



Western Cape
Government

Annual Report 2021/22
Department of Education

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Part A
General Information

1. Department General Information

The Western Cape Education Department is responsible for public schooling in the province from grades 1 to 12 and Early Childhood Development (ECD)/Grade R. The department provides specialised education services. The WCED operates in eight Education Districts its Head Office in Cape Town.

Location	Physical address	Telephone
WCED Head Office	1 North Wharf Square, 2 Lower Loop Street, Foreshore, Cape Town, 8001	0861 819 919

Location	Postal Address	Telephone
WCED Head Office	Private Bag 9114, Cape Town, 8000	0861 819 919
Metro Central	Private Bag X4, Mowbray, 7705	021 514 6700
Metro East	Private Bag X23, Kuilsriver, 7579	021 900 7000
Metro North	Private Bag X45, Parow, 7500	021 938 3000
Metro South	Private Bag X2, Mitchell's Plain, 7785	021 370 2000
Cape Winelands	Private Bag X3102, Worcester, 6849	023 347 4600
Eden & Central Karoo	Private Bag X6510, George, 6530	044 803 8300
Overberg	Private Bag X08, Caledon, 7230	028 214 7300
West Coast	Private Bag X3026, Paarl, 7620	021 860 1200

WCED Call Centres	Contact Detail
Personnel and Finance queries	0861 819 919
Safe Schools	0800 45 46 47
WCED Website	https://wcedonline.westerncape.gov.za
E-mail list	https://wcedonline.westerncape.gov.za/western-cape-education-department
Twitter(micro-blogging)	http://twitter.com/wcednews (for news-in-education-related tweets)
WCED ePortal	https://wcedportal.co.za/ (digital learning resources)

2. List of Abbreviations/Acronyms

AGSA:	Auditor-General of South Africa	LTSM:	Learning and Teaching Support Materials
APP:	Annual Performance Plan	MST:	Maths, Science and Technology
ASD:	Autism Spectrum Disorder	MTEF:	Medium-Term Expenditure Framework
ASS:	Annual School Survey	NCF:	National Curriculum Framework
B-BBEE:	Broad-Based Black Economic Empowerment	NCS:	National Curriculum Statement
CAPS:	Curriculum and Assessment Policy Statement	NEPA:	National Education Policy Act
CBA:	Competency-Based Assessment	NQF:	National Qualifications Framework
CEMIS:	Central Education Management Information System	NSC:	National Senior Certificate
COE:	Compensation of Employees	NSNP:	National School Nutrition Programme
CSS:	Customer Satisfaction Survey	PERSAL:	Personnel and Salary Information System
CTLI:	Cape Teaching and Leadership Institute	PFMA:	Public Finance Management Act
DHET:	Department of Higher Education and Training	PILIR:	Policy and Procedure on Incapacity Leave and Ill-Health Retirement
DBE:	Department of Basic Education	PPI:	Programme Performance Indicator
DIP:	District Improvement Plan	POI:	Programme Output Indicator
DPSA:	Department of Public Service and Administration	RCL:	Representative Council of Learners
ECD:	Early Childhood Development	SASA:	South African Schools Act 84 Of 1996
EIG:	Education Infrastructure Grant	SASL:	South African Sign Language
EMIS:	Education Management Information System	SCM:	Supply Chain Management
EPWP:	Expanded Public Works Programme	SETA:	Sector Education and Training Authority
ERM:	Enterprise Risk Management	SGB:	School Governing Body
ERMCO:	Enterprise Risk Management Committee	SIAS:	Screening, Identification, Assessment and Support
FAL:	First Additional Language	SIM:	School Improvement Monitoring
FET:	Further Education and Training	SIP:	School Improvement Plan
GET:	General Education and Training	SITA:	State Information Technology Agency
GHS:	General Household Survey	SOI:	Standardised Output Indicator
HEI:	Higher Education Institution	SPID:	Severe to Profound Intellectual Disabilities
ICT:	Information and Communication Technology	T(V)ET:	Technical and Vocational Education Training
IRM:	Infrastructure Reporting Model	T2P:	Transform to Perform
LAN:	Local Area Network	VIP:	Vision Inspired Priority
LSEN:	Learners with Special Education Needs	WAN:	Wide Area Network
LST:	Learning Support Teachers	WCED:	Western Cape Education Department

3. Foreword by the Minister



The 2021/22 Annual Report of the Western Cape Education Department highlights our commitment to providing a quality education for every child, in every classroom, in every school in the Western Cape – a quality education that results in greater opportunity for all learners in the province.

Four important performance areas for the Department are:

Improvement in learner performance;
Improving the learner retention rate;
Ensuring that learners have access to technical, agricultural, vocational and skills subjects to fully participate in our economy; and
Ensuring that schools are safer, more secure places of learning.

Every decision taken in relation to education in the Western Cape will continue to be informed by the need to improve learner outcomes, and to provide greater and more equitable access to quality education across the province.

We thank all officials and school staff for the tremendous work they have done over the past year.

David Maynier
Provincial Minister of Education
Western Cape Government

4. Report of the Accounting Officer



The WCED's Annual Performance Plan for the 2021/22 reporting period has been formulated based on the strategic plan developed in 2020. Each of the seven budget programmes reported on in this report reflect the strategic objectives of the WCED as defined in the strategic plan.

This Annual Report reflects the work done in 2021/22. When reading the report, a number of factors need to be considered. These factors include the ongoing impact of the COVID-19 pandemic on our schools, particularly with regards to rotational school timetables and Temporary Revised Education Plans (TREPs), continued high learner migration into the province; severe fiscal constraints which do not keep pace with learner growth and inflow into the province; the psycho-social wellbeing of educators and learners; food and job security; and the scourge of violence and gangsterism in our communities.

The seven programmes of the department rely on effective and efficient administration for their success. The report on Programme 1 shows that careful planning, reliable data and systems, committed staff combined with constant monitoring and evaluation, ensured the continued effectiveness of the department's administrative and other services to schools and teachers.

Programmes 2 to 5 reflect on the four institution types funded and supported by the WCED; the results of external assessment of learners in these institutions and the support provided to learners, teachers and managers in the institutions.

- Programme 2 - Public Ordinary School Education
- Programme 3 - Independent School Subsidies
- Programme 4 - Public Special School Education
- Programme 5 - Early Childhood Development

Programme 6 describes the steps taken in addressing the on-going infrastructure needs of the province, both in maintaining current infrastructure, and the building of new or replacement schools. The WCED remained under pressure to provide new accommodation and delay further decay to the ageing school infrastructure through planned maintenance of current and new structures.

Programme 7 describes external examinations. The external examination is the culmination of many years of teaching and learning as reflected in the National Senior Certificate results announced annually. The internal diagnostic systemic assessments for Grade 3, 6 and 9 was conducted in this financial year.

The 2021/22 year focused on stabilising the school environment, whilst still dealing with the COVID-19 related directives that impacted upon teaching and learning time. Continued focus was on ensuring curriculum delivery in schools, the provision of psycho-social and wellness support, improved service delivery and a focus on values, functionality and accountability with the 2021 theme: The Year of Values-Driven Leadership – Enhancing Functional Schools.

Our Vision for education in the Western Cape remains clear – to achieve quality education for every child, in every classroom, in every school in the province. But we cannot do this without strong and effective values-driven leaders. Similarly, without having the necessary systems, structures and policies in place, our schools cannot function optimally. Using our values system as a guide and motivator for the tough decisions that we have all had to make over the COVID-19 period resulted in many positive school environments with dedicated and loyal teams.

In 2021/22 we wanted to capitalise on this strength and resilience and to further nurture and develop our staff and learners. The intention is to enhance, some of the basic indicators that functional schools should display.

The WCED also continued to pursue its strategic objectives through the use of technology platforms for online training including exposing teachers to various development and training opportunities and revision and catch-up programmes for learners, particularly in Grade 12.

In August 2021, at our Broad Management and Leadership meeting, we also agreed upon driving 3 priorities over the next three-year period.

The three priority areas identified are:

1. Foundation Phase learning (with an emphasis on reading, writing and calculating)
2. Online/blended/digital learning
3. Well-being and psycho-social support

We also agreed to look at the following operational areas which needs attention:

- Collaboration between Directorates and departments;
- Improving resource allocation in terms of budget;
- Developing new and innovative delivery modalities;
- Transforming the user- experience design;
- Expanding efficiencies and modify our approach to audit outcomes; and
- Decreasing the administrative burden (where possible).

Departmental receipts

The financial information provided is consistent with the performance information of the selected programmes presented in the annual performance report of the Department and there were no circumstances to report on which could have influenced the understanding of the financial situation as reflected in the Annual Financial Statements of the department.

	2021/22			2020/21		
	Estimate	Actual Amount Collected	(Over)/Under Collection Expenditure	Estimate	Actual Amount Collected	(Over)/Under Collection Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Departmental receipts						
Sale of goods and services other than capital assets	14,604	13,750	854	13,909	13,222	687
Fines, penalties and forfeits	1,158	1,322	(164)	1,103	756	347
Interest, dividends and rent on land	1,613	243	1,370	1,536	275	1,261
Financial transactions in assets and liabilities	7,796	11,446	(3,650)	8,162	6,075	2,087
Total	25,171	26,761	(1,590)	24,710	20,328	4,382

Own revenue generated by the department for the period 2021/22 amounts to 0.11% of the total budget. The Department's main sources of own revenue are:

- Collection of debts owing to the department.
- Commission on insurance and emoluments attachment order deductions.
- Fees charged for examination related services such as re-marking of scripts and requests for copies of senior and other certificates. The tariffs for these services are determined by the (National) Department of Basic Education.
- Reprographic services to other provincial departments.

All tariffs are listed in a tariff register and reviewed annually to provide for inflation. The over-collection on departmental receipts for 2021/22 is R1,590 million and is mainly attributed to long outstanding claim receivables that were recovered.

Programme Expenditure

Programme Name	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
1. Administration	1,335,830	1,332,420	3,410	1,242,795	1,200,197	42,598
2. Public ordinary school education	18,948,876	18,940,004	8,872	18,081,361	18,040,843	40,518
3. Independent school subsidies	130,508	130,508	-	126,126	126,126	-
4. Public special school education	1,451,271	1,443,830	7,441	1,337,095	1,322,598	14,497
5. Early childhood development	621,102	621,102	-	612,855	612,855	-
6. Infrastructure development	1,711,264	1,711,264	-	1,696,819	1,504,528	192,291
7. Examination and education related services	1,189,397	1,176,773	12,624	1,467,811	1,201,394	266,417
Total	25,388,248	25,355,901	32,347	24,564,862	24,008,541	556,321

The Department spent 99.9% of the adjusted budget for 2021/22. The under-expenditure amounted to R32.347 million, or 0.1% of the adjusted budget.

Reasons for under-spending are as follows:

- R14,269 million for the Equitable Share. The amount of R5,865 million under-spend relates to Programme 1: Administration (R1,645 million), due to a delay in the corporate refresh as a result of a shortage in the country as well as cost containment measures and efficiencies implemented as a result of the impact of the pandemic and Programme 7: Examination and Education Related Services (R4,220 million), due to fewer claims received for the Presidential Youth Employment Initiative than anticipated. This amount is uncommitted and will be surrendered to Provincial Treasury. The balance of R8,404 million for Programme 7: Examination and Education Related Services, is due to courier services rendered to the examinations directorate which could not be completed before the end of the financial year. The amount is committed, and a rollover has been requested.
- R1,765 million for the MOD tutors due to tutoring target hours not achieved. The amount is uncommitted and will be surrendered to Provincial Treasury.
- R8,872 million for the Maths, Science and Technology Grant due to deliveries of mathematics, life sciences, life skills equipment and calculators which could not be completed before financial year end. The amount is committed, and rollovers were requested and approved.
- R7,441 million for the Learners with Severe to Profound Intellectual Disabilities Grant due to delivery and supply of Learner Teacher and Support Material (LTSM): toolkits and assistive devices and paper towels which could not be completed before financial year end. The amount is committed, and rollovers were requested and approved.

Except for the uncommitted funding that has been surrendered to the National Treasury, all committed unspent funds have been requested from Provincial Treasury for rollover to complete these projects. This means that the funds will be used for the intended purpose.

Virements/roll overs

Accounting Officer/Provincial Treasury approved the following virements between main divisions in the Vote:

- Shifting of R204,280 million to Programme 2: Public Ordinary School Education for the higher than anticipated expenditure for compensation of employees, Norms and Standards (N&S) transferred to public ordinary schools from Programme 1: Administration (R96,297 million), Programme 5: Early Childhood Development (R20,742 million) and Programme 7: Examination and Education Related Services (R87,241 million).
- Shifting of R19,731 million to Programme 4: Public Special School Education for the higher than anticipated expenditure for compensation of employees, transfers to Public Special Schools and bus transport from Programme 1: Administration (R627 000), Programme 5: Early Childhood Development (R3,389 million) and Programme 7: Examination and Education Related Services (R15,715 million).
- Shifting of R392 000 to Programme 5: Early Childhood Development for the Social Sector EPWP Incentive Grant for Provinces from Programme 2: Public Ordinary School Education (R392 000).

- Shifting of R324 000 to Programme 6: Infrastructure for the higher than anticipated expenditure for office equipment at Head Office from Programme 1: Administration (R324 000).
- Shifting of R1,545 million to Programme 7: Examination and Education Related Services for the higher than anticipated expenditure for computer equipment in respect of examinations from Programme 1: Administration (R1,545 million).

The following rollovers were requested and approved:

- R7,441 million of the Learners with Severe to Profound Intellectual Disabilities Grant for the purpose of Learner Training and Support Material (LTSM) toolkits, assistive devices, and paper towels.
- R8,872 million of the Maths, Science and Technology Grant for the purpose of mathematics, life sciences, life skills equipment and calculators which could not be delivered by year end.

The department did not incur any unauthorised expenditure during the period under review. Irregular expenditure to the value of R62,490 million was reported in 2021/22. This amount includes adjusted R4,555 million reported in 2020/21, mainly resulting from incidences of non-compliance with treasury regulations on procurement of goods and services. The Department reported R68 000 fruitless and wasteful expenditure mainly resulting from interest paid to the Government Employee Pension Fund (GEPP) because of an arbitration award and interest paid on outstanding pension contributions.

The WCED has three (3) unsolicited bid proposals concluded for the year under review. To minimise risk in supply chain management, the department has an Approved Accounting Officer's system in place and applies all the relevant rules and regulations that govern supply chain management. The supply chain training is provided annually to officials and SCM champions.

The SCM environment has many inherent challenges which are resolved in accordance with the Standard Operating Procedures and Processes that are in place. The SCM processes and procedures are revised as and when required. The challenges are addressed and resolved in accordance with the approved departmental processes and procedures.

WCED future plans

The Five-Year strategy of the Western Cape Education Department rests on the conviction that every child has the right to a quality education to optimise the opportunity to change lives and build a better future for themselves by becoming active citizens.

The vision of the WCED is a simple one: Quality education for every child, in every classroom, in every school in the province. The ability of the department to deliver against that vision was placed under tremendous strain over the last five-year period and will be under even greater strain over the coming five-year period.

The department has identified several areas on which it will focus its energy and resources over the next few years guided by the following policy priorities of the department to:

1. Strengthen and expand quality learning opportunities for enhancing learning;
2. Enhance and expand enabling learning environments;
3. Strengthen functionality and accountability; and
4. Strengthen and enhance innovative adaptability and preparedness for a changing context.

These policy priorities underpin the performance of the department with the four performance indicators listed below receiving heightened attention:

1. Improvement in learner performance in Grade 3, 6, 9 and 12;
2. Improving the learner retention rate from Grade 10 to 12;
3. Ensuring that learners have access to technical, agricultural, vocational and skills subjects and schools; and
4. Ensuring that schools are safer, more secure places of learning.

It will be achieved through the continuation, development, improvement, and implementation of:

- Recovery of learning losses – exploring alternate methods including reflective learning and implementing the national 3-year curriculum recovery plan;
- STEAMAC with attention on the Arts, Agriculture and Coding while continuing foundational skills of Mathematics, Language, Technology, Sciences;
- Foundation Phase – Grade R-3 Foundation Phase Language and Mathematics, particularly reading;
- Expansion of well-functioning schools and the establishment of other school models and types such as technical, agricultural and Schools of Skills;
- School functionality and governance;
- Quality of classroom teaching;
- ICT integration and eLearning;
- Transform to Perform – Values in Education; Change Mindset; Growth Mindset and Leadership development;
- Safety – prioritising school fencing and infrastructure related safety concerns;
- Embedding the responses of the evaluations and recommendations of the School Evaluation Authority;
- Greening Schools to become energy and water efficient;
- Building schools to accommodate the need for specialised skills development;
- Adoption of alternate modes of learning including streaming of lessons and virtual schools;
- Collaboration school model will be deepened and expanded
- Socio-emotional support mechanisms to schools and officials will be strengthened to deal with the impact of the pandemic on the psyche of teachers, officials, and learners.

Public Private Partnerships

The Department did not enter any such arrangement during the reporting period. Note that the definition of this is prescribed and that there were no partnerships that meet the formal prescription.

Discontinued activities / activities to be discontinued

None

Supply Chain Management

Three (3) unsolicited bid proposals were received for the year under review. SCM systems and processes are in place to prevent irregular expenditure. The SCM environment has many inherent challenges which are resolved with the Standard Operating Procedures and Processes that are in place. The SCM processes and procedures are revised as and when required. The challenges are addressed and resolved in accordance with the approved departmental processes and procedures.

The COVID-19 pandemic greatly affected the business continuity of the normal procurement of goods and services. In line with the relevant Treasury instructions applicable at the time, the department prioritised the procurement of the essential goods and services required to address the need for schools and offices to be fully equipped with sufficient sanitisers, disinfectants, thermometers and cloth masks. This required the redirection of funds and resulted in delays to other procurement processes.

Gifts and Donations received in kind from non-related parties

None

Exemptions and deviations received from the National Treasury

None

Events after the reporting date

The Early Childhood Development (ECD) function shift with personnel from the Western Cape Department of Social Development to the Western Cape Education Department (WCED) is planned for 1 April 2022.

Other

The operations of the WCED were severely impacted by the COVID-19 pandemic during the period under review. This impacted on normal planned operations and required financial reprioritisation to enable the department and schools to respond to the pandemic. This affected the financial performance of the department.

New or proposed activities

The Western Cape Government has pivoted from the five key Vision Inspired Priorities (VIP) to a Recovery Plan approach that focusses on Jobs, Safety and Wellbeing. The WCED fully supports this approach with numerous long-term initiatives including the STEAMAC approach to expanding alternate learning competencies and preferences. Providing practical, vocational, agricultural and skills pathways will greatly assist the economy and our citizens to become economically self-sustaining and contribute to the development of the country.

Quality education must include and encourage the development of multiple intelligences and competencies to cater for the interests and abilities of all children. The expansion of STEM to STEAMAC is a means to ensure the successful attainment of quality opportunity for every learner to develop fully as a contributing citizen.

The WCED wishes to again acknowledge the dedication of all its employees who tirelessly served the department and the learners of this province in the 2021/22 reporting period.

The WCED mourns the loss of officials and teachers to the pandemic and acknowledges their contribution to quality education that will be felt for many years.

The WCED remains committed to fulfilling the priorities and strategies to ensure that its vision of quality teaching for every child in every classroom in every school in the province is progressively realised with the support and dedication of every citizen of this province.



Brent Walters
Accounting Officer
Western Cape Education Department
Date: 22 August 2022

5. Statement of Responsibility and Confirmation of Accuracy for the Annual Report

To the best of my knowledge and belief, I confirm the following:

All information and amounts disclosed throughout the annual report are consistent.
The annual report is complete, accurate and is free from any omissions.

The annual report has been prepared in accordance with the guidelines on the annual report as issued by National Treasury.

The Annual Financial Statements (Part E) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by the National Treasury.

The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

The Accounting Officer is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information and the annual financial statements.

The external auditors are engaged to express an independent opinion on the annual financial statements.

In my opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the department for the financial year ended 31 March 2022.

Yours faithfully



Accounting Officer
Brent Walters
Date: 22 August 2022

6. Strategic Overview

6.1 Vision

Quality education for every learner in every classroom in every school in the province. In realising the vision, the department focused on the following policy priorities:

6.2 Mission



The mission of the WCED is to ensure that:

Every child has quality learning opportunities in a functional and enabling environment to acquire knowledge, competencies, skills, and values to succeed in a changing world.

6.3 Values

The way the WCED pursues its vision and mission, which encompasses the Batho Pele principles, is embedded in the shared values of:



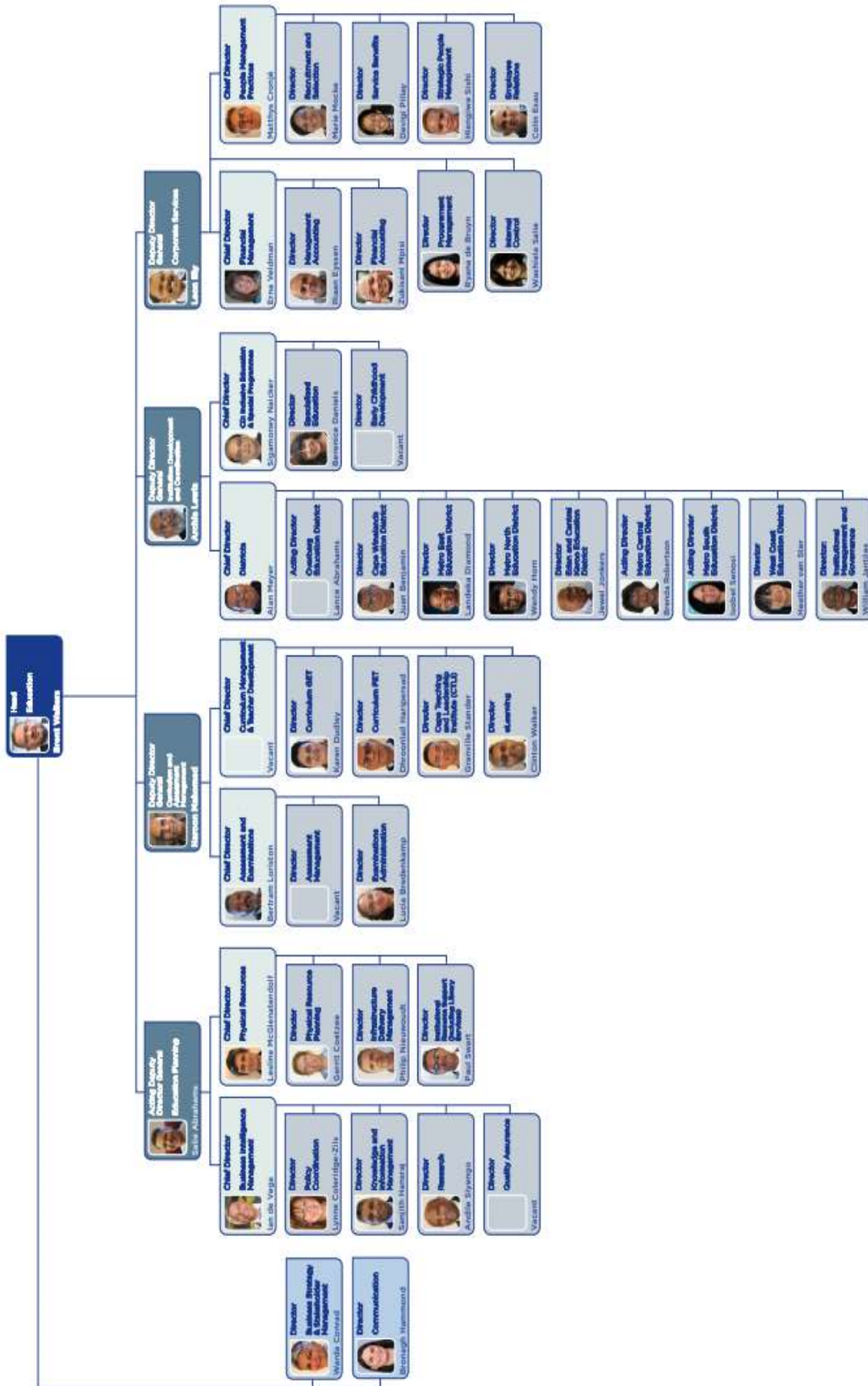
These values strengthen operational efforts to improve client services; administration; support services; quality teaching and learning; and our accountability as professionals.

