WESTERN CAPE EDUCATION DEPARTMENT

METRO CENTRAL EDUCATION DISTRICT

CIRCUIT 6

SEPTEMBER QUARTERLEY REPORT FOR PERIOD AUGUST-SEPTEMBER 2008

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A INTRODUCTION

THE FOLLOWING PRINCIPLES GUIDED CIRCUIT ACTIONS/INTERVENTIONS – JULY-DECEMBER

- Transition
- Circuit is new, not an amalgamation of the old – requires new identity
- We will continue with what worked in the past and amend or abandon matters which did not work
- Continue with existing programmes & projects which are important and urgent
- Reduce matters which are important but less urgent
- From dependency towards independence and interdependence
- Empowerment, not disempowerment
- Nothing “new” to be introduced
- If and when unavoidable – bargain & consult
- Strategic foci
  - Build team and team identity and spirit
  - Strengthen team
  - Clarify role and functions
  - Identify and clarify expectations
  - Start planning for 2009

B STRATEGIC PLANNING & COORDINATION

MEETINGS

STAFF & EXTENDED CIRCUIT TEAM	PRINCIPALS
	05 AUGUST
08 AUGUST	26 AUGUST – WORKSHOP "SCHOOL RECORDS MANAGEMENT"
15 AUGUST	14 OCTOBER – WORKSHOP "NETWORKING & STAKEHOLDER INVOLVEMENT/ PARTICIPATION"
18 AUGUST – WORKSHOP " BUILDING THE TEAM & CLARIFY EXPECTATIONS"	21 OCTOBER – WORKSHOP "STRATEGIC PLANNING 2009 – STAFF DEVELOPMENT"
22 AUGUST	
29 AUGUST	
05 SEPTEMBER	
12 SEPTEMBER	
19 SEPTEMBER – "COMPILING THE QURTERLEY NARRATIVE REPORT"	
17 OCTOBER – STRATEGIC PLANNING 2009"	

SCHOOL VISITATION FOR THIRD TERM

CIRCUIT TEAM MANAGER Management/Leadership/Governance	All 25 schools – courtesy & goodwill visits 100%
IMG MANAGER Management/Leadership/Governance	All 25 schools 100%
PSYCHOLOGIST Counseling/Learning theory/EST/Testing	Easter Peak/Surrey/Athwood/St Theresas/ Newfields/Primrose Park/Cathkin/Welcome/ Parkfields/Portavue/ 40%
SOCIAL WORKER Social barriers to learning/Counseling/Case management/Abuse No More	Athwood/Newfields/Crystal/Welcome/Mountvie w/ Belmor/Crystal/Welcome/Saambou/Blomvlei/E aster Peak/Parkfields/Morgenson/Willows/Dagbreek/ Vanguard/St Theresas/ 68%
LEARNING SUPPORT ADVISOR Barriers to learning – Support teachers	Athwood/Saambou/Willows/Summit/Newfields/ Welcome/Cathkin/Woodlands/Dagbreek/Cluste r/ Surrey/Red River/Heideveld/Mountview/Blomvlei/ Parkfields/Willows/Primrose Park/Easter Peak/Vanguard/ 88%
FOUNDATION PHASE ADVISOR Barriers to learning – Support teachers	Athwwood/Saambou/Summit/Newfields/Welco me/Dagbreek/Woodlands/Cluster/Surrey/Willo ws/ Blomvlei/ Parkfields/Willows/Primrose Park/Easter Peak/Vanguard/ 68%
ADMIN. DEVELOPMENT ADVISOR (SBM) Audits/Support/Development	Woodlands/Newfields/Dagbreek/Easter Peak/ Portavue/Summit/Heideveld/Primrose Park/ Blomvlei/Red River/Primrose Park/Dagbreek 48%
GET	

