TABLE OF CONTENTS

ACTIVITY	DESCRIPTION	PAGE
	Introduction……	**5**
Activity 1	**Promoting School Functionality ……**	**9**
	• ***Activity 1a:*** *The Key Contributors to School Functionality* • ***Activity 1b:*** *Ranking Contributors to School Functionality* • ***Activity 1c:*** *Assessing Readiness to promote Maximum Functionality*	
Activity 2	**Functionality – Data, Information and Performance…….**	**17**
	• ***Activity 2a:*** *Identify Sources* • ***Activity 2b:*** *The Nature of Information*	
Activity 3	**Birdseye View of Overall School Performance……**	**31**
Activity 4	**Management and Governance Priorities to Maximize Functionality……**	**35**
	• ***Activity 4a:*** *Vision of Functionality* • ***Activity 4b****: Sources of Data for Identifying Governance and Management Priorities* • ***Activity 4c:*** *Standards of Functionality for Management and Governance* • ***Activity 4d:*** *Typical Decisions and Issues* • ***Activity 4e:*** *Priorities for Planning and School Development*	
Activity 5	**Managing Teacher Performance to Maximize School Functionality……..**	**47**
	• ***Activity 5a:*** *Vision of Functionality* • ***Activity 5b:*** *Sources of Data for Identifying Information on Teacher Performance* • ***Activity 5c:*** *Standards of Functionality for Teacher Performance* • ***Activity 5d:*** *Typical Decisions and Issues* • ***Activity 5e:*** *Priorities for Planning and School Development*	
Activity 6	**Managing Learner Welfare and Performance to Maximize School Functionality……**	**59**
	• ***Activity 6a:*** *Vision of Functionality* • ***Activity 6b:*** *Sources of Data for Improving Learner Welfare and Performance* • ***Activity 6c:*** *Standards of Functionality for Learner Welfare and Performance* • ***Activity 6d:*** *Typical Decisions and Issues* • ***Activity 6e****: Priorities for Planning and School Development*	

ACTIVITY	DESCRIPTION	PAGE
Activity 7	**Managing Curriculum Plans and Coverage to Maximize School Functionality…….** • ***Activity 7a:*** *Vision of Functionality* • ***Activity 7b:*** *Sources of Data for Curriculum Coverage Priorities* • ***Activity 7c:*** *Standards of Functionality for Curriculum Coverage* • ***Activity 7d:*** *Typical Decisions and Issues* • ***Activity 7e:*** *Priorities for Planning and School Development*	**69**
Activity 8	**Managing Teacher and Learner Resources to Maximize School Functionality…….** • ***Activity 8a:*** *Vision of Functionality* • ***Activity 8b: Sources*** *of Data for Monitoring the Effectiveness of Resources in the School* • ***Activity 8c:*** *Standards of Functionality for Management of Teacher and Learner Resources* • ***Activity 8d:*** *Typical Decisions and Issues* • ***Activity 8e:*** *Priorities for Planning and School Development*	**79**
Activity 9	**Managing Parent and Community Involvement to Maximize School Functionality…….** • ***Activity 9a:*** *Vision of Functionality* • ***Activity 9b:*** *Sources of Data for Managing Parent and Community Involvement* • ***Activity 9c:*** *Standards of Functionality for Managing Parent and Community Involvement* • ***Activity 9d:*** *Typical Decisions and Issues* • ***Activity 9e:*** *Priorities for Planning and School Development*	**89**
Activity 10	**Managing School Finances to Maximize School Functionality……** • ***Activity 10a:*** *Vision of Functionality* • ***Activity 10b:*** *Sources of Data for Improving Financial Management* • ***Activity 10c:*** *Standards of Functionality for Financial Management* • ***Activity 10d:*** *Typical Decisions and Issues* • ***Activity 10e:*** *Priorities for Planning and School Development*	**99**
Activity 11	**Managing School Assets and Infrastructure to Maximize School Functionality…….** • ***Activity 11a:*** *Vision of Functionality* • ***Activity 11b:*** *Sources of Data for Improving Management of School Assets and Infrastructure* • ***Activity 11c:*** *Standards of Functionality for Management of the School's Assets and Infrastructure* • ***Activity 11d:*** *Typical Decisions and Issues* • ***Activity 11e:*** *Priorities for Planning and School Development*	**111**

ACTIVITY	DESCRIPTION	PAGE
Activity 12	**Managing School Safety And Security to Maximize School Functionality ……** • ***Activity 12a:*** *Vision of Functionality* • ***Activity 12b:*** *Sources of Data for Improving Safety and Security* • ***Activity 12c:*** *Standards of Functionality for School Safety and Security* • ***Activity 12d:*** *Typical Decisions and Issues* • ***Activity 12e:*** *Priorities for Planning and School Development*	**121**
Activity 13	**Building a Data-Driven Culture in the School…….** • ***Activity 13a****: Consideration for building a data-driven Culture* • ***Activity 13b****: Building a data-driven School Culture*	**131**
Activity 14	**Plan Development……** • ***Activity 14a:*** *Description of planning requirements* • ***Activity 14b:*** *Rolling out planning requirements* • ***Activity 14c:*** *Assessing planning priorities* • ***Activity 14d:*** *Reflecting on selected planning priorities*	**139**

Introduction

This module is intended for principals and their SMTs so that they can provide leadership in improving their school's performance in serving learners and their communities. The purpose of the module is to build awareness and capacity in the use of data for school improvement. The module seeks to link the use of data and planning with the promotion and management of school functionality. It seeks to confirm and reinforce the relevance of data in monitoring and improving school performance.

It is for this reason that the module begins with a discussion on school functionality and explores what it means for a school to be fully functional. The approach to the module is to identify the key areas of school functionality and to examine and explore data needs, data sources and data use for each area of school functionality. The module looks at standards for each area of school functionality, and discusses the data needs and sources for monitoring the attainment of these standards. The standards listed for each area of school functionality were derived from a wide range of education polices and processes which seek to evaluate and improve the performance of schools.

The focus of the activities in the module is on: *(a) awareness of data needs and data sources, (b) self-reflection on school performance on the basis of standards; and (c) the identification of priorities in the school for improving performance and functionality*. These priorities will be included and elaborated on in the school improvement plan that is prepared by each school.

In presentation of the actives of the module there are 8 critical considerations to be contemplated in understanding and benefitting from the thrust of the module. These are enumerated and discussed briefly below.

1) ***Purposeful use of data:***
   The module seeks to discourage data use for the sake of data. Rather, the module encourages the purposeful use of data to make decisions, solve problems, monitor progress, and improve performance. If data use must be purposeful, then school managers must be fully aware of what data is needed for what specific purpose. Here managers must consciously and consistently compile the data they need to promote performance in their schools.

2) A Vision of full functionality in schools

School managers (and staff) must share a vision of what full functionality means in terms of school performance. This vision should constitute the basis for performance standards, and hence, the basis for data use for performance improvement. This vision of full functionality in every area of the school's performance is the glue that holds together the school's planning and performance tracking.

3) The pursuit of full functionality

The purpose and aim of school improvement planning is to attain high performance and full functionality in each of the critical areas of school performance. Based on this intention, the school undertakes the responsibility to programme its efforts to attain full functionality in each area. Attaining full functionality is a data driven process where data drives the tracking of progress in relation to standards and performance indicators.

4) Awareness of data sources

If the school improvement process is data driven, then school managers must be fully aware of data sources, and must promote the acquisition, recording, and accessibility of this data for tracking performance. There is a wide variety of data sources that are available. Some of the data sources are not tapped, and, as a result, the quality of data that could be accessible is unsupported and unavailable for use. Awareness of purpose will promote awareness of relative sources.

5) A data driven culture

The use of data for planning and decision-making will not thrive in the school environment unless and until the school builds a culture where data use and evidence-based decisions are highly valued. In this regard, school managers must build and nurture a data driven culture as the basis for managing school functionality through evidence-based tracking and monitoring. Data availability and use begins with an awareness about the value of data.

6) Resources for plan implementation

The process of the workshop will identify gaps in the school's performance and will seek to fill these gaps through school improvement planning. Implementation of the plan, however, requires resources. Too often resources for implementation are unavailable. The module seeks to encourage more creativity in accessing resources to implement the plan.

7) ***Responsibility for school improvement***

The school is responsible for planning and programming school improvement. In this light, the school must apply its skills and resources to improving performance in the key areas for building a functional school. It should be noted, however, that it might not be within the competence of the school to address some of the issues or gaps identified. In this regard, the plan must be clear on the manner in which it will solicit support for plan implementation.

8) ***Maximizing sources of data***

Established sources of data such as Whole School Evaluation and the Data Driven District database could be very useful in the assessment of performance and performance trends. However, these databases may not contain the range of information needed by the school to assess all areas of school functionality. The activities in the module seek to explore a wide range of data sources for use in monitoring progress in the school's performance. These activities seek to highlight and bring into view the wide range of untapped sources of data that are overlooked by the school.

Summary

The module seeks to reinforce the initiatives of WSE and DDD, and seeks to broaden awareness and use of data to track, monitor, and manage performance. The module will result in the identification of priorities for school improvement planning. The module will impact school functionality and performance only if school managers and staff embrace and nurture a data driven performance culture at the school.

Activity 1

PROMOTING SCHOOL FUNCTIONALITY

Introduction:

School improvement planning is concerned with promoting full functionality in the school. Planning seeks to identify gaps in the performance of the school, and to fill these gaps in order to attain enhanced performance and functionality in the particular area of the school's function. It is important, therefore, to reflect on what is a fully functional school. In this regard, we can identify the key contributors to school functionality by looking at the critical areas in which the school is expected to perform well in serving learners. While we generally agree on what these critical areas are, we sometimes differ on the relative importance of these areas. At the outset of contemplating data use for school improvement planning, it is necessary to reflect on the meaning of a fully functional school so that the purpose of planning and the pathway to school improvement can be clear. The school principal and SMT should be of one view as to their vision and targets for an improved school.

Purpose:

The purpose of the activity is to map the meaning of school functionality by identifying the components of performance in a functional school by seeking agreement on priorities for school performance and by assessing the readiness of school managers to promote and pursue a fully functional school.

Objectives:

1. *To identify and agree on the components or areas of performance of a fully functional school.*
2. *To reflect on the importance of each component for the school in light of its circumstances.*
3. *To reflect on the readiness of school management to promote maximum functionality in the school's performance.*

Instructions:

There are 3 sub-activities in this section. Instructions are provided for each sub-activity. The sub-activities are as follows:

Activity 1a: The Key Contributors to School Functionality
The activity identifies some components of school functionality, and seeks to establish the importance of each component and the level of completeness of the map of key contributors to school functionality.

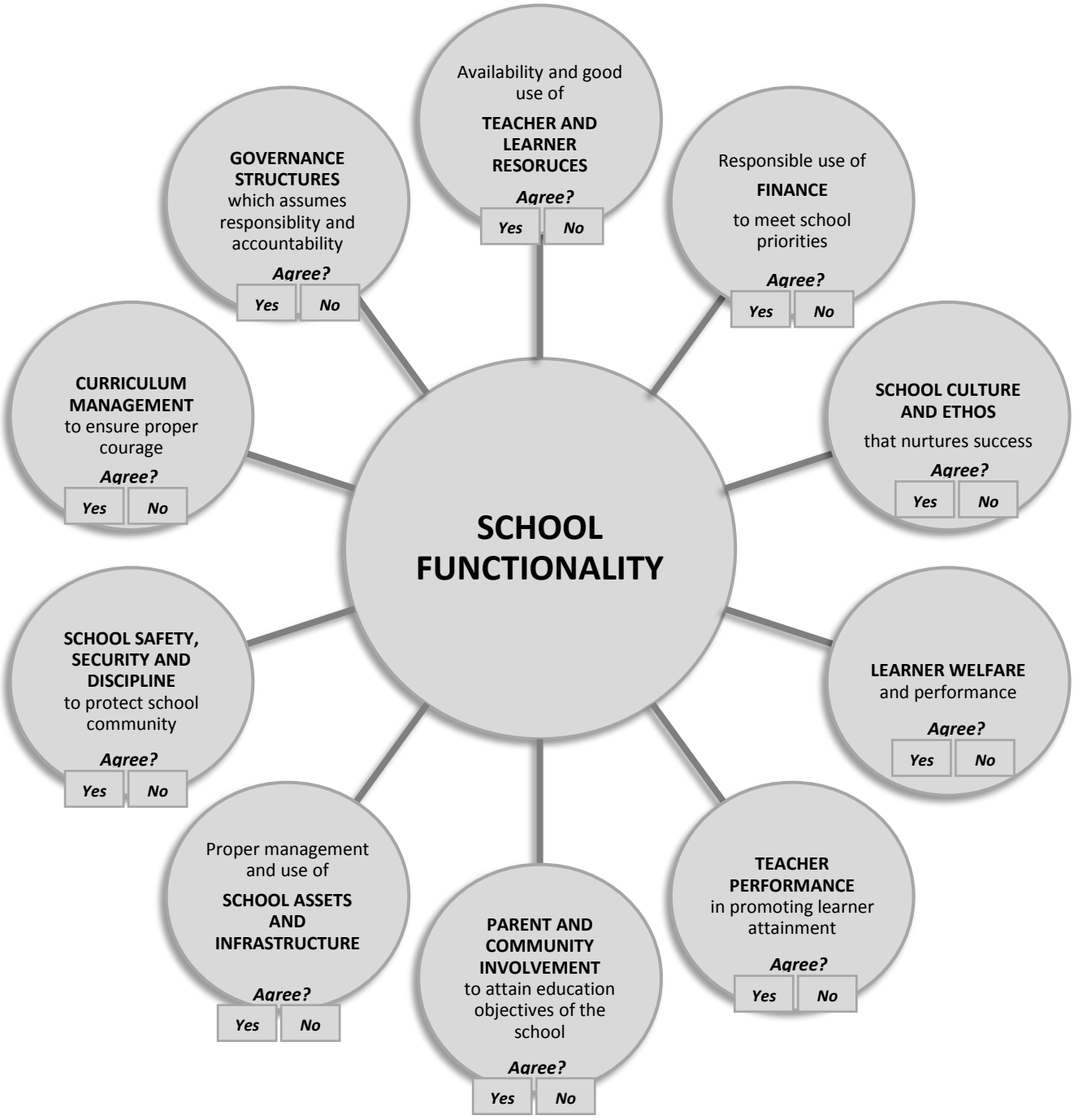
Activity 1b: Ranking Contributors to School Functionality
The sub-activity seeks to attain agreement from school managers on the relative importance of contributors to school functionality.

Activity 1c: Assessing Readiness to promote Maximum Functionality
The sub-activity seeks to assess the depth of reflection and planning to improve each function.

Activity 1a

Identifying the Key Contributors to School Functionality

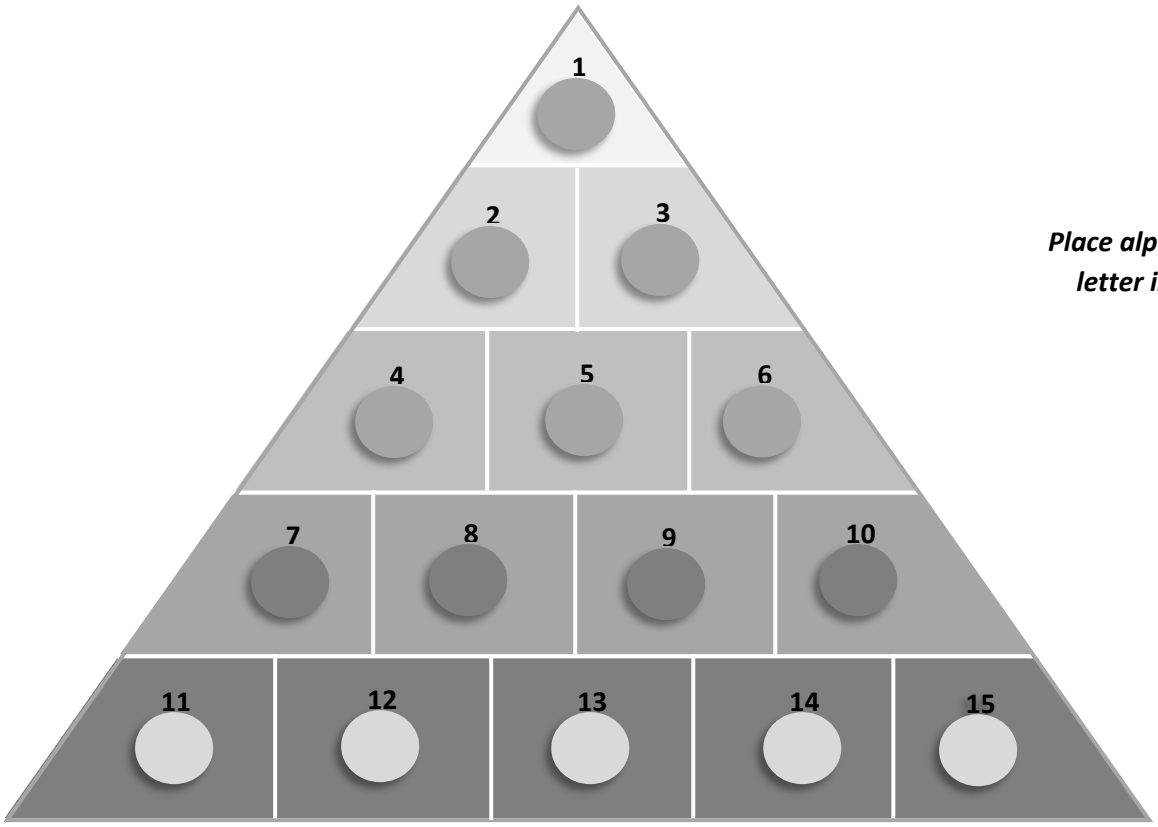
Instructions: *The key contributors to school functionality are mapped below. Each contributor is an important part of the school's effort to serve learners. Do you agree? Please note 'yes' or 'no'. Are there other contributors to school functionality? Please state in the space provided below.*



Other Contributors to School Functionality (Please specify)

Activity 1b
Ranking Contributors to School Functionality

***Instructions**: The triangle below seeks to map the relative importance of contributors to school functionality with 1 at the top being the highest ranking and 15 at the bottom being the lowest. For each contributor to functionality listed below (letters A to T) identify the most important by placing the letter at the appropriate place in the triangle.*



Place alphabetical letter in circle

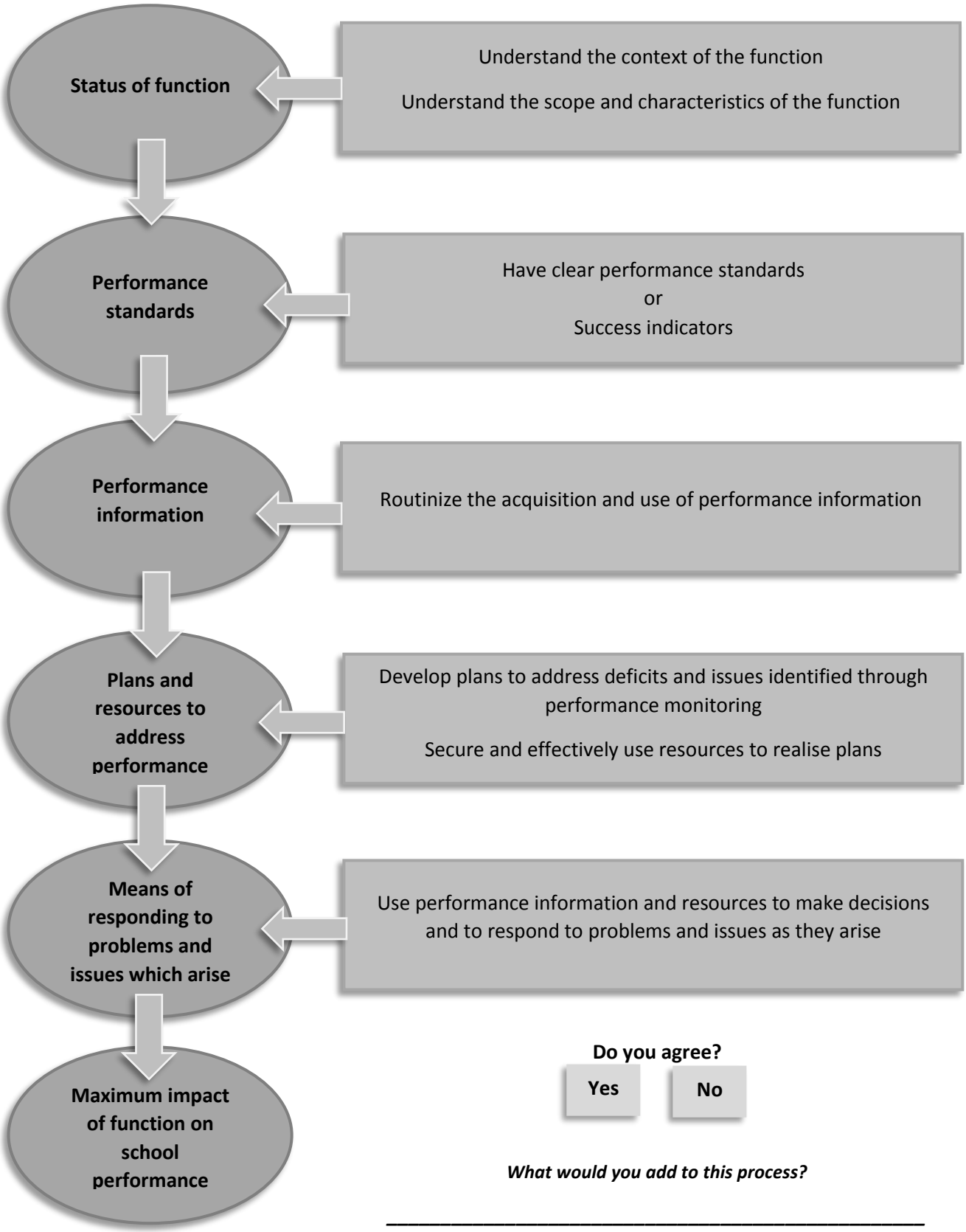
Contributors to School Functionality

A	Finance	**K**	School Facilities – Buildings
B	Learner Resources	**L**	Parent Involvement
C	Teacher Resources	**M**	Teacher Performance
D	Governance - SGB	**N**	Learner Welfare
E	Governance - Policy	**O**	Learner Performance
F	SMT	**P**	School Culture
G	Curriculum Management	**Q**	Community Involvement
H	School Safety	**R**	Co-curricular Activities
I	School Discipline	**S**	Extra-curricular Activities
J	School Facilities – desks, chairs, equipment	**T**	Own choice

What are the 3 highest contributors to school functionality for your group: 1 ……., 2 ……., 3 ……. ?
What are the 3 lowest contributors to school functionality for your group: 1 ……., 2 ……., 3……. ?

Activity 1c
Maximizing the Impact of each Function

Instructions: *Please note the process for maximizing school functionality. Do you agree?*



Do you agree?

Yes **No**

What would you add to this process?

_____

_____

Activity 1c

Assessing Readiness to Promote Maximum Functionality

Instructions: *The table below uses the steps in maximising school functionality to assess whether school managers are ready to maximise the performance of each function. Please answer "yes" or "no" to the items provided. Please total the number of "yes" to assess your level of readiness.*

Function	***Readiness for Maximizing the Impact of ach Function***						***Total***
	Awareness of the status of the function	***Performance standards in relation to information***	***Access to performance information in relation to function***	***Plans for rolling out priorities of function***	***Resources to meet requirements of function***	***Information and means of responding to problems and issues which arise***	
1. Financial Management	Y N	Y N	Y N	Y N	Y N	Y N	Y N
2. Teacher Resources	Y N	Y N	Y N	Y N	Y N	Y N	Y N
3. Learner Resources	Y N	Y N	Y N	Y N	Y N	Y N	Y N
4. Governance structures – policy	Y N	Y N	Y N	Y N	Y N	Y N	Y N
5. Curriculum management	Y N	Y N	Y N	Y N	Y N	Y N	Y N
6. School safety and security	Y N	Y N	Y N	Y N	Y N	Y N	Y N
7. School assessment and information	Y N	Y N	Y N	Y N	Y N	Y N	Y N
8. Parent and Community involvement	Y N	Y N	Y N	Y N	Y N	Y N	Y N
9. Teacher performance	Y N	Y N	Y N	Y N	Y N	Y N	Y N
10. Effective school culture	Y N	Y N	Y N	Y N	Y N	Y N	Y N
11. Governance structures – SGB	Y N	Y N	Y N	Y N	Y N	Y N	Y N
12. School discipline	Y N	Y N	Y N	Y N	Y N	Y N	Y N
TOTAL "YES"							

Group Discussion Questions

1. *In which function are you most ready as a group?*

2. *In which function are you least ready as a group?*

3. *In which area do you have the highest level of readiness?*

4. *In which area do you have the lowest level of readiness?*

As a group, provide 4 recommendations for improving readiness to maximize school functionality in your school

1. ……..