7. Legislative and other Mandates

- Constitution of the Republic of South Africa, 1996 (Act 108 of 1996)
- Constitution of the Western Cape Province, 1998 (Act 1 of 1998)
- Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)
- South African Schools Act (SASA), 1996 (Act 84 of 1996)
- National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
- General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)
- Employment of Educators Act, 1998 (Act 76 of 1998)
- Public Finance Management Act, 1999 (Act 1 of 1999)
- Annual Division of Revenue Act, 2012 (Act 5 of 2012)
- Public Service Act, 1994 (Proclamation 103 of 1994)
- South African Qualifications Authority Act, 1995 (Act 58 of 1995)
- South African Council for Educators Act, 2000 (Act 31 of 2000)

8. Entities Reporting to The Minister

None





Part B
Performance Information

1. Auditor General's Report: Predetermined Objectives

The Auditor-General of South Africa acts within the constitutional mandate and, as the supreme audit institution (SAI) and exists to reinforce confidence by enabling oversight, accountability, and governance through auditing, thereby building public confidence.

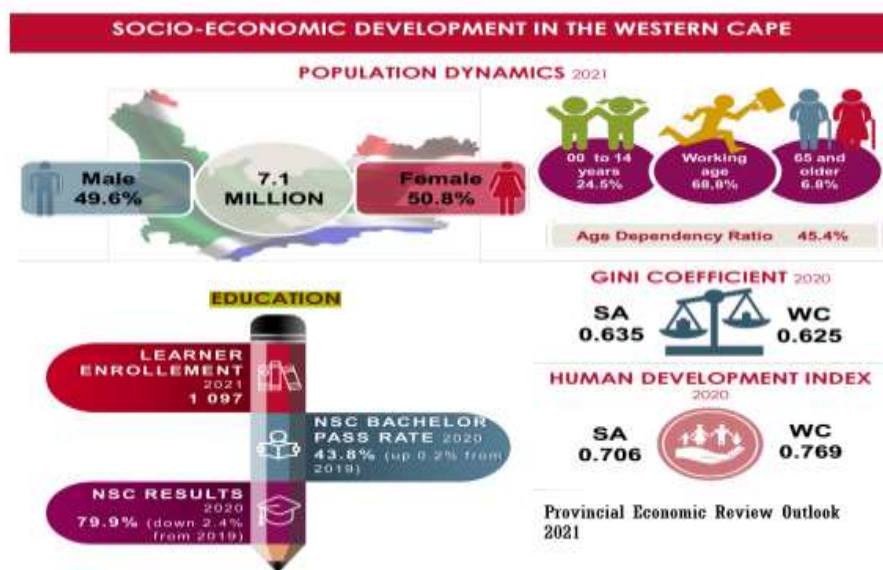
The AGSA executes an audit process on the performance information of the department and provides an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the report to management, with material findings being reported under the Predetermined Objectives heading in the report and on other legal and regulatory requirements section of the auditor's report.

Refer to page 199 of the Report of the Auditor General, published as Part E: Financial Information.

2. Overview of Departmental Performance

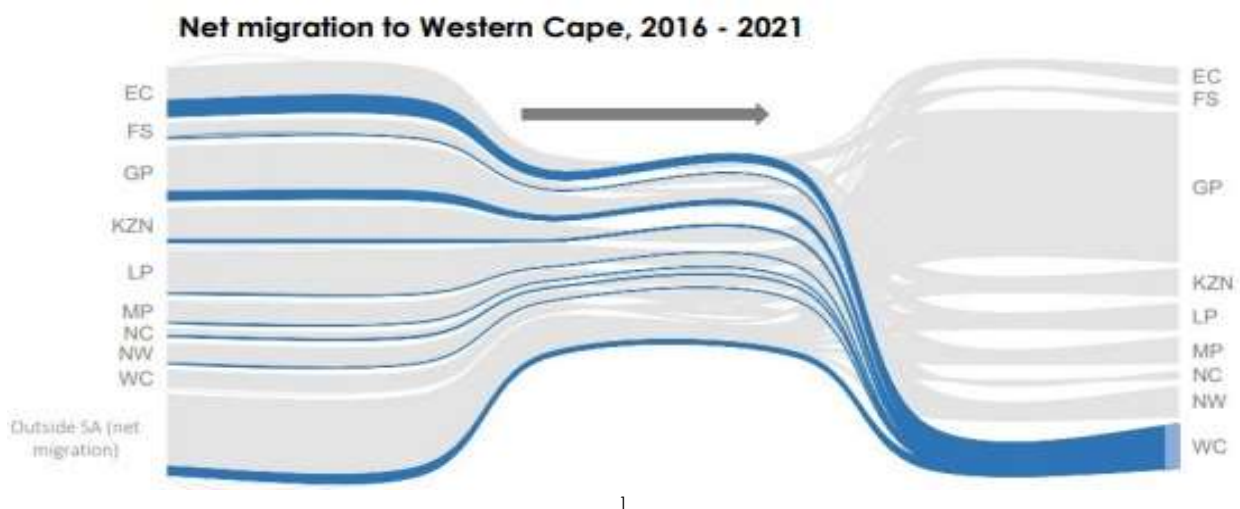
2.1 Service Delivery Environment

Situated at the southwestern tip of the African continent, the Western Cape is one of the nine (9) provinces of South Africa. Owing to its reputation, the Western Cape's demographic profile continues to modify largely due to in-migration and improved health provisions. The fairly high levels of in-migration drive the need for public services, particularly education, healthcare and the growing housing prospects, and access to basic services in the province. The image below reflects the position of the province in terms of socio-economic development, which speaks to the population male to female breakdown within the province, as well as the age dependency ratio. The Gini coefficient of 2020, which measures the degree of variation especially in analysing income inequality, was 0.625 in the Western Cape compared with the South African scoring of 0.635.



Furthermore, the Human Development Index (HDI), which is a composite indicator of population development, education levels, life expectancy and per capita income, suggests that the Western Cape has the highest Human Development Index of 0.769 compared with Gauteng and KwaZulu-Natal. The steady increase in the HDI, is a result of effective healthcare and education provision to citizens of the Western Cape.

The Western Cape is now home to 7.1 million residents, accounting for 11.8 per cent of the South African population. The figure below reflects the net migration into the Western Cape for the period 2016 – 2021.



This pattern of migration into the province is seen within the education sector in the Western Cape with the people and their social capital being key resources but the effects of in-migration, without an increased budget to support the growth, becomes problematic. This impact is seen when the education sector within the province must provide for the increased learners in the absence of an increased budget. This places an untenable strain on the department which must provide accommodation for learners and teachers and other education provisioning.

UNICEF has informed the international community that schools worldwide, which encompassed more than 168 million children, were entirely shut down for virtually a full year due to COVID-19 lockdowns. Furthermore, UNICEF reported that around 214 million children globally (1 in 7) had missed more than three-quarters of their in-person learning. In addition, the COVID-19 pandemic considerably affected families, both in terms of their physical and mental well-being, and financial stability.

¹ Stats SA Mid – year population estimates 2021

According to recent data from the American Psychological Association, parents experienced significantly high levels of stress both economically and health-related distress. Children, because of many spending months in social isolation, faced social and emotional health challenges, including loneliness, anxiety, and depression. Many children were and continue to be exposed to varying levels of trauma that may undermine their sense of safety and stability, and have long term impacts on their daily lives, including their ability to engage in learning. This environment with its challenges, has not escaped the Western Cape Education Department.

The Western Cape Government's recovery plan was developed in the context of pre-pandemic pressure points such as malnutrition, unemployment, crime and violence. However, these pressure points were exacerbated and became more prevalent due to the pandemic.

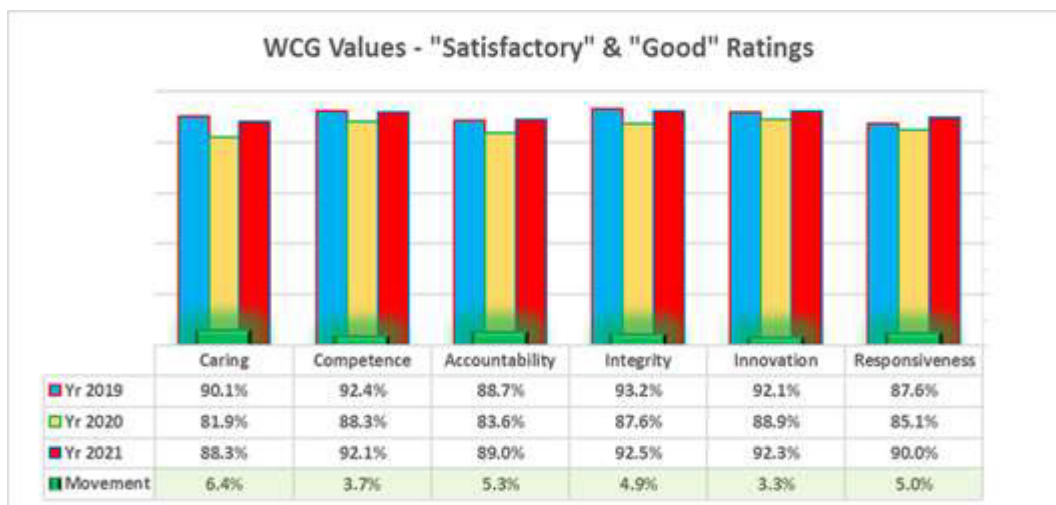
Throughout the pandemic, remote learning was seen as the solution for education, and alongside this, the prospects of digital technologies as a possible solution. Technology can enable teachers and students to access specialised materials well beyond textbooks, in multiple formats and in ways that can bridge time and space.

The Organisation for Economic Co-operation and Development (OECD) notes that mostly visible during COVID, for educational institutions, were the gaping inadequacies, and inequities that limit broadband access and supportive environments. These key determinants shape the misalignment between resources and needs. While these key determinants are stark, more alarming, is the prospective impact.

Moreover, technology does not solely modify the approaches to teaching and learning, it could also uplift the role of teachers. The influence of technology and varied ways to offer teaching, training or instruction is further highlighted under the programme performance.

Covid-19 placed additional pressure on our institutions and, by implication, all staff in support of our schools. This period has also been an important test of how support staff live out the values prescribed by the provincial government.

It is thus highly encouraging that the data from the customer satisfaction survey (CSS) of 2021, revealed that there was an improvement of almost 5% in how public servants are seen to be living out the values. It is important evidence in showing that during a difficult period, schools could rely on quality responses and professional delivery.



Unprecedented disruption to education systems across the world, reduced time in teaching and learning resulting in substantial learning losses across subjects and grades.

To have teachers back in school, the South African Government approved the rollout of the Johnson & Johnson (J&J) single dose COVID-19 vaccine for education sector staff during Quarter 1 and 2 of the 2021/22 financial year.

To mitigate the impact of Covid-19 on learning and teaching, the National Department of Basic Education adopted a multiyear curriculum recovery approach which focussed on a recovery curriculum designed to accommodate the negative impact of Covid-19 as an interim deviation from the original curriculum and a transitional arrangement until the policy amendment processes were completed.

Furthermore, the Cape Teaching and Leadership Institute (CTLI), responsible for in-service training of teachers, schools' leaders, and curriculum officials relooked at their business approach to offer training and support.

With the outbreak of COVID-19, the business model was adapted to ensure the provision of online professional learning opportunities to educators. The adoption of a hybrid model of offering support to teachers, influenced the prioritisation of blended learning with the wellbeing and psychosocial support to teachers highlighted through the course provision offered. The curriculum courses provided to teachers were aligned to the recovery ATPs as part of the recovery plan.

The WCED continued with the professional learning environments which enabled more teacher enrolments and increased ICT capacity which inadvertently capacitated eTeacher networks, champions, lead teachers to institutionalise eLearning to support, advise and monitor within their space.

The acceleration of online, remote, and virtual schooling was a developmental approach by the WCED to accelerate the adoption and transformation agenda through video and audio streaming, live airing of learning-assist material and also the broadcasts on TV, radio and online.

The department saw the value in telematics from satellite broadcasts to social media platforms which incorporated the use of online Learning Management Systems as well as the value of cloud-based systems.

The WCED was focused on their approach to ensure that all Grade 12 learners, were prepared for their National Senior Certificate (NSC) examinations which saw a national 59 823 full-time candidates registered for the 2021 NSC examinations, with 57 709 who wrote the exam. The turnout rate was 96.5%. The overall pass rate increased from 79.9% in 2020 to 81.2% in 2021. There was an increase in access to a bachelor's degree from 43.8% in 2020 to 45.3% in 2021. Furthermore, the Province had the highest Mathematics and Physical Sciences pass rates of 71.6% and 76.2% respectively.

During the term under review, the WCED had 1 449 public ordinary schools with a total of 1 098 878 learners enrolled from Grade 1-12 and sixty-seven (67) public schools for learners with special needs. Learners in LSEN Units in Public Ordinary Schools numbered 852. The number of learners in Public Special Needs' Schools is 20 048 which excludes the number of learners at hospital schools.

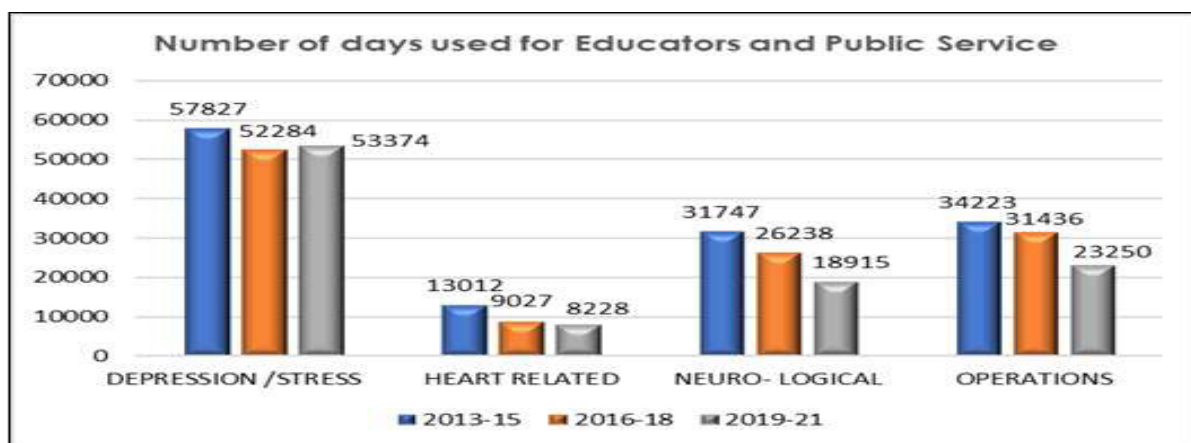
The department implemented a range of strategies to improve the quality of results of underperforming schools in 2021. Each district had an improvement plan which detailed the measures to improve the performance of the identified underperforming schools. Stabilizing the management of the schools and ensuring that all posts were filled was one of the key strategies. Some of the other interventions included quarterly performance review visits by EXCO, sustained, regular school visits by district officials, monitoring of performance, quarterly analysis of results, tracking targets, tracking the basic functionality indicators, the provision of LTSM and other resources and additional tutoring (the winter, autumn schools). A comprehensive curriculum subject improvement plan which focused on Maths & Language was supported by intensive improvement development for teachers by subject advisors in the district and the CTLI.

The official unemployment rate in South Africa is estimated at 35.3% in Q4, with the Western Cape unemployment rate increasing by 1.7 percentage points to 28%. The pressure of unemployment resonates within the education sector as learners are often hungry and thus cannot focus therefore as a country, the National School Nutrition Programme (NSNP) grant was introduced. This grant is a programme for poverty alleviation introduced to maintain the rights of children to basic food and nutrition. the WCED through the NSNP feeds primary and high school learners in Quintile 1, 2 and 3, as well as selected Special Schools and targeted learners in Quintile 4 and 5 schools. The number of learners who benefited from fee exemption in 2021 numbered 90 797 learners with 22 702 learners at subsidised registered independent schools.

The WCED is conscientious about its pro-poor responsibility and support to learners is illustrated in the table below:

Number of learners benefitting from social support initiatives						
Figures as of 31 March of each year (statistical table)	2016	2017	2018	2019	2020	2021
Number of learners in PO benefitting from 'no-fee' policy.	579 844	591 936	608 649	621 320	640 150	658 380
Learners benefitting from Nutrition programme	469 721	478 144	471 376	484 771	489 226	497 660
Learners benefitting from transport programme	57 517	58 217	58 660	61 061	61 777	63 462
Learners at subsidised registered independent schools	18 316	20 056	22 154	22 162	22 231	22 702
Learner benefitting from fee exemption	77 557	80 895	81 303	86 964	87 590	90 797

The department is conscious of making provisions for staff in the areas of psycho-social support. The support provided to officials through the various wellness networks should continue as it strengthens the psycho-emotional wellness of staff.



The graph above is a comparison of sick leave utilisation from leave cycles for the period 2013-2015; 2016-2018 and 2019-2021. Sick leave is cumulative and therefore includes all leave taken during the full leave period, for both Public Service staff and educators.

An overall decrease in the number of days utilised over the given period is presented. However, during the 2019-21 cycle, the increase in the number of leave days used for depression/stress could be attributed to the psycho-social impact of the Covid-19 pandemic.

The department's foresight in developing and implementing the Transform to Perform (T2P) strategy that focusses on wellbeing and mindset growth was starkly illuminated during the pandemic and over the recovery period. It forms an integral part of the WCG's recovery plan. The T2P strategy directly connects with one of the policy priorities established to strengthen and enhance innovative adaptability and preparedness for changing context. The Growth Mindset pillar forms an integral part of the department's Transform to Perform (T2P) strategy that has been designed to address levels of motivation, attitude, and mindset of learners. The understanding that the influence of having a growth mindset, assists learners

to gain a greater understanding of how their minds work and what they can do to move themselves along the continuum from a limited to a growth mindset.

An additional pillar within T2P is the change mindset for non-teaching staff which is aimed at guiding salary level 1-9 officials within the context of the broader theme of 'Personal Mastery' to clarify and deepen their personal vision through understanding the power of their emotions and way of thinking in shaping their current reality. This pillar is embedded in further nudging participants to:

- Achieve a deeper understanding of the Transform to Perform strategy within the context of the annual theme; mission statement and top 4 strategic priorities of the WCED.
- Enhance and expand both their personal and professional contribution through exploring the aspects of personal mastery i.e., shifting comfort zones; confronting limiting belief systems; expanding self-awareness; aligning with core values and a sense of purpose; establishing a future focus to step into the realm of possibility.
- Acknowledge their potential for change-agency by developing a sense of individual empowerment; both personally and professionally; to make the greatest contribution to their lives.

The year 2021, saw the WCED embark on the preparation for the Early Childhood Development (ECD) function shift between the Department of Social Development (DSD) and WCED, through consultations, workstream meetings, ECD sector engagements and various ministerial meetings.

The National Management of Government and Provincial Management of Government structures were replicated, and activities were enacted to ensure that the WCED was prepared to receive the 52 transferred staff and the data information on registered DSD sites. A transitional period of two years was negotiated where the status quo will remain whilst improvements for the sector will be developed. The smooth transition of the ECD sector is ensuring effective subsidy pay-outs, sustaining good staff morale and communication with the ECD stakeholders.

Within the School Safety realm, the Safety and Security Resilience Scorecard (SSRS) was designed to assist managers to conduct a preliminary and basic self-assessment of their safety and security management systems, risks, and preparedness measures and address certain aspects of the implementation of the WCG Safety & Security Index identified in the OHS Act, MISS, MPSS and other applicable legislation.

The intended use of the SSRS tool is to gather data and quantify translated information. This helps facilities identify areas where measures may need to be implemented or where existing implementations may need to be improved. It is envisaged that the WCED use the results of SSRS to provide the appropriate support to the school which could include resource deployment.²

² WCED; Safety and Security Resilience Scorecard; Circular: 0020/2021

The South African education plan as contained in Action Plan 2019, towards Schooling 2030, which is aligned with the National Development Plan; is embedded in the planning of the department and its contribution in 2021/22 can be seen in the attainment of the indicators as contained in this annual report considering the impact of the COVID-19 pandemic on the targets. The impact of the COVID-19 pandemic saw in-year amendments effected for the term under review across most programmes.

2.2 Service Delivery Improvement Plan

In accordance with the Department of Public Service and Administration (DPSA) Circular No 1 of 2021/2022, the said financial year was officially declared a GAP year for the development and implementation of a Service Delivery Improvement Plan (SDIP) for government departments. Hence, reporting against these plans within the Annual Report 2021/2022 is also not required.³

2.3 Organisational environment

The WCED comprises the provincial ministry of education, the provincial head office, district offices and education institutions, including public ordinary, public special schools and registered ECD sites.

The WCED comprises four branches each headed by a Deputy Director General. The branches are Education Planning; Curriculum and Assessment Management; Institution Development and Co-ordination and Corporate Services. Each branch comprises chief directorates supported by directorates. The Directorate Communication and Directorate Business Strategy and Stakeholder Management report to the Superintendent General.

The Department aims to offer a responsive and efficient organisational culture and to improve its business processes and systems on an ongoing basis. The Head Office and eight district offices of the WCED are structured and designed to provide a rapid and expert response service and support to schools and teachers.

In respect of the organisation, the Department aims to provide

- officials who are caring, knowledgeable and organised to support schools, teachers and learners
- teachers who are present, prepared and adopting the use of ICT in their teaching
- funding which is deployed to maximise success and to provide targeted poverty-relief
- sufficient and safe schools
- an enabling environment for partners in education to contribute towards quality education i.e., Teacher Unions, School Governing Bodies, the private sector, Non-Governmental Organisations, Independent Schools, Higher Education Institutions and T(V)ET colleges.

³ Provincial Treasury Circular 13 of 2022 pg.4, paragraph 11.

Changes in the year under review

The WCED aims to mitigate any potential negative impact of changes to management structures through timeous advertisement and filling of posts.

The biggest change was the appointment of a new Head of Department (HOD) Brent Walters, who succeeded Superintendent General (SG) Brian Schreuder, who held the post for just over 5 years. Mr Walter's appointment was effective from 1 April 2021.

The WCED filled vacant posts at senior management level in 2021/22.