Beukes, Alan (**Mathematics)**	Saambou/Woodlands/Red River/Morgenson/ Summit/Easter Peak/Parkfields/ Voorspoed/ Heideveld/Willows
Khabele, Tebogo (**Technology)**	Belmor/Blomvlei/Crystal
Lenders, Brian (**English** -Oral Moderation)	Crystal/Mountview
Lombard, Shamima (**Life Orientation)**	Athwood/Portavue/Crystal/Parkfields/Newfields Morgenson/Surrey/Vanguard/Red River/ Primrose Park/Easter Peak/Saambou/ Vanguard/Blomvlei/Portavue/Voorspoed/ Belmor/ Welcome/ Summit/ Heideveld PS/ Woodlands/ Crystal HS/ Cathkin HS/ Heideveld HS
Ngcobo, Fezeka (**Social Sciences)**	
Rayners, Sharlene (**English** -Oral Moderation)	Heideveld/Cathkin
J Juries (**Natural science**)	Cathkin/Crystal
FET	
Africa, Venorene (**Consumer Studies)**	Heideveld/
Cloete, Daniel (**History)**	Crystal/
Cornelissen, Rudolph (**Business/ Econ)**	Crystal/Heideveld
Dilraj, Kashief (**Physics)**	Crystal/Heideveld/
Haffejee, Fazeela (**English** -Oral Moderation)	Crystal/Heideveld/Mountview/
Langenhoven, Cathy (**Life Orientation)**	Crystal
Liknaitzky, Penelope (**Geography)**	Heideveld/Crystal/Mountview/Cathkin
Nxawe, Lungi (**Xhosa –**Oral Moderation)	Crystal/Mountview
Rampou, Suanne (**Life Sciences)**	Crystal/Mountview/
Sasman, Marlene(**Mathematics)**	Crystal/Mountview
Ruth Van Rensburg (**Afrikaans**)	Mountview/Heideveld

PROFESSIONAL DEVELOPMENT – THIRD TERM

CIRCUIT TEAM MANAGER Management/Leadership/Governance	Induction/Recruitment & Selection/IQMS/WSE/ Assessment/Pre-progression & Promotion/Strategic Planning/Broad Management/SNOC/Matric invigilators training
IMG MANAGER Management/Leadership/Governance	Orientation & Induction/IQMS/WSE/Assessment/ Pre-progression & Promotion/Specialist Meetings/Matric invigilators training
PSYCHOLOGIST Counseling/Learning theory/EST/Testing	Computer training/ Specialist Meetings/Trauma Conference/ IQMS/WSE
SOCIAL WORKER Social barriers to learning/Counseling/Case management/Abuse No More	Inclusive Education/Outreach/ Specialist Meetings/
LEARNING SUPPORT Barriers to learning – Support teachers	Specialist Meetings/SNOC/Math Training/ IQMS/WSE
FOUNDATION PHASE Barriers to learning – Support teachers	Specialist Meetings/Maths Training/Provincial Meeting/ IQMS/WSE
ADMIN DEV ADVISOR Audits/Support/Development	Specialist Meetings

C NATIONAL STRATEGY FOR LEARNER ATTAINMENT (NSLA) – CRYSTAL HIGH SCHOOLS – A NARRATIVE REPORT

1. 28/07/08 – Celeste Solomons organised with Roysten Bennet to speak to the learners about drugs – “Meeting with Christ for drugs”
2. 31/07 /08 – Mr. Abrahams (principal) contacted IMG Advisor in connection with their electronic gate being stolen – very concerned about security and vandalism at the school. The fence around the school has also been stolen. Safer schools has been informed and is attending to the replacement of the gate but the fencing cannot be fixed as there is no funding. Matter referred to Physical Resource Planning
3. 4/08/08 - Meeting at Crystal SS –. Sindi Lingela Shayi (DDG), Mr.Daniels (CTM), Lance Abrahams (NSLA), Anusha Naidoo(IMG), Bertie Hartogh (NSLA) and Mr.Abrahams (principal) . The principal was very concerned about the June matric results. Very little support from curriculum – especially with Life Sciences, CAT, Mathematical Literacy and Tourism. Ms. Lingela requested that the school be a high focus/priority school with greater intervention and support. Mackie Kleinschmidt and his team, to meet with the SMT of school to discuss intervention strategies and needs of the school. Delegation to do follow- up.
4. 6/08/08 – Meeting with Mr. A Petersen and curriculum heads to discuss progress and a high impact “plan of action” for Crystal high school.
5. 6/08/08 – Meeting at Crystal HS with SMT, Gerard Davids (CA), IMG and Mackie Kleinschmidt. Very fruitful meeting. Educators highlighted their concerns and frustrations. School had a meeting for parents – only 30% of matric parents interacted with educators. Kleinschmidt to engage with principal and draw up a programme of intervention. CA‘s will be supporting the school. Educators need guidance on the “Must know Things” for the matrics. Kleinschmidt assured the team that the circuit and curriculum advisors would be visiting the school for support and moderation. Feedback reports will be given to the educators and principal. Learners need to be motivated. Mrs. Naidoo and Kleinschmidt to do a motivational talk for the matrics.
6. 13/08/08 – Motivational talk with the matrics. Learners were well behaved and very responsive. Follow – up with educators – learners appreciated the talk but they constantly need to be pushed and motivated. School was very concerned with the 30 learners that were condoned last year. They were really struggling and parents were not interested.
7. School is embarking on Saturday and spring classes. Educators are also very stressed and need motivation. They are working hard but learners are not.
8. IMG Advisor is in regular contact with the school pertaining to support and progress on curriculum intervention at the school. The school is always welcoming and supportive of initiatives.
9. 19/08/08 - Celeste Solomons (social worker) and IMG Advisor had a meeting with principal to discuss a number of issues:

