



ACTION PLAN TO 2014

Towards the Realisation of Schooling 2025

ENGLISH



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Schooling 2025: The vision

The following encapsulates where the DBE would like to be in 2025:



LEARNERS ...

Attend school on time, every day and take their school work seriously. They have access to computers, a good meal, as well as sporting and cultural activities. They have respectful relationships with their friends and dependable teachers.

TEACHERS ...

Are confident, well trained and continually improving their capabilities. They are committed to giving learners the best possible education, thereby contributing to the development of the nation. They enjoy job satisfaction because their conditions of service are decent and their pay comparable to that of other professions.

SCHOOL PRINCIPALS ...

Ensure teaching takes place as it should, according to the national curriculum. Through responsible leadership, they promote harmony, creativity and a sound work ethic within the school community and beyond.

PARENTS ...

Are well informed about what happens in the school and they receive regular reports about how well their children perform against clear standards that are shared by all schools. They know they are listened to and that any concerns will be dealt with by education authorities at all levels.

LEARNING AND TEACHING MATERIALS ...

Are in abundance and of a high quality. Learners and teachers know how to use computers in the school to access the information they need.

SCHOOL BUILDINGS AND FACILITIES ...

Are spacious, functional, safe and well maintained. Learners and teachers take care of their buildings and facilities because they take pride in their school.

Action Plan to 2014

This Action Plan is the DBE's strategy to strengthen weak areas in the education system that were identified as requiring support. It was developed in line with the Presidency's 2009 National Strategic Planning and draws direction from the guiding document, *Improving Government Performance: Our Approach*.

By improving performance in specific areas, learners will benefit from a higher quality of education. The nation as a whole will also benefit, as school graduates with better skills and knowledge levels enter further and higher education and the workplace.

This document summarises the Action Plan, the improvements that can be expected, as well as what ordinary citizens can do to contribute towards better schooling.

SHORT-TERM GOALS, LONG-TERM VISION

The Action Plan sets out the goals that the national education system will be working towards and the actions to achieve these goals by 2014. These are the first steps towards realising the bigger, longer-term vision of quality education in schools by 2025. This vision is called *Schooling 2025*.

EVERYONE HAS A PART TO PLAY

As far as possible, the Action Plan indicates to each stakeholder in the system what activities such stakeholder should be engaged in to realise each goal in the plan. It also suggests ways in which those outside the education system can also provide resources or expertise in support of these goals.

CLEAR GOALS, FLEXIBLE STRATEGIES

The Action Plan sets out 13 goals to be achieved, related to learning and enrolment. In addition, it sets out 14 areas in education that need to be improved to reach these goals. The DBE is not, however, telling people exactly what they must do to achieve these goals. The approach is to allow for flexibility so that schools and their communities can come up with strategies that best suit their own situation.

MEASURING PROGRESS: ANNUAL NATIONAL ASSESSMENTS (ANA)

Each year, all learners in Grades 1 to 6 & 9 will write national tests in languages (home language and first additional language) and mathematics at the end of the year. The purpose is to establish an objective national benchmark by which to measure literacy and numeracy achievement levels in primary schools, so that improvement can be accurately assessed and appropriate interventions designed where additional support is required.

Teachers will mark these standardised tests according to instructions provided by the department.

Parents will receive the ANA results in learners' annual report cards at the end of the year. School Governing Bodies (SGBs) will receive a district-wide ANA report, which will be shared by other parents at the school, to allow them to compare their own ANA results with those of other schools in the district.

The objective in making the results public is not to shame schools or create perceptions of "winners" or "losers", but rather to give schools and their parent communities an idea of how their achievements compare to those at other schools.

In 2011 ANA tests in languages and mathematics will be introduced for Grade 9 learners.

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The goals of the Action Plan

The Action Plan comprises 27 goals.



OUTPUT GOALS FOCUSING ON MINIMUM QUALITY STANDARDS

Goal 1. Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3. 2009 baseline: +/- 48% (literacy) and 43% (numeracy); 2014 target: 60% for both subjects.