These appointments include the following roles at head office:

Deputy Director-General: Curriculum Management and Teacher Development

Chief Director: Assessment and Examinations

Director: Exams and Printing Administration

Director: Strategic People Management

Director: Employee Relations

The following posts were filled to lead District offices:

District: Central

Retirements/Resignations/Shifts

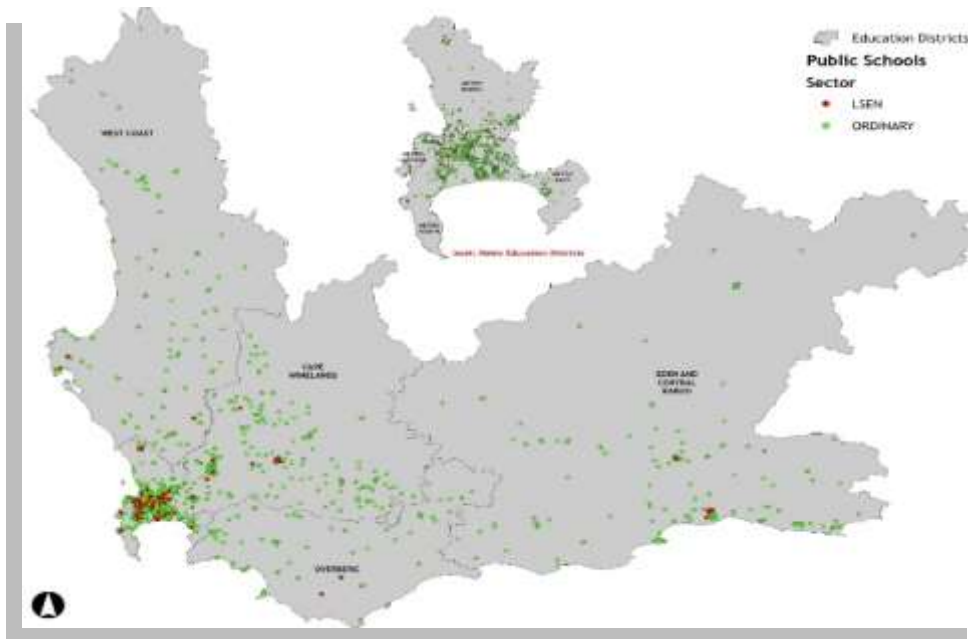
The WCED saw the retirement of the Chief Director: Assessment and Examinations, Ms Tina Singh, after many years of loyal and dedicated service.

WCED Activities – Scope and Scale

The eight education district offices consisting of 64 circuits, support schools through the services of a range of professionals inclusive of Circuit Managers, Subject Advisers, and special education professionals (psychologists, social workers, learning support advisers).

Learners	2021
Learners in Public Ordinary Schools Grades 1 – 12	1 098 878
Learners in LSEN Units in Public Ordinary Schools	852
Learners in Public Special Needs' Schools*	20 048
Sub Total	1 119 778
Learners in Grade R in Public Ordinary Schools	68 862
Total	1 188 640
Institutions	
Public ordinary schools	1 449
Public schools for learners with special needs	67
Sub Total	1 516
Hospital Schools ⁵	4
Total	1 520
District offices	8
<i>Enrolment Source: 2021 Annual School Surveys - Ordinary Sector; ECD Sector and SNE Sector. *Figure excludes 277 learners at Hospital Schools</i>	

The current school distribution across districts is shown below:



Distribution of schools and learner numbers per district and per circuit can be seen in the table below:

Institutions and learners of the WCED in Public Ordinary and Special Schools													
District		Circuits										Total	
		1	2	3	4	5	6	7	8	9	10		
Cape Winelands	Schools	28	32	27	33	37	24	27	23	21	27	279	
	Learners	8 043	11 573	15 681	20 248	12 879	13 473	23 895	15 942	13 101	20 480	155 315	
Eden & Central Kar	Schools	28	24	26	24	24	22	27	27			202	
	Learners	11 901	17 893	17 894	20 863	11 283	12 328	14 876	20 316			127 354	
Metro Central	Schools	21	22	21	21	24	22	22	21	23	23	220	
	Learners	13 595	12 158	13 151	13 100	15 101	14 296	15 200	16 074	15 009	14 647	142 331	
Metro East	Schools	21	21	21	22	22	21	21	21	21		191	
	Learners	22 580	22 808	21 570	22 819	23 524	21 362	21 399	24 680	24 324		205 066	
Metro North	Schools	20	18	20	21	20	20	21	23	22	22	207	
	Learners	17 517	14 300	13 711	22 962	20 984	18 460	18 289	17 641	21 682	20 250	185 796	
Metro South	Schools	20	20	20	25	25	25	26	26	25		212	
	Learners	20 719	21 183	21 774	21 584	18 987	20 401	22 983	22 174	19 907		189 712	
Overberg	Schools	31	29	24								84	
	Learners	11 065	24 480	10 503								46 048	
West Coast	Schools	26	26	24	23	26						125	
	Learners	17 025	112 47	20 599	8 336	10 949						68 156	
Source: ASS 2021 – Grade 1-12 (including LSEN in Public Ordinary schools and all learners in all grades in public special schools)											Total schools	1 520#	
#Includes 4 Hospital Schools - Total excludes 277 learners at Hospital Schools											Total learners	1 119 778	

2.4 Key policy developments and legislative changes

2.4.1 Revisions to Legislative and Other Mandates

The Minister of the Department of Public Service and Administration invited interested parties and organisations to comment on the Public Service Amendment Bill, 2021 and the Public Administration Management Bill, 2021. The WCED submitted comments to the office of the Premier: Legal Services, for compilation and submission on 22 April 2021.

The Department of Basic Education published a call for comments to amend the Curriculum and Assessment Policy Statement (CAPS) to make provision for Coding and Robotics Grades R-9. The WCED submitted a response on 30 April 2021.

The Department of Basic Education published a call for comment on the National Education Policy Act (27/1996): South African Schools Act (84/1996): Call for comments on the Draft Policy for the General Education Certificate (GEC). The WCED submitted comments on 5 July 2021.

The Department of Basic Education published a call for comment on the Proposed 2023 Calendar for Public Schools. The WCED submitted a response on 15 July 2021.

The Department of the Premier published a call for comment on the SALRC Issue Paper 40 Project 145: Review of Mechanisms of Intergovernmental Relations Applicable to the Social Development. The WCED submitted comments on 30 July 2021.

The Department of Education (Umalusi) published a call for comment on the Section 17A (6) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001): Policy for the certification of candidate records on the GFET Qualifications Sub-Framework. The WCED submitted comments on the 5 November 2021.

The Department of Sports, Arts and Culture requested a call for comment on the Amendment of Regulations in accordance with the provisions of Section 9 of the National Heritage Resources Act 25 of 1999. The WCED submitted comments on 21 February 2022.

2.4.2 New provincial legislative interventions

The Western Cape Provincial School Education Act, 1997 (Act 12 of 1997) ("the Act") came into effect on 16 January 1998 and the first amendment of the Act was assented to on 6 December 2010. Several provisions in the Act became redundant and some superfluous, as they were not aligned to the relevant legislative developments in South Africa. In addition, the Western Cape wished to provide for several new initiatives in accordance with the concurrent competence afforded in the Constitution.

The Amendment Bill, 2018, aimed to amend the Act, so as to delete a definition and to insert and substitute others; to amend cross-references to certain statutory provisions; to make provision for goods and services relating to education in the province to be centrally procured; to authorise the Western Cape Education Council to provide advisory support and submit reports; to specifically make provision for the establishment of Collaboration Schools and Donor Funded public schools; to make provision for the establishment of Intervention Facilities to which learners may be referred in certain circumstances; to authorise certain admission clauses of a learner to a public school, including learners with a specialised focus and learners with special education needs; to create further offences and to provide for matters connected therewith.

Draft Regulations in terms of the Western Cape Provincial School Education Amendment Act, (Act 4 of 2018) on Funding and Governance Models for Collaboration Schools and Donor Funded Public Schools; Norms and Standards for an Intervention Facility has been drafted and prepared. However, the process has been halted due to the pending court case against the Western Cape Education Department by South African Democratic Teachers Union and Equal Education Law Centre.

The amendments to regulation 18 [suspension and expulsion of learners from hostels] of the Regulations relating to the Management and Control of Hostels at Public Schools and the Control of Immovable Property and Equipment of Hostels under the Western Cape Education Department was published for comment on 30 October 2020 with a closing date of 5 January 2021. The WCED with the Directorate: Legal Services consolidated the comments received and further amendments were made. The submission with the final draft regulations has been prepared and is ready for signature and approval by the Provincial Minister.

An Initial Risk Impact Assessment Report was conducted for the amendment to the Regulations Relating to Discipline, Suspension and Expulsion of Learners at Public Schools in the Western Cape, Provincial Gazette Extraordinary 6939 of 2011. The WCED compiled the RIA Significance Test report for the consideration and comments to the Central RIA Steering Committee. The Steering Committee sent the submission back, requesting the WCED to complete a full Risk Impact Assessment. The purpose of the proposed amendment is to hold learners accountable for their misconduct, particularly where it is serious; protect the rights and safety of other learners, educators and other staff members at public schools in the Western Cape; and ensure that learners do not evade disciplinary proceedings, instituted against them for acts of serious misconduct, by leaving the current school where disciplinary proceedings are pending.

The Western Cape Education Department has nominated officials to form a Task Team and Sub-Committee for the draft Regulations relating to the Admission of Learners to Ordinary and Public Schools whereby the Regulations are being perused clause by clause and amended accordingly.

The Draft Guidelines on Gender Identity and Sexual Orientation in Public Schools in the Western Cape Education Department was published in Provincial Government Gazette Extraordinary No. 8223 dated 23 March 2020, calling on any person or organisation to submit comments by 11 May 2020. The purpose of the Draft Guidelines is to create an educational environment that does not discriminate directly or indirectly against anyone on one or more grounds, including gender, sex, sexual orientation, conscience, belief, culture and birth, among others; create an educational environment that is free from stigma and discrimination for all learners in all public schools; and promote gender identity and gender expression. The Guidelines has been finalised and has been submitted to the Provincial Minister for approval.

The Western Cape Education Department finalised the Circular 0069/2021: WhatsApp groups and the Protection of Personal Information Act, 2013 (Act 4 of 2013) ("POPIA"). The document was disseminated on 5 November 2021 to WCED officials and public schools.

The Privacy Policy Template for Public Schools in the Western Cape was finalised and disseminated to all the WCED officials and public schools on 21 January 2022. The Western Cape Education Department has drafted the Privacy Policy template to assist principals to be POPIA compliant; to protect the rights of data subjects and the storage of information.

2.4.3 Strategic Partnerships and Projects

The establishment of an Aeronautical School, as a collaboration school with a specialised focus, intends to create many job opportunities in Commercial, Military and Industrial Aviation, namely: Air Crews, Pilots, Flight Engineers and Air Cabin Crew; Air and Ground Traffic Controllers; Aircraft Maintenance and Servicing (Mechanical, Electrical, Avionics etc.); job opportunities in Ground Support Services; job opportunities in Aeronautical Science; Aerial Taxi Entrepreneurs; Drones; and Multi-disciplines in emerging Digital System Technologies-3D Printing. A unique opportunity is created for learners to be trained in a high Technology, Science and Futuristic Environment at an operational airfield in Stellenbosch, Western Cape.

The Western Cape Education Department has taken the initiative to establish an Aeronautical Science School in the Stellenbosch precinct starting from Grade 8, the school and date is still to be decided and approved by the Provincial Minister.

3. Achievement of institutional impacts and outcomes

The WCED's impact statement is "Every child, through quality learning opportunities in a functional and enabling environment, acquires knowledge, competencies, skills and values to succeed in a changing world".

The policy priorities are encompassed by the following:

- Strengthen and expand quality learning opportunities for enhanced learning;
- Enhance and expand enabling learning environments;
- Strengthen functionality and accountability; and
- Strengthen and enhance innovative adaptability and preparedness for a changing context.

The performance areas listed below are the key performance indicators against which the department will measure its impact:

- Improvement in learner performance in Grade 3, 6, 9 and 12;
- Improving the learner retention rate from Grade 10 to 12
- Ensuring that learners have access to technical, agricultural, vocational and skills subjects and schools; and
- Ensuring that schools are safer, more secure places of learning.

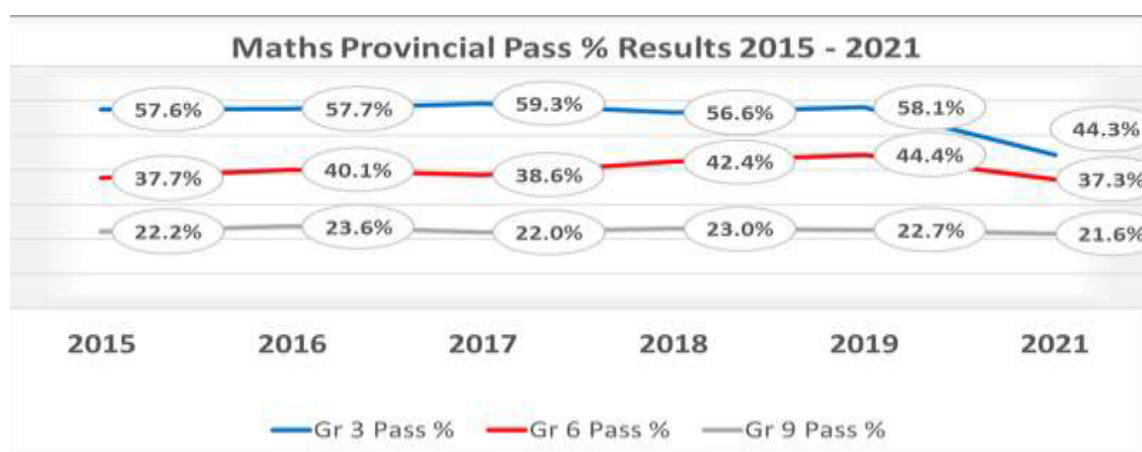
Progress towards targets in the strategic plan

Over the five-year period, the department will initiate, expand and enhance interventions in support of its strategic priorities which are largely focussed on the ecosystem that supports the learner and his/her ability to optimise performance. The department has recognised that without ensuring functionality of the entire education ecosystem, academic and other learner performance indicators will be impacted.

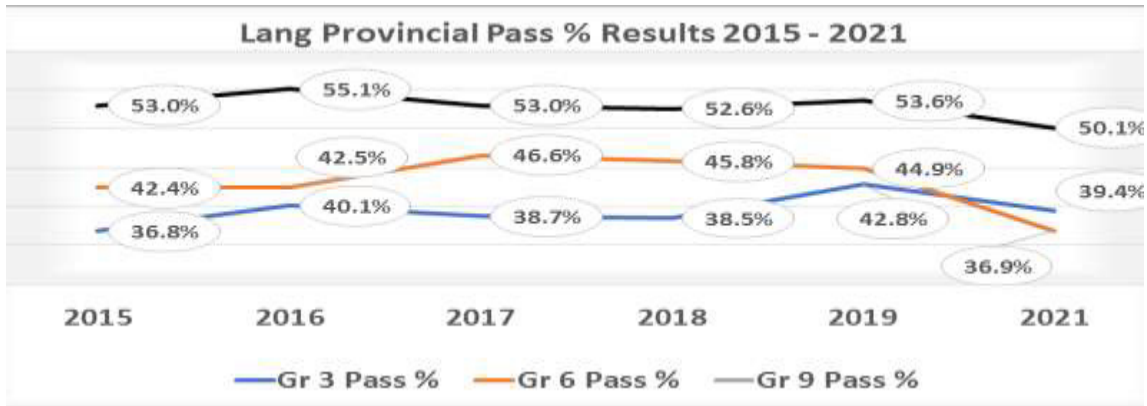
Key Performance Area: Learner performance in Grade 3, 6 and 9

After a steady improvement over the last five years in both Language and Mathematics across all three grades, the results in the 2021 WCED Systemic Tests for Grades 3, 6 and 9 showed significant drops with Grade 3 experiencing most declines.

The declines were anticipated due to the loss of teaching time that resulted from school closures because of the COVID-19 Pandemic. The declines recorded provided the first objective measurement of learning losses that have occurred within the education system because of COVID-19. The results for mathematics over the period 2015 – 2021, is presented in the graph below:



Similarly, the results for Language over the period 2015 – 2021, are presented in the graph below:



Key Performance Area: Learner performance in Grade 12

The table below illustrates the progress towards the attainment of the percentage of Grade 12 learners who:

- attained an 81% pass rate, on track to achieve the 85% NSC pass rate by 2024/25.
- attained a 45% access to tertiary institutions, on track to achieve 48% target by 2024/25.

NSC Performance in selected areas				
Period	NSC Pass Percentage	Bachelor's Degree Access	Diploma Access	Higher Certificate Access
Year 2015	84.7%	41.66%	30.71%	12.30%
Year 2016	85.99%	40.91%	32.07%	12.93%
Year 2017	82.76%	39.09%	30.76%	12.85%
Year 2018	81.47%	42.35%	25.44%	13.62%
Year 2019	82.34%	43.61%	25.80%	12.85%
Year 2020	79.9%	43.84%	24.10%	11.89%
Year 2021	81.23%	45.27%	23.62%	12.29%

These are the results for Public & Independent schools

Key performance area: Learner Retention

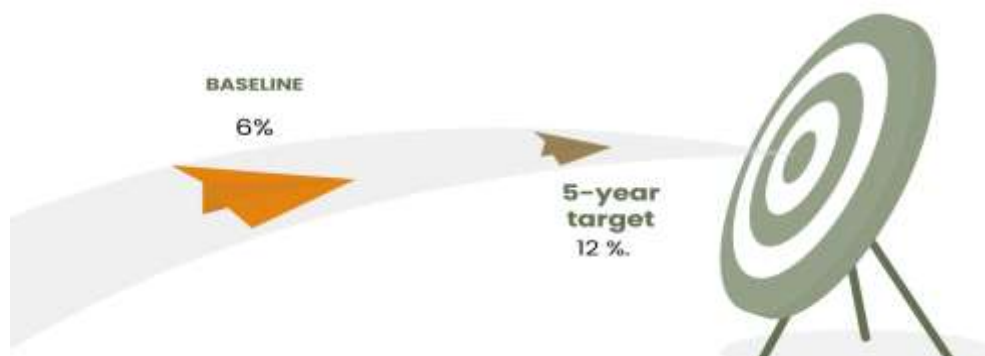
The no-fee schools and fee-exemption support assistance provided for learners is aimed at the need to improve learner retention across the system. The retention of learners in the schooling system is displayed in the table below which speaks to the retention trends in primary and high schools for the period 2010-2021.

Period	Grades 1-7	Period	Grades 8-12
2010 – 2016	80%	2012-2016	67%
2011 – 2017	81%	2013-2017	65%
2012 – 2018	83%	2014-2018	68%
2013 – 2019	86%	2015-2019	67%
2014 – 2020	88%	2016-2020	67%
2015 – 2021	90%	2017-2021	72%
ASS data 2021			

Key Performance Area: Technical, Agricultural, Vocational and Skills subjects and Schools

Over the five-year strategic term, the department will focus its energy and resources on implementing the STEAMAC strategy

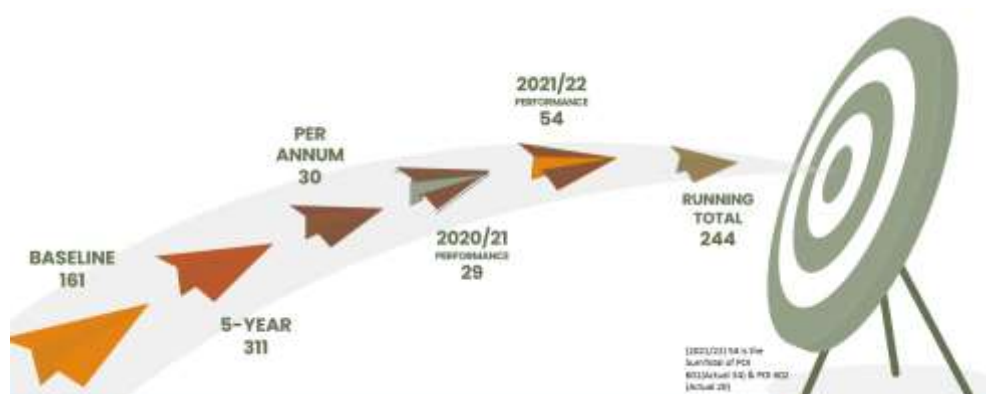
It is envisaged that by 2024/25 approximately 12% of learners offer at least one of the listed practical subjects in line with STEAMAC strategy.



Key Performance Area: Safer Schools

School safety, that encompasses the safety of learners, teachers and school property, is of primary importance to the department. The department is dependent on many stakeholders in its attempts to ensure that schools are safe and secure places of learning to ensure that the learning environment can be optimised for the benefit of the learner. Over the five years, the department aims to strengthen its ties with the Department of Community Safety and other community-based organisations.

The following illustration displays the number of schools provided with high security perimeter fencing so that 311 schools have high security perimeter fencing by 2024/25:



4. Institutional Programme Performance Information

4.1 Programme 1: Administration

Purpose:

To provide overall management of the education system in accordance with the National Education Policy Act, the Public Finance Management Act and other policies

Sub-programmes ⁴

Sub-programme 1.1: Office of the MEC

To provide for the functioning of the office of the Member of the Executive Council (MEC) for education in line with the ministerial handbook.

Sub-programme 1.2: Corporate Services

To provide management services which are not education specific for the education system.

Sub-programme 1.3: Education Management

To provide education management services for the education system.

Sub-programme 1.4: Human Resource Development

To provide human resource development for office-based staff.

Sub-programme 1.5: Education Management Information System (EMIS)

To provide an Education Management Information System in accordance with the National Education Information Policy.

The Administration programme contributes to the following outcomes:

Programme 1: Outcomes	
Outcome 1	Schools will be safer more secure places of learning
Outcome 2	Learners, teachers and administrators are endowed with a positive mindset and attitude
Outcome 3	All schools must demonstrate basic functionality

Financial

The Department spent 99.9% of the adjusted budget for 2021/22.

Funds were directed to meet the goals of Action Plan to 2019 – Towards the Realisation of Schooling 2030 and the strategic priorities of the WCED. 73.92% of the budget was assigned to the compensation of employees (COE), and over R1,721 billion to seven Conditional Grants and essential services. The WCED is dedicated to judicious spending to direct funds to meet the needs of those most requiring support.

⁴ The sub-programmes are as stipulated in National treasury circular 2021/22 on Uniform Provincial Budget Programme structures. There are no conditional grants allocated to programme 1 currently therefore sub-programme 1.6 will not reflect in the department's budget structure.

People Management Practices

The 2022 educator basket of posts consultation meetings were held on 26 July 2021 between the Minister for Education in the Western Cape, School Governing Body Associations (SGBA) and Unions. In addition, on 12 and 16 August 2020, consultations were held between the Head of Department, SGBAs and Unions.

Focus areas remain on the Foundation Phase; responding to the ongoing growth in learner numbers, addressing inequalities, reduction in curriculum extensions (especially Grade 10-12 subjects), Specialised Education and Science, Technology, Engineering, Arts, Mathematics, Agriculture and Coding (STEAMAC).

This decision allowed stability at schools to be maintained despite the impact of the COVID-19 pandemic on the Medium-Term Expenditure Framework (MTEF) for the 2021/22 and outer years. The following table provides the post allocations for 2011 to 2022:

History of Post Allocations	
Academic Year	Posts Allocated
2011	30 989
2012	31 091
2013	31 091
2014	31 357
2015	32 033
2016	32 039
2017	32 039
2018	32 894
2019	33 436
2020	33 865
2021	33 865
2022	34 974

The department provided the 2022 school staff establishments on 20 August 2021. This enabled schools to commence timeously with their planning for 2022 and also created sufficient opportunity for schools to appeal for more posts where necessary.

Although challenged in respect of the COVID-19 pandemic the department managed to convert 1 998 educators who were appointed in a contract capacity to permanent capacity, further stabilizing schools and positively impacting on the delivery of quality education.

The management of absenteeism in the WCED is strengthened by the effective implementation of the Policy on Incapacity Leave and Ill Health Retirement (PILIR). This policy supports employees who are suffering from illnesses which prevent them from being optimally productive in the workplace. The focused monitoring of employees who are accessing temporary incapacity leave, as well as the close partnership with the Health Risk Manager ensures that both the needs of the employee as well as those of the employer are met. This close monitoring also allows for early referral to the Employee Wellness Programme for any required psycho-social support.

Due to restrictions on social distancing the Department could not host Long Service Awards events to acknowledge and celebrate Educators and Public Service staff who have dedicated 20, 30 and 40 years of continuous service to the sector. Certificates were, however, sent to all eligible employees to acknowledge their dedicated contribution. The Department also communicated an electronic long service awards magazine to all employees who had 20, 30 and 40 years of continuous service, as a means of acknowledging their contribution to the Department.