DISCUSSIONS	COMMENTS	OUTCOME/SUGGESTIONS
9.1. Adoption Programme at school – where is the school at and should we	School is busy with own programme – cannot wait for MFT – Logistical	• School will continue with own programme.

continue with programme?	problems. Have a Wed afternoon programme where adopted parents (has 3 to 4 learners) sits with learners and assists and checks that CASS tasks are completed – hands on approach.	• With the MFT – it was difficult to keep in contact. SMS's were sent but very poor response from learners – need to revisit.
9.2. Principal would like someone to come in on last Friday of term to do something light and interesting for the matrics before spring classes start.	Motivation by Mackie and Anusha was good – but learners need constant motivation - stress levels is high.	School must look for past pupils and youngsters from their communities that would be role models and motivate them.
9.3. 30 learners were condoned and struggling in matric. Arranged a special one to one meeting with matric parents –35% turn out.	Would like dept. officials to meet with parents and learners to motivate and encourage them. Need support	Would speak to the circuit team to see if we can meet with parents and learners. Mr. Daniels and Mrs. Naidoo to meet with 30 learners on 9/09/08 to give support and motivation to them.
9.4. Wellness programme – Is the staff using the facilities?	2 /3 teachers have made appointments and were counseled. However, after approx.3/4 sessions – the educators had to go privately for help. Educators are stressed and are often on sick leave or absent.	Revisit the programme and ask educators to utilise the facility and give me feedback.
9.5. Planning for common exam. Are you on track?	Learners are writing in a separate venue. Would like to appoint external invigilators – (same persons invigilating for Oct) as a practice run. Financial constraints – no funding	Use the NSLA funding – money utilised. Dept. has no funding – unfortunately. However, idea is good. Be creative- get volunteers/parents
9.6. How was the R70 000 given by the WCED spent?	Money has been spent and report sent to head office.	Copy of expenditure given to IMG
9.7. Spring School	Learners going to Silverstream HS. Need more tutors and other subjects need to be recognised as well.	No funding available. Need to make own arrangements. Try to twin with neighbouring schools and educators.

	Accounting, English, etc. Need funding for extra classes	

10. 01/09/08 - Spoke to Alton Koenze (Safer Schools) pertaining to the gate for Crystal – still not replaced. Alton to interact with principal and give him feedback.
11. Pre-progression and Promotion for Grade 8 learners to be conducted by circuit on 18/09.
12. Circuit Team Manager and IMG to address 30 "learners at risk" early in October 2008.
13. Circuit and curriculum is supporting and giving guidance to Crystal high principal, educators and learners on a daily basis. The school is discussed and reviewed at the Friday meetings as a matter of priority and focus school.
14. Visitation, support and guidance by the Curriculum Advisors have improved – the school is a priority for high impact intervention.