2. ……..

3. ……..

4. ……..

Activity 2

FUNCTIONALITY – DATA, INFORMATION, AND PERFORMANCE

Introduction:

The main features of functionality are standards on each function, performance information based on these standards, gaps in performance to be identified, and priorities for planning and improvement to be agreed. The main feature of functionality here is performance information based on the standards or the performance indicators identified. Without performance information planning is impossible because problem detection is constrained. We must therefore fully explore the source and availability of performance information on school functionality for planning and improvement.

Purpose:

The purpose of this activity is to reflect on, and identify, the sources of information that are available to assess the level of performance in each area of school functionality, and to determine the extent to which these sources of information are available and used.

Objectives:

1. *To identify sources of information for problem detection and planning.*
2. *To encourage participants to reflect on the availability and use of different kinds/sources of information.*

Instructions:

There are 2 sub-activities in this section. These are as follows:

Activity 2a: Identify Sources

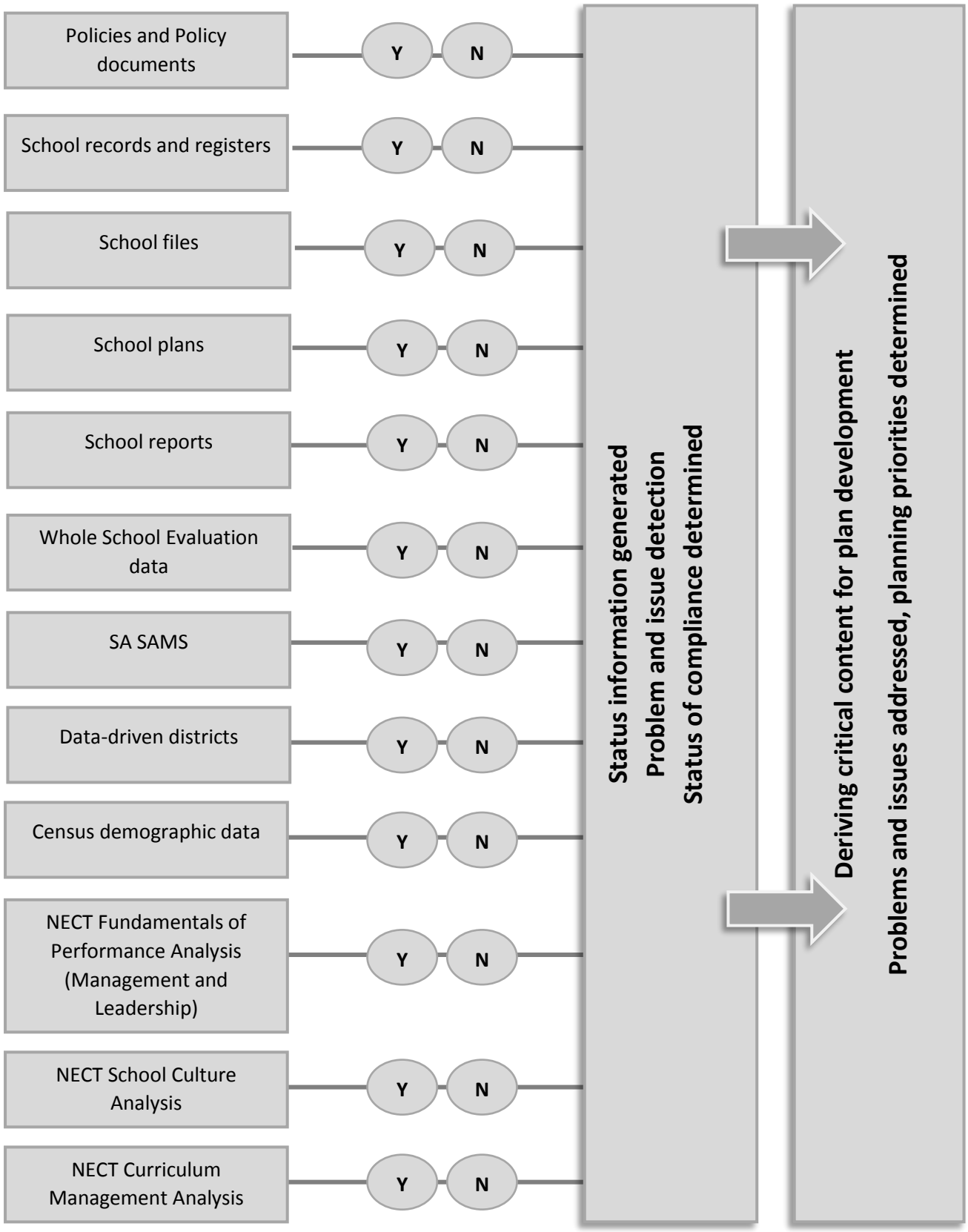
The activity lists several sources of information for planning. It broadens our perspective on the nature and availably of information.

Activity 2b: The Nature of Information:

The activity explores the nature of information available from each source.

Activity 2a: What Sources of Information to you use for Planning and Problem Detection?

Instructions: *For each source identified below, please state whether you use this source of information for planning.*



How many of the above sources do you use?

Policy Information

Instructions: *For the range of policy information listed below, please note which information you have and which information you use. Count the number of "yes" responses and place the total at the bottom of the table*

Policy and Policy Information	***Do you have this information?***	***Do you use this for planning?***
1. Policy and policy information	Y N	Y N
2. South African Schools Act	Y N	Y N
3. CAPS	Y N	Y N
4. Language policy	Y N	Y N
5. Admission policy	Y N	Y N
6. Policy on resignations	Y N	Y N
7. Health and safety policy	Y N	Y N
8. Safety rules and safety precautions	Y N	Y N
9. Code of conduct for learners	Y N	Y N
10. Personnel Administrative Measures (PAM)	Y N	Y N
11. Department of Basic Education Action Plan to 2019	Y N	Y N
12. Provincial Education Strategic Plan	Y N	Y N
13. Care and support for training and learning	Y N	Y N
14. ELRC collective agreements	Y N	Y N
TOTALS	**Yes score** ____ **14**	**Yes score** ____ **14**

School Record and Registers

Instructions: *For the range of school records and registers listed below, please note which information you have and which information you use. Count the number of "yes" responses and place the total at the bottom of the table*

School Records and Registers	***Do you have this information?***	***Do you use this for planning?***
1. Attendance register	Y N	Y N
2. Admission register	Y N	Y N
3. Quarterly attendance returns	Y N	Y N
4. Late-coming and truancy register	Y N	Y N
5. Educator attendance / time book	Y N	Y N
6. Educator punctuality	Y N	Y N
7. Leave register	Y N	Y N
8. Records of hazards – unsafe and unhealthy conditions	Y N	Y N
9. Visitors books / gate controls	Y N	Y N
10. Early release registers	Y N	Y N
11. School duty rosters	Y N	Y N
12. Record of disciplinary proceedings, actions, sanctions	Y N	Y N
13. Letters written to parents	Y N	Y N
14. Letters written to educators	Y N	Y N
15. Notes or letters to learners	Y N	Y N
16. Minutes and agenda for staff meetings	Y N	Y N
17. Minutes and agenda for SGB meetings	Y N	Y N
18. Minutes and agenda for SMT meetings	Y N	Y N
19. Record of work with welfare agencies	Y N	Y N
20. Record of work with SAPS	Y N	Y N
21. School file on nutrition programme	Y N	Y N
22. Record of Departmental Head meetings with teachers	Y N	Y N
23. Asset registers	Y N	Y N

School Records and Registers	*Do you have this information?*	*Do you use this for planning?*
24. Stock registers	Y N	Y N
25. Assessment records	Y N	Y N
26. Records of lesson observations	Y N	Y N
27. Staff records	Y N	Y N
28. IQMS records	Y N	Y N
29. Learner profile records	Y N	Y N
30. Incident records	Y N	Y N
31. Period register		
TOTALS	**Yes score** ____ **31**	**Yes score** ____ **31**

School Plans and Programming Information

Instructions: *For the range of school plans and programming information listed below, please note which information you have and which information you use. Count the number of "yes" responses and place the total at the bottom of the table*

School Plans and Programming Information	***Do you have this information?***	***Do you use this for planning?***
1. School improvement plans	Y N	Y N
2. School calendar	Y N	Y N
3. Academic improvement plans	Y N	Y N
4. Timetable	Y N	Y N
5. School budget	Y N	Y N
6. School maintenance plans	Y N	Y N
7. School year plans	Y N	Y N
8. Annual teaching plans for each subject	Y N	Y N
9. Term plans	Y N	Y N
10. Co- and extra-curricular plans	Y N	Y N
11. Lesson plans for each subject	Y N	Y N
12. Assessment plans for each subject	Y N	Y N
13. Learner support plans	Y N	Y N
14. Inter-agency service plans	Y N	Y N
15. Parent and community involvement plans	Y N	Y N
16. Staff development plans	Y N	Y N
17. District operational plan	Y N	Y N
TOTALS	**Yes score** ____ **17**	**Yes score** ____ **17**

School Data Analysis and Reports

Instructions: *For the range of school data and reports listed below, please note which information you have and which information you use. Count the number of "yes" responses and place the total at the bottom of the table*

School Reports	***Do you have this information?***	***Do you use this for planning?***
1. Whole School Evaluation reports	Y N	Y N
2. NECT FOP report for school management and leadership	Y N	Y N
3. IQMS reports	Y N	Y N
4. School's annual report (reports on the achievement of plans)	Y N	Y N
5. SA-SAMS report	Y N	Y N
6. EMIS reports/returns	Y N	Y N
7. Annual financial statements	Y N	Y N
8. Departmental Head reports on curriculum performance	Y N	Y N
9. Leave reports	Y N	Y N
10. Subject assessment and performance analysis and reports	Y N	Y N
11. School performance in matric exams (NSC)	Y N	Y N
12. School performance in standardized literacy tests	Y N	Y N
13. School performance in standardized numeracy tests	Y N	Y N
14. School performance on co-and extra-curricular activities	Y N	Y N
15. School performance teacher assessment pre- and post-tests	Y N	Y N
16. Curriculum coverage report	Y N	Y N
17. Work books report	Y N	Y N
18. Text book utilization report	Y N	Y N
TOTALS	**Yes score** ____ **18**	**Yes score** ____ **18**

Data from Whole School Evaluation Report

Instructions: *For the range of data from WSE reports listed below, please note which information you have and which information you use. Count the number of "yes" responses and place the total at the bottom of the table*

Data from WSE Reports	*Do you have this information?*	*Do you use this for planning?*
1. Appropriate policies and procedures to enable school to run smoothly.	Y N	Y N
2. Procedures for dealing with absence, lateness and truancy.	Y N	Y N
3. The school has a positive ethos.	Y N	Y N
4. The school management team gives clear direction to the school.	Y N	Y N
5. Leaders operating at various levels are fully utilised.	Y N	Y N
6. The principal manages the school as an organization.	Y N	Y N
7. School Governing Body (SGB) is duly established and functions well.	Y N	Y N
8. SGB provides the school with clear strategic direction.	Y N	Y N
9. SGB execute its function with regard to the school's finances within it legal mandate`.	Y N	Y N
10. SGB is involved in human resources within its legal mandate.	Y N	Y N
11. The school embarks on effective curriculum planning.	Y N	Y N
12. The school conducts appropriate assessment of learner competencies.	Y N	Y N
13. The school conducts informal assessments such as written and homework assignments and projects.	Y N	Y N
14. The school supports and encourages educator development through IQMS processes.	Y N	Y N
15. The curriculum offered complies with national curriculum requirements.	Y N	Y N
16. The school has an enrichment programme.	Y N	Y N
17. The school provides curriculum resources to support teaching and learning.	Y N	Y N
18. The school applies asset management procedures with regard to LTSM.	Y N	Y N
19. Learner achievement in internal assessments on average is above 50% in different learning programmes/learning.	Y N	Y N
20. Learner achievement in standardised assessment on average is above 50% in different learning programmes/learning.	Y N	Y N

Data from WSE Reports	*Do you have this information?*	*Do you use this for planning?*
21. Learners participate and achieve well in extra-curricular activities as part of the school enrichment programme.	Y N	Y N
22. The health, safety, and security policy complies with relevant legislation.	Y N	Y N
23. The school has procedures to maintain the welfare and health of staff and learners.	Y N	Y N
24. Safety practices are implemented to prevent potential hazards, unsafe or unhealthy structures, and conditions.	Y N	Y N
25. Security regulations aim to ensure the safety of learners, staff, and visitors.	Y N	Y N
26. School implements regulations to keep the school violence and drug free.	Y N	Y N
27. Code of conduct for learners aims to establish a disciplined and purposeful school environment.	Y N	Y N
28. The water and electricity services are reliable and sufficient.	Y N	Y N
29. The ablution facilities at the school are appropriate, sufficient and in working order.	Y N	Y N
30. Sufficient classrooms are appropriately furnished, maintained, and used for intended purpose.	Y N	Y N
31. Non-educational rooms support a positive teaching/learner environment.	Y N	Y N
32. The school has appropriate grounds, play areas and sport facilities.	Y N	Y N
33. The school has functional administrative and maintenance equipment.	Y N	Y N
34. School has an effective maintenance policy.	Y N	Y N
35. The school communicates regularly and effectively with parents.	Y N	Y N
36. The school interacts regularly and effectively with the community.	Y N	Y N
37. The school encourages learners to respect the local and global environment.	Y N	Y N
38. The school has developed good links with other schools.	Y N	Y N
TOTALS	**Yes score** ____ **38**	**Yes score** ____ **38**

Data from NECT FOPs for School Leadership and Management

Instructions: *For the range of data from NECT FOPs for School Leadership and Management listed below, please note which information you have and which information you use. Count the number of "yes" responses and place the total at the bottom of the table*

School Leadership and Management		
Performance Data Generated	***Do you have this information?***	***Do you use this for planning?***
1. School management basics – *School establishment; school planning; school timetable; school structure*	Y N	Y N
2. Governance structures and performance – *SGB performance; budgeting and finance; annual financial statements; and reports*	Y N	Y N
3. Management of teacher welfare and performance – *Attendance; teacher qualifications; curriculum coverage; professional development*	Y N	Y N
4. Management of learner welfare and performance – *Learner attendance; addressing learner backlogs; supporting learners; extra- and co-curricular activities*	Y N	Y N
5. Parent and community involvement – *Database on parents; parent volunteers; catalogue of community resources dealing with complaints*	Y N	Y N
6. Curriculum management – *Timetable; subject and phase meetings; teaching plans; curriculum coverage; assessment planning; use of 170 days at least*	Y N	Y N
7. Policies, policy structure, policy processes – *Important policy documents, critical policies in place*	Y N	Y N
8. Facilities and resources – *Communication facilities; basic utilities; filing and storage; infrastructure*	Y N	Y N
9. School leadership and initiatives for school development and transformation – *School culture; use of data for decisions; core values; SMT effectiveness*	Y N	Y N
10. Positive school culture *Centrality of learning; respect and dignity; commitment to core values; vision; fairness and justice; pride*	Y N	Y N
TOTALS	**Yes score** ____ **10**	**Yes score** ____ **10**

Data from SA-SAMS
Data Driven Districts Information
DDD Dashboard

Instructions: *For the range of DDD Dashboard information listed below, please note which information you have and which information you use. Count the number of "yes" responses and place the total at the bottom of the table*

Information available from DDD	***Do you have this information?***	***Do you use this for planning?***
1. Data profile	Y N	Y N
2. Learner profile	Y N	Y N
3. Educator profile	Y N	Y N
4. Number of educators in school	Y N	Y N
5. Learner attendance by grade	Y N	Y N
6. Number of learners by age, by grade	Y N	Y N
7. Number of learners with report marks	Y N	Y N
8. Curriculum management - task coverage by grade, by subject	Y N	Y N
9. Learner performance by subject/learner achievement	Y N	Y N
10. Learner attendance rate	Y N	Y N
11. Educator attendance rate	Y N	Y N
12. Educator by assignment – subject grade	Y N	Y N
13. Number of working days missed by learners	Y N	Y N
14. Number of working days missed by educators	Y N	Y N
15. Leave days taken by educators	Y N	Y N
16. Matric pass rate and profile	Y N	Y N
17. Learner promotion and progression	Y N	Y N
18. Mark distribution of phase learners	Y N	Y N
19. Learner educator ratios by subject	Y N	Y N
20. Number of at risk subjects in light of pass rates	Y N	Y N
21. Performance trends by subject, by grade	Y N	Y N

Information available from DDD	*Do you have this information?*	*Do you use this for planning?*
22. Comparative analysis of subject performance (by schools, by grades)	Y N	Y N
23. Educators requiring support based on subject performance	Y N	Y N
24. Subject profile analysis – pass rate and root causes for failures	Y N	Y N
25. Profile of schools for prioritizing planning and support	Y N	Y N
26. School ranking on attendance	Y N	Y N
27. School ranking on task coverage	Y N	Y N
28. School ranking on learner achievement	Y N	Y N
29. School ranking on promotion	Y N	Y N
TOTALS	**Yes score** ____ **29**	**Yes score** ____ **29**

Summary of Responses on the Available Use of Information

Information Source	Scores			
	Do you have?		*Do you use?*	
	Your score	**Total**	**Your score**	**Total**
1. Policy information		**14**		**14**
2. School records and registers		**31**		**31**
3. School plans and programming		**17**		**17**
4. School data analysis and reports		**18**		**18**
5. WSE Reports		**38**		**38**
6. Data from FOP on School Leadership		**10**		**10**
7. Data from SA-SAMS and Data Driven Districts database		**29**		**29**
TOTAL		**157**		**157**

Activity 3

BIRDSEYE VIEW – OVERALL SCHOOL PERFORMANCE

Introduction:

A truly functional school is high performing on many measures of performance. Some of these key measures were identified in Activity 1. While a principal seeks to maintain high performance on all these school functions, it is a bit difficult to keep 'at the fingertips" performance measures on all these functions. Notwithstanding, the principal must always have a general idea of school functionality, and must always be able to report on a set of key measures to highlight the level of performance of the school. Here, the principal must be able to communicate a 'birdseye view" of functionality by reporting on a few key measures of the school's performance. In this activity, we have identified 15 measures or indicators of school functionality, which will be able to communicate the overall level of performance of the school. Here we suggest that the principal must always be aware of these measures, and must always be able to explain, at short notice, the nature, and reason for the school's performance on these measures. While these measures do not reflect the depth and nature of the school's performance in full, they generally distinguish between a high performing school and a school that is less functional.

Purpose:

The purpose of this activity is to create awareness among principals and SMTs in general, about a set of key measures for tracking, maintaining and explaining school status performance and functionality. The activity seeks to identify these measures and to assess the awareness and readiness of principals to present and explain the performance and functionality of their school in relation to these measures.

Objectives:

1. *To review a set of overall measures of school functionality.*
2. *To assess the extent to which principals and SMTs are generally aware of the status of their school in relation to these measures.*
3. *To assess the availability and nature of data sources which will generate data information about the apex measures of school functionality.*
4. *To identify and state, on the basis of these measures, the implications for planning and school development in the forthcoming year.*

Birdseye View
Assessing Apex Measures of School Functionality

Apex Measures of School Functionality	*Reliable Source of Information*	*Level of Performance*	*Action to be Taken*
1. Percentage of establishment filled.	Y N	4 3 2 1	
2. Overall (school average) curriculum coverage – profile of curriculum coverage.	Y N	4 3 2 1	
3. Teacher learner ratio – profile of class size.	Y N	4 3 2 1	
4. Percentage of age appropriate learners per grade.	Y N	4 3 2 1	
5. Percentage progressed learners.	Y N	4 3 2 1	
6. Number and percentage of teaching days used in relation to DBE guidelines.	Y N	4 3 2 1	
7. Average literacy score.	Y N	4 3 2 1	
8. Average numeracy score.	Y N	4 3 2 1	
9. Educator attendance rate.	Y N	4 3 2 1	
10. Learner attendance rate.	Y N	4 3 2 1	
11. Percentage of learners reading at grade level.	Y N	4 3 2 1	

Apex Measures of School Functionality	*Reliable Source of Information*	*Level of Performance*	*Action to be Taken*
12. Percentage exercises completed in DBE workbooks.	Y N	4 3 2 1	
13. Percentage of teachers qualified and trained to teach the subject assigned.	Y N	4 3 2 1	
14. Matric pass rate and performance profile (high schools).	Y N	4 3 2 1	
15. Percentage of learners having all textbooks.	Y N	4 3 2 1	
16. Number and percentage of informal tasks completed.	Y N	4 3 2 1	

Summary of Scores

Measure	**Summary of Scores** ***Number of times ticked (√)***
1. Availability of a reliable source of information	**Yes** ☐ **No** ☐
2. Overall level of performance	**High** ☐ **Medium** ☐ **Low** ☐ **Unsure** ☐
Implications: ***Action to be taken*** ***School Development Plan***	

Activity 4

MANAGEMENT AND GOVERNANCE PRIORITIES TO MAXIMIZE FUNCTIONALITY

Introduction:

One of the most critical areas for maximizing school functionality is in the area of management, governance, and school leadership. School leadership must provide direction to the school, and must establish and maintain firm routines so that all in the school know what is expected and how things should be done. The keys to good governance, management and leadership in the school are: clear policies and procedures that specify what must be done and how; proper SGB governance structures that exercise oversight and direction to the school plan activities and processes; effective management structures and processes in the school to direct, account for and routinize processes; effective communication internally and externally; and school decisions that are informed by data and evidence from operations. This constitutes the essential pillars, which give clear direction and good guidance to school activities and processes.

In order for management and governance to be fully functional, all school activities must be developed, groomed and governed by these pillars of essentials of good management and governance. The role of the principal, therefore, is to maximize the functionality of governance structures, because all successful school activities and processes are built on the formulation of management and government structures. In this respect, the principal must have a vision of a fully functional governance structure, and must know and develop in the school all the essential features of good governance and management. In maximizing overall school functionality, the principal must begin with management and governance structures and processes. If these are well conceived and if they operate effectively, all other areas of school functionality will perform effectively. This activity addresses aspects of school functionality that are specifically related to management and governance. Other related aspects of functionality will be addressed in the remaining activities.

There are five areas for assessing functionality in management and governance. These are as follows:

a. *The vision of what functionality is must be clear, and its nature and importance must be shared with the school community.*
b. *There must be a basic set of standards of school functionality to which all must subscribe.*
c. *There must be a base of relevant and responsive data on functionality standards so the progress in development can be tracked and managed.*
d. *There must be a clear sense of the data needs to inform decisions and problem solving associated with the area of functionality.*
e. *There must be ongoing review of standards to identify gaps and to programme improvement.*

Purpose:

The purpose of this activity is to assist principals and SMTs in understanding the importance of school functionality in management and governance and to build their capacity in understanding data use in development and maintaining school functionality in this area. This activity seeks to promote self-reflection on the status of school functionality, and on the nature and availability of data to inform decision-making and planning.

Objectives:

1. *To reflect on a vision of functionality for school management and governance.*
2. *To reflect on the standards to be developed and maintained in promoting functionality.*
3. *To assess the availability and use of data to monitor and track functionality and decision-making.*
4. *To identify gaps in management and governance functionality which must be considered in developing the school improvement plan. Two kinds of gaps are identified – gaps in information and gaps in management and governance performance and functionality.*
5. *To identify and list 5 planning priorities which emerge from the analysis of management and governance functionality. For each notes will be made on assignment of responsibility for coordinating implementation.*

Instructions:

There are 5 sub-activities in this section. Each is described below, and the instructions for the activity are provided in the worksheet for the specific activity. Each activity is to be completed and discussed by each individual school and the respective school representatives. After completion and discussion of the activity by the school, individual schools will come together as mixed groups and share both their ideas and their assessment of their school's circumstances in respect to functionality.