The Department has appointed 334 out of 556 Funza Lushaka bursary holders that completed their studies in 2020/2021 and appointed within 6 months after completing their qualifications and eligible to be employed in the 2021 academic year. This is a placement rate of 60% comprising of Funza Lushaka bursary holder's employment in permanent and in contract capacities. Those not appointed did not meet the needs of vacancies that existed during the year.

In 2021, the WCED issued three scheduled vacancy lists for educators as well as one special vacancy list for Principal posts, which supported the focus on stabilizing the functionality of schools through good leadership and governance.

The appointment of suitably qualified and capable principals, deputy-principals and heads of department was strengthened with the inclusion of Competency-Based Assessments (CBA) in the recruitment and selection process.

The data on new principal appointments in the table below includes appointments for the period 1 April 2021 – 31 March 2022 and reflects appointments at all public schools.

Appointment of New Principals						
Districts	2016	2017	2018	2019	2020	2021
Cape Winelands	27	18	26	23	29	16
Eden & Central Karoo	27	14	24	18	29	17
Metro Central	26	15	35	29	44	30
Metro East	27	20	23	22	19	16
Metro North	33	22	24	21	20	31
Metro South	23	16	32	31	25	30
Overberg	2	4	8	9	5	9
West Coast	11	4	10	10	13	13
TOTAL	176	113	182	163	184	162
These are permanent and contract appointments.						

Leadership Development programmes covered a variety of areas including soft and hard skills to further develop current and emerging managers of future leadership positions. 120 identified officials benefitted from the Time to Think programme with 34 of these being senior and middle managers. Other programmes form a basket of leadership development opportunities

Information and Communication

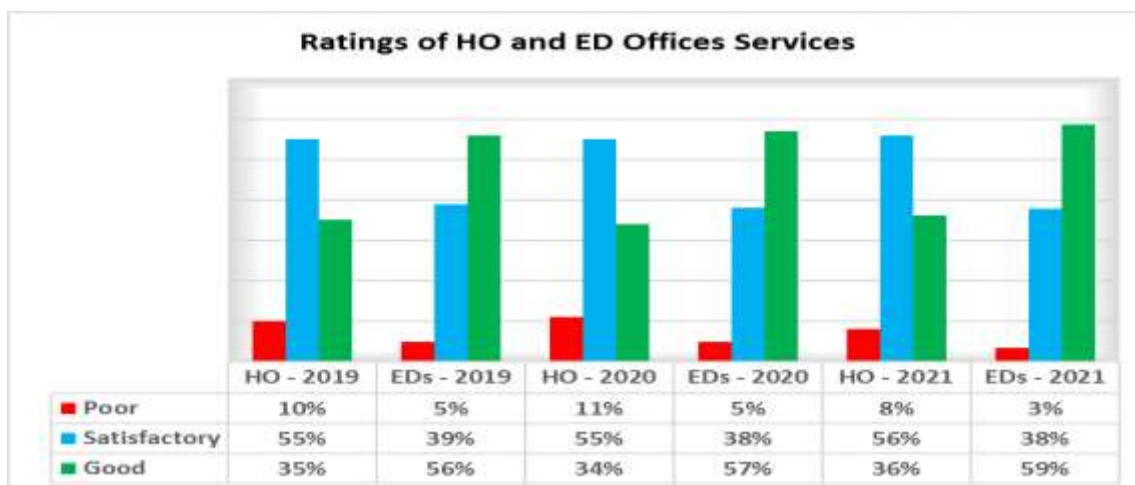
Education Management Information Systems

The primary system for learner enrolment and automated business processes in 2021/22, remained the provincial Central Education Management Information System (CEMIS). The 10th Day (SNAP) survey and the Annual School Survey (ASS) on enrolment data, informed education planning. This data informed the Provincial and National data requirements.

The School Improvement Monitoring (SIM), conducted on a quarterly basis, remains a valuable instrument in providing an overall picture of various critical elements in the running of functional schools. CEMIS was also used by schools to upload their School Improvement Plans (SIPs). The WCED refined the School Admission Management module on CEMIS which assisted schools and districts with the placement of learners in 2021/22.

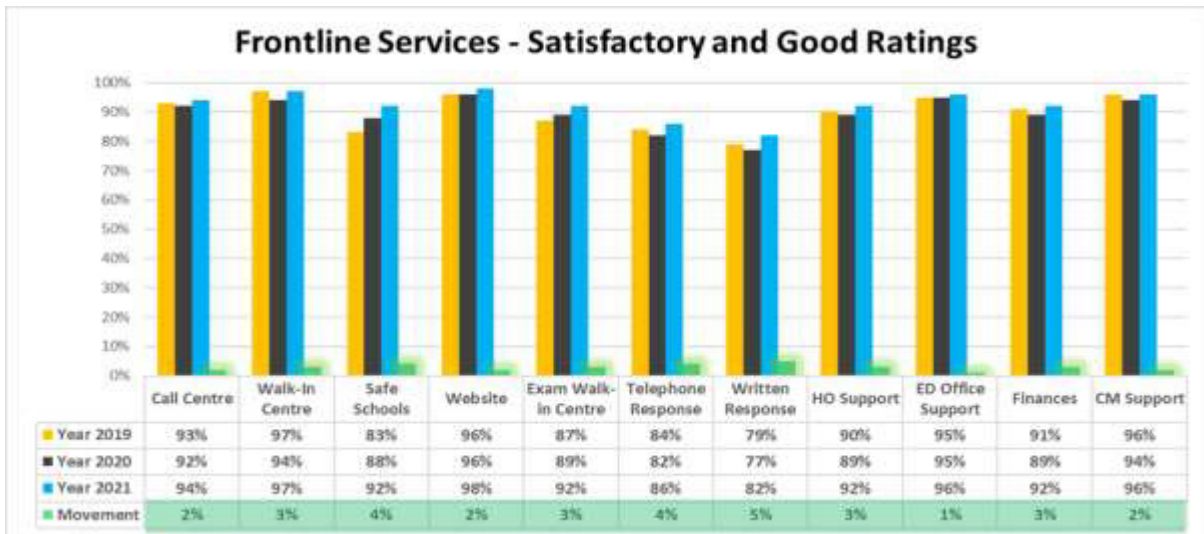
The Customer Satisfaction Survey (CSS) is conducted annually in all schools. The CSS remains an important tool to collect data at client level, providing valuable information used to respond to and improve client service delivery expectations.

The ratings of services rendered by Education District offices and Head office for the period 2019 to 2021 is reflected in the graph below.



Head Office and the various education district offices have retained high ratings for "Satisfactory" and "Good" services. The personnel at district offices work more closely with schools, on a regular basis, thus it is perhaps understandable that their relationships may end up more agreeable and thus result in better ratings. This has been the pattern over time and not expected to change any time soon.

The ratings for frontline services for the period 2019-2021 are reflected in the graph below:



In all the elements above, each has shown an upward trend over the last three years. Of significance is the increase in positive ratings for telephone and written responses, two elements often the target of school personnel's ire. Safe Schools had been especially at the coalface of providing support during Covid-19, not only in respect of personal protective equipment, but also to deal with burglaries and other social challenges some of our schools are subjected too. Their positive rating has increased by 4%, perhaps suggesting that their delivery has been favourably viewed. One of the main ideas taken from all this is that we hope for this trend to be sustained and increased over time.

Enhancements to the WCED's online E-Recruitment system yielded positive feedback from stakeholders and at the same time improved the recruitment, selection and appointment process.

Schools were allowed to have their School Governing Body (SGB) election process conducted via an automated or on-line system and this was successfully rolled out, which resulted in improved turnaround times in respect of the finalization of processes and the submission of nominations via the system. A marketing drive to advocate the SGB elections proved to be successful with all SGBs duly elected to serve their term. A calculator was also worked out for schools to use to plot all the dates of the election process automatically, once the school has inserted the date on which it wants to conduct the elections.

Communication

The WCED campaigns in 2021/22 supported the department's key strategic objectives and initiatives.

Story Stars is the 2nd edition of the Grade 4 creative writing campaign, where Grade 4 learners can write their story in English, Afrikaans or Xhosa, and had the opportunity to continue with the story created the previous year. The film can be viewed and/or downloaded at <https://wcedonline.westerncape.gov.za/story-stars>.

The reading ambassadors is part of the Language and Mathematics campaign which aims to improve the language and mathematics skills of all learners. The campaign was aimed at parents and the community to illustrate the shared responsibility that literacy is a whole society problem and that parents should encourage learners to read every day. This approach was important to improve the results of annual WCED Systemic Tests for Language and Mathematics and to have all 10-year-old learners read for meaning by 2030 at the correct level.

The enrolment campaign was launched in March 2022. The campaign was aimed at encouraging parents and caregivers of learners entering Grade 1 and Grade 8 and learners changing schools in 2022 to apply at more than three schools before 15 April 2022. A step-by-step video guide on how to apply online for admission was created. This video proved to be a valuable guide for parents with more than 20 000 views on YouTube during the first two weeks of the campaign. The campaign used both traditional and digital media.

The traditional campaign included advertising in various newspapers, radio stations and out of home advertising included billboards and a variety of materials on display in shopping malls in traditionally hotspot enrolment areas. The digital campaign targeted specific audiences via Facebook, Twitter and Google ads. 9 545 posters and 186 550 pamphlets were distributed to 1 885 institutions (including schools, Pre-Primary Schools, the WCED Head and District offices in January 2022. The targeted reach was over 800 000 listeners on various radio stations, like Umhlobo Wenene, KFM and Heart FM. Out of home advertising reaching 34,5 million people via foot traffic and more than 300 000 readers reached through print media during the campaign period. Using promoted posts on social media and advertising on Google Display, Facebook and Twitter.

In addition to the above, the department offered parents who struggled to enrol online the opportunity to visit a few malls, schools and district offices where officials assisted parents to enrol their children online for the 2023 school year.

As part of the Transform to Perform Strategy the WCED launched a series of posters to schools to promote the “2022 The Year of Learning, Leadership driving resilience”, the WCED values, and provided schools with 12 indicators that supports the theme of the year:

- Staff and learners are punctual and present every school day.
- Learning time is maximised.
- Actively promoting a reading, writing and calculating culture in schools and at home.
- Integrating technology and digital media with traditional instruction-led classroom activities.
- Identifying low academic performance areas and barriers and the implementation of developmental strategies to help learners succeed.

- Promoting self-directed and self-regulated learning.
- Ensuring that the necessary psycho-social support and well-being networks are in place.
- Creating a disciplined school environment which is values driven.
- Developing leadership in learners.
- Increasing an awareness and experiences of the world of work.
- Promoting COVID-19 adjusted after-school sport, arts and learning activities and encouraging learning through play.
- Implementing a growth mindset.

WCED Language Services provides translation, proof-reading and editing services to WCED components. Translations in isiXhosa, English and Afrikaans are in-line with the province's language policy. Language services translated, edited, and proof-read 1 498 documents, which translated to 4 634 pages in 2021/22.

The WCED website, wcedonline is not only a valuable communication tool but offers a wide range of online services to clients of the WCED. Google analytics shows more than 8,6 million views on the website during the reporting period, with the most visited landing pages being the e-recruitment/vacancies site with 975 000 views, the examinations site with almost 880 000 views. The admissions site to allow all parents to apply online for the 2023 school year, with more than 761 000 views during the 1st 2 weeks of the admissions process.

The Customer Satisfaction survey was conducted for the 13th time in 2021. Overall, the ratings show an appreciation of service delivery levels. The department's website had particular attention and accolades on the quality of the user experience as well as the content.

Accountability

The WCED has counterpart sections at the Department of Basic Education through which streams of reporting, performance analyses and projections are maintained. The oversight role played by Provincial Treasury (PT) extends the level of accountability. The Department of the Premier exercises an oversight function on key WCED non-financial performance reporting. The assurance role played by the departmental Internal Control and the audit and risk management oversight role within the department of the premier governed the control environment.

The performance management area in terms of job descriptions and performance agreements and reviews is the yardstick utilised to measure employee performance but also, should hold employees accountable for service delivery within the department.

The School Improvement Plans (SIPs) are utilised by schools to map and specify the activities for the coming year. This requirement allows schools the possibility to work toward the achievement of their planned goals and targets. The school leadership is responsible for being focused on the identification of areas of improvement aligned to the provincial strategic foci. The SIP is an integral part of the accountability system as the principal, SGB and WCED Circuit Managers are equally responsible for the achievement of the goals identified through the School Improvement Plan.

The School Improvement Monitoring (SIM) is conducted quarterly and is linked to the School Improvement Plans. The SIM tracks key aspects of resources and school functionality. As it is administered on a quarterly basis, it provides timeous alerts to head office and district offices of matters which require intervention.

Accountability at Head Office level is further strengthened as Directorates are required to produce Annual Directorate Operational Plans and provide quarterly progress reports which are tabled at Top Management Committee (Topco) meetings. Supplementary governance oversight is offered through the Audit Committee's quarterly engagements.

Umalusi, the mandated quality assurance body, provided assurance of the quality of the 2021 NSC examination. On-site oversight monitoring of the 2021 NSC was conducted by the WCED in collaboration with DBE and provided the assurance that the examinations were conducted in accordance with the rules and that the processes and procedures were applied in a fair, valid, reliable, and credible manner.

The Western Cape Provincial School Education Amendment Act, 4 of 2018 was assented to in November 2018, with provision made for the establishment of the Schools Evaluation Authority. On the 11th of April 2019, the Premier signed and assented to The Regulations on the School Evaluation Authority which came into operation on 12 April 2019. The functions include conducting independent school evaluations and developing school reports which will be published for parents and communities to know how well schools in their area are performing. The school evaluations provide an independent, external examination of school practices which include a diagnosis of what should improve at schools.

Education Council

The first Western Cape Education Council (WCEC) was constituted in 2011 to provide objective, informed advice from a broad cross-section of the Western Cape community to both the Western Cape Provincial Minister of Education and the Western Cape Education Department.

The term of the previous Western Cape Education Council ended on 31 December 2020 and 24 members have been nominated for the fourth term to serve on the Education Council for a 3-year term, which commenced on 23 March 2021 until 31 December 2023.

School Evaluation Authority (SEA)

The School Evaluation Authority was established after the 2018 amendment to the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997) which allowed for the establishment of the Schools Evaluation Authority (SEA). The appointment of the Chief Evaluator led to the SEA being fully operational at the start of 2020. The SEA is an independent body conducting school evaluations. It reports findings to the Provincial Minister, shares recommendations with the WCED, and publishes consolidated reports.

In terms of Section 11F (1) the Head of Department is required to provide the Schools Evaluation Authority with general support and the necessary resources to perform its functions, including administrative support and infrastructure support.

Regulation 11(1) of the Regulations on the Western Cape Schools Evaluation Authority, 2019, as published in Provincial Gazette Extraordinary No. 8079, dated 11 April 2019, stipulates that funding to the Schools Evaluation Authority is covered within the annual budget of the Western Cape Education Department.

Quarterly meetings are held. The department's performance indicators for programme 1: Administration with the planned and actual achievement attained in the COVID-19 affected 2021/22 financial year as follows:

Programme 1 Outcomes, Output Indicators, Targets and Actual Achievements

Amendments within Programme 1 ⁵									
Programme 1: Western Cape Education Department									
Programme 1: Administration									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Actual Achievement 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	Reasons for revision to the Outputs/ Output Indicators / Annual Targets
Quality of organisational leadership and managerial performance is improved.	SGB training and development	POI 104: Percentage of SGBs in sampled schools that meet the minimum criteria in terms of governance functionality.	64.0%	97.6%	65.0%	N/A	N/A	N/A	Change in definition, removed "sampled".
Quality of teaching is improved	Formal training courses provided at CTLI6	POI 105: Number of teachers attending formal courses through the Cape Teaching and Leadership Institute ⁷	1 023	N/A ⁸	1 200	N/A	N/A	N/A	Removed. COVID-19 impact on formal courses resulted in the 'blended approach' not being implementable because no face-to-face work could be done.

⁵ As per Table 2.4.4.1 in the NT guideline. For further details please see Appendix B.

⁶ Formal courses refer to courses where participants complete pre-and post-assessment, receive a certificate and may use a blended learning approach

⁷ Includes school managers.

⁸ This indicator was removed from the 2020/21 reporting year due to the impact of COVID19 on in-house courses offered at CTLI

Amendments within Programme 1 ⁵									
Programme 1: Western Cape Education Department									
Programme 1: Administration									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Actual Achievement 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	Reasons for revision to the Outputs/ Output Indicators / Annual Targets
School administration and functionality improves		POI 112: Learner absenteeism rate ⁹	5.73%	22.78%	9.0%	N/A	N/A	N/A	Removed COVID 19 TREPES high absenteeism active cases, in contact cases, changes to academic calendar, does not map to FY quarters. Extreme high levels of absenteeism - ito technical definition of when a learner is absent. Some learners are working at home receiving on-line lessons
		POI 113: Teacher absenteeism rate ¹⁰	3.95%	5.07%	6.0%	4.5%	N/A	N/A	Removed. The impact of COVID19 on teacher attendance affected by school closures, administrative backlogs (closure, illness) resulted in massive fluctuations in numbers and ability to track - teachers with co-morbidities working from home

⁹ This indicator has been removed as a national sector indicator by DBE, the department will continue to monitor and build stronger school level controls, oversight and accountability.

¹⁰ Re-Tabling occurred in December 2021 and the WCED will report on the pre-tabled APP for quarter 1 and quarter 2.

Amended programme 1 ¹¹									
Programme 1: Western Cape Education Department									
Programme 1: Administration									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reasons for deviations	
Quality of organisational leadership and managerial performance is improved.	Leadership development courses provided	POI 101: Number of identified management officials who attended Leadership Development courses	New	128	300	34	-266	Covid -19 delayed SCM processes with a knock-on effect on rollout. Staff trained across all levels of management.	
	Executive coaching opportunities provided to senior managers	POI 102: Percentage of senior managers who participated in executive coaching	New	20%	19.5%	23.3%	3.8%	More senior managers could participate in this opportunity due to change in model from face-to-face to online/combined.	
	Districts support school principals through school monitoring visits	POI 103: Percentage of school principals rating the support services of Districts as being satisfactory	98.4%	98.07%	97.0%	98.0%	1%	The relationship between schools and Education Districts has always been good	
	SGB training and development	POI 104: Percentage of SGBs in schools that meet the minimum criteria in terms of governance functionality.	64.0%	97.6%	65.0%	91.9%	26.9%	Greater emphasis was placed on the functionality of SGB's and the importance of compliance with processes, procedures, and due dates.	

¹¹ As per Table 2.4.4.2 in the NT guideline

Amended programme 1 ¹²									
Programme 1: Western Cape Education Department									
Programme 1: Administration									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reasons for deviations	
Quality of teaching is improved	ICT Training courses for educators	POI 106: Number of teachers attending ICT integration training	3 257	n/d ¹³	3 500	5 260	1 760	Training opportunities were offered online which allowed for more teachers registering for the ICT offerings.	
	Ordered textbooks are delivered to schools.	POI 107: Percentage of textbooks, ordered via online system, delivered to schools	100%	100%	100%	100%	0	No deviation	
Learners, teachers and administrators are endowed with a positive mindset and attitude to learning	Implement Growth Mindset Programme	POI 108: Number of schools trained on the Growth Mindset Programme	New	198	240	240	0	No deviation	
		POI 109: Number of schools trained on the Change Mindset Programme	New	New	230	187	-43	Annual target was set for 2021 academic year and fully achieved. This reported figure is for 2021/22 financial year.	

¹² As per Table 2.4.4.2 in the NT guideline

¹³ This indicator was removed from the reporting year due to the impact of COVID19 on in-house ICT integration courses

Amended programme 114 Programme 1: Western Cape Education Department Programme 1: Administration								
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reasons for deviations
School administration and functionality improves	Use of provincial data system to provide data provincially Evaluate schools against functionality indicators Monitor key education indicators	POI 110: Percentage of schools displaying all selected indicators of basic school functionality	New	Baseline established and targets set	50%	54%	4%	Improvement in the turn-around time for the appointment of school principals as well as support from district staff contributed to an improvement in school functionality.
		POI 111: Percentage of schools visited at least twice a year by district officials for monitoring and support purposes	100.0%	99.28%	100.0%	100%	0	No deviation
		POI 114: Percentage of schools producing a minimum set of management documents at a required standard	86.0%	99.01%	81.0%	62.2%	-18.8%	Due to natural attrition and the appointment of new and acting principals who need to be developed to produce and maintain the required documents.

¹⁴ As per Table 2.4.4.2 in the NT guideline

Amended programme 1 ¹⁵								
Programme 1: Western Cape Education Department								
Programme 1: Administration								
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reasons for deviations
School administration and functionality improves	Use of provincial data system to provide data provincially Evaluate schools against functionality indicators Monitor key education indicators	SOI 101: Number of public schools that use the South African School Administration and Management System (SAMS) or any alternative electronic solution to provide data	1 515	1 517	1 515	1 526	11	Several schools opened with access to electronic systems to provide data (CEMIS) during the reporting period.

¹⁵ As per Table 2.4.4.2 in the NT guideline

Amended programme 1 ¹⁶									
Programme 1: Western Cape Education Department									
Programme 1: Administration									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reasons for deviations	
		SOI 102: Number of public schools that can be contacted electronically (e-mail)	1 515	1 517	1 515	1 526	11	Several schools opened and could be contacted electronically (emails) during the reporting period.	
		SOI 103: Percentage of education expenditure going towards non-personnel items	25.47%	26.86%	26.08%	26.0%	-0.08%	The deviation is negligible	

¹⁶ As per Table 2.4.4.2 in the NT guideline

Linking performance with budgets

Management of the staff establishment of the WCED, recruitment of teachers and public servants, staff development and performance management, employee wellness, and labour relations.

The WCED Strategic Plan, quarterly reports on organisational and school performance and the Annual Report of the WCED.

Compilation of financial planning and reporting documents, including the Estimates of Provincial Revenue and Expenditure (EPRE), monthly in-year monitoring (IYM) reports, and the interim and annual financial statements.

Procurement of assets, goods and services, in line with the strategic objectives of the department and as reflected on the approved procurement plan. The approved procurement plan items were executed timeously, and progress is reported on a quarterly basis.

Maintenance of the WCED asset register
Implementation of Strategic programmes
Timeous payments to suppliers

Maintenance and further enhancement of the Central Education Management Information System

Sub-programme expenditure

Sub-Programme Name	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
1.1 Office of the MEC	8,224	8,224	-	7,753	7,753	-
1.2 Corporate Services	345,530	345,388	142	347,079	326,333	20,746
1.3 Education Management	957,208	953,940	3,268	880,221	858,369	21,852
1.4 Human Resource Development	2,702	2,702	-	1,883	1,883	-
1.5 Education Management Information System (EMIS)	22,166	22,166	-	5,859	5,859	-
Total	1,335,830	1,332,420	3,410	1,242,795	1,200,197	42,598

Strategy to overcome areas of underperformance

The key strategies of the WCED to address areas of under-performance is encompassed in the interventions which the department offers.

The WCED is cognisant of the importance of School Improvement Plans, District Improvement Plans and School Improvement Monitoring as well as ensuring that post-provisioning takes place which ensures that teachers are placed at schools to match the need within the schools.

Focused training particularly on leadership development, blended model of training, technology is offered to educators and staff. The use of online processes to streamline and fast-track provisioning of resources and services. The department offers fee exemption for needy schools and assistance to schools in respect of municipal debt.

Reporting on the Institutional Response to the COVID-19 Pandemic

The department had to adjust its corporate environment to ensure that service delivery standards were maintained and adjusted its planned targets and changes were made in 2021 to certain performance information as reflected in the performance tables.

Webinars, online conferencing and online meetings became more prevalent and, in many instances, reached more participants and multi-media resources were developed and made available via various digital platforms including the department's website and the ePortal.

