



OFFICE OF THE CHIEF DIRECTOR: INSTITUTIONAL OPERATIONS MANAGEMENT
Steve Vukile Tshwete Complex, Zone 6 Zwelitsha, 5608, Private Bag X0032, Bhisho, 5605 REPUBLIC OF SOUTH AFRICA:
Enquiries: Mr. L. LUTYA 083 275 0670 Tel. 040 608 4148. Email: londoloza.lutya@ecdoe.gov.za and Ms Mtebele on
nozibel.mtebele@ecdor.gov.za

INSTRUCTION NOTE: CD: IOM 1 OF 2025

TO: DEPUTY DIRECTORS-GENERAL, CHIEF DIRECTORS, HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS, CHIEF EDUCATION SPECIALISTS. EDUCATION DEVELOPMENT OFFICERS, DEPUTY CHIEF / SENIOR EDUCATION SPECIALISTS, PRINCIPALS OF PUBLIC AND INDEPENDENT SCHOOLS OFFERING GRADES R-12, TEACHER UNIONS AND SCHOOL GOVERNING BODIES

DATE: 15 January 2025

SUBJECT: 2025 PLANNING CYCLE FOR SCHOOLS, CIRCUITS AND DISTRICTS THROUGH THE DEVELOPMENT OF SSEs, SIPs, CIPs and DIPS

1. BACKGROUND INFORMATION

- 1.1. Provincial Circular 32 of 2015 states that every school is required to annually develop School Improvement Plan (SIP), detailing the key challenges of the school and how these will be addressed.
- 1.2. Schools are further requested to undertake a School Self-Evaluation (SSE) exercise in accordance with the national policy on WSE (Government Gazette Vol.433: No. 22512 of 26 July 2001, Pretoria).
- 1.3. The 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.
- 1.4. Following the SSE process, the school community is expected to produce a SIP that will address the identified challenges and improve the quality of basic education in the school. Schools should report on the implementation of SIP activities quarterly.
- 1.5. One of the main findings from the monitoring of the development and implementation of schools in 2024 is that the school improvement plans do not reflect realistic challenges of schools and measures to address such challenges and further indicates that the Academic Performance Improvement Plans (APIP) from Underperforming Schools are also not implemented.
- 1.6. In 2021 there was a review of the SSE-SIP instruments and an expectation that the revised instruments would be ready for implementation in 2022.
- 1.7. In 2023-2024 the Whole School Development Sub-Directorate trained approximately 250 Circuit Managers on the use of the revised SSE-SIP instruments and processes

2025 PLANNING CYCLE FOR SCHOOLS, CIRCUITS AND DISTRICTS.

and it was expected that all Circuit Managers would train their Principals, SMTs and SGBs would be trained on the latter.

- 1.8. The completion of the SSEs and SIPs would culminate in every circuit and district developing their own circuit and district plans that is contextualised to the needs of their own districts.

2. PURPOSE OF THE INSTRUCTION NOTE

The purpose of this Instruction Note is to notify schools to start the process of the School Self Evaluation that requires the presence of the whole school community and to translate the findings of the SSE into the School Improvement Plan using the School Self-Evaluation and School Improvement Planning (SSE-SIP) tools.

3. DEVELOPMENT OF SCHOOL SELF EVALUATIONS (SSEs) AND SCHOOL IMPROVEMENT PLANS (SIPs)

- 3.1.1. Provincial circular 32 of 2015 (See annexure A) requires that all schools develop their SSEs and SIPs in line with the policy.
- 3.1.2. Schools to take note of paragraph 4b of Circular 32 of 2015, that indicates that: *'The school should utilize the results of the SSE process, together with Grade 6 First Additional Language and Mathematics/ NSC diagnostic reports and teacher development information from QMS processes to prioritise improvement activities for inclusion in the SIP.'*
- 3.1.3. Circuit Managers are expected to encourage and support schools where necessary to develop their SSEs and SIPs and to ensure that it is handed in on time. Please see the Management Plan further into the memo for the submission of the SIPs.
- 3.1.4. Districts through the Circuit Managers are expected to train and/or conduct orientation sessions for all schools under their care on SSE-SIP processes and instruments during the third term of each academic year and to submit their training plans of new Principals on the development of the SSEs and SIPs annually in October of every year.
- 3.1.5. Kindly find the electronic SSE Tool below ;



SCHOOL SELF
EVALUATION TOOL _

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4. DEVELOPMENT OF CIRCUIT IMPROVEMENT PLANS (CIPs)

4.1.1. Following from the request of schools to start with their SSEs and SIPs it is further requested that all Circuit Managers use the SIPs from the schools in their circuits to develop their Circuit Improvement Plans highlighting mostly the issues that need support in the schools in their circuits. Please find the electronic template for the development of the DIPs below.