Please note that space is provided to include the ideas and perceptions of the school's management team (SMT). In this respect, the participants can make notes on the other relevant standards to improve functionality, and make notes on other sources of information or data, which can assist in tracking and decision-making, and share ideas on creative ways for solving problems in promoting functionality. The 5 sub-activities in this section are outlined below:

Activity 4a: Vision of Functionality
This activity seeks to enable participants to explore their understanding of what functionality means in this area. It is the basis for exploring similarities and differences in meaning, and for beginning to define the pathway of functionality for the school.

Activity 4b: Sources of Data for Identifying Governance and Management Priorities
There are multiple sources of data, which can be used to derive information on tracking school performance. In this area of school functionality. We explore the relevance, availability, and use of this data.

Activity 4c: Standards of Functionality for Management and Governance
The standards, which are outlined here, are a sample of management and governance requirements that are embedded in policy documents. It is not possible to detail a full list of standards. It is necessary, however, to choose the most critical standards, which have the highest impact on promoting and improving school functionality. If there are other standards, which are important to your school, you can add these to the table.

Activity 4d: Typical Decisions and Issues
Attaining the desired standards of functionality also depend on the manner in which the school management handles the day to day problems, issues and decisions which arise. The effectiveness in dealing with these issues depends on the extent to which data informs the decisions made and the direction taken. The relevance and importance of data are explored in this activity.

Activity 4e: Priorities for Planning and School Development

On the basis of the analysis made and the resulting discussions, participating school managers are asked to identify planning priorities which emerge from gaps identified in meeting the standards that are outlined. Based on these gaps, managers can lay out plans to improve school functionality in this area.

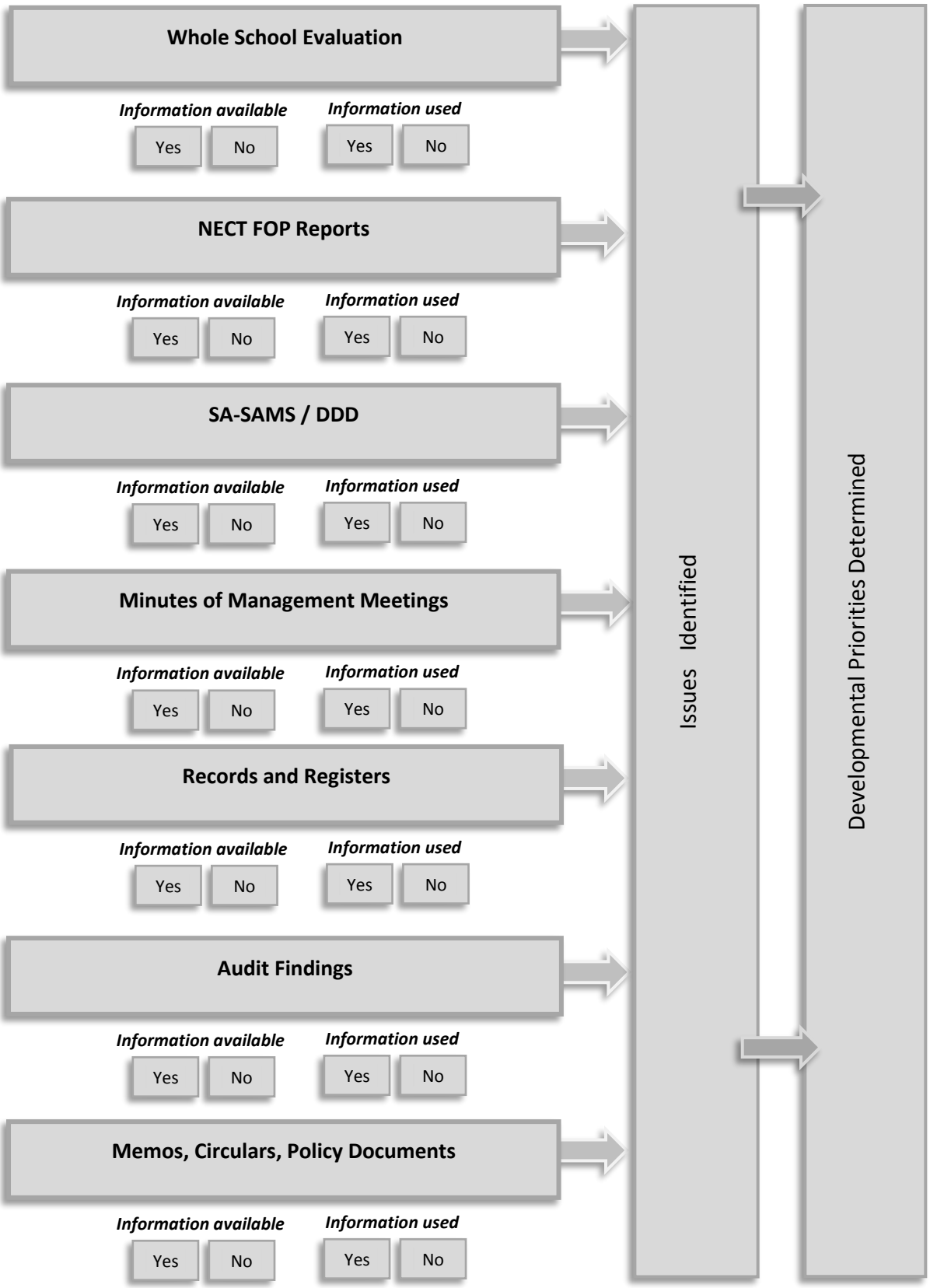
Activity 4a: Vision of Functionality

Instructions: *Five areas of focus are outlined in the table below. Each area of focus reflects an important area of school functionality in management and governance. For each area, discuss as a group what your expectations of functionality are, and discuss and agree on at least 2 expectations to write in the lefthand column.*

Vision: *The vision for school functionality in governance and management is a school where there is a level or orderliness where all staff feel at peace because they know and understand requirements for performance, routinized school processes, clear assignment of responsibilities, stable and efficient management structures and proper oversight, which assures high performance and accountability.*	
School Expectations on Functionality	
Area of Concern	***Functionality Expectations***
1. Policy and procedures.	
2. SGB governance.	
3. Communication.	
4. Management structures and processes.	
5. Clarity of Direction.	

Activity 4b: Sources of Data for Identifying Governance and Management Priorities

Instructions: *There are many sources of data for planning, problem-solving and decision-making in school governance and management. The data that is available to you depends on the manner in which school processes and systems are managed and the level of commitment to keeping proper records. Some sources of data are listed below. Are these sources available to you? Do you use them to make planning and problem-solving decisions? Discuss the value and relevance of each source and reflect on the manner in which each source of data can be managed and used.*



Activity 4c: Standards of Functionality for Management and Governance

Instructions:

Aspirations to set standards and to performance indicators are the keys to proper management of school functionality. In the table on the next page, a set of standards are listed for improving functionality in the area. Each standard should be tracked and monitored to determine the extent to which the school is attaining functionality in this area. If you must attain the desired level of functionality, it is necessary to first determine where you are based on the standard, and then assess what gaps need to be closed. It is necessary to collect and assess data/evidence on where you are in relation to the standard, and to then identify the gaps to be closed in order to reach the standard of performance. In the table, which follows, review each standard as a team. Discuss the standard to ensure that it is well understood by all in your group. Then determine if you have a source of data for assessing each standard, and whether the data is readily available. The management of functionality must be data driven. This assessment will identify both data gaps and gaps in performance, which must be filled. You can discuss how these data gaps will be filled, and what records you must keep handy to monitor the school's performance in this specific area. Please note here that the effectiveness of the school management team depends on how critical and relevant data is collected, stored, managed, and used. Performance monitoring depends on the availability of relevant data. Based on the data that you are aware of, please note in the last column whether there are gaps, issues or problems in your school in relation to attaining the designated standard. As a school team, discuss the gaps identified and the items to be considered as priorities for planning to fill these gaps.

Activity 4c: Standards of Functionality for Management and Governance

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
1. Clear vision and mission understood, accepted, and honoured by all.	Y N	Y N	*High*	*Medium*	*Low*	
2. Record of annual self-evaluation for planning.	Y N	Y N	*High*	*Medium*	*Low*	
3. School improvement plan developed through a participative data-based process.	Y N	Y N	*High*	*Medium*	*Low*	
4. Annual and termly school calendar involving all school events.	Y N	Y N	*High*	*Medium*	*Low*	
5. Clear roles and responsibilities for all staff that is up to date and relevant.	Y N	Y N	*High*	*Medium*	*Low*	
6. Record of regular communication with staff and stakeholders.	Y N	Y N	*High*	*Medium*	*Low*	
7. Regular and meaningful liaison with district officials.	Y N	Y N	*High*	*Medium*	*Low*	
8. All management decisions are communicated quickly.	Y N	Y N	*High*	*Medium*	*Low*	
9. Well known school policies covering all activities, processes, and plans of the school.	Y N	Y N	*High*	*Medium*	*Low*	
10. Properly constituted and effective SGB.	Y N	Y N	*High*	*Medium*	*Low*	
11. Adequate number of SGB meetings with relevant and responsive agenda on school matters.	Y N	Y N	*High*	*Medium*	*Low*	
12. Appropriate organizational structures in place for a functional school-QLTC, SBST, Subject and Phase Committees, SMT, RCL, Assessment and Moderation Committees	Y N	Y N	*High*	*Medium*	*Low*	

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
13. Rewards and sanctions are in place to respond to the attendance profile of teachers and learners.	Y N	Y N	*High*	*Medium*	*Low*	
14. SGB sub-committees are in place and functional.	Y N	Y N	*High*	*Medium*	*Low*	
15. SGB monitors and comments on school development plan.	Y N	Y N	*High*	*Medium*	*Low*	
16. All managers and SGB members attend training to improve their performance.	Y N	Y N	*High*	*Medium*	*Low*	
17. Departmental Heads have records of regular engagement with their teachers.	Y N	Y N	*High*	*Medium*	*Low*	
18. Records are maintained to monitor the success of the progress of plan implementation for school improvement.	Y N	Y N	*High*	*Medium*	*Low*	
19. There are plans and agreements among staff for maximizing the number of school days used to cover the curriculum	Y N	Y N	*High*	*Medium*	*Low*	
20. There are multiple means and instruments for maintaining ongoing communication – notice boards; newsletters; emails, WhatsApp, etc.	Y N	Y N	*High*	*Medium*	*Low*	
21. The principal to present financial reports at SGB meetings.	Y N	Y N	*High*	*Medium*	*Low*	

Activity 4d: Typical Decisions and Issues

Instructions: *On the way to attaining full functionality in this area, there are decisions to be made and problems to be resolved on a daily basis. These decisions are critical, because action in the school will result from the decisions made. Every decision made and every problem solved must be done correctly. The best decisions are evidence-based decisions. The management team must therefore reflect on the data that is available to make the decisions that are typical for this area of functionality. For each of the decisions (and issues) identified below, please discuss and make notes of the data/evidence you will need to make a proper decision. Is this data available to you? Are you able to collect and manage the data necessary? Please discuss each item and make notes as required.*

Typical Decisions and Issues	***Data needed for Informed Action***	***Data Availability***
Typical Decisions		
1. Reporting a safety incident.		Y N
2. Not promoting a learner.		Y N
3. Expelling a pupil for indiscipline.		Y N
4. Giving the approval to spend school resources.		Y N
5. The allocation of teaching responsibilities.		Y N
Typical Issues		
1. A parent is requesting instructions for a leaner in a language that is not the LoLT.		Y N
2. Learners in the school perform poorly in maths.		Y N
3. Breakdown of the vehicle that is taking leaners to tour an historical site.		Y N
4. An SGB member makes a racist post on social media.		Y N
5. No enough qualified teachers to offer all subjects required on the timetable.		Y N

Activity 4e: Priorities for Planning and School Development

Instructions: *Based on the activity on standards and the identification of gaps, please identify 5 priorities for planning to improve the functionality of management and governance. Will you need resources to implement? What are your plans to acquire these needed resources? To whom can you assign the responsibility to coordinate this planning activity if it is agreed that it should be included in the school improvement plan? Without resources, and without someone to assign the activity to, it may not be possible to implement/rollout the planned activity. Please reflect on possibilities and requirements for implementation.*

Priorities for Planning and Improving Management and Governance	***Resourcing Considerations and Plans***	***Assignment for Coordination***

Activity 5

MANAGING TEACHER PERFORMANCE TO MAXIMIZE SCHOOL FUNCTIONALITY

Introduction:

Beyond management and governance, teacher availability and performance is one of the critical aspects of school functionality. Learning is the business of the school, and teachers are the mediators of learning. In a fully functional school, all qualified teachers are available, and all of them perform well as evidenced in their professionalism, their plans, and records related to teaching and learning and their commitment and practice in building classroom and school cultures, which inspire and support learners. Excellence in teacher performance is not automatically attained. There must be adequate policies, structures, and processes in place to facilitate, manage, and support teachers to perform. The SMT led by the principal, must nurture and maintain excellence in teacher performance. In this regard, performance and performance improvement must be managed in a routinized and consistent manner.

There are five areas for assessing functionality in teacher performance. These are as follows:

a. *The vision of what functionality in teacher performance is must be clear, and its nature and importance must be shared with the school community.*
b. *There must be a basic set of standards of school functionality in teacher performance to which all must subscribe.*
c. *There must be a base of relevant and responsive data on functionality standards in teacher performance so the progress in development can be tracked and managed.*
d. *There must be a clear sense of the data needs to inform decisions and problem solving associated with the area of functionality.*
e. *There must be ongoing review of standards to identify gaps and to programme improvement.*

Purpose:

The purpose of this activity is to assist principals and SMTs in understanding the importance of school functionality in teacher performance and to build their capacity in understanding data use in developing and maintaining a highly and effective teaching corps. This activity seeks to promote self-reflection on the status of teacher functionality, and on the nature and availability of data to inform decision-making and planning in relation to the performance of teachers.

Objectives:

1. *To reflect on a vision of functionality for teacher performance.*
2. *To reflect on the standards to be developed and maintained in promoting functionality in the performance of teachers.*
3. *To assess the availability and use of data to monitor and track functionality and decision-making in respect to teacher performance.*
4. *To identify gaps in the performance of teachers which must be considered in developing the school improvement plan. Two kinds of gaps are identified – gaps in information availability and gaps in aspects of teacher performance.*
5. *To identify and list 5 planning priorities which emerge from the analysis of teacher performance. For each notes will be made on resource and needs and on the assignment of responsibility for coordinating implementation.*

Instructions:

There are 5 sub-activities in this section. Each is described below, and the instructions for the activity are provided in the worksheet for the specific activity. Each activity is to be completed and discussed by each individual school and the respective school representatives. After completion and discussion of the activity by the school, individual schools will come together as mixed groups and share both their ideas and their assessment of their school's circumstances in respect to school functionality in teacher performance.

Please note that space is provided to include the ideas and perceptions of the school's management team (SMT). In this respect, the participants can make notes on the other relevant standards to improve functionality, and make notes on other sources of information or data, which can assist in tracking and decision-making. They can share ideas on creative ways for solving problems in promoting excellence in teacher performance. The 5 sub-activities in this section are outlined below:

Activity 5a: Vision of Functionality

This activity seeks to enable participants to explore their understanding of what functionality means in teacher performance. It is the basis for exploring similarities and differences in meaning, and for beginning to define the process for improving teacher functionality in the school.

Activity 5b: Sources of Data for Identifying Information on Teacher Performance

There are multiple sources of data, which can be used to derive information on teacher performance. In this area of school functionality, we explore the relevance, availability, and use of this data to track and manage the performance of teachers.

Activity 5c: Standards of Functionality for Teacher Performance

The standards which are outlined here are a sample of teacher performance requirements that are embedded in policy documents. It is not possible to detail a full list of standards in relation to the performance of teachers. It is necessary, however, to choose the most critical standards, which have the highest impact on promoting and improving school functionality in the performance of teachers. If there are other standards, which are important to your school, you can add these to the table and discuss and present these to other groups.

Activity 5d: Typical Decisions and Issues

Attaining the desired standards of functionality also depend on the manner in which the school management handles the day to day problems, issues and decisions which arise. The effectiveness in dealing with these issues depends on the extent to which data informs the decisions made and the direction taken when problems arise. The day to day challenges experienced and the relevance and importance of data in addressing these challenges are explored in this activity.

Activity 5e: Priorities for Planning and School Development

On the basis of the analysis made and the resulting discussions, participating school managers are asked to identify planning priorities which emerge from gaps identified in meeting the standards that are outlined. Based on these gaps, managers can lay out plans to improve teacher performance and hence improve school functionality.

Activity 5a: Vision of Functionality

Instructions: *Five areas of focus are outlined in the table below. Each area of focus reflects an important area of school functionality in teacher performance. For each area, discuss as a group what your expectations of functionality are, and discuss and agree on at least 2 expectations to write in the lefthand column.*

Vision: *The vision for functionality in teacher performance is a teacher who exhibits the highest in professional behaviour, and who shows evidence of good teaching in planning, assessment practices, record keeping, curriculum coverage, inspiration, and support to leaners and evidence of learner achievement and success.*	
School Expectations on Functionality	
Area of Concern	***Functionality Expectations***
1. Planning.	
2. Professionalism and self-development.	
3. Teaching methods.	
4. Assessment.	
5. Learner support.	
6. Classroom culture.	

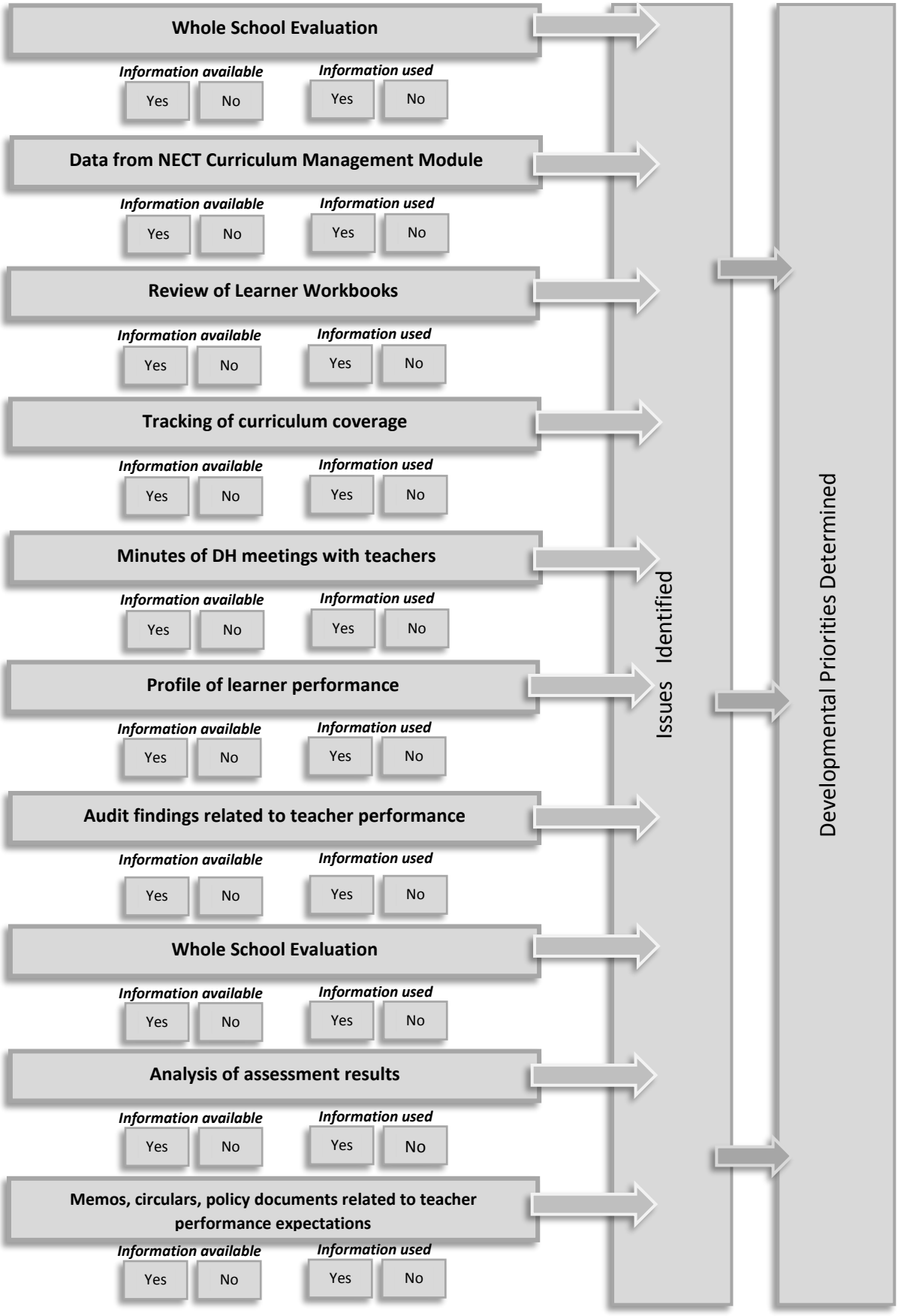
Activity 5b: Sources of Data on Teacher Performance

Instructions:

There are many sources of data for planning, problem-solving and decision-making in managing teacher performance. The data that is available to you depends on the manner in which school processes and systems are managed, and the level of commitment in the school about keeping proper records. Some sources of data are listed below. Are these sources available to you? Do you use them to make planning and problem-solving decisions in managing school performance?

Discuss the value and relevance of each source and reflect on the manner in which each source of data can be managed and used.

Sources of Data on Teacher Performance



Activity 5c: Standards of Functionality for Teacher Performance

Instructions:

Aspirations to set standards and to performance indicators are the keys to proper management of school functionality. In the table on the next page, a set of standards are listed for improving functionality in the area. Each standard should be tracked and monitored to determine the extent to which the school is attaining functionality in this area. If you must attain the desired level of functionality, it is necessary to first determine where you are based on the standard, and then assess what gaps need to be closed. It is necessary to collect and assess data/evidence on where you are in relation to the standard, and to then identify the gaps to be closed in order to reach the standard of performance. In the table, which follows, review each standard as a team. Discuss the standard to ensure that it is well understood by all in your group. Then determine if you have a source of data for assessing each standard, and whether the data is readily available. The management of functionality must be data driven. This assessment will identify both data gaps and gaps in performance, which must be filled. You can discuss how these data gaps will be filled, and what records you must keep handy to monitor the school's performance in this specific area. Please note here that the effectiveness of the school management team depends on how critical and relevant data is collected, stored, managed, and used. Performance monitoring depends on the availability of relevant data. On the basis of the data that you are aware of, please note in the last column whether there are gaps, issues, or problems in your school in relation to attaining the designated standard. As a school team, discuss the gaps identified and the items to be considered as priorities for planning to fill these gaps.