D PRE-PROGRESSION & PROMOTION – SCHOOL VISITATION SCHEDULE

DATE	SCHOOLS
08/09/08	Parkfields, Newfields, Morgenson
09/09/08	Willows, Dagbreek, St. Theresa's
10/09/08	Red River Primrose Park, Surrey
11/09/08	Easter Peak, Saambou, Vanguard
15/09/08	Athwood, Blomvlei, Portavue
16/09/08	Voorspoed, Belmor, Summit
17/09/08	Welcome, Heideveld, Woodlands
18/09/08	Crystal, Mount View, Cathkin, Heideveld

SOME GENERAL COMMENTS MADE BY THE VISITING TEAM
WEEK ONE

- Good teamwork in the circuit
- Tiring but good to have an extended team
- Schools were prepared and accommodating
- **Saambou PS** – Grade 8 – level of learners is concerning. Need intervention.
- Break in at schools is a concern
- Good experience for most members
- Basic concepts programme as an intervention – confusion with clarity on the use of these tests. Not a basis for assessment.
- Level of integration of the LSEN educator is a concern.
- All 12 Schools done – 2 schools to complete - about 4 classes in total.

- **Parkfields** – Curriculum support and integration is needed. Not fully prepared. Educators a bit defensive. Senior team knows what is expected, but not filtered through.
  Assessment task is very low. Principal not at school – Court case.
- Planning – Standardised schedules for intermediate phase and FP. FP given lesson plans as well. FP given foundations for learning – very good. Educators could now concentrate on teaching and learning. Educators must get down to teaching. School does not believe that the systemic results are a true reflection of the school – need to move away from this premise. Reflection on principal – illness is impacting on his management of the school. Family situation of loosing both parents could also impact on his health. Concern of readiness for team is a concern – Frances and Anusha to visit the school and give support
- **Newfields –** Well organized.
- Principal was hands on and staff welcoming. Assessment needs help
- Assessment not at the required level – will give support. No Maths specialist in the FP – could be problematic. Number of learners being kept behind is a problem.
- Educator at **St Theresa** -very enthusiastic and knows what is happening. Uses the weekly communication.
- **Easter Peak** – very weak grade 3 educator and school has now taken this teacher in the grade 2 class with the strong educator. Grade R is a concern at schools . 40 in a class is a problem. For schools – it is a numbers game
- Schools need to monitor the age level of learners. Feeding scheme, intervention, is also impacting on schools. Schools need greater support from LSEN educators.
- National Policy – age of learners does not accommodate learners social and cognitive level. Countries are unique with their schooling and entry level.
- Concern with learners not coping - no schools of skill or specialist schools to attend to these learners.
- **Saambou** – Neil suggested a learner be placed at a special school. Educator is concerned – need child placed.
- Letter from **Parkfields** – Urgently require the MST kit for their school – no grade R. Signed by grade 1 Educators.
- Concern with the drug and alcohol problems at the schools -very high. Need to have workshops.
- Absenteeism is also a problem
- Non Parents and young parents are a huge concern for us as well.
- Change of teams is also a problem. Concern about the intervention strategy of an educator at **Vanguard PS** and the fact that Neil has asked the educator not to continue with the programme – need parents consent. Look at issue.
- Forms need to be standardized for all schools.

- Cumulative cards need to be completed by all schools

WEEK TWO

- Most schools were well prepared - documentation set out. Educators and principal available for discussion or queries. Some schools we stayed till late and this impacted on educators time – but educators remained – trying to look happy.
- The team was well-received and catered for at the various schools.
- Literacy and Numeracy levels are very low in most schools. Standard and quality of work at most schools is concerning.
- Assessment is pitched at low levels.
- Many schools still confuse activities with tasks.
- A few teachers were absent. Visited them on Thursday. Could not get to the Grade 1 teacher at Blomvlei as the school was flooded and teachers left early.
- Good team spirit and positivity amongst ciruit 6 colleagues .

Athwood PS

Not well organised. Referral forms were lacking in many grades. Grades 4,6 and 7 did not have any failures. Perused through schedules and discovered number of learners at risk. Addressed issues with educators. School needs support. HOD to look at assessment at school -especially with coding – codes very high. Parent consent forms need to be scrutinized by school. Refreshments were good.