5. DEVELOPMENT OF DISTRICT IMPROVEMENT PLANS

5.1 It is expected that all Districts will start with their District Improvement Plans once all 5.2 Circuit Plans have been developed by the Circuit Managers.

6. TIMEFRAMES FOR THE IMPLEMENTATION

6.1 Principals, Circuit Managers and District Directors are requested to ensure that planning for the new academic year takes place using the tool provided by policy and are undertaken within the following timeframes:

ACTIVITY	TIMEFRAME
Principals to familiarize themselves with the SSE instrument. 1. Guide school stakeholders through a process of reflection, problem solving, decision making and planning; Internal capacity building of relevant stakeholders	September-October
2. Implement the internal evaluations	October-December
3. Transfer all challenges and follow-up mandates from the SSE to the School Improvement Plan and validate the process with the SGB as activities that will be addressed for the new year.	November -January
4. Upload the SSE SIP document onto to the DBE Portal and also submit an electronic version to the Circuit Manager	End January
5. Circuit Managers to develop their Circuit Improvement Plans	January
6. Districts to start with their first draft of the District Improvement Plans	Mid- January
7. Districts to submit their District Improvement Plans to Head Office (CD: IOM)	First Week of February
8. Province submits the District Improvement Plans to the DBE.	Second Week of February
9. Underperforming schools to develop their Academic Improvement Plans (APIPs)	First Week of February
10. Underperforming Schools to submit their APIPs to the province	Second week of February
11. Monitoring of the SIPs, CIPs, DIPs and APIPs	Quarterly

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7. All Cluster Chief Directors, District Directors CMC and Circuit Managers and Principals must bring Instruction Note CD: IOM 01 of 2025 to the attention of the relevant staff and stakeholders impacted by this planning process to start the process of planning for schools for 2025.

SIGNED:



DDG: EDC & IOM
MR T MTSHIDA

20 January 2025

2025 PLANNING CYCLE FOR SCHOOLS, CIRCUITS AND DISTRICTS.



OFFICE OF THE CHIEF DIRECTOR: IOM

Steve Vukile Tshwete Complex, Zone 6 Zwelitsha, 5608, Private Bag X0032, Bhisho, 5605 REPUBLIC OF SOUTH AFRICA:
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Website: www.eceducation.gov.za

SUBMISSION

**TO : THE DDG: EDC & IOM
MR T MTYIDA**

FROM : CHIEF DIRECTOR: IOM

DATE : 20 NOVEMBER 2024

**SUBJECT : REQUEST TO SIGN INSTRUCTION NOTE CD:01 OF 2024 PREPARING
SCHOOLS FOR THE CYCLE OF PLANNING FOR 2025.**

1. PURPOSE

The purpose of this submission is to request the DDG to sign the attached ECDOE Instruction Note: CD: IOM 01 of 2024 in view of preparing schools for the cycle of planning for 2025.

2. BACKGROUND

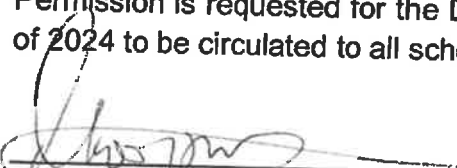
- 2.1. The Provincial Circular 32 of 2015 states that every school is required to annually develop School Improvement Plan (SIP), detailing what the key challenges of the school are and how they will be addressed. School communities should undertake school self-evaluation (SSE), in accordance with the 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. After the 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. Schools should report on the implementation of SIP activities quarterly.
- 2.2. 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 the 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. Further to this, the DBE indicated that the Eastern Cape schools have a poor upload of SIPs annually hence the decision for schools to start in the Quarter 4 to develop the SSEs and SIPs.