Activity 5c: Standards of Functionality in Teacher Performance

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
1. Teaching plans are available and on pace with curriculum delivery requirement.	Y N	Y N	*High*	*Medium*	*Low*	
2. Tracks and keeps pace with curriculum coverage.	Y N	Y N	*High*	*Medium*	*Low*	
3. Lesson plans available for all lessons.	Y N	Y N	*High*	*Medium*	*Low*	
4. Qualified to teach subject and displays adequate knowledge of subject content.	Y N	Y N	*High*	*Medium*	*Low*	
5. Applies suitable methodology in teaching the subject.	Y N	Y N	*High*	*Medium*	*Low*	
6. Ensures and verifies that learners keep pace with curriculum coverage.	Y N	Y N	*High*	*Medium*	*Low*	
7. Each teacher has and complies with a valid assessment plan.	Y N	Y N	*High*	*Medium*	*Low*	
8. Keeps record of curriculum coverage and problems experienced.	Y N	Y N	*High*	*Medium*	*Low*	
9. Learners are given feedback of their progress.	Y N	Y N	*High*	*Medium*	*Low*	
10. Learners are adequately assessed based on requirements and targets.	Y N	Y N	*High*	*Medium*	*Low*	
11. Proper learner assessment records are kept.	Y N	Y N	*High*	*Medium*	*Low*	
12. Assessment results are analysed for improvement in teaching.	Y N	Y N	*High*	*Medium*	*Low*	
13. Learner support and remediation provided on the basis of assessment.	Y N	Y N	*High*	*Medium*	*Low*	
14. Participates in educator support groups.	Y N	Y N	*High*	*Medium*	*Low*	
15. Maintains professional growth to teach the subject.	Y N	Y N	*High*	*Medium*	*Low*	
16. Reflects on lessons delivered and makes notes for improvement.	Y N	Y N	*High*	*Medium*	*Low*	

Standards of Functionality	*Data Source?*		*Data Available?*		*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
17. Has and follows a growth and development plan.	Y	N	Y	N	*High*	*Medium*	*Low*	
18. Teacher leave does not disrupt curriculum delivery.	Y	N	Y	N	*High*	*Medium*	*Low*	
19. Classroom resources are effectively utilized.	Y	N	Y	N	*High*	*Medium*	*Low*	
20. Parents are informed about learners' progress.	Y	N	Y	N	*High*	*Medium*	*Low*	
21. Is aware of and responds to learners' needs and challenges.	Y	N	Y	N	*High*	*Medium*	*Low*	
22. Lessons are effectively pitched and paced to promote learner understanding.	Y	N	Y	N	*High*	*Medium*	*Low*	

Activity 5d: Typical Decisions and Issues

Instructions: *On the way to attaining full functionality in teacher performance, there are decisions to be made and problems to be resolved on a daily basis. These decisions are critical, because action in the school will result from the decisions made. Every decision made and every problem solved must be done correctly. The best decisions are evidence-based decisions. The management team must therefore reflect on the data that is available to make the decisions that typically arise in managing teacher performance. For each of the decisions (and issues) identified below, please discuss and make notes of the data/evidence you will need to make a proper decision. Is this data available to you? Are you able to collect and manage the data necessary in making these decisions? Please discuss each item and make notes as required.*

Typical Decisions and Issues	***Data needed for Informed Action***	***Data Availability***
Typical Decisions		
1. Which teacher to allocate to teach a particular subject.		Y N
2. Which teacher to monitor and support closely.		Y N
3. Monitoring teaching and curriculum coverage in the absence of teachers.		Y N
4. Maximizing the number of teaching days.		Y N
5. Leave approval during exams.		Y N
Typical Issues		
1. Lack of adequate curriculum coverage.		Y N
2. Poor classroom management and discipline.		Y N
3. Not keeping proper records.		Y N
4. Generally poor learner advancement.		Y N
5. Not following teaching and assessment plan.		Y N

Activity 5e: Priorities for Planning and School Development

Instructions: *On the basis of the activity on standards and the identification of gaps, please identify 5 priorities for planning to improve the performance of teachers. Will you need resources to implement? What are your plans to acquire the needed resources? To whom can you assign the responsibility to coordinate this planning activity if it is agreed that is should be included in the school improvement plan? Without resources, and without someone to assign the activity to, it may not be possible to implement/rollout the planned activity. Please reflect on and discuss possibilities and requirements for implementation.*

Priorities for Planning and Improving Management and Governance	***Resourcing Considerations and Plans***	***Assignment for Coordination***

Activity 6

MANAGING LEARNER WELFARE AND PERFORMANCE TO MAXIMIZE SCHOOL FUNCTIONALITY

Introduction:

The central purpose of the school is to serve learners, to promote and nurture their learning and achievement and to provide them with the support they need to be successful. In this regard, learner welfare and performance is at the heart of school functionality. The principal and the SMT must set in place the remaining structures and processes to ensure that the welfare of learners is met, and that learner performance is maximized. In many ways, maximizing learner performance is actually maximizing the functionality of the school in all the areas of school operation and performance. In particular, however, learner welfare and performance is about managing curriculum and support structures to ensure that the welfare of learners is well served, and that measures are taken to attend to individual differences in maximizing their performance.

As in other areas, there are five areas for assessing functionality in learner welfare and performance. These are as follows:

a. *The vision of what full functionality is in learner welfare and performance must be clear, and its nature and importance must be shared with the school community.*
b. *There must be a basic set of standards of school functionality in learner welfare and performance to which all must subscribe.*
c. *There must be a base of relevant and responsive data on learner welfare and performance standards so the progress in learner performance can be tracked and managed.*
d. *There must be a clear sense of the data needs to inform decisions and problem solving associated with the welfare and performance of learners.*
e. *There must be ongoing review of learner welfare and performance standards to identify gaps and to programme improvement.*

Purpose:

The purpose of this activity is to assist principals and SMTs in understanding the importance of school functionality in learner welfare and performance, and to build their capacity in use of data in developing and maintaining an adequate level of performance in terms of learner welfare and advancement. This activity seeks to promote self-reflection on the status of learner welfare and performance in the school, and on the nature and availability of data to inform decision-making and planning in promoting learner welfare and performance.

Objectives:

1. *To reflect on a vision of school functionality in learner welfare and performance.*
2. *To reflect on the standards to be developed and maintained in promoting learner welfare and performance.*
3. *To assess the availability and use of data to monitor and track functionality and decision-making in learner welfare and performance.*
4. *To identify gaps in functionality which must be considered in developing the school improvement plan. To promote learner success, two kinds of gaps are identified – gaps in information about learners and gaps in the welfare and performance of learners which must be improved.*
5. *To identify and list 5 planning priorities which emerge from the analysis of school functionality in learner welfare and performance. For each planning priority, notes will be made on resources required and the assignment of responsibility for coordinating implementation.*

Instructions:

There are 5 sub-activities in this section. Each is described below, and the specific set of instructions for each sub-activity are provided in the worksheet for the specific activity. Each activity is to be completed and discussed by each individual school and the attending school representatives. After completion and discussion of the activity by the school, individual schools will come together as mixed groups and share both their ideas and their assessment of their school's circumstances in respect to learner welfare and performance.

Please note that space is provided to include the ideas and perceptions of the school's management team (SMT). In this respect, the participants can make notes on the other relevant standards to improve functionality, and make notes on other sources of information or data, which can assist in tracking and decision-making. They can also share ideas on creative ways for solving problems in promoting

learner welfare and performance. The 5 sub-activities in this section are outlined below:

Activity 6a: Vision of Functionality

This activity seeks to enable participants to explore their understanding of what full functionality means in learner welfare and performance. It is the basis for exploring similarities and differences in meaning among school staff, and the basis for defining the pathway of functionality for improvement at the school.

Activity 6b: Sources of Data for Improving Learner Welfare and Performance

There are multiple sources of data, which can be used to derive information for tracking school performance in learner welfare and advancement. We explore the relevance, availability, and use of this data to improve the lot of learners.

Activity 6c: Standards of Functionality for Learner Welfare and Performance

The standards, which are outlined here, are a sample of the learner welfare and performance requirements that are embedded in policy documents. It is not possible to detail a full list of standards. It is necessary, however, to choose the most critical standards, which have the highest impact on promoting and improving school functionality in learner welfare and performance. If there are other standards, which are important to your school, you can add these to the table and share them with your colleagues.

Activity 6d: Typical Decisions and Issues

Attaining the desired standards of functionality also depend on the manner in which the school management team handles the day to day problems, issues and decisions which arise. The effectiveness in dealing with these issues depends on the extent to which data informs the decisions made and the direction taken when problems arise. The relevance and importance of data are explored in this activity.

Activity 6e: Priorities for Planning and School Development

Based on the analysis made and the resulting group discussions, participating school managers are asked to identify planning priorities, which emerge from the gaps identified in meeting the standards that are outlined. Based on these gaps, managers can lay out plans to improve teacher performance and hence improve school functionality in the welfare and performance of learners.

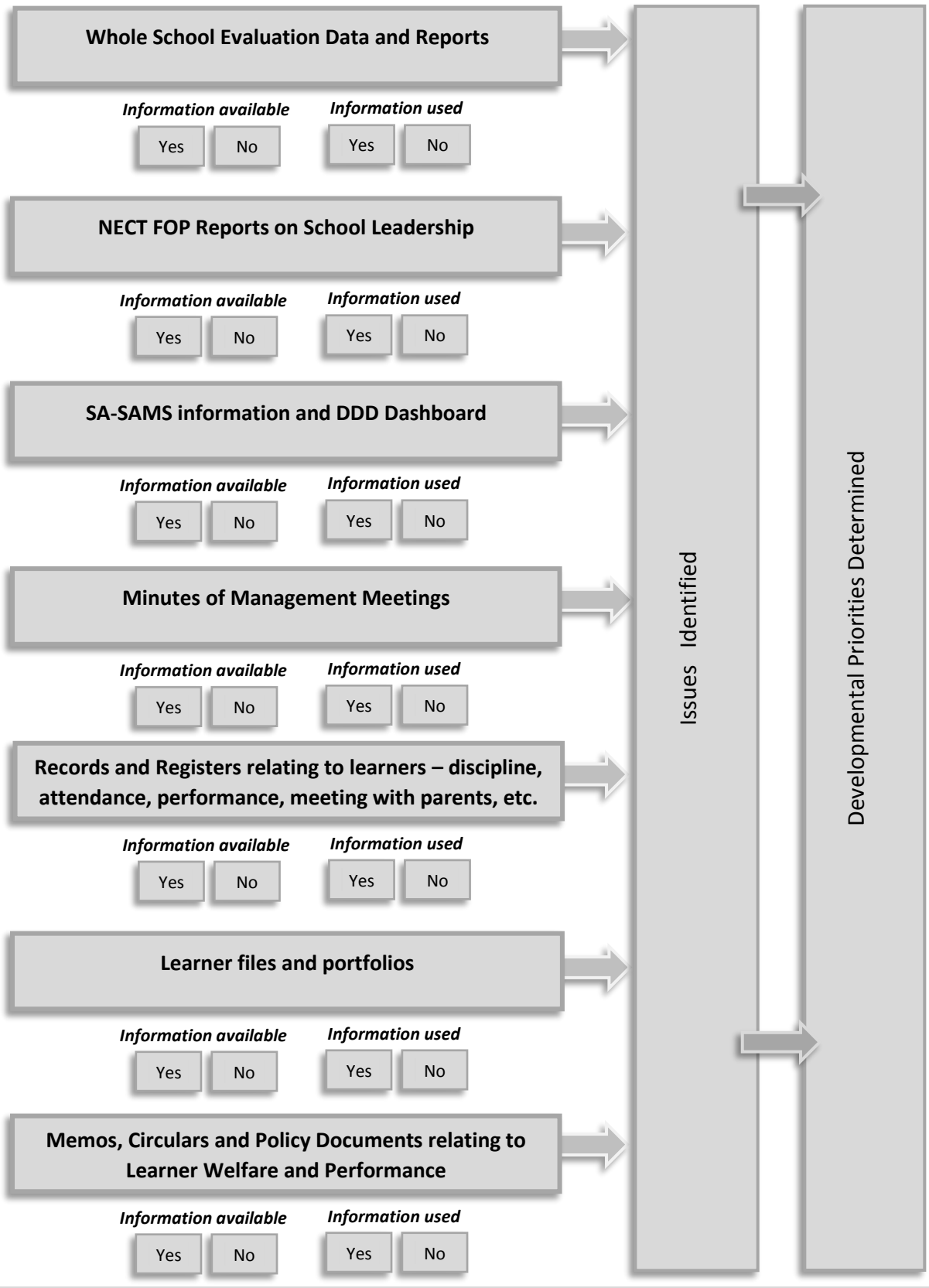
Activity 6a: Vision of Functionality

Instructions: *Six areas of focus are outlined in the table below. Each area of focus reflects an important area of school functionality in learner welfare and performance. For each area, discuss as a group what your expectations of functionality are, and discuss and agree on at least 2 expectations to write in the lefthand column.*

Vision: *The vision for learner welfare and performance is a school where there is an array of care and support to meet the need of individual learners, and where all learners are able to perform and achieve the best of their ability with motivation, inspiration, ambition, and hope for the future.*	
School Expectations on Functionality	
Area of Concern	***Functionality Expectations***
1. Academic support.	
2. Social and psychological support.	
3. Fullness of development.	
4. Learner achievement.	
5. Learner outlook and discipline.	
6. Curriculum pacing.	

Activity 6b: Sources of Data for Managing School Functionality in Learner Welfare and Performance

Instructions: *There are many sources of data for managing and tracking performance in learner welfare and performance. The data that is available to you depends on the manner in which your school processes and systems are managed, and the level of commitment you have in keeping proper school records. Some sources of data are listed below. Please respond to the following questions: Are these data sources available to you? Do you use them to make planning and problem-solving decisions? Discuss the value and relevance of each source and reflect on the manner in which each source of data can be managed and used.*



Activity 6c: Standards of Functionality for Learner Welfare and Performance

Instructions:

Aspirations to set standards and to performance indicators are the keys to proper management of school functionality. In the table on the next page, a set of standards are listed for improving functionality in the area. Each standard should be tracked and monitored to determine the extent to which the school is attaining functionality in this area. If you must attain the desired level of functionality, it is necessary to first determine where you are on the basis of the standard, and then assess what gaps need to be closed. It is necessary to collect and assess data/evidence on where you are in relation to the standard, and to then identify the gaps to be closed in order to reach the standard of performance. In the table, which follows, review each standard as a team. Discuss the standard to ensure that it is well understood by all in your group. Then determine if you have a source of data for assessing each standard, and whether the data is readily available. The management of functionality must be data driven. This assessment will identify both data gaps and gaps in performance, which must be filled. You can discuss how these data gaps will be filled, and what records you must keep handy to monitor the school's performance in this specific area. Please note here that the effectiveness of the school management team depends on how critical and relevant data is collected, stored, managed, and used. Performance monitoring depends on the availability of relevant data. Based on the data that you are aware of, please note in the last column whether there are gaps, issues or problems in your school in relation to attaining the designated standard. As a school team, discuss the gaps identified and the items to be considered as priorities for planning to fill these gaps.

Activity 6c: Standards of Functionality for Learner Welfare and Performance

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
1. Each learner's performance is monitored, reviewed, and discussed through a specific set of performance indicators.	Y N	Y N	*High*	*Medium*	*Low*	
2. The attendance rate of all learners exceeds 99%.	Y N	Y N	*High*	*Medium*	*Low*	
3. All learners perform well in the subjects they take.	Y N	Y N	*High*	*Medium*	*Low*	
4. Learners score well in standardized numeracy and literacy tests for their age and grade.	Y N	Y N	*High*	*Medium*	*Low*	
5. Learners read with understanding for their age and grade.	Y N	Y N	*High*	*Medium*	*Low*	
6. Diagnostic assessment has identified all learners with barriers to learning effectively.	Y N	Y N	*High*	*Medium*	*Low*	
7. All learners with barriers to learning participate in development support programmes.	Y N	Y N	*High*	*Medium*	*Low*	
8. Learners who are in need participate in care, support, and protection programmes.	Y N	Y N	*High*	*Medium*	*Low*	
9. The school has a positive discipline system, which is known and supported by all.	Y N	Y N	*High*	*Medium*	*Low*	
10. Discipline records show and confirm the good behaviour of learners at the school.	Y N	Y N	*High*	*Medium*	*Low*	
11. Support is provided by external agencies and organizations to meet their needs.	Y N	Y N	*High*	*Medium*	*Low*	
12. All learners who are at risk are identified and supported.	Y N	Y N	*High*	*Medium*	*Low*	
13. Learners have respect for their school environment.	Y N	Y N	*High*	*Medium*	*Low*	
14. Learners are provided with leadership and empowerment training to manage their learning and their success.	Y N	Y N	*High*	*Medium*	*Low*	
15. All learners meet outcomes in line with national expectations.	Y N	Y N	*High*	*Medium*	*Low*	

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
16. Each learner has access to and uses extra curriculum activities, e.g. sport.	Y N	Y N	*High*	*Medium*	*Low*	
17. Each learner has access to and uses co-curriculum activities.	Y N	Y N	*High*	*Medium*	*Low*	
18. School follows a timetable for sports and cultural activities.	Y N	Y N	*High*	*Medium*	*Low*	
19. All learners keep pace with curriculum coverage.	Y N	Y N	*High*	*Medium*	*Low*	
20. All learners feel motivated and encouraged.	Y N	Y N	*High*	*Medium*	*Low*	
21. All learners understand the expectations of the school (punctuality, attendance, discipline, appearance, etc.).	Y N	Y N	*High*	*Medium*	*Low*	
22. Efforts are made to mitigate against poor home environments.	Y N	Y N	*High*	*Medium*	*Low*	
23. All learners have access to support with school work.	Y N	Y N	*High*	*Medium*	*Low*	
24. All learners are positive and have hope for a bright and prosperous future.	Y N	Y N	*High*	*Medium*	*Low*	
25. All learners have access to and use the resources available for learning.	Y N	Y N	*High*	*Medium*	*Low*	

Activity 6d: Typical Decisions and Issues

Instructions: *On the way to attaining full functionality in learner welfare and performance, there are decisions to be made and problems to be resolved on a daily basis. These decisions are critical, because action will be taken based on the decisions made. Every decision made and every problem solved must be done correctly. The best decisions are evidence-based decisions. The management team must therefore reflect on the data that is available to make the decisions that are typically required in learner welfare and performance. For each of the decisions (and issues) identified below, please discuss and make notes of the data/evidence you will need to make a proper decision. Is this data available to you? Are you able to collect and manage the data on an ongoing basis? Please discuss each item and make notes as required.*

Typical Decisions and Issues	***Data needed for Informed Action***	***Data Availability***
Typical Decisions		
1. Whether learners should be promoted.		Y N
2. Whether a learner should get academic support.		Y N
3. Whether a learner should get psychological support.		Y N
4. When parent should be called in to discuss learner progress or behaviour.		Y N
5. Selection of a learner to represent the school – academically; in sport; as an ambassador.		Y N
Typical Issues		
1. Learner is a consistent late comer.		Y N
2. Learner performance is consistently low.		Y N
3. Learner sleeps in class.		Y N
4. Two learners get into a fight and one is hospitalized.		Y N
5. Learners select a popular student as a leader but the selected student is not a good role model for learners.		Y N

Activity 6e: Priorities for Planning and School Development

Instructions: *Based on the activity on standards and on the based on the gaps identified, please list 5 priorities for planning to improve the functionality of learner welfare and support. Please reflect on the planning priorities you have chosen. Will you need resources to implement? What are your plans to acquire these needed resources? To whom can you assign the responsibility to coordinate this planning activity if it is agreed that is should be included in the school improvement plan? Without resources, and without someone to assign management responsibility for the activity, it may not be possible to implement or rollout the planned activity. Please reflect on possibilities and requirements for implementation.*

Priorities for Planning and Improving Management and Governance	***Resourcing Considerations and Plans***	***Assignment for Coordination***

Activity 7

MANAGING CURRICULUM PLANS AND COVERAGE TO MAXIMIZE SCHOOL FUNCTIONALITY

Introduction:

Instructional leadership is at the core of managerial responsibility at the school. The SMT must work together to ensure that the curriculum is covered appropriately – at the right pace, pitch and tone. This does not take place automatically. The process of curriculum coverage must be managed through policies, plans, resources, monitoring, and support. A set structure and process for curriculum coverage must be put in place so that the process of coverage could be managed and supported. Many initiatives have been made to maximize curriculum coverage. They include trackers, planners, templates, lesson plans, pace setters, etc. None of these initiatives on their own could be successful. All these initiatives must be embodied as part of an integrated and cohesive process to attain the desired rate and quality of curriculum coverage. At the core of this comprehensive process, there must be a process of information management where standards and indicators of performance are tracked and monitored and where the appropriate corrective and support responses are adopted in a timely manner. This activity examines the full process of managing curriculum coverage to attain full functionality.

There are five areas for assessing the degree of functionality in managing curriculum coverage. These are as follows:

a. *The vision of what functionality in curriculum plans and coverage must be clear, and its nature and importance must be shared and accepted within the school community.*
b. *There must be a basic set of standards of school functionality in curriculum coverage to which all must subscribe.*
c. *There must be a base of relevant and responsive data on the standards for curriculum coverage so the progress in attaining full coverage can be tracked and managed.*
d. *There must be a clear sense of the data needs to inform decisions and to solve problems associated with management of curriculum coverage.*
e. *There must be ongoing review of standards to identify gaps in curriculum coverage and to programme improvement in the rate and quality of coverage.*

Purpose:

The purpose of this activity is to assist principals and SMTs in understanding the importance of curriculum coverage as an important aspect of school functionality, and to build their capacity in understanding the availability and use of data in developing and maintaining high performance in curriculum coverage. This activity seeks to promote self-reflection on the status of school functionality, and on the nature and availability of data to inform decision-making and planning to improve curriculum coverage.

Objectives:

1. *To reflect on a vision of school functionality in curriculum coverage.*
2. *To reflect on the standards to be developed and maintained in promoting an acceptable rate and quality of curriculum coverage.*
3. *To assess the availability and use of data to monitor and track functionality and decision-making in relation to curriculum coverage.*
4. *To identify gaps in curriculum coverage which must be addressed in the preparation of the school improvement plan. Two kinds of gaps are identified – gaps in the availability of information and gaps in the performance of the school in respect to curriculum coverage.*
5. *To identify and list 5 planning priorities which emerge from the analysis of the school's performance in curriculum coverage. For each planning priority, notes will be made on the availability of resources and the assignment of responsibility for coordinating implementation.*

Instructions:

There are 5 sub-activities in this section. Each sub-activity is described below, and the instructions for the specific sub-activity are provided in the worksheet for that activity. Each activity is to be completed and discussed by each individual school and then by the respective workshop participants who represent the school. After completing and discussing the activity by each representative of the school, individual schools will come together as mixed groups and share both their ideas and the assessment of their school's circumstances in respect to the management of curriculum coverage.

Please note that space is provided to include the ideas and perceptions of the school's management team (SMT) in respect to curriculum coverage. Here, the participants can make notes on other relevant standards to improve curriculum coverage, and on other sources of information or data, which can assist in tracking and decision-making in respect to curriculum coverage. Participants can also share

ideas on creative ways for solving problems in promoting curriculum coverage. The 5 sub-activities in this section are outlined below:

Activity 7a: Vision of Functionality

This activity seeks to enable participants to explore their understanding of what functionality means in respect to curriculum coverage. The activity is the basis for exploring similarities and differences in meaning among school managers, and the basis for beginning to define the pathway for improving the school's performance.

Activity 7b: Sources of Data for Curriculum Coverage Priorities

There are multiple sources of data, which can be used to derive information on performance in curriculum coverage. We explore the relevance, availability, and use of this data in the management of curriculum coverage.

Activity 7c: Standards of Functionality for Curriculum Coverage

The standards, which are outlined here, represent some of the curriculum coverage requirements that are embedded in education policy documents. It is not possible to detail here a full list of these standards and requirements. It is necessary, however, to choose the most critical standards, which have the highest impact on promoting and improving curriculum coverage in your school. If there are other standards, which are important to you and your school, you can add these standards to the table as presented.

Activity 7d: Typical Decisions and Issues

Attaining the desired standards of functionality also depend on the manner in which the school management team handles the day to day problems, issues and decisions which arise. The effectiveness in dealing with these problems and issues depends on the extent to which data informs the decisions made and the direction taken by the school. The relevance and importance of data are explored in this activity.

Activity 7e: Priorities for Planning and School Development

Based on the review and analysis of standards, and based on the resulting discussions, participating school managers are asked to identify planning priorities, which emerge from the gaps identified. Based on these gaps, managers can lay out plans to improve school functionality in curriculum coverage.