Blomvlei PS

School was organised. Educators need to work as a team. Many learners struggling with reading -school is addressing issue. Support and guidance was given.

Portavue PS

School was well organised and refreshments good. Went late to school but managed to complete the process as there were not many learners that were identified as NRP. School and educators were also very helpful and accommodating.

Voorspoed PS

Many learners with language barriers and low literacy levels. School was welcoming and educators readily available. EST meetings very imp – as many learners not identified in the FP and as a result huge problems in the preceding phases. Lots of cases of truancy at the school. Number of learners turning 15 years in grade 7. Standard of work across the phases is low – need support.

Belmor
The Grade 7 teachers advised that many of their learners on the intervention register are awaiting answers for placement from Batavia and De Grendal schools respectively. One grade 7 teacher indicated that the learners had made good progress in September and she is confident that by the end of the year most of the learners will be ready to proceed to Grade 8. Grade 4's very weak. Finding lots of FAS cases at schools. **Greatest challenge for most schools is placement of learners at appropriate special schools.** Referral forms need to be placed in profiles of learners.

Welcome
School did not have many learners on their lists. Look through schedules and added learners at risk. Grade 7 – 12 learners added – to be monitored.

Summit PS
There was a good atmosphere at Summit even though principal not at school for the term. The DP and teachers showed great concern for the children. Teachers are requesting that two extremely weak learners who had already repeated in a previous grade be allowed to repeat again. Anusha has taken the files for perusal.
Found learner books to be very neat and well organised.

Heideveld PS
Grade 7 learners very weak. Need lots of intervention and guidance for educators in grade 7 classes as all educators teaching the grade for the first year. Learners -overall very weak. Assessment tasks – lots of worksheets given and not much written work. School needs support and intervention.

Woodlands PS
Principal may charge his grade 6 educator as his work is not up to standard – he is a new permanent appointment at his school. They have many applicants for the special schools that have not been accepted in the past.

St. Theresa's
Discussed assessment with one Grade 4 teacher, the HOD in the Intermediate Phase and the principal. They queried why the Junior Primary Phase and not the other phases receive so much support and guidance. They have requested that an official in the IP visit their school as soon as possible to discuss assessment with them.

Red River
A Few educators were absent and therefore a second visit was needed. Lots of high rate of absenteeism by learners. Serious social and emotional problems with many learners and Celest will be looking at these learners to see how we can

assist. Many learners on drugs and smoking banana leaves. Need to look at programmes and talks from the FP upwards.
The grade 7 teacher who had been absent on the previous visit did not have her schedules for March and June ready. A follow-up visit is needed.
The Grade 5 teacher, who has only taken over the class this term, indicated that the marks reflected on the schedule are not appropriate for the knowledge and skills which the children have. She mentioned that at least two of the learners cannot read and write sentences. Advised her to work with the learners for another few weeks before making a decision.
School is busy with Saturday intervention programmes with many learners.

Mount View
Frances helped Anusha with the checking of forms and left early. I found the task very overwhelming as I was at the school from 8:50 to 15:00. 5 grade 8 classes and in 3 of the classes, the educators had all their learners on the intervention form. The grade head assisted with the process. Lots of social support and intervention being done by community and educators. English work was not available as educator was absent. I need to make time to meet with educator to discuss his subject. Grade 8 learners very very weak. High rate of absenteeism by some learners. Using old schedules – need to look at new formatted schedules – speak to Charmaine for clarity. Spoke to principal and DP about the management of learner work and assessments. Most schedule results do not reflect the marks/codes of learner continuous assessment – I found that only the June mark was being used to assess the learners overall performance for the schedules. Learner work was not readily available for all learning areas. There was a high turnover of educators in the grade. I did a thorough screening of results and found lots of discrepancies. Learners evidence of work was not in 1 file as per learner but according to learning areas – this was very time consuming and cumbersome to work with and look for each learners work. Classes – big numbers – 49 in a class. School needs support and guidance for grade 8. Assessment tasks need to be looked at and the processes being implemented for overall results/codes/percentages. Left the school very tired and stressed thinking about the high failure rate at the end of the year.