Similarly, training shifted from formal face-to-face to informal short, online sessions designed to enable teachers to cope with and respond to the teaching delivery changes caused by the COVID-19 pandemic and the application of the various school attendance models.

Districts responded to the need for rapid decontamination of offices and school spaces. Districts also managed to get support from local municipalities to assist with decontaminations at schools and sufficient hand sanitiser, bleach and liquid soap was provided to schools.

Specific posters and advocacy campaigns were launched to reduce the impact of the pandemic on learner attrition. The department continued to provide nutritional meals to learners within the parameters of the NSNP conditional grant.

Training of Safety offices and SGB committees were fast-tracked to ensure readiness for schools. Access control monitoring to apply the required COVID-19 safety protocols was conducted at schools and offices.

The progress of the WCED's response to the COVID-19 pandemic is reflected in programme 2. The three interventions are the remaining interventions which the WCED reported on as the department institutionalised the COVID-19 responses into the normal operations of the department.

Table: Progress on Institutional Response to the COVID-19 Pandemic

Reporting on COVID-19 only in programme 2.

4.2 Programme 2: Public Ordinary School Education

Purpose: To provide public ordinary education from Grades 1 to 12, in accordance with the South African Schools Act and White Paper 6 on inclusive education. (eLearning is also included.)

Sub-programmes:

Sub-programme 2.1: Public Primary Level

To provide specific public primary ordinary schools (including inclusive education) with resources required for the Grade 1 to 7 level.

Sub-programme 2.2: Public Secondary Level

To provide specific public secondary ordinary schools (including inclusive education) with resources required for the Grades 8 to 12 levels.

Sub-programme 2.3: Human Resource Development

To provide departmental services for the development of teachers and non-teachers in public schools. (Including inclusive education).

Sub-programme 2.4: Conditional Grants

To provide for projects under programme 2 specified by the Department of Basic Education and funded by conditional grants.

The Public Ordinary School Education programme contributes to the following outcomes:

Programme 2: Outcomes	
Outcome 1	More learners are retained in the education system
Outcome 2	Schools will be safer more secure places of learning
Outcome 3	There is an increase in access to Technical, Agricultural, Vocational and Skills subjects and schools
Outcome 4	There is an improvement in the quality of teaching
Outcome 5	Learners have access to quality education
Outcome 6	School administration and functionality improves

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Learner enrolment

The Western Cape is home to approximately 7.1¹⁷ million people and is one of the provinces that contributes greatly to the economic growth of the country. The people and their social capital are key resources for the province with the province perceived as a site of hope. Over the past number of years, the province has experienced annual migration of learners from other provinces placing severe strain on schools where the department faces pressures in the placement of learners. This is also increasing the learner educator ratio.

¹⁷ (WC Government, CIRCULAR H 102/2020)

Learners	2020	2021
Learners in Public Ordinary Schools Grades 1 – 12	1 080 651	1 098 878
Learners in LSEN Units in Public Ordinary Schools	864	852
Learners in Public Special Needs' Schools	19 745	20 048*
Sub Total	1 101 260	1 119 778
Learners in Grade R in Public Ordinary Schools	69 598	68 862
Total	1 170 858	1 188 640
<i>Enrolment Source: 2021 Annual School Surveys - Ordinary Sector; ECD Sector and SNE Sector.</i>		
<i>*Excludes 277 learners at the Hospital Schools</i>		

For the period 2020 to 2021 the average growth in learner enrolment was 1.5% in keeping with the increasing trend for the province. Bear in mind that enrolment is most likely one of the most significant factors in planning and has a decisive impact on budget. The huge cost drivers are prevailing infrastructure and educators.

There has been an increase in the number of learners enrolled at public schools in grade 1. The table below reflects the average grade 1 cohort enrolment growth for the period 2005-2010 with an average cohort size of 92920 up to and including the period 2016-2021 with an average cohort size of 105 392.

Grade 1 enrolment growth over years	
Grade 1 cohort periods	Average Grade 1 cohort size
Average Grade 1 cohort 2005 – 2010	92 920
Average Grade 1 cohort 2011 – 2016	105 078
Average Grade 1 cohort 2012 – 2017	105 776
Average Grade 1 cohort 2013 – 2018	105 924
Average Grade 1 cohort 2014 – 2019	106 013
Average Grade 1 cohort 2015 – 2020	105 793
Average Grade 1 cohort 2016 – 2021	105 392
Source: Annual School Surveys of respective years (2021)	

Planning for the enrolment of learners is dependent on available data. The increased number of learners into the system in the Western Cape, will continue to place pressure on the placement of learners and accommodation.

Enrolment at PO Schools (2005-2021)													
Year	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
2005	93 515	94 231	80 695	80 809	74 984	66 141	81 953	88 778	82 169	81 577	56 657	39 303	920 812
2006	87 650	85 972	89 828	80 443	77 811	73 106	65 347	78 926	80 595	83 529	57 536	40 198	900 941
2007	92 818	82 562	83 914	89 973	78 674	78 021	72 733	66 406	80 697	86 495	61 938	42 624	916 855
2008	91 853	83 267	79 454	85 891	87 116	78 290	76 146	71 410	72 914	79 133	63 819	43 470	912 763
2009	93 601	82 158	80 385	83 150	82 382	85 621	76 262	75 227	79 795	68 405	60 812	45 692	913 490
2010	98 086	83 046	79 155	84 234	80 290	81 402	82 777	75 426	85 114	70 630	53 799	44 876	918 835
2011	100 423	85 216	79 489	83 490	80 205	79 022	78 207	81 312	84 957	73 470	56 995	38 990	921 776
2012	103 444	88 536	81 415	83 922	79 900	78 384	76 432	77 561	90 815	72 714	58 758	43 111	934 992
2013	104 678	93 506	85 762	85 599	79 210	78 437	76 238	75 528	87 132	78 812	56 109	46 035	947 046
2014	106 917	97 647	89 385	90 617	81 441	76 690	74 727	76 000	82 714	75 838	64 619	46 846	963 441
2015	108 233	101 934	94 342	95 212	84 554	79 250	75 641	75 753	79 114	72 430	63 220	54 390	984 073
2016	106 766	105 574	98 439	99 278	89 451	82 479	78 455	78 067	73 006	76 988	59 518	50 904	998 925
2017	104 612	106 088	103 095	103 081	94 077	87 403	81 688	80 215	72 723	75 856	62 350	49 454	1 020 642
2018	104 336	103 671	104 357	106 969	97 900	92 044	85 794	83 376	74 613	77 245	62 832	51 459	1 044 596
2019	105 207	102 990	101 563	108 724	101 936	95 227	90 148	87 796	77 603	77 475	63 548	51 076	1 063 293
2020	105 602	103 064	100 937	107 013	102 858	99 368	93 653	91 334	80 999	79 563	63 886	52 374	1 080 651
2021	105 831	102 300	100 827	104 113	102 114	100 979	97 489	89 755	86 024	81 890	69 765	57 791	1 098 878

Data Source: Annual School Survey (Public Ordinary schools excluding LSEN unit learners)¹⁸

The table above displays the overall increase of 178 066 learners over a period of 16 years (2005-2021). The table illustrates the significant growth in enrolment in grade 1 and the effect of improved retention between grades 10 and 12.

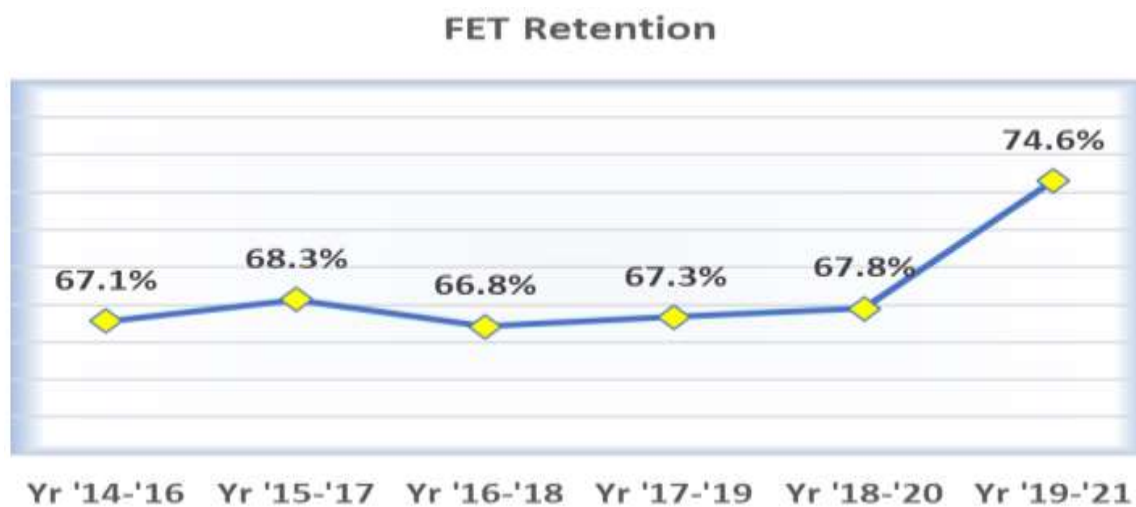
In-migration to the province remains an influential contributor to enrolment numbers and increases pressure on all resources. The table below displays the learners from other provinces and countries into the WCED system.

¹⁸ Data Source: Annual School Survey (Public Ordinary schools excluding LSEN unit learners)

Learners from other Provinces and Countries - Year 2015 to 2021								
Province/Origin	2015	2016	2017	2018	2019	2020	2021	Ave
Eastern Cape	21 283	20 168	19 667	19 761	19 601	16 911	16 085	19 068
Free State	506	609	362	403	400	285	284	407
Gauteng	1 704	1 707	1 146	1 447	1 446	1 035	1 151	1 377
Kwazulu-Natal	589	491	327	398	336	332	339	402
Limpopo	225	172	113	133	165	133	129	153
Mpumalanga	236	185	134	154	157	146	128	163
Northern Cape	834	749	559	612	581	487	448	610
North-West Province	187	230	175	216	237	201	124	196
Other Country	1 812	2 041	2 133	2 341	2 315	1 491	1 549	1 955
Grand Total	27 376	26 352	24 616	25 465	25 238	21 021	20 237	24 329

Source: Annual School Surveys – First time entries into the WCED from outside per province.

Learner retention rate measures the effectiveness of keeping learners in schools. In this regard the WCED has progressed in the FET phase with the learner retention of 74.6%, as illustrated in the graph below.



The Western Cape has one of the better learner retention rates in the country, with 74.6 % of learners retained in the school system from Grades 10 - 12 in 2021.

The department is consistent in driving strategies as published in the five-year strategic plan and continues to deliver on its mission to ensure that “Quality education Every child has quality learning opportunities in a functional and enabling environment to acquire knowledge, competencies, skills and values to succeed in a changing world.

During 2021, schools applied the TREPs to effect social distancing and other safety protocols required for teacher and learner safety.

Quality of learning

Primary schooling

The General Education and Training Band (GET) identified priority areas which formed the key objectives for 2021/22. Reading in all subjects across all grades was highlighted as core area within the WCED. As part of the STEAMAC strategy a high focus was put on Coding and Robotics, Mechatronics and Visual Arts, Creative Arts, Maths and Science through enquiry-based learning. The improvement of grade 8 and 9 Mathematics was a high focus area while emphasis was placed on the Three Stream Model and GET support.

STEAMAC/ Coding and Robotics

The WCED continues to support the STEAMAC strategy, within its delivery agenda. A provincial training team underwent an orientation course on coding & robotics. Teachers were then orientated by the core training team. Foundation phase teachers in the pilot schools were trained on coding and robotics by Unisa. Teachers will be further supported with ongoing workshops to capacitate them. A Coding & Robotics roadshow was done to all 8 districts. District Management Teams were orientated on what the subject Coding & Robotics will entail. Each district received robot kits to use for demonstration lessons and workshops in the district

General Education Certificate (GEC)

The implementation of the General Education Certificate (GEC) is one of the education sector priorities. The GEC is seen as an important qualification that will improve career pathing, employability and reduce dropout rates of South African youth.

The following schools were selected in our province to be part of the pilot study of the Department of Basic Education (DBE) which has partnered with the E³ (Employability, Entrepreneurship, Education):

- New Orleans Secondary School
- Goodwood College
- Uitkyk Primary School
- Learn to Live School of Skills
- Weston High School

The purpose of this pilot study is to test the appropriateness of assessment instruments and models in a purposeful selection of schools to gather data that can be analysed by expert review groups to advise on the process going forward.

Employability, Entrepreneurship, Education (E³)

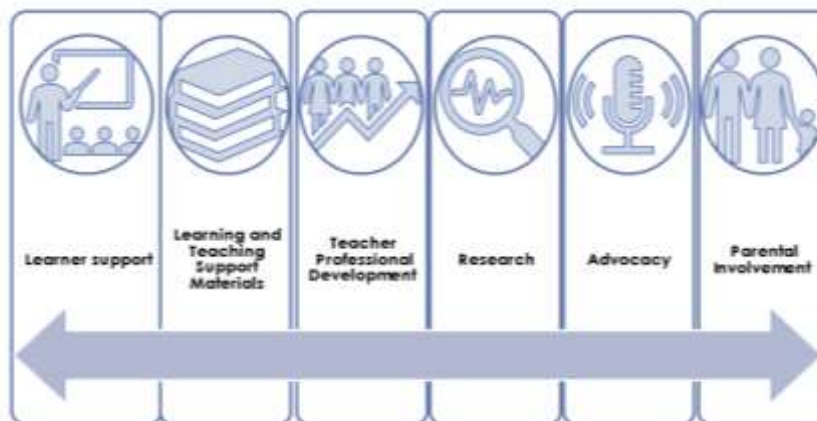
E³ is a programme that promotes student-centred learning, including projects and games according to National Curriculum and Assessment Policy Statements to prepare learners for the modern economy better.

Entrepreneurship in schools and thinking skills for a changing world focus on Project Based learning (PBL) and incorporates Action Learning and Experiential Learning methodologies.

Reading Strategy

The 2016 progress in International Reading Literacy Study results indicated that 78% of Grade 4 learners cannot read for meaning. The 2019 systemic tests result also indicated that only 53% of learners could pass the component of reading and viewing in the Grade 3 test. 2. The Western Cape Education Department in collaboration with the Whole of Society developed a reading strategy to strengthen reading with comprehension in the province. This strategy consists of six pillars and is inclusive of reading norms to assist a teacher in the early diagnosis of learners with reading barriers.¹⁹ The Western Cape Reading strategy was launched on 14 March 2020. All Language programmes are linked to the Reading strategy. The WCED continues to focus on the reading strategy.

WC PILLARS OF THE READING STRATEGY:



¹⁹ WCED; Curriculum GET Minute: 0001/2022

Strengthened Maths Strategy

A strengthened Mathematics strategy in the developmental stage was launched in April 2022. The strategy is based on four pillars namely, Human resources, Productive pedagogies, Monitoring & Evaluation and LTSM provisioning.

Grade R – 3 Project in 103 schools

Provision of structured and focused support for improved learning in the Foundation Phase in 103 schools in the Western Cape and so to ensure that all foundation learners read and write at the required level before the end of Grade 3. The focus on Language, Mathematics, Life Skills and Technology is crucial to the development of the learners in the Foundation phase within the Western Cape Schools. The Grade R - 3 100-schools project has all programmes for Languages and Mathematics linked to the 100-schools.

eLearning

eLearning supports teaching and learning that enhances the learning experience, which includes:

- Efficiency: Support Teachers to positively change the teaching and learning experience and opportunities, for learners
- Impact: Provide direct access to resources for learners through equality of opportunity

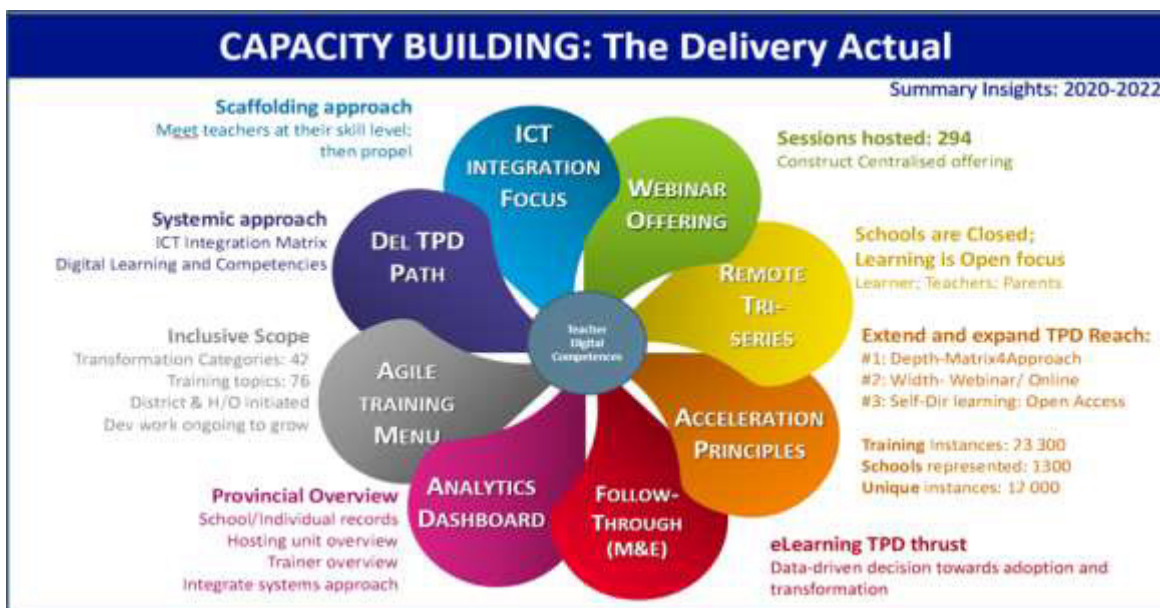
Incorporated within the E-Learning thrust as propellant projects to achieve this rationale is the enabling Environment which is leveraging off the Broadband Initiative, provisioning of the schools Local Area Network (LAN), sustaining and refresh of existing technology (e.g. computer labs), technologies into the classroom for teachers including technology for learners (i.e. Smart classrooms); applicable Capacity Building (Teacher Professional Development including face-to-face and blended) and Digital and Online offering and access (current WCED ePortal and LMS) towards e-Education.

The Enabling Environment infographic below is illustrative of the evolving school environment infrastructure and technologies and provides a degree of insight as of 2021. In multiple teaching and learning models, WCED has succeeded in creating, at least, a minimum benchmark in infrastructure delivery and reasonably created an optimal enabling environment in most learning spaces to allow for the implementation of a digital education, outcome-focused use case which would transform the enabling environment into the delivery of learning goals, rather than simply technology. This proposes to optimise existing infrastructure rather than recreating a new or changed model of technology delivery while addressing the urgent and critical needs of learners and teachers through enhancing the environment with a learning-focused digital use case.

Infrastructure has been a critical pillar of the WCED's e-learning program for the last five years and its successes have created the ultimate context for the creation of digital learning outcomes, that are measurable, as a priority with the future hardware extensions to work harmoniously alongside this.



Capacity Building as illustrated below ensures that differentiated developmental levels of technology enhanced teaching and learning opportunities are available for teachers. Standardised and customised training topics are presented within developmental levels increasing in user level of confidence, participation and technology integration skills.



Digital and Online Curriculum speaks to extending learning opportunities and access to learning resources anywhere and anytime as per the rationale indicated. Provisioning of open access learning material, objects in various formats such as video, animations, simulations, collaborations, topic quizzes, formative assessments, and interactive activities. Digital and Online resources supported by Curriculum specialists are readily available on the ePortal. The focus of providing these digital resources had primarily been to provide users with access.

The EPortal as gateway to premier eResources which is the provisioning of digital resources. It provides relevant digital platforms and educational resources to support teaching and learning in the 21st century classroom against the backdrop of school closure uncertainty and disruption, amended curriculum and assessment strategies to provide teachers and learners with opportunities for teaching beyond the classroom (ePortal, Virtual Learning Environments (VLEs), Telematics, broadcasts, access to partner content etc.).

Teacher professional development links with people empowerment and is a developmental approach to accelerate the adoption and transformation agenda by managing and overseeing the capacity building and development and initiatives for teachers in new technologies, applications and eLearning methodologies to enhance the transformation of teaching and learning practices towards a changing world.

Transformation and change management links to the programme and learning opportunities that focus on technology adoption and ICT integration (e.g., The Remote Education Tri-Series, Adoption Online, Teacher Sidekick, guidelines and policies), cyber wellness (Cyber Effect Webinar Series) and enhanced communication and collaborations (e.g., Personal Learning Networks (PLNS), social media campaigns, WCED Directorate eLearning Blog, Empower Hour) to encourage and empower digital transformation.

Technology aims at providing schools with fit for purpose technology solutions informed by curriculum delivery needs to ensure ICT-enhanced teaching and environments via Smart Classrooms, Slim labs, Subject Specific (CAT/IT/EGD) Labs and Universal Services Obligation (USO) rollouts, inclusive of Special Needs environments.

Infrastructure speaks to how to extend and improve the broadband offering by a phased approach to Local Area Network (LAN) installations while the broadband is linked to provisioning of a connectivity broadband network service (WAN) to public schools.

Full LAN provides school sites with a wireless distributed network for internet and interconnectivity within a school to enable access to the Wide Area Network and related services and the Slim LAN ensures that all broadband-connected schools are provisioned with a minimum of two wireless access points in a dedicated learner and teacher environment to enable access to online resources.

Enabling governance and functionality saw eLearning support and enable the access licensing and utilisation of interface platforms for webinars and other online conferencing facilities during lockdown and will continue to do so as the eLearning team strengthens its capabilities.

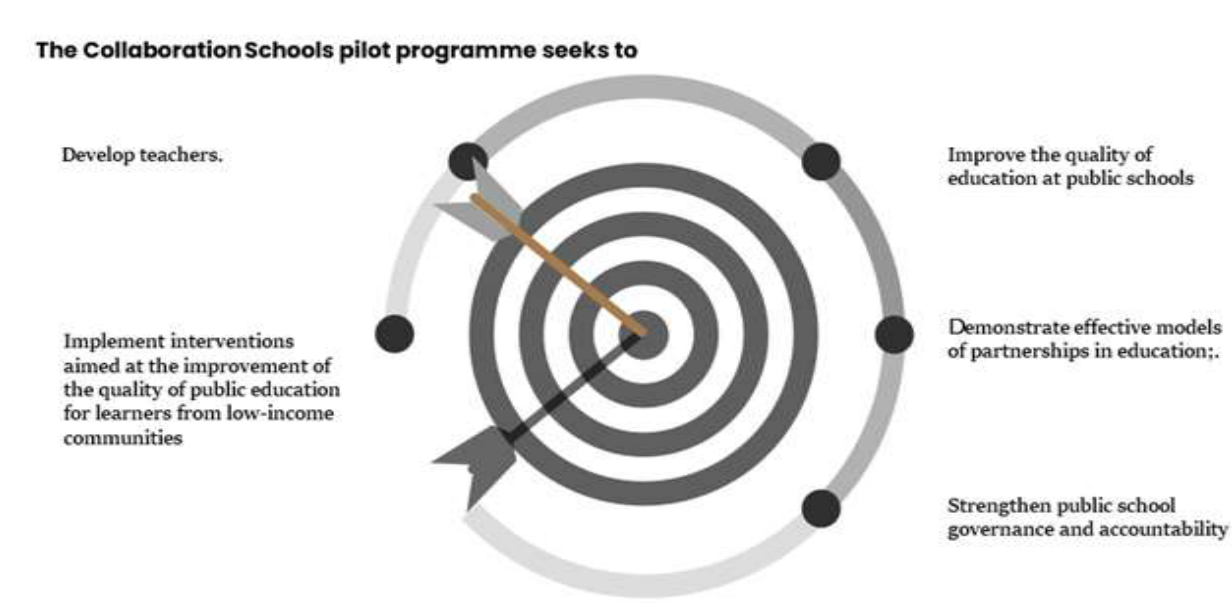
The Cape Teaching and Leadership Institute (CTLI)

The CTLI is responsible for in-service training of teachers, schools' leaders and curriculum officials of the Western Cape Education Department (WCED). The focus for 2021 was the provision of quality online professional learning opportunities for teachers within the Western Cape. All the curriculum courses were aligned to the recovery ATPs as part of the recovery plan. The CTLI was able to reach approximately 10 000 teachers in one year, whereas pre COVID the reach was less than 4 000 teachers.