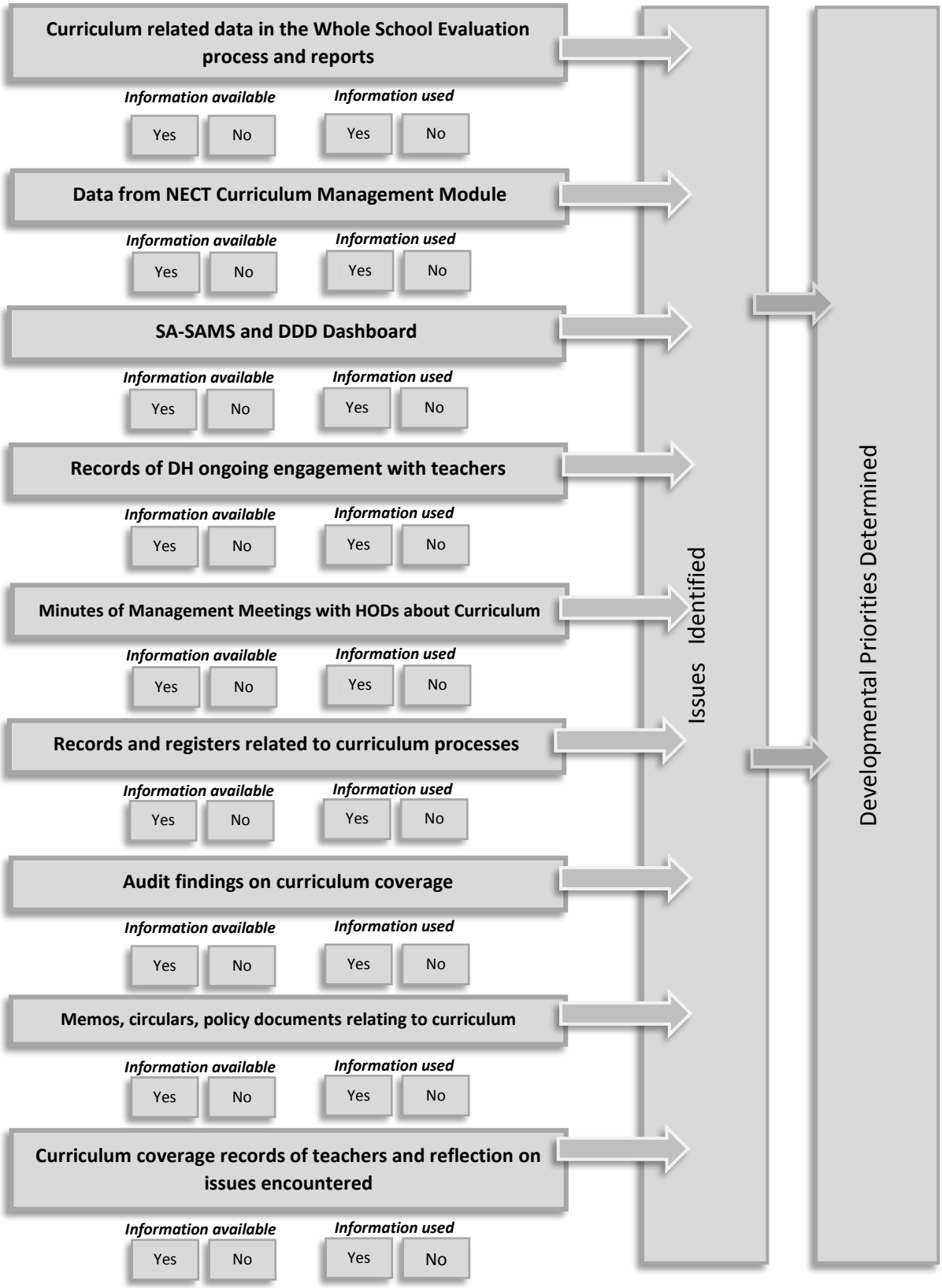
Activity 7a: Vision of Functionality

Instructions: *Six areas of focus are outlined in the table below. Each area of focus reflects an important area of school functionality in curriculum coverage. For each area, discuss as a group, what your expectations of functionality are, and discuss and agree on at least two expectations to write in the respective sections of the lefthand column.*

Vision: *The vision for full school functionality in curriculum coverage is a school where plans, processes, guidelines, and records are in place so that all teachers have 100% curriculum coverage, and all learners are able to keep pace with the curriculum and achieve at the level anticipated by the school and according to national norms.*	
School Expectations on Functionality	
Area of Concern	***Functionality Expectations***
1. Clear understanding of CAPS requirements.	
2. Use of curriculum teachers.	
3. Availability and use of plans for curriculum coverage.	
4. Availability of lesson plans.	
5. Availability of teacher and learner resources.	
6. Learners keeping pace.	

Activity 7b: Sources of Data for Identifying Curriculum Coverage Priorities

Instructions: *There are many sources of data for planning, problem-solving and decision-making in management of curriculum coverage. The data that is available to you depends on the manner in which school processes and systems are managed to generate data and the level of commitment of the school to keeping proper records on all aspects of curriculum coverage. Some sources of data related to curriculum coverage are listed below. Reflect on each of these sources and their relevance and use in your school. Are these sources available to you? Do you use them to make planning and problem-solving decisions? Discuss the value and relevance of each source and reflect on the manner in which each source of data can be managed and used.*



Activity 4c: Standards of Functionality for Managing Curriculum Coverage

Instructions:

Aspirations to set standards and to performance indicators are the keys to proper management of school functionality. In the table on the next page, a set of standards are listed for improving functionality in the area. Each standard should be tracked and monitored to determine the extent to which the school is attaining functionality in this area. If you must attain the desired level of functionality, it is necessary to first determine where you are on the basis of the standard, and then assess what gaps need to be closed. It is necessary to collect and assess data/evidence on where you are in relation to the standard, and to then identify the gaps to be closed in order to reach the standard of performance. In the table, which follows, review each standard as a team. Discuss the standard to ensure that it is well understood by all in your group. Then determine if you have a source of data for assessing each standard, and whether the data is readily available. The management of functionality must be data driven. This assessment will identify both data gaps and gaps in performance, which must be filled. You can discuss how these data gaps will be filled, and what records you must keep handy to monitor the school's performance in this specific area. Please note here that the effectiveness of the school management team depends on how critical and relevant data is collected, stored, managed, and used. Performance monitoring depends on the availability of relevant data. Based on the data that you are aware of, please note in the last column whether there are gaps, issues or problems in your school in relation to attaining the designated standard. As a school team, discuss the gaps identified and the items to be considered as priorities for planning to fill these gaps.

Activity 7c: Standards of Functionality for Managing Curriculum Coverage

Standards of Functionality	*Data Source?*		*Data Available?*		*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
1. Information systems and processes are in place to track and monitor curriculum coverage for all teachers.	Y	N	Y	N	*High*	*Medium*	*Low*	
2. Compliance with CAPS requirements is monitored for all subjects.	Y	N	Y	N	*High*	*Medium*	*Low*	
3. All teachers have termly teaching plans for their subjects.	Y	N	Y	N	*High*	*Medium*	*Low*	
4. All teachers have an approved subject improvement plan for their subject.	Y	N	Y	N	*High*	*Medium*	*Low*	
5. All lessons start and finish on time.	Y	N	Y	N	*High*	*Medium*	*Low*	
6. Teachers have lesson plans for their subject.	Y	N	Y	N	*High*	*Medium*	*Low*	
7. Teacher conduct an analysis of assessment results to improve their teaching.	Y	N	Y	N	*High*	*Medium*	*Low*	
8. Parents understand the structure and process of the curriculum and can monitor performance and progress of their children at school.	Y	N	Y	N	*High*	*Medium*	*Low*	
9. The timetable complies with the standards and requirements for teaching the subject.	Y	N	Y	N	*High*	*Medium*	*Low*	
10. All subjects have related co-curriculum activities, which enrich learning.	Y	N	Y	N	*High*	*Medium*	*Low*	
11. Teachers have the resources they need to teach the content of the curriculum.	Y	N	Y	N	*High*	*Medium*	*Low*	
12. All teachers find ways to extend the time for learning to compensate for learning missed.	Y	N	Y	N	*High*	*Medium*	*Low*	
13. Curriculum coverage targets and expectations are set for each subject and for each teacher.	Y	N	Y	N	*High*	*Medium*	*Low*	
14. Teachers meet with their HODs at least three times per term to monitor and track coverage.	Y	N	Y	N	*High*	*Medium*	*Low*	

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
15. Teachers record and discuss the issues they face in covering the curriculum.	Y N	Y N	*High*	*Medium*	*Low*	
16. Teachers are guided and supported by their subject advisors in covering the curriculum.	Y N	Y N	*High*	*Medium*	*Low*	
17. Subject and phase committees are in place to plan and monitor coverage.	Y N	Y N	*High*	*Medium*	*Low*	
18. Teachers are supported by their peers in covering the curriculum.	Y N	Y N	*High*	*Medium*	*Low*	
19. Teachers ensure that learners keep pace with curriculum coverage.	Y N	Y N	*High*	*Medium*	*Low*	
20. The Departmental Head monitors the workbooks and exercise books of children to confirm curriculum coverage.	Y N	Y N	*High*	*Medium*	*Low*	

Activity 7d: Typical Decisions and Issues

Instructions: *On the way to attaining full functionality in curriculum coverage, there are decisions to be made and problems to be resolved on a daily basis. These decisions are critical, because action in the school will result from the decisions made. Every decision made and every problem solved must be done correctly. The best decisions are evidence-based decisions. The management team must therefore reflect on the data that is available to make the decisions on maintaining a high rate of curriculum coverage. For each of the decisions (and issues) identified below, please discuss and make notes of the data/evidence you will need to make a proper decision. Is this data available to you? Are you able to collect and manage the data you require? Please discuss each item and make notes as required.*

Typical Decisions and Issues	***Data needed for Informed Action***	***Data Availability***
Typical Decisions		
1. Rate and completeness of curriculum coverage.		Y N
2. Compliance with CAPS requirements.		Y N
3. Maximizing the number of days allocated for curriculum coverage.		Y N
4. Identify resources needed to maximize the rate and quality of coverage.		Y N
5. Intervening when teachers are unable to meet the required rate and quality of coverage.		Y N
Typical Issues		
1. *The teacher does not have knowledge or is unfamiliar with the content to be covered.*		Y N
2. *Learners cannot keep pace with curriculum coverage.*		Y N
3. *The plans of teachers are unrealistic given their class size and the ability of their students.*		Y N
4. *Not enough evidence of coverage in learners work books or exercise books.*		Y N
5. *The rate of coverage is too fast for some learners and too slow for others.*		Y N

Activity 7e: Priorities for Planning and School Development

Instructions: *Based on the standards assessed and the gaps identified, please list five priorities for planning to improve the school's performance in curriculum coverage. You must assess what you will require to maximize curriculum coverage. Will you need resources to implement? What are your plans to acquire these needed resources? To whom can you assign the responsibility to coordinate this planning activity if it is agreed that is should be included in the school improvement plan? Without resources, and without someone to assign the activity to, it may not be possible to implement or rollout the planned activity. Please reflect on possibilities and requirements for successful implementation.*

Priorities for Planning and Improving Management and Governance	***Resourcing Considerations and Plans***	***Assignment for Coordination***
1.		
2.		
3.		
4.		
5.		

Activity 8

MANAGING TEACHER AND LEARNER RESOURCES TO MAXIMIZE SCHOOL FUNCTIONALITY

Introduction:

The availability of resources is essential to effective teaching and learning. Teachers need resources to teach, and learners need resources to learn. As a result, the full functionality of the school depends on the availability, management, and use of available resources. This is critical. Whatever resources are available must be managed and used effectively. It is the responsibility of the principal and the school's management team to ensure that resources are available, properly managed, and effectively used.

In promoting and sustaining school functionality in respect to teacher and learner resources, the following are required.

a. *The vision of what functionality is in managing resources must be clear, and its nature and importance must be shared and respected within the school community.*
b. *There must be a basic set of standards of performance in respect to school functionality to which all must subscribe.*
c. *There must be a base of relevant and responsive data on functionality standards so the progress enhancing performance in resource management and use can be tracked and managed.*
d. *There must be a clear sense of the data needed to inform decisions and problem solving associated with the effectiveness and use of resources.*
e. *There must be ongoing review of standards of performance to identify gaps and in order to manage programme improvement.*

Purpose:

The purpose of this activity is to assist principals and SMTs in understanding the importance of school functionality in the management of teacher and learner resources and to build their capacity in understanding use of data in developing and maintaining school functionality in this area. This activity seeks to promote self-

reflection on the status of resource management in schools, and to stimulate the nature and availability of data to inform decision-making and planning.

Objectives:

1. *To reflect on a vision of functionality in the management of teacher and learner resources.*
2. *To review the standards to be developed and maintained in promoting full school functionality in resource management.*
3. *To assess the availability and use of data to monitor and track the use of teacher and learner resources.*
4. *To identify gaps in the management and use of school resources which could be addressed in the school improvement plan. Two kinds of gaps are identified – gaps in the availability of information and gaps in performance and functionality in managing teacher and learner resources.*
5. *To identify and list five priorities for planning which have emerged from the analysis of school functionality in managing resources. For each planning activity, notes will be made on the resource needs and the assignment of responsibility for coordinating implementation of that specific priority.*

Instructions:

There are five sub-activities in this section. Each sub-activity is described below, and the instructions for the specific activity are provided in the worksheet for that activity. Each sub-activity is to be completed and discussed by each school and by the representatives of that school. After completion and discussion of the activity by the school, individual schools will come together as mixed groups and will share both their ideas on the management of resources, and their assessment of their school's circumstances in respect to functionality.

Please note that space is provided to include the ideas and perceptions of the school's management team (SMT) about the management of teacher and learner resources. In this respect, the participants can identify and list other relevant standards to improve school functionality, and can make note of other sources of information or data, which can assist in tracking progress and decision-making about the availability and use of resources. The five sub-activities in this section are outlined below:

Activity 8a: Vision of Functionality

This activity seeks to enable participants to explore their understanding of what functionality means in relation to the availability and use of teacher and learner resources. It is the basis for exploring similarities and differences in meaning among

staff, and the basis for defining the pathway of functionality for improvement in the school.

Activity 8b: Sources of Data for Monitoring the Effectiveness of Resources in the School

There are multiple sources of data, which can be used to track the school performance in this area of school functionality. We explore the relevance, availability, and use of this data in planning to improve resource availability, management, and use.

Activity 8c: Standards of Functionality for Management of Teacher and Learner Resources

The standards which are listed in this activity are some of the resource management requirements that are embedded in education policy documents. It is not possible to detail a full list of standards for the activity. It is necessary, however, to choose the most critical standards, which have the highest impact on promoting and improving school functionality. If there are other standards, which are important to your school, you can add these to the table and assess the availability of data to track progress in meeting these standards.

Activity 8d: Typical Decisions and Issues

Attaining the desired standards of functionality also depend on the manner in which the school management handles the day to day problems, issues and decisions which arise. The school's effectiveness in dealing with these issues depends on the extent to which data is used to inform the decisions made and the strategic direction taken by the school. The relevance and importance of data are explored in this activity.

Activity 8e: Priorities for Planning and School Development

Based on the analysis made of these standards and based on the discussions, which resulted, participating school managers are asked to identify planning priorities, which emerge from gaps identified. Based on these gaps, managers can identify interventions to be made in the school's plan for improving the management of resources in the school.

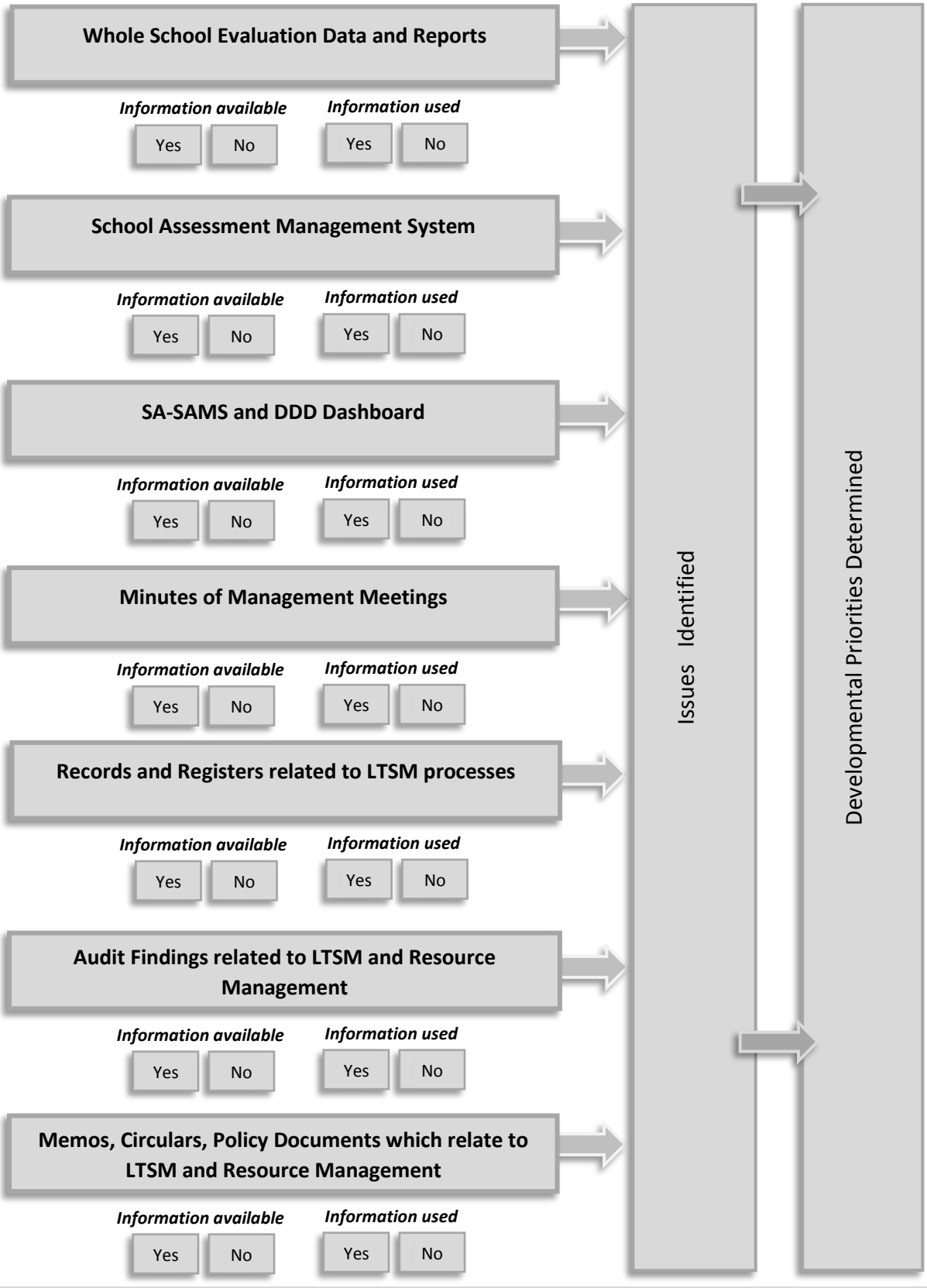
Activity 8a: Vision of Functionality

Instructions: *Five areas of focus are outlined in the table below. Each area of focus reflects an important aspect of effective management of teacher and learner resources. For each area, discuss as a group what your expectations of functionality are, and discuss and agree on at least two expectations to write in each section of the lefthand column.*

Vision: *The vision of functionality for the management of teacher and learner resources is a school where all teachers and learner have the resources they need to teach and learn, and where all resources are fully used with efficiency and care and in a manner, which will maximize impact.*	
School Expectations on Functionality	
Area of Concern	***Functionality Expectations***
1. Maximizing availability of teacher and learner resources.	
2. Efficient use of teacher and learner resources.	
3. Proper care of teacher and learner resources.	
4. Retrieval of learner textbooks.	
5. Enabling access of reading resources to learners.	

Activity 8b: Sources of Data for Maximizing the availability and use of Teacher and Learner Resources

Instructions: *There are many sources of data for planning, problem-solving and decision-making in managing school resources. The data that is available to you as a manager depends on the manner in which school processes and systems are managed to generate and use data, and the level of commitment the school possesses to keeping proper school records. Some sources of data are listed below. You are asked to assess the relevance and use of this data. Are these sources available to you? Do you use them to make planning and problem-solving decisions? Discuss the value and relevance of each source, and reflect on the manner in which each source of data can be managed and used.*



Activity 8c: Standards of Functionality for Teacher and Learner Resources

Instructions:

Aspirations to set standards and to performance indicators are the keys to proper management of school functionality. In the table on the next page, a set of standards are listed for improving functionality in the area. Each standard should be tracked and monitored to determine the extent to which the school is attaining functionality in this area. If you must attain the desired level of functionality, it is necessary to first determine where you are based on the standard, and then assess what gaps need to be closed. It is necessary to collect and assess data/evidence on where you are in relation to the standard, and to then identify the gaps to be closed in order to reach the standard of performance. In the table, which follows, review each standard as a team. Discuss the standard to ensure that it is well understood by all in your group. Then determine if you have a source of data for assessing each standard, and whether the data is readily available. The management of functionality must be data driven. This assessment will identify both data gaps and gaps in performance, which must be filled. You can discuss how these data gaps will be filled, and what records you must keep handy to monitor the school's performance in this specific area. Please note here that the effectiveness of the school management team depends on how critical and relevant data is collected, stored, managed, and used. Performance monitoring depends on the availability of relevant data. Based on the data that you are aware of, please note in the last column whether there are gaps, issues or problems in your school in relation to attaining the designated standard. As a school team, discuss the gaps identified and the items to be considered as priorities for planning to fill these gaps.

Activity 8c: Standards of Functionality for Teacher and Learner Resources

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
1. The school has policy guidelines and instructions on the management and use of teacher and learner resources.	Y N	Y N	*High*	*Medium*	*Low*	
2. All teachers and learners comply with guidelines on resource use.	Y N	Y N	*High*	*Medium*	*Low*	
3. All teachers have the resources, aids, templates, books and demonstration kits needed to teach effectively.	Y N	Y N	*High*	*Medium*	*Low*	
4. All learners have all the textbooks and workbooks they need to learn the subject.	Y N	Y N	*High*	*Medium*	*Low*	
5. Learners have access to support resources in libraries and resource centres.	Y N	Y N	*High*	*Medium*	*Low*	
6. There is a comprehensive inventory list of all LTSM and the list is audited on a quarterly basis.	Y N	Y N	*High*	*Medium*	*Low*	
7. The school's book retrieval system operates effectively.	Y N	Y N	*High*	*Medium*	*Low*	
8. The school's resources are adequate so that no learner is deprived.	Y N	Y N	*High*	*Medium*	*Low*	
9. Teachers have access to internet facilities so that they can access teaching resources on their subject.	Y N	Y N	*High*	*Medium*	*Low*	
10. The number, quality, and experience of teachers match the needs of the curriculum.	Y N	Y N	*High*	*Medium*	*Low*	
11. There are reading resources for learners to keep abreast of their teaching.	Y N	Y N	*High*	*Medium*	*Low*	
12. There are reading resources for learners in their home language.	Y N	Y N	*High*	*Medium*	*Low*	
13. Where resources are scarce and/or unavailable, the school management and teachers employ creative ways of supplementing their resources.	Y N	Y N	*High*	*Medium*	*Low*	
14. Teachers have opportunities to engage and share with their peers who teach the subject.	Y N	Y N	*High*	*Medium*	*Low*	

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
15. Teachers have laptops to assist in their planning and record keeping.	Y N	Y N	*High*	*Medium*	*Low*	
16. Advanced learners have access to resources for independent study.	Y N	Y N	*High*	*Medium*	*Low*	
17. LTSM is delivered and available to teachers and learners in time at the beginning of term.	Y N	Y N	*High*	*Medium*	*Low*	
18. There is evidence that learners use their workbooks and textbooks.	Y N	Y N	*High*	*Medium*	*Low*	
19. All learners have the stationery required for them to participate in classes.	Y N	Y N	*High*	*Medium*	*Low*	
20. Each classroom has a reading corner that is intergraded by classroom procedures and fully used by learners.	Y N	Y N	*High*	*Medium*	*Low*	

Activity 8d: Typical Decisions and Issues

Instructions: *On the way to attaining full functionality in resource management, there are decisions to be made and problems to be resolved on a daily basis. These decisions are critical, because initiatives will be taken at the school based on the decisions made. Every decision made and every problem solved must be done correctly. The best decisions are evidence-based decisions. The management team must therefore reflect on the data that is available to make the decisions that are typically made in managing school resources. For each of the decisions (and issues) identified below, please discuss and make notes of the data/evidence you will need to make a proper decision. Assess the status of your environment. Is this data available to you? Are you able to collect and manage the data necessary? Please discuss each item and make notes as required.*

Typical Decisions and Issues	***Data needed for Informed Action***	***Data Availability***
Typical Decisions		
1. LTSM not available to all learners. Resources must be shared.		Y N
2. Budget to be allocated to indigenous reading materials for learners.		Y N
3. Learning materials sponsored by a generous donor. Which materials to choose for purchase.		Y N
4. What textbooks and learners resources should be used in a particular subject?		Y N
5. A report is needed by the DBE on the effectiveness of the book retrieval system.		Y N
Typical Issues		
1. *LTSM is not delivered on time.*		Y N
2. *Teacher resources missing from storage.*		Y N
3. *Workbooks are hardly being used by learners.*		Y N
4. *Teachers do not fully use their planners and trackers.*		Y N
5. *Learners do not take care of their books.*		Y N

Activity 8e: Priorities for Planning and School Development

Instructions: *Based on the assessment of standards and based on gaps identified, please list five priorities for improving resource management at your school. Will you need resources to implement the initiatives you have chosen? What are your plans to acquire the needed resources? To whom can you assign the responsibility to coordinate this if it is agreed that it should be included in the school improvement plan? Without resources, and without someone to assign the activity to, it may not be possible to implement/rollout the planned activity. Please reflect on possibilities and requirements for implementation.*

Priorities for Planning and Improving Management and Governance	***Resourcing Considerations and Plans***	***Assignment for Coordination***

Activity 9

MANAGING PARENT AND COMMUNITY INVOLVEMENT TO MAXIMIZE SCHOOL FUNCTIONALITY

Introduction:

Schools are more effective when parents are involved in the life of the school, and when the community, at large, is supportive of the school and its learners. Parental support of their children's learning is seen as critical to the achievement and success of learners. In addition, schools can achieve more when a community of parents volunteer their services to support the school in diverse ways. A school cannot be fully functional unless there is a sound and sustained bond between the school, its parents and the community. The school management team must therefore lead and manage a process for the school to maintain a sound and productive relationship with its parents and its community.