8 FINANCIAL IMPLICATIONS
None

9 PERSONNEL IMPLICATIONS:
None

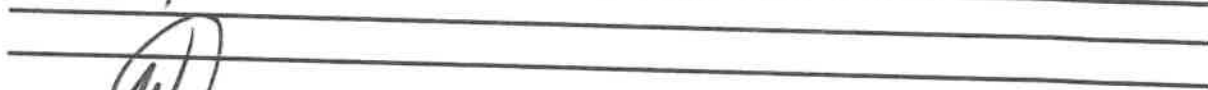
10 RECOMMENDATION

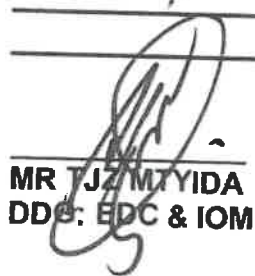
Permission is requested for the DDG to sign the attached Instruction Note : CD:IOM 01 of 2024 to be circulated to all schools and districts.


MS G KOOPMAN
CD: INSTITUTIONAL OPERATIONS MANAGEMENT

20/11/2024
DATE

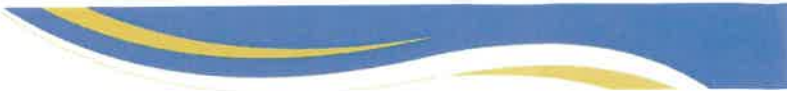

APPROVED/NOT APPROVED




MR T JZ MTYIDA
DDG: EDC & IOM

22-11-2024
DATE





2.3. It is expected that the province ensure that the revised SSE (annexure B.1) and SIP (annexure B.2) instruments are utilized by all primary and secondary schools when planning for the academic year. The SSE-SIP instruments were provided by the National Department of Basic Education (DBE) on 01 November 2020 and should be used for undertaking school self-evaluation and crafting of school improvement plans.

2.4 Finally, all Circuit Managers and District Directors are expected to develop their CIPs and DIPs in accordance with the needs of the schools.

3. DELIBERATIONS

DBE in exercising its oversight role in provinces conducted a virtual monitoring of SSE and SIP as well as school readiness survey on SSE-SIP in sampled schools in 2022-2024. Also, the monitoring and survey reports issued indicates some dissatisfaction with the status in the development of quality School Self Evaluation reports and implementation of School Improvement Planning in sampled schools in the Eastern Cape. This is mostly evident in Quintiles 1-3 schools to the extent that the Auditor General and DBE demanded follow-up and support visits to be undertaken in selected schools before the end of Quarter 2 of 2024/25 financial year.

In 2023 the ECDoE failed to submit the District Improvement Plans but this changed in 2024 when all District Improvement Plans were submitted. Unfortunately, same cannot be said of the School Improvement Plans as only 40% of schools uploaded their information onto the DBE Portal. The Instruction Note attached aims to turn around the submission of SIPs and DIPs hence the request for all institutions to develop their plans for early submission to the DBE.

3 LINKS TO UNITS' STRATEGIC PRIORITIES

This request has links with all Strategic Priorities of the department.

4 LEGAL IMPLICATIONS

None

5 COMMUNICATION IMPLICATIONS

Communication retained between Office of the A/HoD and the MECs Office.

6 POLITICAL IMPLICATIONS

Acknowledging and enhancing relations with all departments.

7 CONSULTATIONS

Consultations are done between the two offices.

8 FINANCIAL IMPLICATIONS

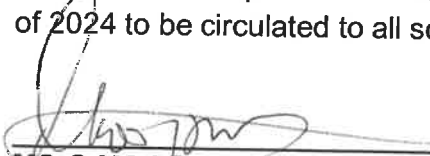
None

9 PERSONNEL IMPLICATIONS:

None

10 RECOMMENDATION

Permission is requested for the DDG to sign the attached Instruction Note : CD:IOM 01 of 2024 to be circulated to all schools and districts.



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APPROVED



MR TJZ/MTYIDA
DDG: EDC & IOM

22-11-2024
DATE