Both wellbeing and psychosocial support to teachers was highlighted in all CTLI courses with collaboration with Strategic People's Management with various webinars focusing on topics relating to teacher wellbeing. The #CTLIPowerHour Webinar Series that focusses on teacher wellbeing, with specific focus on post pandemic interventions will continue to be available. EDULIS, as part of the series, will address the topic "Bibliotherapy for teachers". The CTLI piloted the course, i.e., Teaching large classes across the 8 Districts. In addition, the CTLI provides an Education Library Service to schools and WCED officials which ensure access to fully functional Education Library Services.

Collaboration Schools

The Collaboration Schools pilot was established in 2015, as part of the WCED's mission to ensure quality education for every learner, in every classroom, in every school in the province and the pilot entered its second phase in January 2021. The programme was initially established to target no-fee public schools in poorer communities and offer additional school management support, professional development for educators and additional opportunities to support the academic and holistic development of learners. It has realised significant gains in collaborative models of governance and participatory leadership structures within the institutions. The pilot has 14 schools including 6 high schools and 8 primary schools.



The programme partners under-performing schools and schools serving marginalised communities with a non-profit school operating partners committed to increasing the quality of teaching and learning in that school to substantially improve the school's educational outcomes.

The 2021 learner performance of Collaboration schools was promising, especially under trying circumstances as 2021 focused on setting up the systems & processes to generate quality timely data for decision-making. The Collaboration partners were proactive in distributing smart devices and data to high school learners.

The pandemic emphasized the need to support schools in creating caring, positive and safe learning environments that build resilient school communities with learners & educators able to thrive socially, emotionally and academically.

The employment of social workers and psychologists at some schools, coupled with the partnership with education districts, ensured that psycho-social support was high on the agenda at all collaboration schools. This also assisted in identifying at risk families for intensive support.

One of the highlights of 2021 was significantly improving the Grade 12 pass rate as Silikamva High School was awarded the 'most improved matric pass rate' and 'most improved bachelor pass rate' awards from the WCED. The Jakes Gerwel Technical High School, a flagship school pioneering the three-stream model of education in Bonnievale in the Cape Winelands District, was one of seven South African Schools selected to participate in an International Conference, the T4Education Teacher Tech Summit, where educators showcased their teaching approaches towards inclusive and career- building competencies in their learners. The Collaboration partner invests heavily in ensuring that learners who exit the system at Grade 12 level are employable and secure job opportunities.

EDULIS, the WCED Library and information Service, provides a free print and electronic library. It supports school libraries with the planning, development and management of their libraries including a mobile library service to a number of schools in rural areas, and guidance in Information Literacy Skills. The EDULIS Library ensures that WCED educators and officials have access to management, research and curriculum related resources (print and e-format) in order to support relevant and effective quality education. EDULIS trained library staff in implementing SLIMS and facilitated the re-establishment of the national SLIMS forum.

Textbooks

The top-up textbooks online ordering function was activated during the period 17 May to 1 June 2021 for schools to order textbook requirements for the 2022 school year. Of the 1 449 schools activated for the ordering function, a total of 1 398 schools accessed the CEMIS ordering tool whilst 500 schools captured a top-up textbook order for the 2022 school year. A total of 488 176 textbooks were ordered from the contracted publishers. All textbooks ordered were delivered to the relevant schools before the commencement of the 2022 school year.

The stationery online ordering function was activated for the 239 non-section 21 schools during the period 24 May to 4 June 2021. Stationery orders were received from 213 non-section 21 schools during the period. All stationery goods ordered were delivered to the relevant schools before the commencement of the 2022 school year.

High School Improvement Programme

The programme envisaged to increase the number of learners passing the National Senior Certificate and reduce the number of underperforming schools. The WCED continued its differentiated approach to school improvement with schools and saw improved percentage pass rate to 81.2% - an increase of 1.3 percentage points from last year.

The number of candidates writing the exam had also increased by 6 076. The retention rate from Grade 10 to 12 (those writing the NSC) and one of the most important education measures within the sector, increased by 3.7 percentage points to 70.3% which was the highest increased performance.

The WCED also achieved the highest ever percentage of bachelor's passes, at 45.3% which is also the highest in the country. In Mathematics, the province's pass rate increased to 72.4% and increase of 1.6 percentage points and Science increased to 77.1% which is an increase of 2.2 percentage points. Two of our districts, Metro North and Eden and Central Karoo, achieved places in the top ten highest performing districts, in the country.

Support Provided

The Norms and Standards allocations to schools are weighted towards schools in poorer communities.

In the past schools in national quintiles 1 – 3 received graded pro-poor weightings. However, the “per learner” amounts paid to public schools in National Quintiles 1, 2 and 3 were equalised from 2013/14; in other words, NQ 2 and 3 schools receive the same funding as NQ 1 schools.

National target allocations				
	2018/19	2019/20	2020/21	2021/22
Quintile 1	R 1 316	R 1 390	R1 466	R1 536
Quintile 2	R 1 316	R 1 390	R1 466	R1 536
Quintile 3	R 1 316	R 1 390	R1 466	R1 536
Quintile 4*	R 1 069	R 1 134	R1 204	R1 268
Quintile 5*	R 352	R 374	R397	R420
* Average cost for all schools				

Fee status	Total number of schools
No fee	886
School Fee charging	559
Grand Total	1445

Quintile 4 and 5 schools were included in the 'no fee' school programme in 2014 was one of the more significant developments as 216 schools, with 172 541 learners, became "No Fee" schools, through applying for 'no fee' status. This number has increased to 245 schools in 2022 for 2 716 additional learners. This is an increase from 240 schools and 6 358 learners of the prior year. These schools receive the same benefits and support that apply to other 'no fee' schools.

Schools that charge school fees may apply for compensation for fee exemption in cases where parents cannot pay the full school fees. In 2021, R72, 799 million was paid to support fee exemptions for 90 797 learners in 553 schools which is an increase from the 87 590 learners of the prior year. The extent of these increases is an indicator of the raising levels of poverty and strained personal household finances of families in the Western Cape.

Furniture and Equipment

Over the period under review, the WCED delivered 97 826 items of furniture to 410 schools and over the same period the provision of 7 983 items of equipment to schools and MOD Centres was achieved.

Infrastructure and learner transport

The 2021/22 infrastructure plan prioritised the following areas for development:

Plan and construct new and replacement school buildings.

Maintenance programmes that target critical components of school buildings. This was an effort to avoid the failure of school infrastructure.

Reducing Norms and standards backlogs, through the provision of halls, Grade R facilities and laboratories at several schools.

In addition, the provision and utilisation of mobile classrooms remained essential to provide for urgent and unexpected accommodation needs particularly at the start of each academic year with the in-migration of learners into the province.

Because not all learners live within a reasonable walking distance from appropriate schools, 63 462 qualifying learners utilised 591 learner transport routes to travel to and from 472 schools, as at the end of the financial year under review.

Support to teachers

The department is proactive in its approach to provided support to teachers in areas identified by educators. In 2021, an Integrated Planning Calendar, listed key dates from a cross-section of branches of the department, which was sent to schools to assist with planning for 2022.

Psycho-social support to teachers was availed to educators and support staff to relieve the mental health pressures experienced either caused directly by the pandemic or indirectly. The department's website was a valuable resource to obtain necessary materials for educators and other officials to engage with the wellness programme.

Safe Schools

The WCED adopted the Whole of Society approach to school safety as the issues were far-reaching and required the support and assistance of the whole society. Safe Schools followed their three-pronged strategy which focuses broadly on the safety of educators, learners, and support staff. The Safe Schools programme is subdivided into three programmes which is designed to create safe and effective environments conducive to teaching and learning. The sub-programmes include environmental programmes, developmental programmes, and systems programmes.

The Safe Schools Environmental Programmes focussed on securing the physical structure of each school. As such, the environmental programmes were aimed at controlling and limiting access to school property by prohibiting trespassing through the display of signs.

The safe-guarding educators and property and limiting access to the school premises, are required to ensure the safety of the school property and of learners, educators and other staff on the school premises. These physical security measures include repairs to fencing up to 35m and proper gates with access control mechanisms and advocating schools to implement comprehensive alarms systems, linked to an effective armed response company.

The Safe Schools developmental programmes is aimed to support, modify and influence parent, educator and learner behaviour at school. While the Safe Schools systems programmes focussed on incorporating a holistic approach to change how the whole school operates as far as safety is concerned.

In keeping with Government Notice 22754 (No. 1040), all schools should announce that they are dangerous-object free zones. Further, in keeping with the Firearms Control Act's (Act No.60 of 2000) provision for firearm free zones, all schools in the Western Cape should seek to ensure that they are firearm free zones. The WCED has a procedure which outlines how schools can go about ensuring that they are firearm free zones.

The WCED's Safe Schools Call Centre is part of the Safe Schools Programme. The Call Centre's number is toll-free. The Call Centre provides a central point whereby educators, learners and parents can report violence, abuse, alcohol and drug abuse, vandalism and/or complaints regarding corruption in schools. The Call Centre also provides information on the following topics abortion, alcoholism, drug abuse, HIV/Aids, racism and pregnancy. The Centre's staff can provide initial on-line counselling for callers who need help. If further assistance is required callers are referred to experts.

School Governing Bodies

A School Governing Body is democratically elected to represent the parents of the learners of the school and the school community. The principal of the school serves as an ex officio member of the SGB. The South African School's Act No 84 of 1996 (SASA) as amended, stipulates that the governance of a school is vested in its SGB. They are expected to play a meaningful role in providing the best possible education for the learners from a school governance perspective. SGB elections took place in 2021 with SGBs elected for the next three years to the year 2024. Training of SGB members are conducted by the WCED officials, School Governing Body Associations and service providers. Governing Body members are trained on various topics, viz. roles and responsibilities of governing bodies and the principal, how to develop policies, from policy to practice, what must different policies contain, how to work as a team, finance management, as well as budgeting and fundraising, language policy in schools, code of conduct for learners and governing body members, recruitment and selection, meeting procedures and processes, suspension and expulsion from public schools, role of RCL in SGB, school development planning and improvement. This was necessary to prepare new members, but also to further strengthen the skillset of the experienced ones.

A tool was also developed to assist with the planning process of elections of SGBs. Schools were also given a tool to schedule their mandatory, special and regulatory meetings.

The SGB Functionality Tool, developed by the Department of Basic Education, was used in all schools to provide guidance to SGBs in fulfilling their roles and responsibilities in terms of SASA about supporting teaching and learning in schools. The tool focused on the following key areas:

- Policies legislated by SASA
- Policies implied by SASA
- Meetings of the SGBs and its committees
- Maintenance and procurement of school assets
- Whether SGB is properly and correctly constituted
- Financial planning and management
- Training and information sharing

Planning

The tool was used to rate the following:

- Availability and implementation of policies regarding school governance
- The frequency of legislated meetings held by the SGB
- How the SGB has planned to manage the school assets
- How the SGB manages the school's finances, and
- How the SGB is involved in some curriculum matters of the school.

Nutrition

The National School Nutrition Programme (NSNP) is a government programme for poverty alleviation initiated to uphold the rights of children to basic food and nutrition. The NSNP in the Western Cape feed primary and high school learners in Quintile 1, 2 and 3, as well as selected Special Schools and targeted learners in Quintile 4 and 5 schools.

In 2021/22 financial year the Western Cape Education Department fed 497 660 targeted learners at 1 020 schools. The number of schools increased due to six schools that opened in January 2022. It is important to note that during the lock down level 3 period, learners were attending school on rotational basis and an average of 248 830 learners were fed daily.

The WCED provided 416 218 food parcels for all the learners in quintile 1 to 3 schools. This enabled the NSNP to reach its milestone of spending 100% of the allocated budget in 2021/22 financial year.

The province conducted several individual and cluster training workshops, 1 335 volunteers, Food Handlers and School coordinators received training in 268 schools. The breakfast programme continues in the province with 16 schools benefitting from the Tiger Brands Foundation and five schools from the Pioneer Foods breakfast programme. Irista Primary School was nominated to represent the Western Cape in the national Best School Awards and received a double-door refrigerator as a consolation prize.

The department's performance indicators for Programme 2: administration with its planned and actual achievement attained in the COVID-19 pandemic affected 2021/22 financial year as follows:

Programme 2 Outcomes, Outputs, Output Indicators, Targets & Actual Achievements

Amendments within Programme 2 ²⁰									
Programme 2: Western Cape Education Department Programme 2: Public Ordinary School Education									
Outcome	Outputs	Output Indicators	Actual Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	Reasons for revision to the Outputs/ Output Indicators / Annual Targets
There is an improvement in the quality of teaching	Enabling eLearning/ blended teaching	POI 204: Percentage of learners who offer at least one subject in the technical, agricultural, vocational fields	New	3,26%	2,0%	N/A	N/A	N/A	Specific grade 12 focus included in TID, and Bus Process had been left out of title resulting in confusion of strategy and focus
		POI 205: Number of schools receiving Local Area Network (LANs)	157	78	100	N/A	N/A	N/A	The target was changed from 100 to 62 due to budget constraints
		POI 208: Percentage of learners with textbooks in every subject in every grade	New	New	40%	N/A	N/A	N/A	Removed, Covid-19 affected the supply of LISM, i.e., especially supplying additional resources to learners working from home. Because it posed such a huge challenge.

²⁰ As per Table 2.4.4.1 in the NT guideline. For further details please see Appendix B.

Amended Annual Performance Plan ²¹									
Programme 2: Western Cape Education Department									
Programme 2: Public Ordinary School Education									
Outcome	Output	Output Indicators	Audited Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	
More learners are retained in the education system.	Measures taken to ensure learners remain in school until grade 12	POI 201: Percentage of learners retained in the school system from Grades 10 – 12	67.33%	67.8%	62.0%	74.6%	12.6%	Advocacy campaign, introduction of mindset programme, changes to assessment requirements, use of blended learning, social distancing reducing classroom numbers impacted on relationships and attitude thus affecting retention rate.	
		POI 202: Percentage of learners retained in the school system from Grades 1 – 9	New	78.3%	68.0%	82.2%	14.2%	Advocacy campaign, introduction of mindset programme, changes to assessment requirements, use of blended learning, social distancing reducing classroom numbers impacted on relationships and attitude thus affecting retention rate.	
		POI 203: Number of learners participating in school-based violence reduction programmes	New	0	1 500	0	- 1 500 ²²	Given that the programme was in test phase and had not yet progressed to pilot implementation due to backlogs and delays resulting from the COVID-19 pandemic which limited access to schools and to learners who were available to participate. The further delay to the opening of schools at the start of 2021 resulted in a knock-on effect causing delays in completing the test phase and proceeding to pilot implementation.	

²¹ As per Table 2.4.4.2 in the NT guideline

²² The delay in finalizing the needs assessment compounded by the pandemic resulted in a delay in implementing the test phase thus causing a delay in the pilot phase implementation.

Amended Annual Performance Plan ²¹									
Programme 2: Western Cape Education Department									
Programme 2: Public Ordinary School Education									
Outcome	Output	Output Indicators	Audited Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	
There is an increase in access to Technical, Agricultural, Vocational and Skills subjects and schools	More schools offer Technical, Agricultural, Vocational and Skills subjects	POI 204: Percentage of grade 12 learners who offer at least one subject in the technical, agricultural, and vocational fields	New	3.26%	2.0%	3.5%	1.5%	The number of learners offering agricultural and technical subjects increased because more schools offered and expanded these subject choices.	
There is an Improvement in the quality of teaching	Enabling eLearning/blended teaching	POI 205: Number of schools receiving Local Area Network (LANs)	157	78	62	83	21	Additional funding became available.	
		POI 206: Number of subject-specific computer lab refreshes	72	0	80	89	9	3 Year cyclical refresh determines the number of labs to be refreshed within a financial year. Inclusive of curriculum extensions. i.e., schools offering the subject anew.	
		POI 207: Number of technology-enabled classrooms (Smart classrooms) ²³	0	1 016	1 120	1 164	44	More schools offering technical subjects were provided with a single smart classroom. (52 of 1164).	

²³ These targets are based on the number of classrooms expected to be found at schools selected.

Amended Annual Performance Plan ²¹									
Programme 2: Western Cape Education Department									
Programme 2: Public Ordinary School Education									
Outcome	Output	Output Indicators	Audited Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	
There is an improvement in the quality of teaching	Enabling eLearning/blended teaching	SOI 201: Number of schools provided with multi-media resources	0	103	87	160	73	More schools offering technical subjects were provided with a single smart classroom. (52 of 160)	
More learners are retained in the education system.	Provide no-fee school benefits	SOI 202: Number of learners in public ordinary schools benefitting from the "No Fee Schools" policy	621 320	640 150	657 186	658 380	1 194	Learner growth was higher than anticipated and the opening of newly declared no-fee schools affected this figure.	
School administration and functionality improves	Place FL bursary holders in posts within 6 months	SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies	8.49% ²⁴	53.5% ²⁵	60.0%	60.1%	0.1%	Deviation is negligible	

²⁴ In 2019/20, the department reported against permanent appointments made only.

²⁵ In 2020/21, the department reported against permanent and contract appointments made.

Amended Annual Performance Plan ²¹								
Programme 2: Western Cape Education Department								
Programme 2: Public Ordinary School Education								
Outcome	Output	Output Indicators	Audited Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments
	Provide minimum funding to schools	SOI 204: Percentage of learners in schools that are funded at a minimum level	100%	100%	100%	100%	0%	No deviation

Linking performance with budgets

The expenditure incurred in Programme 2 contributed to achievement of the following key outputs for the WCED:

- Expanding the number of educator posts
- Providing textbooks, teacher guides and core readers to support the implementation of CAPS in the senior phase (Grades 7-9) and Grade 12
- Providing Norms and Standards allocations to public ordinary schools
- Providing nutritious meals to learners in need
- Expansion of the no fee schools programme
- Maintaining the compensation for fee-exemption programme
- Maintaining the safe schools' programme

Sub-programme expenditure

Sub- Programme Name	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
2.1 Public Primary Level	11,679,214	11,679,214	-	11,273,431	11,276,154	(2,723)
2.2 Public Secondary Level	6,721,279	6,721,279	-	6,292,538	6,286,217	6,321
2.3 Human Resource Development	46,328	46,328	-	35,296	35,296	-
2.4 Conditional Grants	502,055	493,183	8,872	480,096	443,176	36,920
Total	18,948,876	18,940,004	8,872	18,081,361	18,040,843	40,518

Strategy to overcome areas of underperformance

The Western Cape Education Department in consultation stakeholders developed a strengthened Mathematics strategy to improve Mathematics while being cognisant and reflecting on previous interventions, impact of curriculum losses due to the pandemic.

Strong emphasis on Human resource development and pedagogy/methodology and Data informed interventions. The approach intends for the strengthened Mathematics strategy to be aligned with MST strategy.

The need for strong focussed partnerships and the use of the WOSA approach as well as focussing on STEAMAC objectives is required to improve performance.

The WCED intends to adapt to "new normal;" and acquire and use resources effectively while also utilising e-learning and effective ICT integration to deepen knowledge & understanding.

High impact intended interventions with focus on TIME resources provided to selected schools. These resources are provided to households of Grades R and Grade 1 learners which will enable parents to do Language activities with their children. In addition, Graded readers have been provided to all IsiXhosa Language of Learning (LoLT) schools. The WCED is committed to ensure that each learner can read for meaning by the age of ten.

The department aims to engage with Cape Teachers and Learning Institute (CTLI) to have teacher upskilled or reskilled programmes with the School of Skills teachers included in future upskilling programmes.

Reporting on the Institutional Response to the COVID-19 Pandemic

The department continued with their COVID-19 approach to provide education in 2021 as the curriculum embraced the use of ICT to enhance support programmes to teachers and learners. The efficiencies gained using virtual platforms, continued as the WCED availed psycho-social support to educators and staff to enable them to manage their wellbeing with 2021/2022 seeing the CTLI expanding its scope and reach in terms of teacher professional development.

This is amplified by the latest Client survey where the CTLI scores 95% for the period 20/21 between the range of Satisfactory to excellent.

Table: Progress on Institutional Response to the COVID-19 Pandemic²⁶

Budget Prog	Intervention	Geographical Location	No. of Beneficiaries	Disaggregation of Beneficiaries	Total budget allocation per intervention (R'000)	Budget spent per intervention	Contribution to the Outputs in the APP	Immediate outcomes
Programme 2: Public Ordinary Schools	Decontaminati on corporate and schools	Whole Western Cape Province	learners in the province on a need's basis.	N/A	Overall budget of R20m allocated towards COVID-19 interventions. Shifts will be done accordingly during the year end shifts and virements process.	R1 349 483	Not linked to a specific indicator	On-going as part of the normal operations in the WCED
	Curriculum Support	Whole Western Cape Province	learners in the province on a need's basis.	N/A	Overall budget of R20m allocated towards COVID-19 interventions. Shifts will be done accordingly during the year end shifts and virements process.	R1 492 356	Curriculum Support is linked across all programmes.	On-going as part of the normal operations in the WCED
	Psycho-emotional and Psycho-social support to learners and employees	Whole Western Cape Province	Any of the employees of the WCED on a need's basis.	N/A	Overall budget of R20m allocated towards COVID-19 interventions. Shifts will be done accordingly during the year end shifts and virements process.	R0	Not linked to a specific indicator	On-going as part of the normal operations in the WCED

²⁶ The COVID-19 table covers all programmes

4.3 Programme 3: Independent School Subsidies

Purpose: To support registered independent schools in accordance with the South African Schools Act.

The Independent School subsidies programme comprises the following sub-programmes:

Sub-programme 3.1: Primary Level

To support independent schools in the Grades 1 to 7 levels

Sub-programme 3.2: Secondary Level

To support independent schools in the Grades 8 to 12 levels

The Independent School subsidies programme contributes to the following outcomes:

Programme 3: Outcomes	
Outcome 1	There is an improvement in the quality of education at registered independent schools

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Enrolment

A total number of ninety-eight (98) Independent ordinary schools were subsidised. A total number of 22 702 learners between Grade 1 – 12 plus LSEN, were subsidised. Furthermore, 14 759 learners attended primary or intermediate schools and 7 943 attended high or combined schools.

Test Results

The Regulations Relating to the Registration of, and Subsidies to, Independent Schools (excluding Pre-Primary Schools), require an independent school to participate in the Annual National Assessments and/or the WCED systemic testing to qualify for a subsidy. The results of independent schools in the National Senior Certificate from 2017 to 2021 were as follows:

Western Cape NSC results for Independent Schools: 2017-2021					
Year	Wrote	Number Passed	% passed	Number (B. Degree entry)	% (B. Degree entry)
2017	2 346	2 202	93.9%	1 503	64.1%
2018	2 453	2 237	91.2%	1 692	69.0%
2019	2 420	2 238	92.5%	1 666	68.8%
2020	2 308	2 106	91.2%	1 617	70.1%
2021	2 416	2 252	93.2%	1 786	73.9%

Source: EIS – NSC Examination Results Grade 12

The NSC results for independent schools in the Western Cape numbered to 2 416 learners who wrote the exams in 2021 with 2252 learners who passed the exams, with 93.2% pass rate and 1 786 learners with B-degree passes.

The WCED visited registered schools to provide administrative, curriculum and institutional management support during 2021/22.