There are five areas for assessing functionality in the management of parent and community involvement. These are as follows:

a. *The vision of what functionality means in parent and community involvement must be clear, and its nature and importance must be shared and accepted by the school community.*
b. *There must be a basic set of standards for effectively managing parent and community involvement to which all must subscribe.*
c. *There must be a base of relevant and responsive data on standards related to parent and community involvement so that it is possible to track progress in improving this area of school functionality.*
d. *There must be a clear sense of the data needs to inform decisions and problem solving associated with parent and community involvement.*
e. *There must be ongoing review of standards related to parent and community involvement to identify gaps, and in order to programme improvement in this area.*

Purpose:

The purpose of this activity is to assist principals and SMTs in understanding the importance of parent and community involvement, and in building their capacity to

use data in development and maintaining school functionality in parent and community involvement. This activity seeks to promote self-reflection on the status of the school's performance in parent and community involvement and to assess the nature and availability of data to inform decision-making and planning for parent and community involvement.

Objectives:

1. *To reflect on a vision of full school functionality for parent and community involvement.*
2. *To reflect on the standards to be developed and maintained in promoting effectiveness in parent and community involvement.*
3. *To assess the availability and use of data to monitor and track the school's performance and improvement in parent and community involvement.*
4. *To identify gaps in school functionality in parent and community involvement which must be considered in the school improvement plan. Two kinds of gaps are identified – gaps in the availability of relevant information and gaps in the effectiveness of parent and community involvement.*
5. *To identify and list five priorities for planning which are derived from the analysis of school functionality in parent and community involvement. For each notes will be made on the resources needed and the assignment of responsibility for coordinating implementation.*

Instructions:

There are five sub-activities in this section. Each sub-activity is described below, and the instructions for the specific activity are provided in the worksheet for that activity. Each sub-activity is to be completed and discussed by each individual school with participants who represent that school. After completing and discussing the activity by the school, individual schools will come together as mixed groups and will share both their ideas and their assessment of their school's circumstances in respect to performance in parent and community involvement.

Please note that space is provided to include the ideas and perceptions of the school's management team (SMT). In this respect, the participants identify and list other relevant standards to improve school functionality in this area, and other sources of information or data, which can assist in tracking and decision-making, and share ideas on creative ways in promoting parent and community involvement. The five sub-activities in this section are listed and described below:

Activity 9a: Vision of Functionality

This activity seeks to enable participants to explore their understanding of what school functionality means in parent and community involvement. It is the basis for exploring similarities and differences in meaning among the school's management team, and it is the basis for defining a pathway to improve the school's functionality.

Activity 9b: Sources of Data for Managing Parent and Community Involvement

There are multiple sources of data, which can be used to derive information on tracking school performance in parent and community involvement. In this area of school functionality, we explore the relevance, availability, and use of data.

Activity 9c: Standards of Functionality for Managing Parent and Community Involvement

The standards which are listed in this activity represent some of the requirements that are embedded in education documents. It is not possible to present in detail here, a full list of standards. It is necessary, however, to choose the most critical standards, which have the highest impact on promoting and improving school functionality in parent and community involvement. If there are other standards, which are important to your school, you can add these to the table and assess the availability of data to track progress in meeting these standards.

Activity 9d: Typical Decisions and Issues

Attaining the desired standards of functionality also depend on the manner in which the school management handles the day to day problems, issues and decisions which arise. The school's effectiveness in dealing with these issues depends on the extent to which the school uses data to inform the decisions made and the direction taken. The relevance and importance of data are explored in this activity.

Activity 9e: Priorities for Planning and School Development

Based on the analysis made, and based on the resulting discussions among the school's management team, participating school managers are asked to identify priorities for planning which result from gaps identified in meeting the standards that are outlined. Based on these gaps, managers can lay out plans to improve school functionality in parent and community involvement.

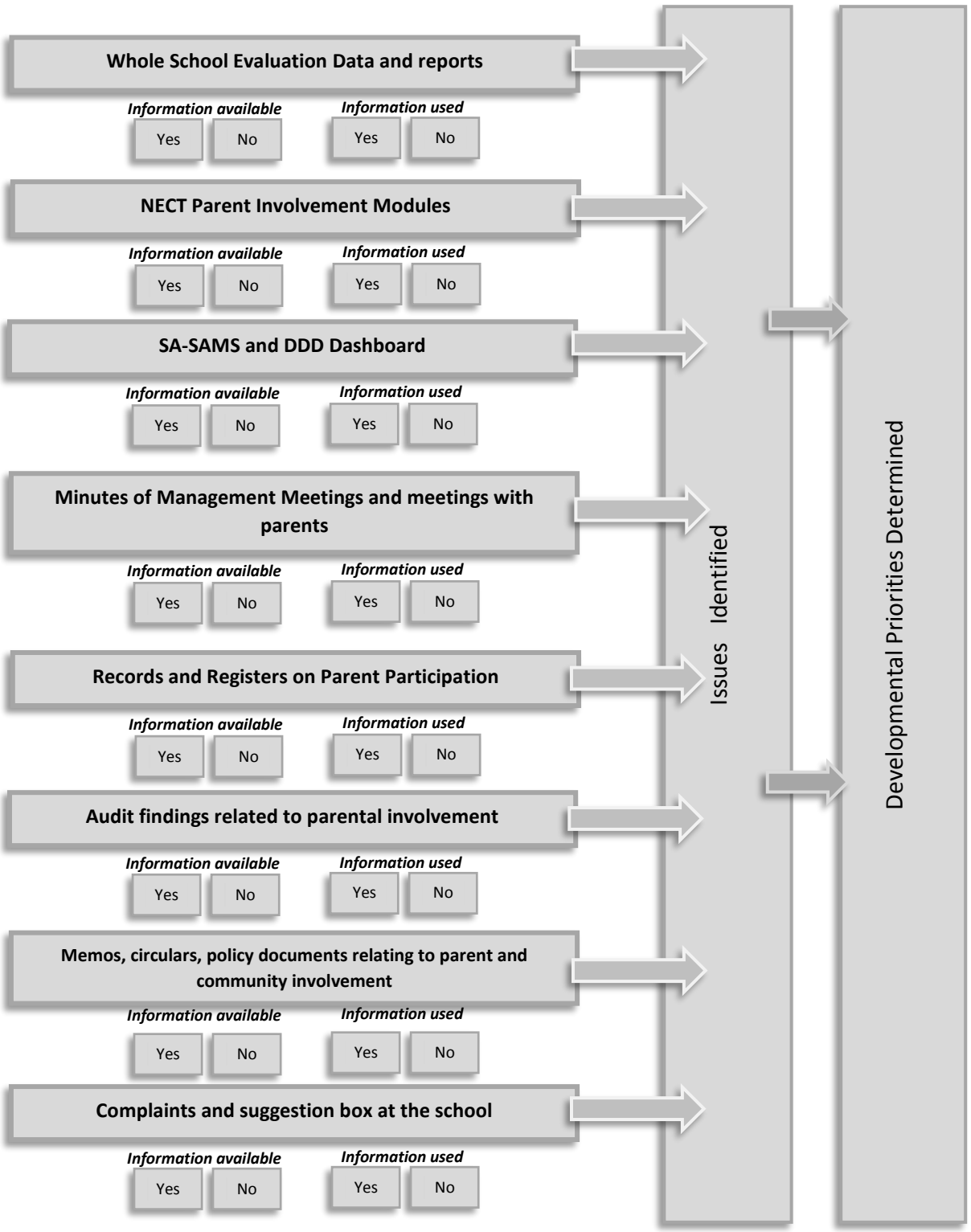
Activity 9a: Vision of Functionality

Instructions: *Six areas of focus are outlined in the table below. Each area of focus reflects an important area of school functionality in parent and community involvement. For each area, discuss as a group your expectations of functionality, and discuss and agree on at least two expectations to write in each space the lefthand column.*

Vision: *The vision for functionality in the management of parent and community involvement is a school where all parents are involved in the activities of the school and in supporting the school as volunteers and supporting their children, and a school were community members and agencies support the school and contribute their effort and resources to assist the school in serving children. It is a school where both parents and the community feel part of the school in meeting the school's responsibility.*	
School Expectations on Functionality	
Area of Concern	***Functionality Expectations***
1. Parent involvement.	
2. Community involvement.	
3. School educating parents.	
4. Communication between the school and parents and the community.	
5. Use of community resources.	
6. Community environment and resources.	

Activity 9b: Sources of Data for Parent and Community Involvement

Instructions: *There are many sources of data for planning, problem-solving and decision-making in parent and community involvement. The data that is available to you depends on the manner in which school processes and systems are managed and the level of commitment to keeping proper records. Some sources of data are listed below. Are these sources available to you? Do you use them to make planning and problem-solving decisions? Discuss the value and relevance of each source and reflect on the manner in which each source of data can be managed and used.*



Activity 9c: Standards of Functionality for Parent and Community Involvement

Instructions:

Aspirations to set standards and to performance indicators are the keys to proper management of school functionality. In the table on the next page, a set of standards are listed for improving functionality in the area. Each standard should be tracked and monitored to determine the extent to which the school is attaining functionality in this area. If you must attain the desired level of functionality, it is necessary to first determine where you are based on the standard, and then assess what gaps need to be closed. It is necessary to collect and assess data/evidence on where you are in relation to the standard, and to then identify the gaps to be closed in order to reach the standard of performance. In the table, which follows, review each standard as a team. Discuss the standard to ensure that it is well understood by all in your group. Then determine if you have a source of data for assessing each standard, and whether the data is readily available. The management of functionality must be data driven. This assessment will identify both data gaps and gaps in performance, which must be filled. You can discuss how these data gaps will be filled, and what records you must keep handy to monitor the school's performance in this specific area. Please note here that the effectiveness of the school management team depends on how critical and relevant data is collected, stored, managed, and used. Performance monitoring depends on the availability of relevant data. Based on the data that you are aware of, please note in the last column whether there are gaps, issues or problems in your school in relation to attaining the designated standard. As a school team, discuss the gaps identified and the items to be considered as priorities for planning to fill these gaps.

Activity 4c: Standards of Functionality for Parent and Community Involvement

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
1. The school has policies and guidelines for managing parent and community involvement.	Y N	Y N	*High*	*Medium*	*Low*	
2. At least 50% of parents participate in school activities on an ongoing basis.	Y N	Y N	*High*	*Medium*	*Low*	
3. At least 20% of parents offer their skills to assist the school.	Y N	Y N	*High*	*Medium*	*Low*	
4. There is a good attendance from parents when meetings are called.	Y N	Y N	*High*	*Medium*	*Low*	
5. All parents and guardians support the discipline efforts of the school.	Y N	Y N	*High*	*Medium*	*Low*	
6. All parents check and sign learners' work and diaries.	Y N	Y N	*High*	*Medium*	*Low*	
7. All learners and educators are aware of and support environmental efforts in the community.	Y N	Y N	*High*	*Medium*	*Low*	
8. Some of the funds in the school budget are raised by parents.	Y N	Y N	*High*	*Medium*	*Low*	
9. The school regularly assesses and uses community resources, which can be used in teaching and learning.	Y N	Y N	*High*	*Medium*	*Low*	
10. All learners understand how to use the local environment.	Y N	Y N	*High*	*Medium*	*Low*	
11. All learners are aware of local career opportunities.	Y N	Y N	*High*	*Medium*	*Low*	
12. Through established agreements and partnerships, services from local agencies are regularly available to and used by the school.	Y N	Y N	*High*	*Medium*	*Low*	
13. Under-educated parents are guided and supported on how to be involved in their children's education.	Y N	Y N	*High*	*Medium*	*Low*	
14. The school solicits and benefits from the availability and use of external resources and sponsorships.	Y N	Y N	*High*	*Medium*	*Low*	

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
15. The school conducts open days for the community that are well attended.	Y N	Y N	*High*	*Medium*	*Low*	
16. Learners volunteer and provide community support.	Y N	Y N	*High*	*Medium*	*Low*	
17. Parents volunteer at the school to support the school and its learners	Y N	Y N	*High*	*Medium*	*Low*	
18. The community is proud of its school and shows its pride.	Y N	Y N	*High*	*Medium*	*Low*	
19. The school facilities are used by the community.	Y N	Y N	*High*	*Medium*	*Low*	
20. The community protects and ensures safety at its neighbourhood school.	Y N	Y N	*High*	*Medium*	*Low*	

Activity 9d: Typical Decisions and Issues

Instructions: *On the way to attaining full functionality in parent and community involvement, there are decisions to be made and problems to be resolved on a daily basis. These decisions are critical, because initiatives will be taken at the school based on the decisions made. Every decision made and every problem solved must be done correctly. The best decisions are evidence-based decisions. The management team must therefore reflect on the data that is available to make the decisions that are typical for this area of school functionality. For each of the decisions (and issues) identified below, please discuss and make notes on the data/evidence you will need to make a proper decision. Assess the status of your environment. Is this data available to you? Are you able to collect and manage the data necessary? Please discuss each item and make notes as required.*

Typical Decisions and Issues	***Data needed for Informed Action***	***Data Availability***
Typical Decisions		
1. Mobilising parental support.		Y N
2. Mobilizing community support.		Y N
3. Allowing the community to use school facilities.		Y N
4. Approving learners volunteering in the community.		Y N
5. Accepting resources from a local company.		Y N
Typical Issues		
1. *Violence in the community spilling over into the school.*		Y N
2. *Racial tensions at the school.*		Y N
3. *Increase in the use of drugs at the school.*		Y N
4. *Parents not aware of how to support their children.*		Y N
5. *Conflict between the community and teachers as a result of a teacher impregnating a learner.*		Y N

Activity 9e: Priorities for Planning and School Development

Instructions: *Based on the activity on standards, and based on the gaps identified, please list five priorities for planning to improve the management of parent and community involvement. Will you need resources to implement? What are your plans to acquire these needed resources? To whom can you assign the responsibility to coordinate this planning activity if it is agreed that is should be included in the school improvement plan? Without resources, and without someone to manage the activity, it may not be possible to implement or rollout the planned activity. Please reflect on possibilities and requirements for implementation.*

Priorities for Planning and Improving Management and Governance	***Resourcing Considerations and Plans***	***Assignment for Coordination***

Activity 10

MANAGING SCHOOL FINANCES TO MAXIMIZE SCHOOL FUNCTIONALITY

Introduction:

One critical area of responsibility of school management is the management of the school's financial resources. The appropriate use of financial resources is the basis of the school's success and credibility. Responsible use of finances is governed by set policies and procedures to which all in the school must comply. Management of school finances is one of the primary governance responsibilities, and, in this regard, the SGB of the school is deeply involved in terms of oversight. Full functionality in financial management at the school involves record keeping, budgeting, effective, and efficient use of finances, and proper and responsible reporting on the manner in which funds are used. The principal leads the school's management team to exercise responsibility and accountability for the school's finances.

There are five areas for assessing functionality in financial management. These are as follows:

a. *The vision of good financial management must be clear, and its nature and importance must be shared and practiced with the school community.*
b. *There must be a basic set of standards of school functionality in financial management to which all must subscribe.*
c. *There must be a base of standards of school functionality in financial management so the progress in attaining these standards can be tracked and managed.*
d. *There must be a clear sense of the data needed to inform decisions and problem solving associated with financial management.*
e. *There must be ongoing review of compliance with financial management standards in order to identify gaps and in order to programme improvement.*

Purpose:

The purpose of this activity is to assist principals and SMTs in understanding the importance of financial management in the school, and to build the capacity of school managers in understanding the use of data in developing and maintaining

school functionality in financial management. This activity seeks to promote self-reflection on the status of financial management, and to stimulate reflection on the nature and availability of data to inform financial decision-making and planning.

Objectives:

1. *To reflect on a vision of functionality for financial management.*
2. *To reflect on the standards to be developed and maintained in promoting good financial management.*
3. *To assess the availability and use of data to monitor and track the school's performance in financial management.*
4. *To identify gaps in financial management which must be addressed in developing the school improvement plan. Two kinds of gaps are identified – gaps in availability of records and information and gaps in the process of financial management.*
5. *To identify and list five priorities for planning which result from the analysis of performance in financial management. For each planning priority selected, notes will be made on the availability of resources and the assignment of responsibility for coordinating implementation.*

Instructions:

There are five sub-activities in this section. Each sub-activity is described below, and the instructions for the activity are provided in the worksheet for that activity. Each activity is to be completed and discussed by each individual school and the respective school representatives. After completion and discussion of the activity by the school, individual schools will come together as mixed groups and share both their ideas and their assessment of their school's circumstances in respect to financial management.

Please note that space is provided to include the ideas and perceptions of the school's management team (SMT). In this respect, the participants can make notes on the other relevant standards to improve functionality, and make notes on other sources of information or data, which can assist in tracking and decision-making, and share ideas on creative ways for solving problems in promoting financial management. The five sub-activities in this section are outlined below:

Activity 10a: Vision of Functionality

This activity seeks to enable participants to explore their understanding of what functionality means in financial management. It is the basis for exploring similarities and differences in meaning, and for beginning to define the pathway of functionality in financial management for the school.

Activity 10b: Sources of Data for Improving Financial Management

There are multiple sources of data, which can be used to derive information on tracking school performance in financial management. In this area of school functionality, we explore the relevance, availability, and use of this data in the area of financial management.

Activity 10c: Standards of Functionality for Financial Management

The standards which are outlined here are a sample of financial management requirements that are embedded in school policy documents. It is not possible to detail a full list of standards here. It is necessary, however, to choose the most critical standards, which have the highest impact on promoting and improving financial management. If there are other standards, which are important to your school, you can add these to the table.

Activity 10d: Typical Decisions and Issues

Attaining the desired standards of functionality in financial management also depend on the manner in which the school management handles the day to day problems, issues and decisions which arise. The effectiveness in dealing with these issues depends on the extent to which data informs the decisions made and the direction taken. The relevance and importance of data are explored in this activity.

Activity 10e: Priorities for Planning and School Development

On the basis of the analysis made and the resulting discussions, participating school managers are asked to identify planning priorities on financial management which emerge from gaps identified in meeting the standards that are outlined. Based on these gaps, managers can lay out plans to improve school functionality in financial management.

Activity 10a: Vision of Functionality

Instructions: *Five areas of focus are outlined in the table below. Each area of focus reflects an important area of financial management. For each area, discuss as a group what your expectations of functionality are, and discuss and agree on at least two expectations to write in each section of lefthand column.*

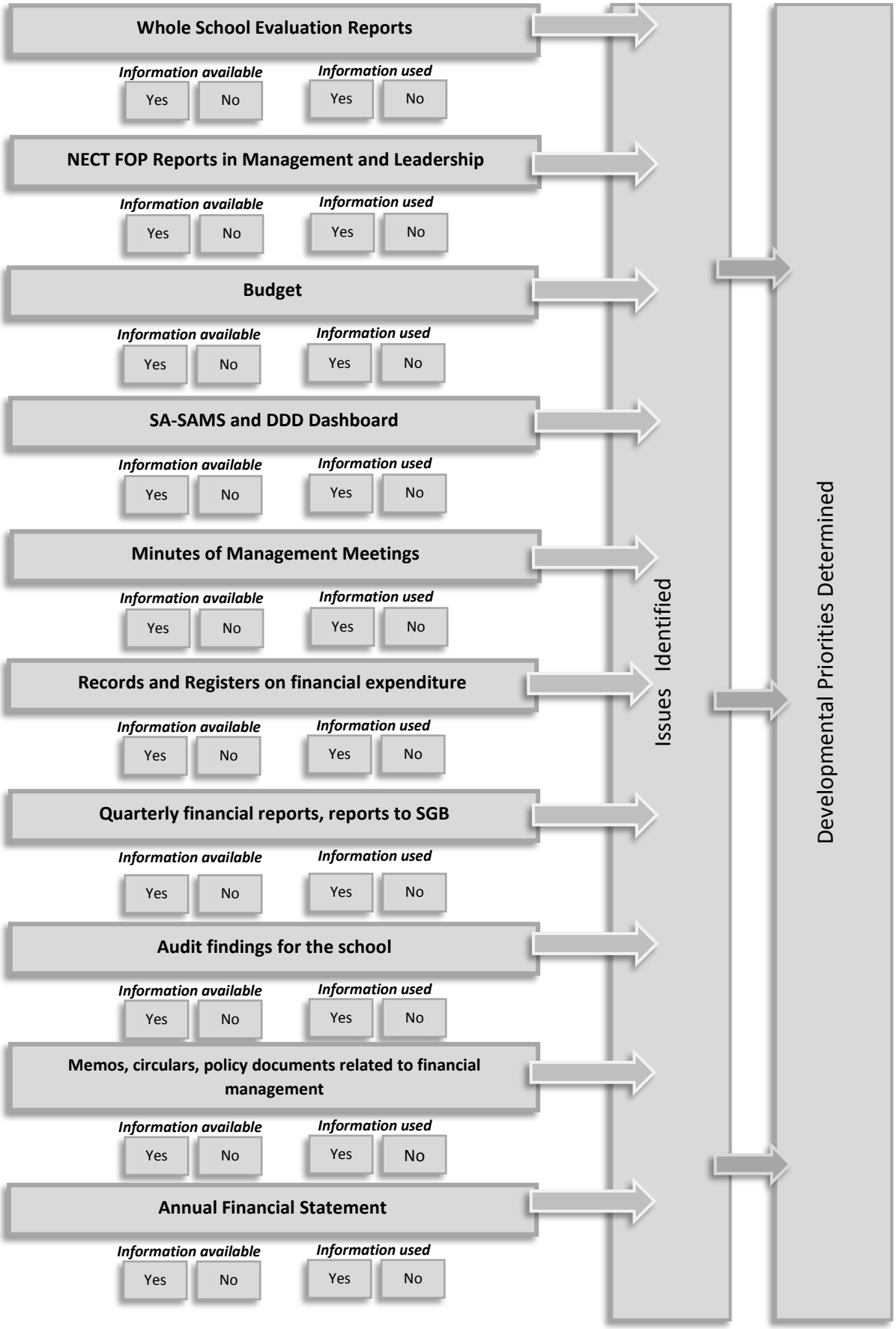
Vision: *The vision for functionality in financial management is a school where budgets are developed in a participative process and where funds are used with responsibility and accountability, showing proper records, well prepared financial statements, and full compliance with financial management requirements and regulations.*	
School Expectations on Functionality	
Area of Concern	***Functionality Expectations***
1. Budgeting.	
2. Record keeping.	
3. Procurement processes.	
4. Reporting.	
5. Governance by SGB.	

Activity 10b: Sources of Data for Identifying Financial Management Priorities

Instructions:

There are many sources of data for planning, problem-solving and decision-making in financial management. The data that is available at the school depends on the manner in which school processes and systems are managed to generate and use data and the level of commitment in the school community to keeping proper records. Some sources of data are listed below. Please reflect on your own situation in respect to data use. Are these sources available to you? Do you use them to make planning and problem-solving decisions? Discuss the value and relevance of each source and reflect on the manner in which each source of data can be managed and used.

