



CIRCULAR: QPS01 OF 2021

TO : DEPUTY DIRECTORS- GENERAL
: CHIEF DIRECTORS
: DIRECTORS- PROVINCIAL OFFICE
: DISTRICT DIRECTORS
: CHIEF EDUCATION SPECIALISTS
: CURCUIT MANAGEMENT CENTRE HEADS
: CIRCUIT MANAGERS
: PRINCIPALS OF PUBLIC ORDINARY SCHOOLS
: ORGANISED LABOUR

FROM : HEAD OF DEPARTMENT

SUBJECT : INSTITUTIONALIZATION OF SCHOOL SELF-EVALUATION AND SCHOOL IMPROVEMENT PLANNING

DATE : 25 NOVEMBER 2021

1. AIM

The purpose of this circular is: -

1.1 To reinforce implementation of the Provincial circular 32 of 2015 (See annexure A) to ensure that institutionalization of school self-evaluation and school improvement planning (SSE-SIP) is achieved in the Province.

1.2 To introduce the revised SSE (annexure B.1) and SIP (annexure B.2) instruments that

should be utilized by all primary and secondary schools when planning for the

academic year. These SSE-SIP instruments were provided by the National

Department of Basic Education (DBE) on 01 November 2020 and should be used for



2. BACKGROUND

The Provincial Circular 32 of 2015 states that every school is required to annually develop School Improvement Plan (SIP), detailing what the key challenges of the school are and how they will be addressed. School communities should undertake school self-evaluation (SSE), in accordance with the national policy on WSE (Government Gazette Vol. 433: No. 22512 of 26 July 2001, Pretoria). School self-evaluation is the process of reflection on practice, made systemic and transparent, with the aim of improving learner performance, teaching practice and school functionality. Subsequent to SSE process, the school community must then produce a SIP that will address the identified challenges and improve the quality of basic education in the school.

One of the main findings from monitoring of schools is that school improvement plans do not reflect realistic challenges of schools and measures to address such challenges. Furthermore, monitoring of implementation of the SSE-SIPs and the Academic Performance Improvement Plans (APIP) in sampled schools in the Province reveals that there is lack of support to schools in developing SSE-SIPs.

In 2019, DBE reviewed whole school evaluation instruments and templates following the resolutions of the Quality Assurance and Skills Development (QASD) subcommittee under the Heads of Departments Committee (HEDCOM) as part of the move to reposition and strengthen WSE implementation. During the revision, SSE-SIP instruments were developed for use in 2021. In September 2021, the Department trained 145 District officials, including 30 CMC Heads and 115 Circuit Managers through the MS Teams platform on SSE-SIP instruments and processes. All districts attended the training.

3. DISCUSSION

- 3.1 This circular reaffirms the contents of the Provincial circular 32 of 2015.
3.2 Paragraph 4b of circular 32 of 2015, is hereby corrected:

From:

"The school should utilize the results of the SSE process, together with ANA/ NCS diagnostic reports and teacher development information from IQMS processes to prioritise improvement activities for inclusion in the SIP."

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To:

“The school should utilize the results of the SSE process, together with Systemic Evaluation/ NSC diagnostic reports and teacher development information from QMS processes to prioritise improvement activities for inclusion in the SIP”.

3.3 Provincial Education Departments are required to embark on an advocacy campaign to ensure that the institutionalization of school self-evaluation and school improvement planning (SSE-SIP) processes is achieved.

3.4 It is the responsibility of the Circuit Managers to support schools to carry out SSE and approve the SIPs that are developed by the schools. Districts should ensure that schools are provided with necessary support in developing and implementing the improvement plans.

3.5 Districts are expected to train and/or conduct orientation sessions for all schools under their care on SSE-SIP processes and instruments during the fourth term of each academic year.

3.6 Circuit Managers are expected to submit training schedules to roll out the training of schools to the Institutional Development and Delivery Oversight (IDDO) Directorate during the month of October every academic year.

4. CONCLUSION

All schools (primary and secondary) are required to implement the SSE-SIP planning processes in order to ensure that school functionality and learner achievement improve in the Province. Furthermore, all schools are expected to make use of the revised instruments that were introduced by National DBE in 2020 for implementation in 2022 onwards.

5. ANNEXURES

(a) Annexure A: Circular 32 of 2015

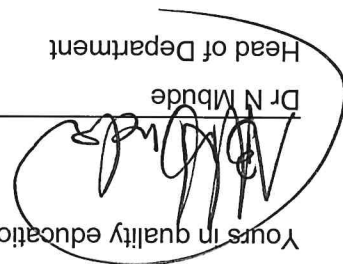
(b) Annexure B.1: School self-evaluation (SSE) instrument

(c) Annexure B.2: School Improvement Plan (SIP) instrument

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SCHOOL IMPROVEMENT PLANNING**

Provincial WSE unit and District Directors are kindly requested to bring this information to all
officials and schools.

Yours in quality education



Dr N Mbude

Head of Department