Subsidised independent schools were visited between April 2021 and March 2022 to monitor:

- COVID-19 protocol compliance
- Survey compliance - Annual School and SNAP Surveys and CEMIS registration
- Financial compliance – subsidy and availability of audit reports
- Sufficiency and adequacy of instruction rooms
- Curriculum offerings
- Sufficiency and appropriateness of Learning and Teaching Support Materials (LTSM)
- South African Council of Educators (SACE) registration
- Staff turnover
- Performance Management Systems
- Staff development
- Learner performance

Additional support from senior curriculum planners was provided to three underperforming independent schools. These schools were required to submit an intervention plan for the 2021 academic year and follow-up visits were done. The department addressed the management and governance challenges experienced by schools visited.

In 2021/22, 25 new sites were verified in respect of applications for registration or as schools applying for extension of grades and curriculum. 30 schools were investigated for various reasons, inter alia, the expulsion of learners without following any disciplinary procedures; complaints about unqualified teachers; very little teaching and learning taking place; school fees, unfair disciplinary processes, poor management, and schools operating while unregistered. The department, in 2021/22, investigated 11 unregistered independent schools which were operating illegally.

The provision of subsidies constituted the main form of support provided to independent schools. Subsidies to qualifying independent schools are 60%, 40%, 25%, 15% or 0% of the estimated provincial per capita expenditure for learners (PAEPL) at public ordinary schools. The PAEPL for 2021/22 was R 13 116 (Primary schools) and R14 935 (Secondary schools) respectively. In 2021/22 the WCED paid subsidies to 98 schools. The WCED encouraged all subsidised independent schools to use their subsidies for LTSM (60%); municipal services (20%) and operational needs (20%). In the future, schools will also have to utilise this subsidy for COVID-19 requirements.

The Regulations relating to the registration of and subsidies to independent schools (excluding independent Pre-primary schools) was revised and submitted to Legal Services (Department of the Premier) for legal vetting. The vetting process is still underway.

The department's performance indicators for Programme 3: Independent School Subsidies with its planned and actual achievement attained in the COVID-19 pandemic affected 2021/22 financial year follows:

Programme 3 Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

No amendments in programme 3 ²⁷								
Western Cape Education Department								
Programme 3: Independent Schools Subsidies								
Outcome	Outputs	Output Indicators	Actual Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reasons for revision to the Outputs/ Output Indicators / Annual Targets
There is an improvement to the quality of education at registered independent schools	Provide various forms of support to registered independent schools	POI 301: Percentage of registered independent schools receiving subsidies	31.6%	32.2%	40.0%	30.1%	9.9%	Independent schools must apply for subsidy every year. Only schools that applied and are compliant with WCED requirement are approved for subsidisation.
		POI 302: Percentage of registered independent schools visited for monitoring and support	94%	66.87%	25.0%	43.8%	18.8%	The easing of lockdown restrictions has resulted in greater mobility and access; thus, more schools could be visited.
		POI 303: Number of learners subsidised at registered independent schools	22 162	22 231	22 244	22 702	458	Increased number of learner enrolment at independent schools that were approved for subsidisation.

²⁷ As per Table 2.4.4.2 in the NT guideline

Linking performance with budgets

The expenditure incurred in Programme 3 contributed to achievement of the following:

Subsidies provided to independent schools which provide quality education to learners who need financial support.

Sub-programme expenditure

Sub- Programme Name	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
3.1 Primary Level	80,423	80,423	-	76,101	76,101	-
3.2 Secondary Level	50,085	50,085	-	50,025	50,025	-
Total	130,508	130,508	-	126,126	126,126	-

100% of the subsidies were paid to all the subsidised schools, which implies that all schools were compliant with requirements for subsidisation.

Strategy to overcome areas of under performance

The department aims to provide strategies to address under performance by the provision of support to all new Independent Schools and those operating at a less than optimal level. The department is tries to provide improved quality support to the Independent Schools that obtained less than the NSC provincial pass rate as well as monitor all queries or complaints about the implementation of regulations within the independent schools.

Reporting on the Institutional Response to the COVID-19 Pandemic

The district offices responded to the need for rapid decontamination of offices and school spaces. Access control monitoring to apply the required COVID-19 safety protocols was conducted at schools and offices. Training of Safety offices and SGB committees was fast-tracked to ensure readiness for schools. The WCED ensured that posters and advocacy campaigns were launched to reduce the impact of the pandemic on learner attrition and Multi-media resources were developed and made available via various digital platforms including the department's website and the ePortal.

Table: Progress on Institutional Response to the COVID-19 Pandemic

Reporting on COVID-19 only in programme 2.

4.4 Programme 4: Public Special School Education and Specialised Support Services

To provide compulsory public education in special schools and provide specialised support services in accordance with the South African Schools Act and White Paper 6 on Inclusive Education. Including eLearning and Inclusive education

Sub-programmes

Sub-programme 4.1: Schools

To provide specific public special schools with resources (Including e-learning and inclusive education) and provide specialised support to all public schools.

Sub-programme 4.2: Human Resource Development

To provide departmental services for the professional and other development of educators and non-educators in public special schools (including inclusive education).

Sub-programme 4.3: Conditional Grants

To provide for projects under Programme 4 specified by the Department of Basic Education and funded by conditional grants (including inclusive education).

The Public Special School Education programme contributes to the following outcomes:

Programme 4: Outcomes	
Outcome 1	There is an improvement in the quality of education at public special schools and specialised support is provided in all public schools.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Enrolment

The WCED had a total of 72 Public Special Schools operational in 2021, which accommodated 20 048 learners with special educational needs. The School of Skills stream, that has been operating at Silverstream Secondary School in Manenberg, has been expanded to the full four-year programme as from the beginning of 2022.

The WCED support pathway, which is based on the screening, identification, assessment and support (SIAS) procedures and also improvements in support to the mainstream by district-based psychologists, social workers, therapists and special school outreach teams, have resulted in only learners identified as having high levels of support needs, being placed at Special Schools and Special School Resource Centres for support programmes. Regular placement meetings are organised to ascertain the level of support needed by learners that are referred. The approach is taking support to the learner as a first option instead of taking the learner away from their school for support.

The ordinary schools receive support via special school outreach teams or circuit-based support teams. Placement of learners at special schools is reviewed annually to ensure that the learners only remain at the school while they need a high level of support, transitioning to outreach support at ordinary schools whenever possible.

WCED outreach teams funded by a National Conditional Grant in collaboration with the departments of Health and Social Development supported a total of 1551 children with severe to profound intellectual disabilities (CSPID) enrolled in special care centres. A total of six CSPID outreach teams situated at special school resource centres, provide support to the children at these centres. A learning programme has been developed which is supported via on-site visits, training sessions and remote support via online and/or telecommunication platforms.

Special school test results

In 2021, 10 Special Schools that follow the NCS CAPS curriculum wrote the National Senior Certificate. Six of the 10 schools achieved a 100% pass rate. A total of 93 candidates obtained access to a bachelor's degree programme. Special Schools that do not follow the regular CAPS curriculum, follow adapted CAPS curricula which include the Technical Occupational curriculum for Schools of Skills and the differentiated curriculum for learners with severe intellectual disability.

Implementation and further expansion of inclusive education for the following:

Public Ordinary Schools

The early identification and addressing of barriers to learning, improvement of reading, writing, comprehension and critical thinking forms part of learning support to strengthen the foundations for language and mathematics. The number of Learning Support or remedial teachers working in public ordinary schools was increased from 614 to 624 in 2021. Learning Support Teachers (LSTs) are the first line of additional support at schools for learners who experience barriers to learning.

The interventions of Learning Support Teachers contributed to improved literacy and numeracy competencies of learners in primary schools particularly learners in foundation phase. The LitPro programme was started to capacitate learning support teachers to support teachers and learners in the Intermediate and Senior Phases, grades 4 to 9, where many learners still experience challenges reading with the required proficiency. Improving performance in these areas has been a key focus of interventions for Learning Support Teachers (LSTs) who have been trained in advanced intervention techniques for language and mathematics improvement.

Inclusive Education teams and circuit-based support teams provide support at ordinary primary schools within their districts. The teachers are assisted with curriculum adaptation, diagnostic assessment of learners, staff development and so forth. The capacity of ordinary schools to address barriers to learning is incrementally being enhanced. Some Schools of Skills have started assisting secondary schools implementing the pilot Technical Occupational Curriculum in Grade 8 and 9. There is a curriculum strengthening task team containing representatives of various directorates within the WCED established to support the Three Stream Curriculum Model.

District assessment committees have been established to address learning, teaching and assessment to accommodate learner diversity e.g., the use of alternative assessment and concessions. Assessment accommodations include adaptation of questions, Braille and Sign Language translation, additional time, computer assisted voice to text and text to voice, scribes and oral assessment. Accessibility projects were completed at eight schools in 2021, enabling learners with physical disabilities to attend their local school and not have to attend a special school.

Public Special Schools

The schools receive Norms and Standards funding and funding to provide additional specialised support. In addition to generic resourcing provided to all schools, Human Resources, Curriculum Support, LTSM, assistive devices for teaching and learning are provided specific to the type of special educational needs of the learners at the schools.

Schools are monitored and in collaboration with curriculum units, supported with the implementation of regular CAPS and adapted CAPS curricula.

Similarly, support provision to principals was available in drafting Temporary Revised Education Plan (TREP) for the Covid-19 period with schools having access to provincial programme managers in their field of specialisation. The Provincial Training Teams for the adapted curricula have developed many curriculum resources which have been uploaded onto the WCED e-Portal for learners and parents to access.

ICT projects are implemented to enable the expansion of the use of specific technology and related software applications at schools for the Deaf, Blind, Autism, Specific Learning Disability and Schools of Skills.

Regarding Braille materials, the DBE has entered into a partnership with Pioneer Braille Printers to ensure that learners who are blind are not disadvantaged. Braille master copies of textbooks and workbooks have been produced. Electronic files of the books are also installed on Braille laptops which have been provided to learners by WCED.

South African Sign Language (SASL) learning and teaching support material (LTSM) is being produced in the province in collaboration with HEIs and has greatly boosted the available SASL LTSM in the country.

Care and support for teaching and learning

A project to build capacity amongst teachers to be trauma-sensitive and informed is being rolled out starting with selected schools in high-risk areas. Teachers learn about the prevalence and impact of trauma, building resilience, caring for the caregiver, etc. When traumatic incidents occur, a trauma support protocol is followed and support provided by psychologists and social workers in collaboration with Safe Schools, circuit managers and other relevant inter-sectoral role-players.

A behaviour support pathway is being implemented with low level, moderate level and high-level interventions. Low level includes capacity building of teachers to intervene at classroom level, moderate level would usually involve interventions by district-based psychologists and social workers. A behaviour outreach team has been established to provide high level support interventions which may be on-site at the school the learner attends or off-site at the Behaviour Resource Centre where a group of learners receives intensive intervention.

A Psycho-Social Support Task Team was established during the COVID 19 lockdown. Provincial Annexure G was developed to guide districts regarding psycho-social support, as well as surveys and check-in forms to determine learner needs at school and provide support and intervention based on the data gathered. A Psycho-Social Support website was developed where teachers, parents and learners could access support material and information (Psychology, Therapy, Social Work and Learning Support). Social Workers, Psychologists, Care and Support Assistants provided psycho-social support. The mode of support provided was both face to face (adhering to COVID regulations and protocols), via virtual platforms, local radio, parent interviews and consultations, telephonic support, School-based Support Team support. Infographics and pamphlets on psycho-social matters.

Developing capacity to understand barriers to learning and special education needs

A Special Schools website was designed where learning material as well as examples of good practice and information are posted to support staff at the Special Schools and parents of learners. Also, therapists employed by WCED posted on social media activities, information brochures, pamphlets, videos to assist teachers, learners and parents during lockdown. The therapy services Facebook page was the platform used.

An Inclusive Education online course is available for officials, teachers, parents on the Inclusive ribbon on the ePortal. A pre-service teacher training module Teaching for All (Inclusive Teaching and Learning) has been developed with international donor funding and service providers for HEIs. Teaching for All is a material developments and teacher education project funded by the European Union and in partnership with the Departments of Basic and Higher Education, the British Council, UNISA and MIET AFRICA. The WCED has assisted with the development of an in-service version. 64 schools, one per circuit, have been selected for phase 1 of the capacity-building project.

As the majority of in-service teachers have not had any training in teaching inclusively or addressing barriers to learning in their pre-service training, doing the in-service Teaching for All module will expand their skills to differentiate the curriculum and address the diverse needs of learners in their classes leading to better education outcome for all.

Strengthening intra- and inter-sectoral collaboration and stakeholder engagement to enhance specialised support

Special Care Centres for children with severe to profound intellectual disability (CSPID) are managed by NGOs. The WCED works in close collaboration with all relevant departments (Department of Basic Education, Department of Health, Department of Social Development) as well as various NGOs to ensure that via the outreach teams for CSPID teams education support is accessible to all children in special care centres. A national conditional grant is provided. All children in Special Care Centres supported by the Children with Severe to Profound Intellectual Disability (CSPID) outreach teams are captured on the South African School Administration Management System (SA SAMS) and services provided are tracked through the use of an interactive online Tracking Tool. Intersectoral collaboration takes place at a local and provincial level to ensure streamlined services and coordination of service delivery. Outreach teams meet with Department of Social Development (DSD) and Department of Health (DOH) when necessary. There is a quarterly intergovernmental collaborative meeting with WCED, DSD and DOH.

Inter-sectoral partnerships are fostered with the Department of Health for the provision of clinical psychological and psychiatric services, the Department of Social Development for statutory social work matters, the South African Social Services Agency regarding social grants for eligible learners, the Department of Economic Development and Training on work opportunities for learners from special schools.

The department's performance indicators for Public Special School Education and Specialised Support Services with its planned and actual achievement attained in 2021/22 financial year follows:

Programme 4 Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

No amendments in Programme 4 ²⁸									
Western Cape Education Department Programme 4: Public Special School Education									
Outcome	Outputs	Output Indicators	Actual Achievement 2019/2020	Actual Achievement 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	
There is an improvement in the quality of education at public special schools and specialised support provided	Learning support teachers provide support to learners at PO schools experiencing barriers to learning	POI 401: Number of Learning Support teachers at public ordinary schools	New	614	614	586	-28	Additional positions were created due to demand. Retirements and promotions also impacted on this target.	
		POI 402: Number of public ordinary schools ¹⁴ supported by special schools serving as resource centres ¹⁵	New	5	48	64	16	Additional schools identified so that there is at least one school in every circuit served by the Special School Resource Centre outreach team.	
		POI 403: Percentage of learners who are registered in Year 3 in a School of Skills	New	24.34% ²⁹	2.0%	26%	24%	Refinement of this indicator as the strategy developed moved achievement rapidly from the initial target stated in the Strategic Plan.	
		SOI 401: Number of learners in public special schools	19 690	19 745	19 650	19 819	169	Due to the huge demand for Special School places, Special Schools were requested to admit extra learners per class where possible.	
		SOI 402: Number of therapists/ specialist staff in public special schools	301	307	305	307	2	Due to the increase in learner numbers at Special Schools, additional therapist positions were allocated.	

²⁸ As per Table 2.4.4.2 in the NT guideline

²⁹ Reported in Programme 2 as PPI 206 in 2020/2021

Linking performance with budgets

The expenditure incurred in Programme 4 contributed to achievement of the following key outputs for the WCED:

- Providing teachers and public service posts for public special schools
- Expanding and equipping special school resource centres/classes
- Providing subsidies to special schools
- Promoting inclusive education with the establishment of full-service schools.

Sub-programme expenditure

Sub-Programme Name	2021/22			2020/21		
	Final Appropriation	Final Appropriation	Final Appropriation	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
4.1 Schools	1,422,379	1,422,379	-	1,305,784	1,301,255	4,529
4.2 Human Resource Development	-	-	-	-	-	-
4.3 Conditional Grants	28,892	21,451	7,441	31,311	21,343	9,968
Total	1,451,271	1,443,830	7,441	1,337,095	1,322,598	14,497

Strategy to overcome areas of under performance

Building the capacity in ordinary schools to teach effectively and to address barriers to learning is critical to ensuring quality education. Educators need to be better equipped to teach and support a variety of learners with differing needs. Thus, the capacity development of educators to identify and address barriers to learning by this programme has a focus on staff at ordinary schools, starting with full-service/inclusive schools who can then become demonstration schools. Improving the skills of school-based Learning Support teachers in language and mathematics intervention strategies is also included in the capacity development.

School-based Support Teams are receiving training in the effective use of Screening, Identification, Assessment and Support (SIAS) process to guide their support interventions and to request additional support from circuit- and district- based support teams when needed. The Specialised Support staff including Psychologists, Social Workers, Learning Support Advisors, Medical Staff and Therapists provide support across the Inclusive Education continuum, in ordinary and special schools.

Reporting on the Institutional Response to the COVID-19 Pandemic

A guideline for psycho-social support using a three-tiered model was developed and published to enable schools to manage the increased demand for care and support due to the Covid-19 pandemic. Classroom psycho-social surveys enabled districts to direct resources appropriately. Additional support was accessed from other departments, community organisations, etc. Support modalities expanded to include tele-counselling and webinars providing psycho-social information.

Multi-media resources were developed and made available via various digital platforms including the department's website and the ePortal. Print resources and other learning support material were delivered to learners who could not access digital platforms.

Training shifted from face-to-face to online sessions designed to enable teachers in ordinary and special schools to cope with and respond to the teaching delivery changes caused by the Covid-19 pandemic and the application of the various school attendance models.

Therapy sessions were delivered by demonstration on WhatsApp videos and other online platforms empowering parents and other caregivers to provide interventions while learners were confined to their homes due to lockdown restrictions.

Conferences and meetings moved to the digital space which often reached more participants than the face-to-face model had and enabled wider collaboration, within the province, nationally and even internationally.

Table: Progress on Institutional Response to the COVID-19 Pandemic

Reporting on COVID-19 only in programme 2.

4.5 Programme 5: Early Childhood Development

Purpose:

To provide Early Childhood Development (ECD) at the Grade R and Pre-grade R in accordance with White Paper 5 (E-learning is also included)

Sub-programmes

Sub-programme 5.1: Grade R in Public Schools

To provide specific public ordinary schools with resources required for Grade R.

Sub-programme 5.2: Grade R in Early Childhood Development Centres

To support Grade R at early childhood development centres.

Sub-programme 5.3: Pre-Grade R training

To provide training and payment of stipends to Pre-Grade R practitioners/educators.

Sub-programme 5.4: Human Resource Development

To provide departmental services for the development of practitioners/educators and non-educators in ECD centres.

Sub-programme 5.5: Conditional Grants

To provide for projects under Programme 5 specified by the Department of Basic Education and funded by conditional grants.

Outcomes, Outputs, Output indicators, Targets and Actual Achievement

Programme 5: Outcomes	
Outcome 1	There is an improvement to access to quality Grade R at Public schools

Enrolment

During the year under review, there were 70 938 Grade R learners in Public Ordinary Schools, ECD Independent sites, Special Schools and Pre-primary schools with 68 862 include Gr R learners in Public Ordinary schools. To improve access to Grade R 48 additional classes were provided to 29 schools for the year under review.

Teacher Development

935 practitioners were trained on the National Curriculum Framework (NCF): Birth to four years by four of the Technical Vocational Education and Training (TVET) Colleges using a blended learning approach. Posters and flyers were developed to enhance the training of the NCF. The use of technology and strong advocacy has ensured a high demand for NCF training.

Subsidies

There was an increase in the Grade R learner subsidy funding in 2021 to align with the requirements of the National Norms and Standards for Grade R Funding. The increase in funding for the period 2021/2022 in Circular 0029/ 2020 came into effect from 1 April 2021.

Per capita subsidy

Type of Institution	National Quintile (NQ)	Fee Status of the institution	Amount payable per learner per day
Public Ordinary Schools (All government- controlled Schools offering Grade R)	NQ 1-5	No Fee	R31
	NQ 4	Fee -charging	R22
	NQ 5	Fee charging	R21
Public Pre-primary Schools			R21
Independent Sites (all privately governed schools offering Grade R)		No fee	R31
		Fee-charging	R21

All subsidies are submitted to Head Office electronically twice a year. A recommendation and approval system are instituted at district level before the transfer payments to schools are affected. All schools participate in an online and hardcopy process for verification purposes.

Technical Vocational Education and Training Colleges (TVETS) Learnerships

A total of 1 600 ECD Practitioners were trained on either ECD Levels 1, 4 or 5 and practitioners were provided with a monthly stipend of R2 146 which increased by 6% in November to R2 274. The learnerships are offered at each of the six TVET Colleges. An additional 250 practitioners could be enrolled with the funding provided by the Expanded Public Works Programme (EPWP). This funding enabled the employment of 32 unemployed matriculants as Support Programme Assistants at TVET Colleges, Head and District Offices.

Grade R at Schools for the Deaf

Grade R classes were established at the following schools to ensure access for learners with special needs: Noluthando, Dominican School for the Deaf, Mary Kihn, De La Bat and Nuwe Hoop. The eight SASL and Auditory Verbal schools are: Noluthando School for the Deaf, Mary Kihn School, ELSEN, De la Bat School for the Deaf, Dominican Wittebome School for the Deaf and Nuwe Hoop Centre, Carpe Diem, Dominican Grimley and Carel Du Toit

Grade R at Schools for children with autism spectrum disorder (ASD)

The programme included the following schools: Chere Botha, Beacon ELSEN, Noluthando School for the Deaf, Glenbridge ELSEN School, Alpha School, Karita, Dorothea, Mary Harding and Oasis. The programme has reduced the waiting list of learners with special needs to access special schools. Chere Botha, Beacon LSEN, Noluthando school for deaf, Glenbridge LSEN school, Alpha School for Autism, Caritas LSEN School, Dorothea LSEN, Rusthof, Tygerberg Hospital School, Lentegeur, Fila and Oasis.

Grade R for children who are Severely Intellectually Disabled (SID)

The Grade R classes established allowed for early intervention and early access to the support system needed to deal with learners who are severely intellectually disabled. The eight SID schools: Chere Botha, Beacon ELSEN, Glenbridge LSEN, Caritas Rusthof, Dorothea LSEN, Mary Harding, Oasis

Jungle Gyms

The procurement process for 108 jungle gyms was concluded in the year under review. Jungle gyms were installed at Public Ordinary Schools, the delivery and completion of the jungle gyms were monitored by officials.

The department's performance indicators for Programme 5: Early Childhood Development with its planned and actual achievement attained in the COVID-19 pandemic affected 2021/22 financial year follows:

Programme 5 Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Amendments within Programme 5 ³⁰ Western Cape Education Department Programme 5: Early Childhood Development									
Outcome	Outputs	Output Indicators	Actual Performance 2019/2020	Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	Reasons for revision to the Outputs/ Output Indicators / Annual Targets
There is an improvement to access to quality Grade R at Public schools	Encourage more schools to open grade R classes	POI 501: Number of schools assessed for suitability to offer grade R	New	150	(240) 180	n/a	n/a	n/a	The target was revised from 240 to 180 due to the third wave impact on assessment visits to confirm suitability. Visits could not be conducted as they were closed
		POI 502: Percentage of Grade 1 learners who have received formal Grades R education	76%	76.81%	(72%) 64%	n/a	n/a	n/a	The target was revised from 72% to 64% due to COVID-19 in 2020 had a tremendous impact on enrolment in Grade R in the 2020 academic year. This will negatively impact on this performance indicator as less learners enrolling in Grade 1 in 2021 would have received formal Grade R in 2020.

³⁰ As per Table 2.4.4.1 in the NT guideline. For further details please see Appendix B.