Sources of Data for Identifying Financial Management Priorities



Activity 10c: Standards of Functionality for Financial Management

Instructions:

Aspirations to set standards and to performance indicators are the keys to proper management of school functionality. In the table on the next page, a set of standards are listed for improving functionality in the area. Each standard should be tracked and monitored to determine the extent to which the school is attaining functionality in this area. If you must attain the desired level of functionality, it is necessary to first determine where you are based on the standard, and then assess what gaps need to be closed. It is necessary to collect and assess data/evidence on where you are in relation to the standard, and to then identify the gaps to be closed in order to reach the standard of performance. In the table, which follows, review each standard as a team. Discuss the standard to ensure that it is well understood by all in your group. Then determine if you have a source of data for assessing each standard, and whether the data is readily available. The management of functionality must be data driven. This assessment will identify both data gaps and gaps in performance, which must be filled. You can discuss how these data gaps will be filled, and what records you must keep handy to monitor the school's performance in this specific area. Please note here that the effectiveness of the school management team depends on how critical and relevant data is collected, stored, managed, and used. Performance monitoring depends on the availability of relevant data. Based on the data that you are aware of, please note in the last column whether there are gaps, issues or problems in your school in relation to attaining the designated standard. As a school team, discuss the gaps identified and the items to be considered as priorities for planning to fill these gaps.

Activity 10c: Standards of Functionality for Financial Management

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
1. Annual budget prepared, submitted, and approved by SGB.	Y N	Y N	*High*	*Medium*	*Low*	
2. Annual financial statements prepared and audited.	Y N	Y N	*High*	*Medium*	*Low*	
3. Use of GAAP in financial management.	Y N	Y N	*High*	*Medium*	*Low*	
4. All school financial resources are used in the interest of learners.	Y N	Y N	*High*	*Medium*	*Low*	
5. Funding is adequate to meet the needs of the school in serving learners.	Y N	Y N	*High*	*Medium*	*Low*	
6. The school sources external funds to supplement its budget.	Y N	Y N	*High*	*Medium*	*Low*	
7. The school conducts fundraising activities to supplement its budget.	Y N	Y N	*High*	*Medium*	*Low*	
8. All staff participate in the school's budgeting process.	Y N	Y N	*High*	*Medium*	*Low*	
9. Information and records on school spending are complete, accessible, and clearly presented.	Y N	Y N	*High*	*Medium*	*Low*	
10. Cashflow projections on spending show that the school is financially stable.	Y N	Y N	*High*	*Medium*	*Low*	
11. All staff follow guidelines and the approval process on spending.	Y N	Y N	*High*	*Medium*	*Low*	
12. All purchases comply with the procedure for spending and procurement rules.	Y N	Y N	*High*	*Medium*	*Low*	
13. The SGB reviews and approves the school budget.	Y N	Y N	*High*	*Medium*	*Low*	
14. The SGB approves and comments on spending as reflected in financial report.	Y N	Y N	*High*	*Medium*	*Low*	
15. The principal presents financial reports at SGB meetings.	Y N	Y N	*High*	*Medium*	*Low*	
16. The school gets a clean audit every year.	Y N	Y N	*High*	*Medium*	*Low*	
17. All requested financial records are presented during the auditing process.	Y N	Y N	*High*	*Medium*	*Low*	

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
18. The school has staff who are assigned book keeping responsibilities.	Y N	Y N	*High*	*Medium*	*Low*	
19. The school has a secure safe for storing cash and valuables.	Y N	Y N	*High*	*Medium*	*Low*	
20. A credible accountability structure is put in place to manage fundraising activities.	Y N	Y N	*High*	*Medium*	*Low*	

Activity 10d: Typical Decisions and Issues

Instructions: *On the way to attaining full functionality in the area of financial management, there are decisions to be made and problems to be resolved on a daily basis. These decisions are critical, because money is spent on the decisions made. Every decision made, and every problem solved must be done correctly. The best decisions are evidence-based decisions. The management team must therefore reflect on the data that is available to make the typical financial management decisions. For each of the decisions (and issues) identified below, please discuss and make notes on the data/evidence needed to make a proper decision. Is this data available to you? Are you able to collect and manage the data necessary? Please discuss each item and make notes as required.*

Typical Decisions and Issues	***Data needed for Informed Action***	***Data Availability***
Typical Decisions		
1. Developing a budget.		Y N
2. Allocating resources to budgets.		Y N
3. Purchase of new equipment for office.		Y N
4. Purchase of books for resource centre.		Y N
5. Reports on financial expectations.		Y N
Typical Issues		
1. *Funds are missing from the safe.*		Y N
2. *Expenditure without the required approval.*		Y N
3. *Insufficient funds to meet the school's priorities.*		Y N
4. *Delaying approval of budget. No money in school account.*		Y N
5. *Not enough funds to last for the year. Spending has to be prioritised.*		Y N

Activity 10e: Priorities for Planning and School Development

Instructions: *Based on the activity on standards and based on gaps identified, please list five priorities for planning to improve the school's performance in financial management. Will you need resources to implement? What are your plans to acquire the resources needed? To whom can you assign the responsibility to coordinate this planning activity if it is agreed that is should be included in the school improvement plan? Without resources, and without someone to assign responsibility for the activity, it may not be possible to implement or rollout the planned activity. Please reflect on possibilities and requirements for implementation.*

Priorities for Planning and Improving Management and Governance	***Resourcing Considerations and Plans***	***Assignment for Coordination***

Activity 11

MANAGING SCHOOL ASSETS AND INFRASTRUCTURE TO MAXIMIZE SCHOOL FUNCTIONALITY

Introduction:

The physical resources of the school are essential for the maintenance of good teaching and learning, and critical in maintaining the comfort, safety, and security of the school community. One of the responsibilities of the school management team is to ensure that the necessary facilities are available, to ensure that they are accounted for in an asset register, and to ensure that they are effectively maintained and properly used. The proper management and use of the school's assets ensures that adequate physical resources are always available, and that these resources serve the interest of the school in the best way possible.

There are five areas for assessing functionality in the management of the school's assets and infrastructure. These are as follows:

a. *The vision of good management of school assets and infrastructure must be clear, and its nature and importance must be shared and practiced with the school community.*
b. *There must be a basic set of standards of school functionality for managing the school's assets and infrastructure to which all must subscribe.*
c. *There must be a base of standards of school functionality in managing the school's assets and infrastructure so the progress in attaining these standards can be tracked and managed.*
d. *There must be a clear sense of the data needed to inform decisions and problem solving associated with school assets and infrastructure.*
e. *There must be ongoing review of compliance with the management of school assets and infrastructure standards in order to identify gaps and in order to programme improvement.*

Purpose:

The purpose of this activity is to assist principals and SMTs in understanding the importance of managing the school's assets and infrastructure, and to build the capacity of school managers in understanding the use of data in developing and maintaining functionality in managing the school's assets and infrastructure. This activity seeks to promote self-reflection on the status of management of school assets and infrastructure, and to stimulate reflection on the nature and availability of data to inform decision-making and planning in this area.

Objectives:

1. *To reflect on a vision of functionality for management of the school's assets and infrastructure.*
2. *To reflect on the standards to be developed and maintained in promoting management of the school's assets and infrastructure.*
3. *To assess the availability and use of data to monitor and track the school's performance in managing the school's assets and infrastructure.*
4. *To identify gaps in the management of school assets and infrastructure which must be addressed in developing the school improvement plan. Two kinds of gaps are identified – gaps in availability of records and information and gaps in the process of managing the school's assets and infrastructure.*
5. *To identify and list five priorities for planning which result from the analysis of performance in management of the school's assets and infrastructure. For each planning priority selected, notes will be made on the availability of resources and the assignment of responsibility for coordinating implementation.*

Instructions:

There are five sub-activities in this section. Each sub-activity is described below, and the instructions for the activity are provided in the worksheet for that activity. Each activity is to be completed and discussed by each individual school and the respective school representatives. After completion and discussion of the activity by the school, individual schools will come together as mixed groups and share both their ideas and their assessment of their school's circumstances in respect to management of the school's assets and infrastructure.

Please note that space is provided to include the ideas and perceptions of the school's management team (SMT). In this respect, the participants can make notes on the other relevant standards to improve functionality, and make notes on other sources of information or data, which can assist in tracking and decision-making,

and share ideas on creative ways for solving problems in promoting the management of school assets and infrastructure. The five sub-activities in this section are outlined below:

Activity 11a: Vision of Functionality

This activity seeks to enable participants to explore their understanding of what functionality means in managing the school's assets and infrastructure. It is the basis for exploring similarities and differences in meaning, and for beginning to define the pathway of functionality in managing the school's assets and infrastructure.

Activity 11b: Sources of Data for Improving Management of School Assets and Infrastructure

There are multiple sources of data, which can be used to derive information on tracking school performance in managing the school's assets and infrastructure. In this area of school functionality, we explore the relevance, availability, and use of this data in the area of managing the school's assets and infrastructure.

Activity 11c: Standards of Functionality for Management of the School's Assets and Infrastructure

The standards which are outlined here are a sample of managing the school's assets and infrastructure requirements that are embedded in school policy documents. It is not possible to detail a full list of standards here. It is necessary, however, to choose the most critical standards, which have the highest impact on promoting and improving management of the school's assets and infrastructure. If there are other standards, which are important to your school, you can add these to the table.

Activity 11d: Typical Decisions and Issues

Attaining the desired standards of functionality in managing the school's assets and infrastructure also depends on the manner in which the school management handles the day to day problems, issues and decisions which arise. The effectiveness in dealing with these issues depends on the extent to which data informs the decisions made and the direction taken. The relevance and importance of data are explored in this activity.

Activity 11e: Priorities for Planning and School Development

On the basis of the analysis made and the resulting discussions, participating school managers are asked to identify planning priorities on managing the school's assets and infrastructure which emerge from gaps identified in meeting the standards that are outlined. Based on these gaps, managers can lay out plans to improve school functionality in the management of school assets and infrastructure.

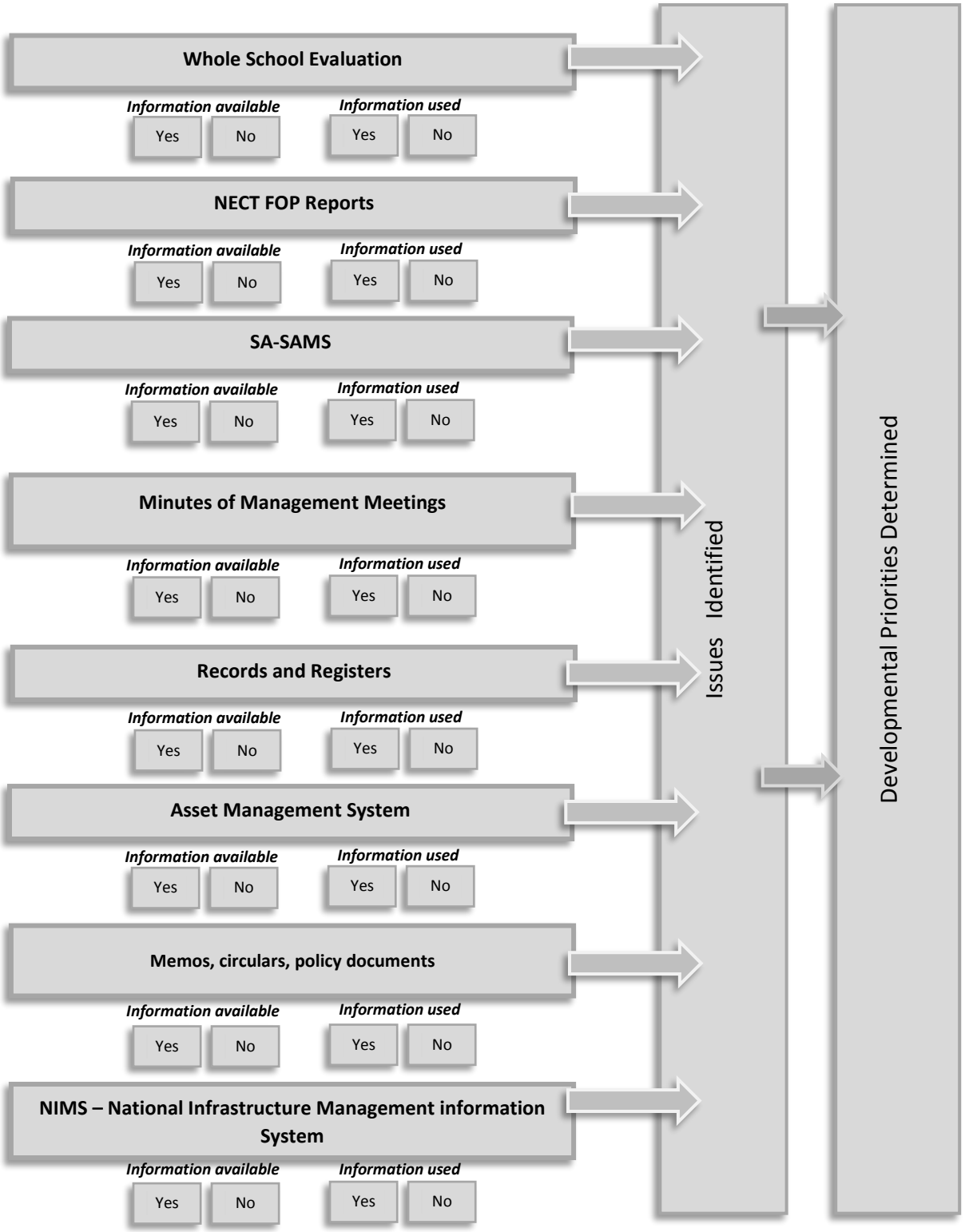
Activity 11a: Vision of Functionality

Instructions: *Five areas of focus are outlined in the table below. Each area of focus reflects an important area of school functionality in school asset management and infrastructure. For each area, discuss as a group what your expectations of functionality are, and discuss and agree on at least two expectations to write in the lefthand column.*

Vision: The vision for full functionality is a school where all the needed physical assets are in place, properly accounted for, well maintained and effectively and efficiently used	
School Expectations on Functionality	
Area of Concern	***Functionality Expectations***
1. Asset register	
2. Maintenance	
3. Effectively used	
4. Availability of needed assets	
5. Respect for property	

Activity 11b: Sources of Data for Identifying School Assets and Infrastructure Priorities

Instructions: *There are many sources of data for planning, problem-solving and decision-making in management of the school's assets and infrastructure. The data that is available to you depends on the manner in which school processes and systems are managed and the level of commitment to keeping proper records. Some sources of data are listed below. Are these sources available to you? Do you use them to make planning and problem-solving decisions? Discuss the value and relevance of each source and reflect on the manner in which each source of data can be managed and used.*



Activity 11c: Standards of Functionality on the Management of School Assets and Infrastructure

Instructions:

Aspirations to set standards and to performance indicators are the keys to proper management of school functionality. In the table on the next page, a set of standards are listed for improving functionality in the area. Each standard should be tracked and monitored to determine the extent to which the school is attaining functionality in this area. If you must attain the desired level of functionality, it is necessary to first determine where you are based on the standard, and then assess what gaps need to be closed. It is necessary to collect and assess data/evidence on where you are in relation to the standard, and to then identify the gaps to be closed in order to reach the standard of performance. In the table, which follows, review each standard as a team. Discuss the standard to ensure that it is well understood by all in your group. Then determine if you have a source of data for assessing each standard, and whether the data is readily available. The management of functionality must be data driven. This assessment will identify both data gaps and gaps in performance, which must be filled. You can discuss how these data gaps will be filled, and what records you must keep handy to monitor the school's performance in this specific area. Please note here that the effectiveness of the school management team depends on how critical and relevant data is collected, stored, managed, and used. Performance monitoring depends on the availability of relevant data. Based on the data that you are aware of, please note in the last column whether there are gaps, issues or problems in your school in relation to attaining the designated standard. As a school team, discuss the gaps identified and the items to be considered as priorities for planning to fill these gaps.

Activity 11c: Standards of Functionality for School Assets and Infrastructure

Standards of Functionality	*Data Source?*		*Data Available?*		*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
1. Completeness of asset register.	Y	N	Y	N	*High*	*Medium*	*Low*	
2. Regular and scheduled maintenance.	Y	N	Y	N	*High*	*Medium*	*Low*	
3. School processes are not compromised because of unreliable electrical supply.	Y	N	Y	N	*High*	*Medium*	*Low*	
4. There is a sufficient supply of clean water to meet the needs of teachers and learners.	Y	N	Y	N	*High*	*Medium*	*Low*	
5. No learner is without a desk and a chair to participate in classroom activities.	Y	N	Y	N	*High*	*Medium*	*Low*	
6. 90% of all needed repairs at the school are completed within one week of the need arising.	Y	N	Y	N	*High*	*Medium*	*Low*	
7. The health of learners and educators is not compromised by lack of ablution and hand-washing facilities.	Y	N	Y	N	*High*	*Medium*	*Low*	
8. Classroom over-crowing is minimised.	Y	N	Y	N	*High*	*Medium*	*Low*	
9. All teachers have space and facilities to prepare work for learners.	Y	N	Y	N	*High*	*Medium*	*Low*	
10. All learners have access to the facilities and equipment they require.	Y	N	Y	N	*High*	*Medium*	*Low*	
11. Learners maximize the use of the facilities of the school.	Y	N	Y	N	*High*	*Medium*	*Low*	
12. School buildings and environment are always in good repair and clean.	Y	N	Y	N	*High*	*Medium*	*Low*	
13. Full and effective use is always made of school assets and infrastructure.	Y	N	Y	N	*High*	*Medium*	*Low*	
14. There is ongoing awareness of the quality and use of school assets and resources.	Y	N	Y	N	*High*	*Medium*	*Low*	

Activity 11d: Typical Decisions and Issues

Instructions: *On the way to attaining full functionality in this area, there are decisions to be made and problems to be resolved on a daily basis. These decisions are critical, because action in the school will result from the decisions made. Every decision made and every problem solved must be done correctly. The best decisions are evidence-based decisions. The management team must therefore reflect on the data that is available to make the decisions that are typical for this area of functionality. For each of the decisions (and issues) identified below, please discuss and make notes of the data/evidence you will need to make a proper decision. Is this data available to you? Are you able to collect and manage the data necessary? Please discuss each item and make notes as required.*

Typical Decisions and Issues	***Data needed for Informed Action***	***Data Availability***
Typical Decisions		
1. Purchase of more desks and chairs for learners.		Y N
2. Allocating classroom space.		Y N
3. Emergency repairs of a damaged water main.		Y N
4. Choice of a contractor to effect emergency repairs to electrical wiring.		Y N
5. Request from Provincial Department/District Office to order data projectors for some classrooms.		Y N
Typical Issues		
1. *Electrical problems at the school do not allow enough light for learners to write.*		Y N
2. *Not enough desks and chairs for all learners.*		Y N
3. *A storm has damaged roof and classrooms are drenched with water.*		Y N
4. *School water tank has run out of water.*		Y N
5. *Over-crowded classrooms. Some learners are unable to get support from the teacher.*		Y N

Activity 11e: Priorities for Planning and School Development

Instructions: *Based on the activity on standards and the identification of gaps, please identify five priorities for planning to improve the functionality of school assets and infrastructure. Will you need resources to implement? What are your plans to acquire these needed resources? To whom can you assign the responsibility to coordinate this planning activity if it is agreed that is should be included in the school improvement plan? Without resources, and without someone to assign the activity to, it may not be possible to implement/rollout the planned activity. Please reflect on possibilities and requirements for implementation.*

Priorities for Planning and Improving Management and Governance	***Resourcing Considerations and Plans***	***Assignment for Coordination***

Activity 12

MANAGING SAFETY AND SECURITY TO MAXIMIZE SCHOOL FUNCTIONALITY

Introduction:

Learners thrive best in a safe and secure learning environment where they feel comfortable, confident, and protected. It is the responsibility of the school's SMT to ensure that all learners, and, in fact, the entire school community, is safe and secure. Safety and security at the school must protect the physical health and psychological wellbeing of all in the school. It seeks to ensure that injuries do not result from an unkempt and uncontrolled environment; that health is not compromised by unsanitary conditions; that the welfare of learners is not affected by drugs, violence and intimidation; and, among others, that school discipline is managed in a manner so as to ensure an environment where there is order, respect and compliance with the rules and codes of conduct. Safety, security and order in the school creates good environment for learning to take place.

There are five areas for assessing functionality in school safety and security. These are as follows:

a. *The vision of good safety and security must be clear, and its nature and importance must be shared and practiced with the school community.*
b. *There must be a basic set of standards of school functionality in safety and security to which all must subscribe.*
c. *There must be a base of standards of school functionality in safety and security so the progress in attaining these standards can be tracked and managed.*
d. *There must be a clear sense of the data needed to inform decisions and problem solving associated with school safety and security.*
e. *There must be ongoing review of compliance with school safety and security standards in order to identify gaps and in order to programme improvement.*

Purpose:

The purpose of this activity is to assist principals and SMTs in understanding the importance of school safety and security in the school, and to build the capacity of school managers in understanding the use of data in developing and maintaining school functionality in safety and security. This activity seeks to promote self-reflection on the status of school safety and security, and to stimulate reflection on the nature and availability of data to inform safety and security decision-making and planning.

Objectives:

1. *To reflect on a vision of functionality for school safety and security.*
2. *To reflect on the standards to be developed and maintained in promoting school safety and security.*
3. *To assess the availability and use of data to monitor and track the school's performance in safety and security.*
4. *To identify gaps in safety and security which must be addressed in developing the school improvement plan. Two kinds of gaps are identified – gaps in availability of records and information and gaps in the process of school safety and security.*
5. *To identify and list five priorities for planning which result from the analysis of performance in school safety and security. For each planning priority selected, notes will be made on the availability of resources and the assignment of responsibility for coordinating implementation.*

Instructions:

There are five sub-activities in this section. Each sub-activity is described below, and the instructions for the activity are provided in the worksheet for that activity. Each activity is to be completed and discussed by each individual school and the respective school representatives. After completion and discussion of the activity by the school, individual schools will come together as mixed groups and share both their ideas and their assessment of their school's circumstances in respect to school safety and security.

Please note that space is provided to include the ideas and perceptions of the school's management team (SMT). In this respect, the participants can make notes on the other relevant standards to improve functionality, and make notes on other sources of information or data, which can assist in tracking and decision-making, and share ideas on creative ways for solving problems in promoting school safety and security. The five sub-activities in this section are outlined below:

Activity 12a: Vision of Functionality

This activity seeks to enable participants to explore their understanding of what functionality means in school safety and security. It is the basis for exploring similarities and differences in meaning, and for beginning to define the pathway of functionality in safety and security for the school.

Activity 12b: Sources of Data for Improving Safety and Security

There are multiple sources of data, which can be used to derive information on tracking school performance in safety and security. In this area of school functionality, we explore the relevance, availability, and use of this data in the area of safety and security at school.

Activity 12c: Standards of Functionality for School Safety and Security

The standards which are outlined here are a sample of safety and security requirements that are embedded in school policy documents. It is not possible to detail a full list of standards here. It is necessary, however, to choose the most critical standards, which have the highest impact on promoting and improving school safety and security. If there are other standards, which are important to your school, you can add these to the table.

Activity 12d: Typical Decisions and Issues

Attaining the desired standards of functionality in school safety and security also depend on the manner in which the school management handles the day to day problems, issues and decisions which arise. The effectiveness in dealing with these issues depends on the extent to which data informs the decisions made and the direction taken. The relevance and importance of data are explored in this activity.

Activity 12e: Priorities for Planning and School Development

On the basis of the analysis made and the resulting discussions, participating school managers are asked to identify planning priorities on school safety and security which emerge from gaps identified in meeting the standards that are outlined. Based on these gaps, managers can lay out plans to improve school functionality in safety and security.

