) examinations results and examiners reports;
- d) Release of results booklet (2012) from the Directorate: Assessment & Examinations (available on the departmental website [www.eccurriculum.co.za](http://www.eccurriculum.co.za)).
- e) Provincial Centralised School Based Assessment (SBA) moderators reports;
- f) Umalusi and Department of Basic Education (DBE) SBA moderation reports;
- g) Department of Basic Education (DBE) Report on the National Senior Certificate Examination on 2011 "National Diagnostic Report on Learner Performance – 2011.

#### 2.1.2. Process of developing Subject Improvement Plans

- a) Conduct a question-by-question analysis of the 2012 Grade 10, 11 and Grade 12 final examination papers and memoranda to determine areas of under-performance by learners;
- b) Analyse the 2012 Grade 9 Annual National Assessment (ANA) scores and Grade 10, 11 & 12 mark schedules and rank learners according to levels of performance (levels 1 – 7);
- c) Analyse Grade 11 & 12 results in 2012 to determine the percentage pass rate of individual schools and/or districts;
- d) Set realistic targets for 2013 to improve on the percentage pass rate for individual subjects for schools and/or districts;
- e) Glean suggested recommendations from available reports (listed above in 2.1.1) on how to improve learner performance and ascertain their relevance to individual schools and districts;
- f) Determine and develop activities at school and/or district levels to implement recommendations to improve learner performance.

**Annexure A**, attached hereto, is a template for a Subject Improvement Plan. Teachers and Curriculum Advisors are to use the template to construct and then implement a Subject Improvement Plan for each of the subjects and grades which they will teach or advise in 2013. The attached template which must be used by all Districts and Schools does allow for inclusion of additional information per individual needs of Districts and Schools.



## 2.2. PROVINCIAL SUBJECT IMPROVEMENT PLANS:

Provincial Subject Improvement Plans have been developed by Provincial Subject Planners giving clear guidance on the provincial vision and targets for each subject. Please note, the Provincial Subject Improvement Plans have used a more detailed template. However, there is clear alignment with Annexure A. Teachers and Curriculum Advisors are to extrapolate information relevant to their needs in the completion of Annexure A and develop Subject Improvement Plans at District / School levels. These Provincial Subject Improvement Plans will be printed and distributed to each FET school in the Province as well as for district curriculum officials. The Provincial Subject Improvement Plans will also be available on the Departmental website: [www.eccurriculum.co.za](http://www.eccurriculum.co.za).

Teachers and district curriculum officials are encouraged to use these Provincial Subject Improvement Plans to benchmark their projected targets, align their goals and finalise compilation of individualized Subject Improvement Plans.

## 2.3 ROLES AND RESPONSIBILITIES

### 2.3.1. THE PROVINCIAL OFFICE will ensure that:

- (i) Districts and schools are monitored and supported in identifying skills, competencies and areas of curriculum content that need focused attention.
- (ii) Districts are monitored to track implementation of 2013 Subject Improvement Plans.
- (iii) Provincial Subject Improvement Plans are finalised and available electronically.
- (iv) Copies of the Provincial Subject Improvement Plans are printed and distributed to District Offices and Schools.

### 2.3.2. DISTRICT OFFICES will ensure that:

- (i) Meetings are convened with School Management Teams to mediate the contents and expectation of Circular 03 of 2013.
- (ii) Subject specific findings and intervention strategies are identified and collated per subject using the attached template (**Annexure A**).
- (iii) Evidence to substantiate items in Annexure A will be required during on-site district visits.
- (iv) Subject teachers are supported in the process of identifying areas that need development and support for inclusion into school Subject Improvement Plans.
- (v) Subject Teachers are monitored and supported in the implementation of the School Subject Improvement Plans.
- (vi) Progress reports are submitted to Provincial Subject Planners at planned committee meetings and Indabas outlined in the Curriculum Management Year Planner 2013/14.
- (vii) District Subject Improvement Plans for each subject are finalised and submitted to Head Office Subject Planners at the Annual FET Subject Advisors Indaba.

### 2.3.3. SCHOOLS will ensure that:

- (i) Areas outlined in 2.1.1, 2.1.2 and Annexure A are completed for each subject offered at the school for Grades 10 – 12.
- (ii) Evidence to substantiate items in Annexure A will be required during on-site school visits.