E TEACHER ASSISTANT PROGRAMME (TAP)

School	No. of Teacher Assistant
Athwood Primary	6
Blomvlei	7
Morgenson	3

Teachers' views
Advantages

- Teacher Assistants (T/A) are assets to their schools.

- Both teachers and learners benefit from the programme as the T/A's help with administration (marking, registers, photo-copying etc) and group work which gives the teacher more time to concentrate on teaching.
- Teachers are allowing T/A's to teach some lessons.
- At Athwood Primary the T/A's take the initiative and are often the forerunners when programmes are being organised.
- The T/A's have been computer trained by Khanya and at Morgenson they assist teachers with administrative work as well as taking the learners for computer lessons.
- Most of the T/A's implement skills learnt at college in the classroom.
- Most of the T/A's do what is expected of them and their planning is in place.
- Most of the T/A's are positive and pleasant.
- T/A's are becoming confident.

Concerns

- At Morgenson there is a language barrier with one of the T/A's as she is Afrikaans speaking and finds it difficult to speak English to the learners.
- At Blomvlei there seems to be a little tension amongst some of the teachers and T/A's. Teachers feel that some of the T/A's are lazy and are not entirely pulling their weight.

Teacher Assistants' views

Advantages

- Some teachers are really approachable
- Being in a class and completing the course at college is interesting.
- Doing practical work in the classroom is a good experience.
- They definitely assist learners to read more efficiently.
- Learners receive more individual attention.
- T/A's are building up good relationships with the learners.
- By taking some of the workload from the teachers, T/A's feel that the teachers are more calm which spills over onto the learners.
- The project is very good and T/A's can see progress in the learners.
- Some teachers really appreciate them and thank them every day for their assistance.

Concerns

- At Blomvlei some of the T/A's feel that the teachers should involve them more in the classroom. They have some skills which they would like to share.
- Sometimes the T/A's feel that the teachers are not interested in what they have to offer.

- One student complained that the college lecturers do not address the social issues which they experience at school.
- All T/A's were concerned that although they completed the two year course and were promised certificates, to date they have not received them.
- They wanted to know more details about bursaries which they could apply for to further their studies.

Family Literacy

For two years at Blomvlei and one year at Athwood, the Family Literacy project was implemented. 5 and 10 parents respectively were identified and trained after school. The main goal was to educate the parents who could then help others.

However, the project has not taken off this year even though parents were sent letters and meetings were called.

General

It appears as if there was some tension between the teachers and T/A's at Blomvlei. After having addressed the issue, all parties agreed that they should make an effort to work together. They agreed that TAP was very fruitful and that it should be extended to other needy schools.

F STATISTICAL REPORT

AREA	TARGET	FOCUS	COSTS	NUMBERS
WSP	SMT	ACHIEVERS	R97 000	SMT of 60 schools 230 SMT members
	OFFICIALS	COACHING & MENTORING	R40 00	8 IMG Officials

IMS	NUMBER OF CASES	SCHOOLS	NATURE	COMPLETED
	3	Red River Athwood Blomvlei	Learner discipline	yes
	5	Saambou Moutview Woodlands Blomvlei Voorspoed	Emergency repairs	2
	5	Red River Surrey	Complaints from parents	5

		Portavue Blomvlei Heideveld		
	6	Heideveld HS Various	Admissions	yes
	3	Cathkin Heideveld Crystal	Outstanding invigilators forms and contracts	yes
	30-40	All school	Special schools referrals	No - On waiting lists
	1	Woodlands	Exclusion from Maths workshop	No

IQMS - PRINCIPAL	**NUMBER OF SCHOOLS**	**STATUS**	**COMPLETED 75%**	**COMPLETED 100%**
	38 SCHOOLS 27 old circuit 5 12 old circuit 4	• Supervisor met with principal & peer. • DSG has met • Peer completed evaluation • Appraisee has completed self evaluation • Lesson observation completed • Standards 1-8 scored and completed	100% completed	0% - to be completed by end of October Standards 8-12 to be scored

TRAINING & DEVELOPMENT	**FOCUS**	**DATE**	**COSTS**	**ATTENDANCE**
SMT	Introducing & Building the Team	05 August 08	N/A	100% 25 Principals
	School Records Management	26 August 08	R2000.00	100% 25 Principals
CIRCUIT TEAM - STAFF	Building the Team & Clarify role and function	18 August 08	R1500.00	100% 7 Team members