Goal 2. Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6. 2009 baseline: +/- 37% (literacy) and 19% (numeracy); 2014 target: 60% for both subjects.

Goal 3. Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9. Baseline and targets were determined after the 2010 ANA.

Goal 4. Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university. 2009 baseline: +/- 110 000; 2014 target; 175 000.

Goal 5. Increase the number of Grade 12 learners who pass mathematics. 2009 baseline: +/- 125 000; 2014 target: 180 000.

Goal 6. Increase the number of Grade 12 learners who pass physical science. 2009 baseline: +/- 120 000; 2014 target: 170 000.

OUTPUT GOALS FOCUSING ON IMPROVING AVERAGE PERFORMANCE

Goal 7. Improve the average performance of Grade 6 learners in languages.

Goal 8. Improve the average performance of Grade 6 learners in mathematics.

Goal 9. Improve the average performance of Grade 8 learners in mathematics.

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Goals 1 to 13 deal with outputs that we want to achieve in relation to learning and enrolments.

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OUTPUT GOALS FOCUSING ON ACCESS AND PROGRESSION

Goal 10. Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15. 2008 baseline: 97.4%; 2014 target: 99%

Goal 11. Improve the access of children to quality Early Childhood Development (ECD) below Grade 1. Indicator 1 (Percentage Grade 1 learners who received formal Grade R training): 2008 baseline: 51%; 2014 target: 80%, but 100% if non-formal ECD is included. Indicator 2: The enrolment ratio of children aged 0 to 5. 2008 baseline: 25%; 2014 target: 37%

Goal 12. Improve the grade promotion of learners through Grades 1 to 9 phases of school.

Indicator 1: Percentage of children aged 9, who completed Grade 3. 2008 baseline: 59%; 2014 target: 65%

Indicator 2: Percentage of children aged 12, who completed Grade 6: 2008 baseline: 46%; 2014 target: 52%

Goal 13. Improve the access of youths to Further Education and Training (FET) beyond Grade 9.

Indicator 1: Percentage of youths who received a National Senior Certificate (NSC). 2008 baseline: 40%; 2014 target: 50%

Indicator 2: Percentage of youths who obtained FET qualifications. 2008 baseline: 41%; 2014 target: 65%

The goals of the Action Plan...



TEACHERS

Goal 14. Attract a new group of young, motivated and appropriately trained teachers into the teaching profession each year.

Goal 15. Ensure that the availability and utilisation of teachers are such that excessively large classes can be avoided.

Goal 16. Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire career.

Goal 17. Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

Goal 18. Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

LEARNER RESOURCES

Goal 19. Ensure that every learner has access to the minimum set of textbooks and workbooks required in accordance with national policy.

Goal 20. Increase learners' access to a wide range of media, including computers, which will enrich their education.

WHOLE-SCHOOL IMPROVEMENTS

Goal 21. Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.

Goal 22. Improve parent and community participation in the governance of schools, partially by improving access to important information via the e-Education Strategy.

“ Goals 14 to 27 deal with ways of achieving the 13 output goals.

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SCHOOL FUNDING

Goal 23. Ensure that all schools are at least funded at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

SCHOOL INFRASTRUCTURE AND SUPPORT SERVICES

Goal 24. Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn; and teachers to teach.

Goal 25. Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psycho-social support, sport and culture.

Goal 26. Increase the number of schools that effectively implement the Inclusive Education Policy and have access to centres that offer specialist services.

Goal 27. Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partially through better use of e-Education.

THE DEPARTMENT OF BASIC EDUCATION (DBE) HAS DEVELOPED A DETAILED ACTION PLAN TO IMPROVE THE QUALITY OF EDUCATION IN OUR PUBLIC SCHOOLS.

This Action Plan 2014 already benefited from consultation with, and input from key education stakeholders, including provincial education departments and teacher unions.

Your support in the implementation of the Action Plan is most welcome going forward.

THIS DOCUMENT IS AVAILABLE IN ALL 11 SOUTH AFRICAN LANGUAGES:

- English
- Afrikaans
- isiZulu
- isiXhosa
- Ndebele
- Sepedi
- Tsonga
- Setswana
- Sesotho
- Tshivenda
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