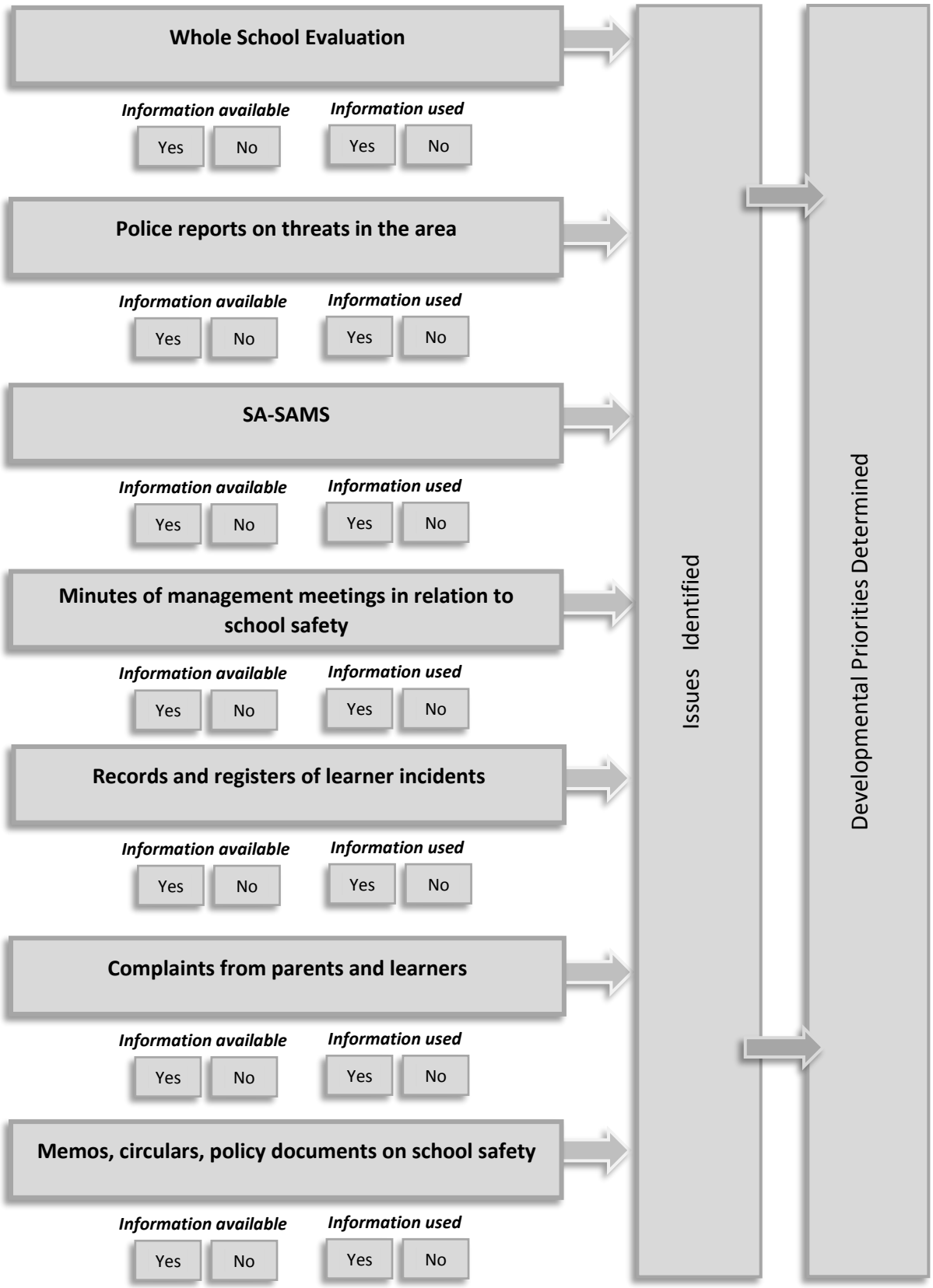
Activity 12a: Vision of Functionality

Instructions: *Five areas of focus are outlined in the table below. Each area of focus reflects an important area of school safety and security. For each area, discuss as a group what your expectations of functionality are, and discuss and agree on at least two expectations to write in the lefthand column.*

Vision: *The vision of functionality for school safety and security is a school where the environment is well managed so that the school community is not at risk for injuries, abuse, health risks, and threats of violence, and a school where peace and comfort exist because all the school community complies with school rules and codes of conduct.*	
School Expectations on Functionality	
Area of Concern	***Functionality Expectations***
1. Physical risks	
2. Health risks	
3. Risks of violence and abuse	
4. Maintain order and respect	
5. Protection from substance abuse	

Activity 12b: Sources of Data for Identifying School Safety and Security Priorities

Instructions: *There are many sources of data for planning, problem-solving and decision-making in school safety and security. The data that is available to you depends on the manner in which school processes and systems are managed and the level of commitment to keeping proper records. Some sources of data are listed below. Are these sources available to you? Do you use them to make planning and problem-solving decisions? Discuss the value and relevance of each source and reflect on the manner in which each source of data can be managed and used.*



Activity 12c: Standards of Functionality for School Safety and Security

Instructions:

Aspirations to set standards and to performance indicators are the keys to proper management of school functionality. In the table on the next page, a set of standards are listed for improving functionality in the area. Each standard should be tracked and monitored to determine the extent to which the school is attaining functionality in this area. If you must attain the desired level of functionality, it is necessary to first determine where you are based on the standard, and then assess what gaps need to be closed. It is necessary to collect and assess data/evidence on where you are in relation to the standard, and to then identify the gaps to be closed in order to reach the standard of performance. In the table, which follows, review each standard as a team. Discuss the standard to ensure that it is well understood by all in your group. Then determine if you have a source of data for assessing each standard, and whether the data is readily available. The management of functionality must be data driven. This assessment will identify both data gaps and gaps in performance, which must be filled. You can discuss how these data gaps will be filled, and what records you must keep handy to monitor the school's performance in this specific area. Please note here that the effectiveness of the school management team depends on how critical and relevant data is collected, stored, managed, and used. Performance monitoring depends on the availability of relevant data. Based on the data that you are aware of, please note in the last column whether there are gaps, issues or problems in your school in relation to attaining the designated standard. As a school team, discuss the gaps identified and the items to be considered as priorities for planning to fill these gaps.

Activity 12c: Standards of Functionality for School Safety and Security

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
1. School grounds are safe.	Y N	Y N	*High*	*Medium*	*Low*	
2. School has adequate number of first aid kits to serve all learners.	Y N	Y N	*High*	*Medium*	*Low*	
3. School grounds are hazard free resulting in few incidents.	Y N	Y N	*High*	*Medium*	*Low*	
4. School grounds and facilities are hygienic resulting in few incidents.	Y N	Y N	*High*	*Medium*	*Low*	
5. All in school are aware of and can follow procedures in instances of emergency and disaster.	Y N	Y N	*High*	*Medium*	*Low*	
6. Fire extinguishers are conveniently located and serviced regularly.	Y N	Y N	*High*	*Medium*	*Low*	
7. Classroom safety incidents are minimised because classroom and labs are safe and secure.	Y N	Y N	*High*	*Medium*	*Low*	
8. Access to the school is regulated so as to minimise and control the potential for incidents.	Y N	Y N	*High*	*Medium*	*Low*	
9. There are minimum incidents of bullying and learner abuse in the school.	Y N	Y N	*High*	*Medium*	*Low*	
10. All in the school are aware of disciplinary regulations	Y N	Y N	*High*	*Medium*	*Low*	
11. School has a close relationship with local security services (SAPS, Fire Dept).	Y N	Y N	*High*	*Medium*	*Low*	
12. All adhere to safety regulations in labs and workshops.	Y N	Y N	*High*	*Medium*	*Low*	
13. All students are aware of and comply with disciplinary procedures.	Y N	Y N	*High*	*Medium*	*Low*	
14. All students understand and comply with the learners' code of conduct.	Y N	Y N	*High*	*Medium*	*Low*	
15. No dangerous substances or objects enter the school premises.	Y N	Y N	*High*	*Medium*	*Low*	
16. All learners are under proper supervision in all school activities.	Y N	Y N	*High*	*Medium*	*Low*	

Standards of Functionality	*Data Source?*	*Data Available?*	*Performance High/ Medium/ Low (Mark with x)*			Issues, Problems and Priorities identified
17. School is aware and responds to the medical conditions of learners, which may pose a risk to their welfare.	Y N	Y N	*High*	*Medium*	*Low*	
18. School staff follow an established procedure when learners are injured at school.	Y N	Y N	*High*	*Medium*	*Low*	
19. All school staff follow proper procedures in organising and conducting school activities.	Y N	Y N	*High*	*Medium*	*Low*	
20. All at school comply with procedures for early release of learners from school.	Y N	Y N	*High*	*Medium*	*Low*	

Activity 12d: Typical Decisions and Issues

Instructions: *On the way to attaining full functionality in this area, there are decisions to be made and problems to be resolved on a daily basis. These decisions are critical, because action in the school will result from the decisions made. Every decision made and every problem solved must be done correctly. The best decisions are evidence-based decisions. The management team must therefore reflect on the data that is available to make the decisions that are typical for this area of functionality. For each of the decisions (and issues) identified below, please discuss and make notes of the data/evidence you will need to make a proper decision. Is this data available to you? Are you able to collect and manage the data necessary? Please discuss each item and make notes as required.*

Typical Decisions and Issues	***Data needed for Informed Action***	***Data Availability***
Typical Decisions		
1. Expulsion of a learner.		Y N
2. Responding to severe injury at school.		Y N
3. Appointing a safety committee at school.		Y N
4. Calling in the police (SAPS) to manage an incident of school violence.		Y N
5. Assessing threats to safety and security.		Y N
Typical Issues		
1. *A child is being bullied.*		Y N
2. *Ablution facilities pose a health risk.*		Y N
3. *Learner suspected of bringing drugs to school.*		Y N
4. *Senior learners abuse a teacher.*		Y N
5. *Unauthorised access in school poses danger to learners.*		Y N

Activity 12e: Priorities for Planning and School Development

Instructions: *Based on the activity on standards and the identification of gaps, please identify five priorities for planning to improve the functionality of school safety and security. Will you need resources to implement? What are your plans to acquire these needed resources? To whom can you assign the responsibility to coordinate this planning activity if it is agreed that is should be included in the school improvement plan? Without resources, and without someone to assign the activity to, it may not be possible to implement/rollout the planned activity. Please reflect on possibilities and requirements for implementation.*

Priorities for Planning and Improving Management and Governance	***Resourcing Considerations and Plans***	***Assignment for Coordination***

Activity 13

BUILDING A DATA DRIVEN CULTURE IN THE SCHOOL

Introduction:

Data and information are valuable resources in the school for managing and sustaining school performance. However, the effective use of data to manage school performance cannot be sustained in the school unless the school builds the culture and values of the school to appreciate, promote and use data to sustain a high level of school performance.

A school culture, which promotes the use of data in decision-making and performance management, is referred to, in this activity, as a data-driven school culture. A data-driven school culture is evident in a school where decisions are evidence-based, where engagements on performance are data-driven, and where the entire school community take pride in the availability and management of school data to benefit the development and performance of the school. In this regard, proper data management and planning does not begin with the generation of data, but with the development of a school culture where data use is highly valued. This is the responsibility of the principal.

This activity explores information about the measures which can be taken by the principal to build a culture in the school which will value and promote the use of data for managing school performance. The activity builds the capacity of principals to develop data-driven cultures in their schools.

Purpose:

The purpose of this activity is to present and explore considerations for building a data-driven culture in schools. It seeks to build the capacity of principals to employ measures which will improve the school culture in respect to the management and use of data.

Objectives:

1. *To understand the factors or considerations which are essential in building a data-driven school culture.*

2. *To identify the measures which can be used and the actions which can be taken in the school to build and nurture a data-driven school culture.*

3. *To explore the manner in which the principal and the school leadership (SMT) can model and promote the use of data in managing school performance.*

Instructions:

There are two sub-activities in this section of the module. They are as follows:

Activity 13a: Considerations for building a data-driven culture
This sub-activity looks at 10 considerations, which could guide the SMT in building a data-driven culture. Principals are asked to asses whether their schools meet the criteria for a data-driven culture.

Activity 13b: Building a data-driven school culture
This sub-activity enables the principals to generate ideas for building a data-driven school culture. Each of the 10 considerations are explored.

Activity 13a: Considerations for building a data-driven culture

Instructions: *The considerations for building a data-driven school are provided below. For each considerations, please note whether your school meets the requirements of building a data-driven school culture.*

Considerations	***Meaning***	***Do you have a data-driven school culture?***
1. Building a collective identify as a data-driven school.	The school is known for its value of and reliance on data to manage and report on its performance. Its submissions to the district office demonstrate its capacity to manage data.	***Does your school have this identify?*** **Yes** **No**
2. Living the values of a data-driven school.	The school values objectivity, data-based decisions, data-based performance management and engagements and actions based on data and evidence.	***Are these values evident in your school?*** **Yes** **No**
3. School structure, processes, and routines to support data driven engagements.	The school has all the structures, processes, and routines in place to ensure the availability and use of data to manage and improve performance.	***Does you school have adequate structures in place?*** **Yes** **No**
4. Symbols and displays to confirm data-driven orientation.	A walk through the school will confirm its value for and reliance on data to manage its performance.	***Does the school display evidence of a data-driven culture?*** **Yes** **No**
5. Communication practices to promote and confirm data-driven culture.	The school communicates its status and performance using reliable data and its overall communication practices reveal its value of and reliance on data.	***Does the communication practice of the school reveal a data-driven culture?*** **Yes** **No**
6. Incentives, rewards, and celebrations to reinforce and encourage a data-driven culture.	Measures are taken to ensure that those who value and use data appropriately are recognised and rewarded.	***Are people in your school recognised and rewarded for proper use of data?*** **Yes** **No**

Considerations	*Meaning*	*Do you have a data-driven school culture?*
7. Sourcing and nurturing pride in a data-driven culture.	Members of the school community are proud of the school's practices in managing and reporting on its performance through data.	***Is your school community proud of your use of data?*** **Yes** **No**
8. Investment in people to reinforce and build a data-driven culture.	People in the school community are aware of and competent in the use of data to manage their performance.	***Are people in your school aware of and competent in the use of data to manage performance?*** **Yes** **No**
9. Rules to govern and sustain a data-driven culture.	The school has rules, which promote and ensure effectiveness in the use of data to manage and sustain good performance.	***Does your school have rules to encourage and manage the use of data to maintain good performance?***
10. Modelling data-driven practices to reinforce the culture.	Leaders in the school community make effective use of data in setting an example on the effective use of data to manage performance.	***Do members of the SMT and SGB model the use of data in their presentations, engagements, and decisions?*** **Yes** **No**

Activity 13b: Considerations for building a data-driven culture

Instructions: *For each of the considerations written below, the school principal seeks to take action to build a data-driven culture. Please note and discuss some of the actions you could take.*

Considerations	***Intent***	***Actions to be taken in the school to build a data-driven culture***
1. Identity	Want to be known and recognised as a school that values data and can use data effectively.	
2. Values	Want to promote the values of objectivity and evidence-based decision-making and performance management.	
3. School structure	Want to ensure that there are structures and processes in the school to encourage and support the effective sue of data.	
4. Symbols and displays	Want to display and illustrate throughout the school that the school values the use of data.	
5. Communication	Want to ensure that communication practices show the value and use of data to communicate status and performance.	
6. Incentives, recognition, and rewards	Want to encourage data use in the school community by recognising and rewarding effective data use.	
7. Sourcing and nurturing pride	Want people to feel very proud of their school's use of data to manage performance.	

Considerations	*Intent*	*Actions to be taken in the school to build a data-driven culture*
8. Invest in people	Want to ensure that all in the school community know how to generate, use, understand, and manage data to ensure good performance.	
9. Rules to govern	Want to ensure that there are rules in the school which promote and guide the effective use of data.	
10. Modelling the culture	Want all in the school to set an example to others about the manner in which data can be used to enhance one's effectiveness.	

Please state below, some of the initiatives you will take in the next year to build a data-driven culture in your school.

1. **……**
2. **……**
3. **……**
4. **……**

Do you believe that a data-driven culture in your school will improve your school's performance?

Yes	**No**

Discuss your answer as a group.

Activity 14

PLAN DEVELOPMENT

Introduction:

Planning is the process of determining the priorities for school improvement and development, and about setting in place the requirements for effectively rolling out the plan. Plan development, however, is the process of documenting and detailing the initiative to be rolled out. A plan is developed in order to inform, guide and clarify for the school community, the requirements, targets and processes for school improvement. The plan to be developed is the critical product that results from the long process of deliberation about gaps in the different areas of school functionality. The plan seeks to prioritise the gaps for intervention, and to provide targets and details on remedying these gaps.

There are many factors to be considered in moving from evidence-based analysis and gap identification to deriving a programme of work which will guide the school community in improving school functionality. The process involves deep consideration, prioritisation and reflection; and concerted efforts to design and lay out a programme of work which could be properly implemented and effectively monitored. The purpose of this section of the document is to encourage indepth reflection on the process of plan development.

Purpose:

The purpose of this activity is to provide principals with the opportunity to reflect on the manner in which they will design and organise the process for filling the gaps identified and promoting enhanced school functionality. The activity seeks to develop in principals an understanding of the plan development process, and an appreciation of the wide range of considerations which enter the process of planning and managing school improvement.

Objectives:

1. *To consider and reflect on a set of key considerations which are intended to inform and guide the process of plan development.*

2. *To allow principals to reflect on and discuss the manner in which they will apply, in their schools, a key set of factors in planning and plan development.*

3. *To assist principals in the process of prioritising initiatives for school improvement, so that rational and participatory decisions are made in respect to the initiatives to be targeted for school development.*

4. *To assist principals in reflecting on and specifying the actions to be taken in rolling out particular priorities for school improvement interventions.*

Instructions:

This activity is divided into four sub-activities as follows:

Sub-activity 14a: Description of planning requirements
This sub-activity outlines and describes a set of 10 critical planning requirements. Participants are asked to reflect on whether they now adhere to these requirements.

Sub-activity 14b: Rolling out planning requirements
This sub-activity solicits ideas from principals about the manner in which they will rollout and apply critical planning requirements in their schools.

Sub-activity 14c: Assessing planning priorities
This sub-activity seeks to assist principals in the process of identification, selection and prioritisation of planning priorities for school improvement.

Sub-activity 14d: Reflecting on selected planning priorities
This sub-activity provides a guide to ensuring the successful implementation of particular planning initiatives.

Instructions for each activity follow:

Instructions for Sub-activity 14a: Description of Planning Requirements

This sub-activity, on the following page, outlines and describes a set of 10 critical planning requirements. These requirements represent the considerations which must be taken into account in the process of plan development. If these are not taken into account, it is likely that the plan will not be effectively implemented.

Please read the description of each of the considerations presented. For each, please note whether it has been a consideration or priority in your previous efforts in school improvement planning. How many of these considerations have you applied before?

Please note below and discuss in your group the number of considerations applied out of a score of 10.

Sub-activity 14a: Description of Planning Requirements

Planning Requirements	*Description*	*Is this a priority in your planning?*
1. Performance focussed	Planning is focussed on improving the functionality of the school. In this regard, all planning priorities must contribute to enhanced performance in the school.	Yes No
2. Data driven	The determination of planning priorities should be evidence-based. Throughout the year data on performance gaps should be collected and recorded.	Yes No
3. Participatory	The entire school community should be involved in the planning process. Everyone should have an opportunity to contribute.	Yes No
4. Resourced	All plans should be properly implemented. School management should constantly reflect on the manner in which planning priorities will be rolled out. An important part of this reflection is the availability of resources for proper implementation.	Yes No
5. Reflect priorities of school	The process of prioritising is critical. The school will not be able to carry out all the initiatives which have been identified for school improvement.	Yes No
6. Collective responsibility	Planning and plan implementation is a collective responsibility. All must take responsibility for rollout and success of initiatives.	Yes No
7. Based on targets	Clear targets must be set to focus on what is to be achieved. Success indicators must be quantifiable, and should be clearly set out in the plan.	Yes No
8. Tracked and monitored	Intermediate targets should be set so as to allow tracking, monitoring and evaluation.	Yes No

Planning Requirements	*Description*	*Is this a priority in your planning?*
9. Simple planning template	It is not necessary to prepare a complex and detailed plan. All must comply with a sample template which captures the essentials of the plan. Each school must have a plan for what they must accomplish.	**Yes** **No**
10. Revisited, revised, reported	On an ongoing basis, the plan should be revisited to determine progress. At the end of the year, however, the planning must be assessed and reported.	**Yes** **No**

How many of these considerations have you applied in your previous planning efforts for school improvement?

……. out of 10

Instructions for Sub-activity 14b: Rolling Out Planning Requirements

In the previous sub-activity you identified and discussed 10 critical planning requirements. Some of them you have applied before and some of them you have not. For each of these requirements, please note what you will do in your school in order to apply the specific requirement. Discuss as a group and write your ideas in the spaces provided.

Sub-activity 14b: Rolling Out Planning Requirements

Planning Requirements	***What will you do in your school to ensure proper planning and implementation?***
1. Performance focussed	
2. Data driven	
3. Participatory	
4. Resourced	
5. Reflect priorities of school	
6. Collective responsibility	
7. Based on targets	
8. Tracked and monitored	

Planning Requirements	*What will you do in your school to ensure proper planning and implementation?*
9. Simple planning template	
10. Revisited, revised, reported	

Instructions for Sub-activity 14c: Assessing Planning Priorities

In each area of school functionality presented in the previous activities, gaps have been identified for initiating the process of school improvement and development.

Too many gaps may have been identified. It is therefore important to prioritise which areas will be addressed in the plan since all the areas identified cannot be included in the plan. First, look at the 10 areas of school functionality listed and determine, in priority order, which area is most important for school development in the current period.

List the priorities in the space provided. For each area of functionality, please identify 3 priorities to be addressed. Rank these in the area provided. Discuss as a group and identify a set of 10 planning priorities to be addressed. Your ranking of priorities will help. The most important priorities will be the priorities in the functional areas you consider most important to you. Write out your list of 10 planning priorities.

Sub-activity 14c: Assessing Planning Priorities

Area of School Functionality	*Rank*	*Planning Priorities*	*Rank*
1. Management and Governance		*1.*	
		2.	
		3.	
2. Teacher Performance		*1.*	
		2.	
		3.	
3. Learner Welfare and Performance		*1.*	
		2.	
		3.	
4. Curriculum Planning and Coverage		*1.*	
		2.	
		3.	
5. Teacher and Learner Resources		*1.*	
		2.	
		3.	
6. Parent and Community Involvement		*1.*	
		2.	
		3.	
7. School Finances		*1.*	
		2.	
		3.	
8. School Assets and Infrastructure		*1.*	
		2.	
		3.	
9. School Safety and Security		*1.*	
		2.	
		3.	
10. School Culture		*1.*	
		2.	
		3.	

10 Planning Priorities for School Improvement

1. ……

2. ……

3. ……

4. ……

5. ……

6. ……

7. ……

8. ……

9. ……

10.……

Instructions for Sub-activity 14d: Reflecting on selected planning priorities

In preparing the school development plan, it will be necessary to specify in detail implementation requirements for each of the planning priorities identified. In order to facilitate and promote effective implementation of the plan, it is essential to reflect and make decisions on particular aspects of plan implementation. These areas of reflection are identified in the table on the next page, and for each, some guidance is given about what must be considered before taking action.

Pleaser read each area of reflection and note the associated consideration for taking action. Select a planning priority from the 10 you previously identified.

For each area of refection, identify and discus as a group what action you will take in your school's planning process to ensure that each planning priority is effectively implemented.

Sub-activity 14d: Reflecting on Selected Planning Priorities

State your planning priority here: ……..

Area of Reflection	*Considerations*	*Action to be taken*
1. Improvement anticipated	*What contribution will this planning initiative make to the functionality of the school?*	
2. Critical milestones/targets	*What targets should be attained? Intermediate and terminal are clear milestones set out along the way.*	
3. Resource requirements	*What resources are required to properly rollout the initiative – human, money, equipment, etc.?*	
4. Responsibility assignment	*Which one of your staff members will assign to undertake the responsibility?*	
5. Impact/effect on other school processes	*What effect will this initiative have on other programmes or activities at the school?*	
6. Data needs for tracking	*What data will you need and use for tracking progress in improving performance?*	
7. Policy reference/compliance requirements	*Are there any policy requirements to which the school must comply in rolling out this initiative?*	
8. Communication and advocacy	*How will you advocate for and communicate progress of this initiative to the school community?*	

Area of Reflection	*Considerations*	*Action to be taken*
9. Integration and alignment	*Will this initiative have to be integrated and aligned with any other initiative or activity at the school to ensure coordination?*	
10. Rewards, incentives, recognition	*What rewards, incentives or recognition will be provided to mitigate and encourage staff in relation to this initiative?*	