G SETTING STANDARDS FOR 2009

MANAGEMENT MEETINGS (Management, Supervision, M&E, Planning and Coordination)

WEEK 1	CTM & IMG (PA in future)	DIRECTOR & CTM	MANAGEMENT	CTM & PA
MONDAY	07:30-08:30	08:30-10:30		
TUESDAY	07:30-08:30	08:30-09:30 CTM – 11:00		11:00-12:00 & 15:00-16:00
WEDNESDAY	07:30-08:30	08:30-09:30		
THURSDAY	07:30-08:30	08:30-09:30		11:00-12:00 & 15:00-16:00
FRIDAY	11:30-12:30 STAFF	13:00-16:00 STAFF & EXTENDED CTM		

WEEK 2				
MONDAY	07:30-08:30	08:30-09:30	09:30-16:00	
TUESDAY	07:30-08:30	08:30-09:30 CTM – 11:00		11:00-12:00 & 15:00-16:00
WEDNESDAY	07:30-08:30	08:30-09:30		
THURSDAY	07:30-08:30	08:30-09:30		11:00-12:00 & 15:00-16:00
FRIDAY	11:30-12:30 STAFF	13:00-16:00 STAFF & EXTENDED CTM		07:30-08:30 11:00-16:00

WEEK 3				
MONDAY	07:30-08:30	08:30-10:30		
TUESDAY	07:30-08:30	08:30-09:30 CTM – 11:00		11:00-12:00 & 15:00-16:00
WEDNESDAY	07:30-08:30	08:30-09:30		13:00-16:00 Policy & Research
THURSDAY	07:30-08:30	08:30-09:30		11:00-12:00 & 15:00-16:00
FRIDAY	11:30-12:30 STAFF	13:00-16:00 STAFF & EXTENDED CTM		

WEEK 4				
MONDAY	07:30-08:30	08:30-09:30	09:30-16:00	
TUESDAY	07:30-08:30	08:30-09:30 CTM – 11:00		11:00-12:00 & 15:00-16:00
WEDNESDAY	07:30-08:30	08:30-09:30		
THURSDAY	07:30-08:30	08:30-09:30		11:00-12:00 & 15:00-16:00
FRIDAY	08:30-12:00 SPECIALIST/ COMPONENTS	13:00-16:00 STAFF & EXTENDED CTM		07:30-08:30 13:00-16:00

TIME MANAGEMENT DRIVERS OF STAFF

WEEK 1	OFFICE/ADMIN	TRANSIT	CONTACT	OFFICE/ADMIN
MONDAY	07:30-08:30 (1)	08:30-09:00 14:00-14:30 (1)	09:00-14:00 (5)	14:30-16:00 (2.5)
TUESDAY	07:30-08:30 (3.5)	08:30-09:30 14:00-14:30 (2)	09:00-14:00 (10)	14:30-16:00 (5)
WEDNESDAY	07:30-08:30 (6)	08:30-09:30 14:00-14:30 (3)	09:00-14:00 (15)	14:30-16:00 (7.5)
THURSDAY	07:30-08:30 (8.5)	08:30-09:30 14:00-14:30 (4)	09:00-14:00 (20)	14:30-16:00 (10)
FRIDAY	07:30-11:30 (14)			
TOTALS	14hrs = 35%%	4hrs = 10%	20hrs = 50%	Staff: & Extended CTM 11:30-16:00 (4.5) 5%

WEEK 2	OFFICE/ADMIN	TRANSIT	CONTACT	OFFICE/ADMIN
MONDAY	07:30-08:30 (1)	08:30-09:00 14:00-14:30 (1)	09:00-14:00 (5)	14:30-16:00 (2.5)
TUESDAY	07:30-08:30 (3.5)	08:30-09:30 14:00-14:30 (2)	09:00-14:00 (10)	14:30-16:00 (5)
WEDNESDAY	07:30-08:30 (6)	08:30-09:30 14:00-14:30 (3)	09:00-14:00 (15)	14:30-16:00 (7.5)
THURSDAY	07:30-08:30 (8.5)	08:30-09:30 14:00-14:30 (4)	09:00-14:00 (20)	14:30-16:00 (9)
FRIDAY	07:30-11:30 (14)			
TOTALS	14hrs = 35%	4hrs = 10%	20hrs = 50%	Staff: & Extended CTM 11:30-16:00 (4.5) 5%