- (iii) Improvement Plans are implemented as per the time frames stipulated in the CAPS policy (Grades 10 – 11); the National Curriculum Statement (NCS) (Grade 12); and the programmes of assessment to ensure synchronized curriculum coverage.
- (iv) Teachers are monitored and supported with the implementation of the Improvement Plans by School Management Teams, Subject Advisors and Education Development Officers (EDOs).
- (v) Improvement Plans are submitted to the District CES Curriculum Management.
- (vi) Progress reports on implementation are submitted to the District Office as per requests.

## 2.4. TIMEFRAMES

	ITEM	DATE	RESPONSIBILITY
1.	Upload of Provincial Subject Improvement Plans onto Departmental Website	31 January 2013	HO CESs FET Curriculum Planning
2.	Convene meetings with School Management Teams to mediate the contents and expectation of Circular 03 of 2013.	05 February 2013	District CES Curriculum Management
3.	Submit District Subject Improvement Plans to Head Office Subject Planners	11 February 2013	<ul style="list-style-type: none"> <li>• District CES Curriculum Management</li> <li>• Subject Advisors</li> </ul>
4.	Print and distribute Provincial Subject Improvement Plans to Districts	13 February 2013	HO CESs FET Curriculum Planning
5.	Distribute Provincial Subject Improvement Plans to Schools	14 – 15 February 2013	District CES Curriculum Management
6.	Submit School Subject Improvement Plans to District Office	22 February 2013	Principal

## 3. CONCLUSION:

It is envisaged that through the compilation of a Subject Improvement Plan, Teachers and Curriculum Advisors will have a focused improvement programme to follow in 2013 that will impact positively on teaching, learning and assessment. It is hoped that the Subject Improvement Plans will ultimately increase Learner Attainment across Grades 10 - 12.

It is anticipated that this circular will be fully operationalised through the co-operation of principals, teachers and district curriculum personnel.

  
 ACTING HEAD: EDUCATION  
 ML NGONZO





Province of the  
**EASTERN CAPE**  
DEPARTMENT OF EDUCATION

**CIRCULAR 03 OF 2013: ANNEXURE A**

**SUBJECT IMPROVEMENT PLAN:**

**GRADES 10 – 12 (2013)**

**SUBJECT: .....**

**1. GENERAL INFORMATION**

<b>1.1</b>	<b>DISTRICT:</b>	<b>CLUSTER:</b>
<b>1.2</b>	<b>CIRCUIT :</b>	<b>EDO &amp; SUBJECT ADVISOR:</b>
<b>1.3</b>	<b>SCHOOL:</b>	<b>PRINCIPAL:</b>
<b>1.4</b>	<b>GRADE:</b>	<b>TEACHER:</b>
<b>1.5</b>	<b>CONTACT DETAILS OF PRINCIPAL:</b>	<b>CONTACT DETAILS OF TEACHER:</b>
	<b>Tel:</b>	<b>Tel:</b>
	<b>Cell:</b>	<b>Cell:</b>

2. INTRODUCTION																																					
2.1	<p><b>Purpose of the Subject Improvement Plan</b></p> <p>To improve learner performance and attainment according to national and provincial targets.</p>																																				
2.2	<p><b>How will the Subject Improvement Plan be used?</b></p> <ul style="list-style-type: none"> <li>• The Subject Improvement Plan is to be completed by each subject teacher every year.</li> <li>• The Subject Improvement Plan will be infused into the School Improvement Plan. This plan will further strengthen teaching and learning from Grade 10 to 12 and encourage more interactions involving sharing of ideas amongst teachers, SMT and District Curriculum Officials.</li> <li>• The Plan will be handed in to the Subject Advisor and will inform the District Subject Improvement Plan.</li> </ul>																																				
2.3	<p><b>Give the performance of learners in the previous year's examination for Grades 10,11 and 12 in your subject</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>No of Learners</th> <th>No Passed</th> <th>No Failed</th> <th>100 – 80%</th> <th>80 – 60%</th> <th>60 – 50%</th> <th>Below 50%</th> <th>Pass Rate %</th> </tr> </thead> <tbody> <tr> <td>10</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>12</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Grade	No of Learners	No Passed	No Failed	100 – 80%	80 – 60%	60 – 50%	Below 50%	Pass Rate %	10									11									12								
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2.4	<p><b>What is my vision for my subject at my school?</b></p> <p>.....</p> <p>.....</p>																																				
2.5	<p><b>List 3 personal achievable/do-able goals set for my subject for the current school year</b></p> <ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>																																				
2.6	<p><b>What is my Subject Pass rate pledge for Grades 10 - 12 this year?</b></p> <ul style="list-style-type: none"> <li>• Grade 10 .....</li> <li>• Grade 11 .....</li> <li>• Grade 12.....</li> </ul>																																				