WEEK 3	OFFICE/ADMIN	TRANSIT	CONTACT	OFFICE/ADMIN
MONDAY	07:30-08:30 (1)	08:30-09:00 14:00-14:30 (1)	09:00-14:00 (5)	14:30-16:00 (2.5)
TUESDAY	07:30-08:30 (3.5)	08:30-09:30 14:00-14:30 (2)	09:00-14:00 (10)	14:30-16:00 (5)
WEDNESDAY	07:30-08:30 (6)	08:30-09:30 14:00-14:30 (3)	09:00-12:00 (13)	13:00-16:00 Policy & Research
THURSDAY	07:30-08:30 (7)	08:30-09:30 14:00-14:30 (4)	09:00-14:00 (18)	14:30-16:00 (8.5)
FRIDAY	07:30-11:30 (12.5)			
TOTALS	12.5hrs = 30%	4hrs = 10%	18hrs = 45%	Staff: & Extended CTM 11:30-16:00 (8) 15%

WEEK 4	OFFICE/ADMIN	TRANSIT	CONTACT	OFFICE/ADMIN
MONDAY	07:30-08:30 (1)	08:30-09:00 14:00-14:30 (1)	09:00-14:00 (5)	14:30-16:00 (2.5)
TUESDAY	07:30-08:30 (3.5)	08:30-09:30 14:00-14:30 (2)	09:00-14:00 (10)	14:30-16:00 (5)
WEDNESDAY	07:30-08:30 (6)	08:30-09:30 14:00-14:30 (3)	09:00-14:00 (15)	14:30-16:00 (7.5)
THURSDAY	07:30-08:30 (8.5)	08:30-09:30 14:00-14:30 (4)	09:00-14:00 (20)	14:30-16:00 (10)
FRIDAY	07:30-08:00 (10)			
TOTALS	10hrs = 25%	4hrs = 10%	20hrs = 50%	Specialist/ Components (08:00-12:00) Extended CTM 13-16:00 15%

SCHOOL VISITATION – A-FOUR-WEEK-CYCLE SUMMARY

4-WEEK-CYCLE	OFFICE/ADMIN	TRANSIT	CONTACT	MEETINGS
	31%	**10%**	**49%**	**10%**
Weekly Hours	**12hrs**	**4hrs**	**20hrs**	**4hrs**
5days	**1.5**	**0.5**	**2.5**	**0.5**
15days	**4.5**	**1.5**	**8.5**	**1.5**
20 days	**6**	**2**	**10**	**2**
Weekly school visits			**IMG – 4-5 PSYCHS – 3-4 SOCIAL – 3-4 L/P/A & FP – 2-3 SBM – 2-3 INTERSEN – 2-3 GET – 1-2 FET – 2-3**	**DISTRICT NORMS No less – 3 crts No more – 5 crts No less – 45 schools No more – 100 schools Circuit 15-20 schools 50% CA&OTHER(6) 20% M&G (3) 10% ADMIN (2) School visits (1p/m)**
Three-week cycle of school visits			**IMG – 15 PSYCHS – 12 SOCIAL – 12 L/P/A & FP – 9 SBM – 9 INTERSEN – 9 GET – 6 FET – 6**	**HIGH IMPACT (10-12/21 primary schools) HIGH SCHOOL (4)**
Monthly school visits			**IMG – 20 PSYCHS – 16 SOCIAL – 16 L/P/A & FP – 12 SBM – 12**	**NATURE OF JOB PLAN/CONTINGEN 70:30 PLAN/CONTINGEN PLAN/CONTINGEN**

			INTERSEN – 12 GET – 8 FET – 11	PLAN PLAN PLAN PLAN PLAN

Narrative & statistical report submitted by

SELVIN JOHN DANIELS
CIRCUIT TEAM MANAGER
CIRCUIT 6
DATED: 26 SEPTEMBER 2008