3. IDENTIFICATION OF GENERAL AREAS REQUIRING INTERVENTION AT DISTRICT / SCHOOL LEVELS (Add to the list if necessary according to the needs of the subject)			
	HAVE YOU IDENTIFIED OR DETERMINED THE INFORMATION REQUIRED IN THE STATEMENTS BELOW?	YES (tick ✓)	NO (tick ✓)
3.1	Interaction with other teachers (establishment of school based subject committees / cluster meeting attendance etc)		
3.2	Teaching and learning methodologies		
3.3	Moderation processes and procedures		
3.4	Interpretation of Policies and Guidelines (CAPS)		
3.5	Equipment and resources		
3.6	Subject Planning (Work Schedule/ Annual Teaching Plan / Lesson Plans and Programme of Assessment)		
3.7	Classroom practice (questioning techniques, record keeping, discipline etc)		
3.8	Problem areas identified in the teaching of content (for teachers and learners)		
3.9	Problem areas identified in the setting of exam question papers and memoranda		
3.10	Available textbooks and extra LTSM		
3.11	Participation in co-curricular activities related to the subject		
3.12	Coverage of content during the academic year		
3.13			



4. AUDIT OF ANALYSIS OF RESULTS FOR PREVIOUS YEAR			
	HAVE YOU IDENTIFIED OR DETERMINED THE INFORMATION REQUIRED IN THE STATEMENTS BELOW?	YES (tick ✓)	NO (tick ✓)
4.1	Percentage pass rate for previous year (Grades 10, 11 & 12)		
4.2	The success of the school / district in comparison to other schools in the cluster / districts		
4.3	Questions in which the learners did not answer successfully		
4.4	Suggested reasons (e.g. content was not taught, content not assessed during SBA etc.)		
4.5	Remedial action in identified challenge areas		
4.6	Questions in which learners did well		
4.7	Suggested reasons		
4.8	Reasons translated into sustainable good practice for other areas of the curriculum		
4.9	Identification of content which appeared in the exam paper which was not taught during the year		
4.10	Implications of the non-coverage of content during the academic year and how will this be address in new academic year		
4.11	Learner performance in each of the three cognitive levels across the range of questions in the exam paper		
4.12	Utilisation of this information in terms of the three cognitive levels for remedial lesson planning in the new year		



Once the teacher or curriculum official has answered the questions in sections 3 & 4 above, the following table, indicating the **THREE** key areas of curriculum implementation and planning, can be used to guide teachers in completing a personal Subject Improvement Plan based on the reflections above.

FOCUS AREAS	INDICATORS	ACTIVITIES	RESOURCES NEEDED	RESPONSIBILITY	TIMEFRAMES
1 PLANNING	e.g. Improved planning for teaching and learning of set poems	<ul style="list-style-type: none"> <li>Comprehensive development of workschedule</li> <li>Lesson plans</li> <li>Tests</li> <li>Worksheets on e.g. Imagery &amp; Figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Anthology of Set poems</li> <li>Study guides</li> <li>Textbooks</li> </ul>	Subject teacher HOD Subject Advisor	January – September 2013
2 TEACHING (CURRICULUM COVERAGE)	e.g. Improved summary writing by learners	Summary writing practice for learners (skimming and scanning texts; synthesis, word attack skills; dictionary skills etc)	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Examples from past examination papers</li> <li>Magazines</li> <li>Newspaper</li> <li>etc</li> </ul>	Subject teacher	Ongoing

FOCUS AREAS	INDICATORS	ACTIVITIES	RESOURCES NEEDED	RESPONSIBILITY	TIMEFRAMES
3 ASSESSMENT (CURRICULUM COVERAGE)	e.g. Improved performance of learners in comprehension tests / contextual questions	Practice comprehension exercises (improved reading and writing skills through: vocabulary/ spelling / sentence construction / parse / paraphrasing etc)	<ul style="list-style-type: none"> <li>• CAPS policy document</li> <li>• Textbooks</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Internet websites</li> <li>• etc</li> </ul>	Subject teacher HOD Subject Advisor	Ongoing