Amended programme 5 ³¹									
Western Cape Education Department									
Programme 5: Early Childhood Development									
Outcome	Outputs	Output Indicators	Actual Achievement 2019/2020	Actual Achievement 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	
There is an improvement to access to quality Grade R at Public schools	Encourage more schools to open grade R classes	POI 501: Number of schools assessed for suitability to offer grade R POI 502: Percentage of Grade 1 learners who have received formal Grades R education SOI 501: Number of public schools that offer Grade R	New	150	180	180	0	No deviation	
			76%	76.81%	64%	76%	12%	Availability of Grade R classes at schools makes registration into formal learning more accessible.	
			989	988	992	989	-3	Due to the impact of COVID-19, completion of schools was delayed. Schools initially planned to open this financial year, now only plan to open in 2022/23.	

³¹ As per Table 2.4.4.2 in the NT guideline

Linking performance with budgets

The expenditure incurred in Programme 5 contributed to achievement of the following key outputs for the WCED:

Providing educator posts for Grade R in public schools
 Expanding and improving subsidies for Grade R in public schools and independent Institutions to ensure universal enrolment and quality teaching.

Sub-programme expenditure

Sub- Programme Name	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
5.1 Grade R in Public Schools	447,710	447,710	-	434,002	434,002	-
5.2 Grade R in Early Childhood Development Centres	82,423	82,423	-	85,462	85,462	-
5.3 Pre-grade R Training	81,199	81,199	-	86,411	86,411	-
5.4 Human Resource Development	-	-	-	-	-	-
5.5 Conditional Grants	9,770	9,770	-	6,980	6,980	-
Total	621,102	621,102	-	612,855	612,855	-

Strategy to overcome areas of underperformance

The department aims to safeguard that all future training in ECD utilises a blended learning approach. The function shift of ECD from DSD to the WCED is one of the main areas of focus for the WCED in the ECD space.

Reporting on the Institutional Response to the COVID-19 Pandemic

Early Childhood Development /Grade R instituted a blended learning course for the National Curriculum Framework birth to 4 years training. Due to COVID-19, many practitioners experienced the use of various media platforms. E.g., google classroom, WhatsApp chats, padlet programme for interactive discussions.

Table: Progress on Institutional Response to the COVID-19 Pandemic

Reporting on COVID-19 only in programme 2.

4.6 Programme 6: Infrastructure Development

Purpose: To provide and maintain infrastructure facilities for schools and non-schools.

The Infrastructure Development Programme comprises the following Sub-Programmes:

Sub-programme 6.1: Administration

To provide and maintain infrastructure facilities for administration.

Sub-programme 6.2: Public Ordinary Schools

To provide and maintain infrastructure facilities for public ordinary schools.

Sub-programme 6.3: Special Schools

To provide and maintain infrastructure facilities for public special schools.

Sub-programme 6.4: Early Childhood Development

To provide and maintain infrastructure facilities for early childhood development.

The Infrastructure Development Programme contributes to the following outcomes:

Programme 6: Outcomes	
Outcome 1	Schools will be safer and more secure places of learning.
Outcome 2	There is an increase in access to Technical, Agricultural, Vocational and Schools of Skills.
Outcome 3	There is an improvement in basic services to schools ³² .
Outcome 4	There is an increase in the accommodation available for learners.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

The department saw to that project which required high security perimeter fencing were completed as planned and additional funding was made available in the 2020/21 adjustment budget which enabled 2022/23 fencing list to be accelerated and completed in 2021/22.

Planning is underway at eleven (11) identified schools where repurposing, upgrading, refurbishment is to be undertaken, in line with the WCED' s STEAMAC strategy. The number of new schools that have reached completion by 31 March 2022 is four (4) schools including Stofland PS and three (3) mobile schools, namely Bothasig, Fisantrekraal and Mosselbay High Schools.

The construction of workshops at Struisbaai Primary School enabled skills development at the school, new Manenberg Schools of Skills was recently awarded. There are six (6) new schools in construction: viz. Concordia Primary school, Sir Lowry's Pass High school, Macassar Primary School, Saldanha Primary school, Moorreesburg High school and Fairdale High school No 2.

³² The WCED has fully provided for PPMs 101,102 and 103 for many years and is no longer required to report a target.

A total of 60 scheduled maintenance projects were concluded in 2021/22, of which fifty-four (54) projects were planned and concluded in 2021/22. The remaining 6 projects from 2020/21 were "close to completion" but were concluded in 2021/22.

The department's performance indicators for Programme 6: Infrastructure Development with its planned and actual achievement attained in the COVID-19 pandemic affected 2021/22 financial year follows:

Programme 6: Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Amendments within Programme 6 ³³									
Western Cape Education Department									
Programme 6: Infrastructure Development									
Outcome	Outputs	Output Indicators	Audited Actual performance 2019/2020	Audited Actual performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	Reasons for revision to the Outputs/ Output Indicators / Annual Targets
There is an increase in the access to Technical, Agricultural, Vocational and Schools of Skills	Build, repurpose, upgrade, refurbish identified schools	POI 605: Number of new Schools of Skills built	New	0	(1) 0	N/A	N/A	N/A	Indicator was removed. Strategy changed from new school to expansion of existing curriculum to accommodate Schools of Skills (SOS).
There is an increase in the accommodation available for learners	Provide additional accommodation for learners	SOI 605: Number of schools where scheduled maintenance projects were completed	83	84	(93) 77	N/A	N/A	N/A	The target was reduced from 93 to 77. Result of impact of delays due to COVID19 (10) and early completion due to push to mitigate potential risk of closure (6).

³³ As per Table 2.4.4.1 in the NT guideline. For further details please see Appendix B.

Programme 6: Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Amended Annual Performance Plan Western Cape Education Department Programme 6: Infrastructure Development								
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments
Schools will be safer and more secure places of learning	Provide high security perimeter fencing to identified schools	POI 601: Number of schools in high priority area provided with high security perimeter fencing	New	8	20	34	14	Capital injection into the infrastructure space allowed for projects to be added to the 2021/22 project list while some projects planned for the 2022/23 financial year were brought forward to 2021/22. It supports the Safety recovery plan with its focus on the reduction of school-based violence.
		POI 602: Number of schools in other areas provided with high security perimeter fencing	New	21	10	20	10	Capital injection into the infrastructure space allowed for projects to be added to the 2021/22 project list while some projects planned for the 2022/23 financial year were brought forward to 2021/22. It supports the Safety recovery plan with its focus on the reduction of school-based violence.

Amended Annual Performance Plan								
Western Cape Education Department								
Programme 6: Infrastructure Development								
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments
There is an increase in the access to Technical, Agricultural, Vocational and Schools of Skills	Build, repurpose, upgrade, refurbish identified schools	POI 603: Number of identified schools ³⁴ where repurposing, upgrading, refurbishment has been completed.	New	In Planning Stage	Planning	Planning	0	No deviation
		POI 604: Number of new technical and focus schools built.	New	0	1	0	-1	School is still in planning and design phase.
There is an increase in the accommodation available for learners	Provide additional accommodation for learners	POI 606: Number of new schools that have reached completion. ³⁵	6	6	1	4	3	Three new mobile schools were delivered due to high demand for learner accommodation.
		POI 607: Number of new schools under construction. ³⁶	14	10	8	6	-2	Deviation is due to a delay in receipt of the Environmental Impact Assessment.

³⁴ Schools are identified based on infrastructure plan and criteria for Apex priority infrastructure achievement strategies

³⁵ This indicator included replacement schools in the 2018/19 – 2020/21 reporting years. The 2021/22 planning year excludes replacement schools.

³⁶ This indicator included replacement schools in the 2018/19 – 2020/21 reporting years. The 2021/22 planning year excludes replacement schools.

Amended Annual Performance Plan Western Cape Education Department Programme 6: Infrastructure Development									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	
There is an improvement in basic services to schools	Provide basic services to schools	SOI 601: Number of public schools provided with water infrastructure	N/A	N/A	N/A	N/A	N/A	N/A	
		SOI 602: Number of public schools provided with electricity infrastructure	N/A	N/A	N/A	N/A	N/A	N/A	
		SOI 603: Number of public schools provided with sanitation facilities	N/A	N/A	N/A	N/A	N/A	N/A	
There is an increase in the accommodation available for learners	Provide additional accommodation for learners	SOI 604: Number of schools provided with new or additional boarding facilities ³⁷	0	0	0	N/A	N/A	N/A	
		SOI 605: Number of schools where scheduled maintenance projects were completed	83	84	77	54	-23	Some projects were completed in the prior year while others are incomplete due to community disruption and contractor delays.	

³⁷ The department's focus is on the refurbishment of current hostels and not on building new hostels

Linking performance with budgets

The expenditure incurred in Programme 6 contributed to achievement of the following key outputs for the WCED:

Expanding, improving and maintaining infrastructure at public ordinary schools, special schools and Grade R in public ordinary schools

Sub-programme expenditure

Sub-Programme Name	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
6.1 Administration	38,237	38,237	-	29,566	29,566	-
6.2 Public Ordinary Schools	1,670,135	1,670,135	-	1,642,873	1,450,582	192,291
6.3 Special Schools	2,451	2,451	-	8,587	8,587	-
6.4 Early Childhood Development	441	441	-	15,793	15,793	-
Total	1,711,264	1,711,264	-	1,696,819	1,504,528	192,291

Strategy to overcome areas of underperformance

The WCED aims to closely partner with and monitor DTPW to mitigate DTPW capacity constraints.

Reporting on the institutional response to the COVID-19 pandemic

The department takes cognisance of the COVID-19 protocols within the infrastructure development space.

Table: Progress on Institutional Response to the COVID-19 Pandemic

Reporting on COVID-19 only in programme 2.

4.7 Programme 7: Examination and Education Related Services

Purpose: To provide the education institutions with examination and education related services.

The Examination and Education Related Services programme comprises the following sub-programmes:

Sub-programme 7.1: Payments to SETA

To provide employee HRD in accordance with the Skills Development Act.

Sub-programme 7.2: Professional Services

To provide teachers and learners in schools with departmentally managed support services.

Sub-programme 7.3: External Examinations

To provide for departmentally managed examination services.

Sub-programme 7.4: Special Projects

To provide for special departmentally managed intervention projects in the education system as a whole.

Sub-programme 7.5: Conditional Grants

To provide for projects specified by the Department of Education that are applicable to more than one programme and funded with conditional grants.

The examination and Education related services programme contributes to the following outcomes

Programme 7: Outcomes	
Outcome 1	There is an improvement in learner performance in Grade 3 systemic assessment in language and mathematics.
Outcome 2	There is an improvement in learner performance in Grade 6 systemic assessment in language and mathematics.
Outcome 3	There is an improvement in learner performance in Grade 9 systemic assessment in language and mathematics.
Outcome 4	There is an improvement in the quality of learner performance in the Grade 12 examinations
Outcome 5	Schools are ready to administer the Grade 12 examinations

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

NSC enrolments

A total of 59 823 full-time candidates across 454 examination centres registered for the 2021 NSC examinations. There was a significant increase in the number of the full-time enrolments in 2021. The full-time enrolments increased from 51 633 in 2020 to 57 709 in 2021, a difference of 6 076 candidates. This can be ascribed to amended curriculum in Grade 11 and a greater proportion of the final mark devoted to the year's school-based assessment and less to the final examination. The final examination was also a controlled test for the subjects in many schools.

More candidates registered for Mathematics and Physical Sciences in 2021. It is compulsory for candidates that offer Physical Sciences to also offer Mathematics thus candidates who change from Mathematics to Mathematical Literacy are forced to drop Physical Sciences as a subject. The number of candidates registered for Mathematics increased from 14 624 in 2020 to 15 359 in 2021 (+735). Although there was an increase from 2020 to 2021, there is still a decline in the number of candidates who registered for Mathematics comparing to 2017-2019.

NSC Examinations

The National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate (NSC) examination published in Government Gazette, Vol.587, No. 37652 dated 16 May 2014 ³⁸regulates all examination processes and procedures. In November 2021, the National Senior Certificate (NSC) examinations were conducted for the eighth time underpinned by the Curriculum and Assessment Policy Statements (CAPS). It was also the eighth year that Grade 11 candidates that had failed once in the Further Education and Training (FET) Phase were progressed to Grade 12. A total of 2 172 candidates benefited from the progression policy in the FET band.

This cohort entered Grade 1 in 2010 – the year when the NSC was written for the third time in Grade 12. The Class of 2021 was impacted by the following key policy changes:

- policy on Progression (8th cohort);
- discontinuation of the Policy on Multiple Examination Opportunity
- introduction of Sign Language Home Language in 2018;
- introduction of Specialisation in the Technology Subjects in 2018;
- offering 2 question papers in Accounting and Business Studies; and
- abolishment of the designated list of subjects in 2018.

Compulsory training of school principals, chief invigilators, and invigilators to administer the National Senior Certificate examinations in terms of the Regulations on the Conduct, Administration and Management of Assessment for the National Senior Certificate is conducted annually.

National Senior Certificate (NSC) Performance

The performance in the 2021 NSC examinations improved with a turnout rate of 96.5%. The overall pass rate increased from 79.9% in 2020 to 81.2% in 2021. There was an increase in access to a bachelor's degree from 43.8% in 2020 to 45.3% in 2021.

Furthermore, the Province had the highest Mathematics and Physical Sciences pass rates of 71.6% and 76.2% respectively with six (6) districts achieved pass rates over 80%. Metro North achieved the highest bachelor's degree access of 51.9% (incl. independent schools).

³⁸ Government Gazette, Vol.587, No. 37652 dated 16 May 2014

The overall pass rate in the thirteen (13) ELSEN schools decreased from 93.8% in 2020 to 90.0% in 2021 with 44.6% of their candidates passed with access to a bachelor's degree programme which is 1.7 percentage points higher than in 2020.

The department reported 71 of the 454 schools (16%) achieved a 100% pass rate and 93 schools maintained a pass rate of 95% and above for the past five years (2017-2021) indicating the ability to sustain excellent learner performance and functionality at these schools.

Year	Wrote	Passed	% Pass	Access to B. Deg.	% Access to B. Deg.	Schools with pass rate <60%
2010	45 783	35 139	76.8	14 414	31.5	78
2011	39 988	33 146	82.9	15 215	38.1	30
2012	44 700	36 992	82.8	16 319	36.5	26
2013	47 636	40 558	85.1	19 477	40.9	23
2014	47 709	39 237	82.2	18 524	38.8	31
2015	53 721	45 496	84.7	22 379	41.7	27
2016	50 847	43 725	86.0	20 804	40.9	19
2017	48 867	40 440	82.8	19 101	39.1	33
2018	50 754	41 350	81.5	21 492	42.3	43
2019	50 404	41 502	82.3	21 981	43.6	38
2020	51 633	41 250	79.9	22 634	43.8	52
2021	57 709	46 875	81.2	26 125	45.3	40

Source: EIS – NSC Exams Grade 12

The department keeps track of underperforming schools which reflects how many schools have not achieved a 60% pass rate. The WCED reported that the number of schools in this category has decreased from 52 in 2020, to 40 in 2021.

The management and integrity of any national assessment is of high priority to the WCED, hence the ongoing strengthening of security measures and control systems during the printing, packing and distribution of examination papers. The Smartlock Security System was rolled out to all NSC examination centres as an upscaled innovation from 2018. The Smartlock System allows the Centre Managers to gain access to the question papers on the day of the examination at a predetermined venue only. The opening and closing of the Smartlock bag are managed by a unique designed GLAM Electronic Seal and centralised managed software application is used to transmit signals via satellite. The system serves as a security measure, a mechanism to ensure that the correct question papers per session are opened and as an off-site monitoring tool that contains historical datasets that contributes to the protection of the integrity of the examinations. Examination centres were audited to ensure that they satisfy the security requirements for the conduct and administration of a national examination with the highest standards of access and control maintained.

Systemic Assessments Grade 3,6 and 9

The Systemic Tests provide the most objective picture possible of learner performance in Language and Mathematics, giving the WCED the opportunity to assess whether we are improving the quality of education in the province.

The tables following below presents the scope of the systemic tests administered in grades 3, 6, and 9, in Language and Mathematics.

SCOPE OF THE WCED SYSTEMIC TESTS PUBLIC ORDINARY SCHOOLS (2013 - 2021)									
SUBJECT	Grade 3			Grade 6			Grade 9		
	# ASS	# Writing	# Passing	# ASS	# Writing	# Passing	# ASS	# Writing	# Passing
Mathematics 2013	85,554	81,883	45,036	78,278	73,908	20,976	87,015	74,699	10,682
Mathematics 2014	89,385	85,623	46,236	76,690	72,214	21,953	82,714	71,345	10,630
Mathematics 2015	94,348	89,055	51,296	79,252	74,374	33,156	79,112	66,300	14,719
Mathematics 2016	98,439	85,300	49,218	82,479	71,187	28,546	73,006	59,326	14,001
Mathematics 2017	103,095	97,381	57,761	87,403	82,456	31,859	72,723	65,857	14,489
Mathematics 2018	104,357	98,497	53,406	92,044	87,093	39,056	74,613	67,942	15,638
Mathematics 2019	101,563	95,482	55,502	95,227	89,853	39,920	77,603	70,535	16,024
Mathematics 2021	100,827	90,296	39,956	100,979	92,002	34,316	86,024	76,417	16,487

SCOPE OF THE WCED SYSTEMIC TESTS PUBLIC ORDINARY SCHOOLS (2013 - 2021)									
SUBJECT	Grade 3			Grade 6			Grade 9		
	# ASS	# Writing	# Passing	# ASS	# Writing	# Passing	# ASS	# Writing	# Passing
Language 2013	85,554	81,888	30,299	78,278	73,900	21,801	87,015	74,534	35,627
Language 2014	89,385	85,610	36,299	76,690	72,198	27,363	82,714	71,266	33,923
Language 2015	94,348	89,045	37,755	79,252	74,360	27,364	79,112	66,257	35,116
Language 2016	98,439	84,890	36,078	82,479	70,819	28,398	73,006	59,134	32,583
Language 2017	103,095	97,360	45,394	87,403	82,422	31,921	72,723	65,857	34,850
Language 2018	104,357	98,479	41,421	92,044	87,070	38,468	74,613	67,921	35,751
Language 2019	101,563	95,452	42,855	95,227	89,834	38,425	77,603	70,551	37,844
Language 2021	100,827	90,289	33,281	100,979	91,982	36,210	86,024	76,330	38,208

The department's performance indicators for Programme 7: Examinations and Education Related Services with its planned and actual achievement attained in the COVID-19 pandemic affected 2021/22 financial year follows:

Programme 7: Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Amendments within Programme 7 ³⁹									
Western Cape Education Department Programme 7: Examination and Education Related Services									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	Reasons for revision to the Outputs/ Output Indicators / Annual Targets
There is an improvement in learner performance in Grade 3 systemic assessment in language and mathematics.	Support for quality teaching in classrooms. reading strategy deployed; foundation phase focus training	POI 701: Percentage of learners in Grade 3 attaining acceptable outcomes in Language*	44.9%	N/A	(44%) 42%	N/A	N/A	N/A	Rotational timetable is negatively impacting on teaching and learning. Planned activities impacted by COVID19 - school closures, not able to conduct training and school visits. Target revised from 44% to 42%
		POI 703: Percentage of Grade 3 learners attaining acceptable outcomes in Reading for Meaning (Reading and Viewing)	New	N/A	(49%) 47%	N/A	N/A	N/A	Rotational timetable is negatively impacting on teaching and learning. Planned activities impacted by COVID19 - school closures, not able to conduct training and school visits. Target revised from 49% to 47%
There is an improvement in learner performance in Grade 6 systemic assessment in language and mathematics.	Support for quality teaching in classroom reading strategy deployed; intermediate phase focus training	POI 704: Percentage of learners in Grade 6 attaining acceptable outcomes in Language*	42.8%	N/A	(40%) 38%	N/A	N/A	N/A	Rotational timetable is negatively impacting on teaching and learning. Planned activities impacted by COVID19 - school closures, not able to conduct training and school visits. Target revised from 40% to 38%

³⁹ As per Table 2.4.4.1 in the NT guideline. For further details please see Appendix B.

Amendments within Programme 7 ⁴⁰									
Western Cape Education Department									
Programme 7: Examination and Education Related Services									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	Reasons for revision to the Outputs/ Output Indicators / Annual Targets
There is an improvement in learner performance in Grade 9 systemic assessment in language and mathematics.	Support for quality teaching in classrooms. reading strategy deployed; intermediate phase focus training	POI 706: Percentage of learners in Grade 9 attaining acceptable outcomes in Languages*	53.6%	N/A	(52%) 50%	N/A	N/A	N/A	Rotational timetable is negatively impacting on teaching and learning. Planned activities impacted by COVID19 – school closures, not able to conduct training and school visits. Target revised from 52% to 50%
		POI 708: Percentage of learners in Grade 9 attaining acceptable outcomes in writing	New	N/A	(25%) 23%	N/A	N/A	N/A	Rotational timetable is negatively impacting on teaching and learning. Planned activities impacted by COVID19 – school closures, not able to conduct training and school visits. Target revised from 25% to 23%

⁴⁰ As per Table 2.4.4.1 in the NT guideline. For further details please see Appendix B.

Amendments within Programme 7 ⁴¹									
Western Cape Education Department									
Programme 7: Examination and Education Related Services									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	Reasons for revision to the Outputs/ Output Indicators / Annual Targets
There is an improvement in the quality of learner performance in the NSC examinations	Support for quality teaching in the classroom. Personalised learner support. Focused support by districts on under-performing schools	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	82.3%	79.9%	(77%) 75%	N/A	N/A	N/A	Increased enrolment in grade 12, due to revised promotion requirements. Abnormal situation at schools. This cohort of learners will carry tremendous learning losses from grade 11 into the grade 12 year. Did not write June exam so relatively unprepared. 11-13% increase in grade 11 learners entering grade 12 without achieving competencies required. Grade 11 into the grade 12 year. Did not write June exam so relatively unprepared. 11-13% increase in grade 11 learners entering grade 12 without achieving competencies required. Changed from 77% to 75%

⁴¹ As per Table 2.4.4.1 in the NT guideline. For further details please see Appendix B.

Amendments within Programme 7 ⁴²									
Western Cape Education Department									
Programme 7: Examination and Education Related Services									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	Reasons for revision to the Outputs/ Output Indicators / Annual Targets
		SOI 703: Percentage of Grade 12 learners achieving 60% or more in Mathematics	36.9%	39.9%	(38%) 25%	N/A	N/A	N/A	Increased enrolment in grade 12, due to revised promotion requirements. Abnormal situation at schools. This cohort of learners will carry tremendous learning losses from grade 11 into the grade 12 year. Did not write June exam so relatively unprepared. The change in target is attributed to a change in the indicator from 50% to 60%. Changed from 38% to 25%
		SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences	46.2%	42.9%	(43%) 32%	N/A	N/A	N/A	Increased enrolment in grade 12, due to revised promotion requirements. Abnormal situation at schools. This cohort of learners will carry tremendous learning losses from grade 11 into the grade 12 year. Did not write June exam so relatively unprepared. The change in target is attributed to a change in the indicator from 50% to 60%. Changed from 43% to 32%

⁴² As per Table 2.4.4.1 in the NT guideline. For further details please see Appendix B.

Amended Annual Performance Plan ⁴³								
Western Cape Education Department								
Programme 7: Examination and Education Related Services								
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments
There is an improvement in learner performance in Grade 3 systemic assessment in language and mathematics.	Support for quality teaching in classrooms. reading strategy deployed; foundation phase focus training	POI 701: Percentage of learners in Grade 3 attaining acceptable outcomes in Language*	44.9%	N/A	42%	37%	-5%	Covid-19 resulted in school closures and many days of learning losses. The vocational timetable further negatively impacted on contact time. Due to school closures and other Covid-19 challenges planned activities could not go ahead
		POI 702: Percentage of learners in Grade 3 attaining acceptable outcomes in Mathematics*	58.1%	N/A	56%	44%	-12%	Covid-19 resulted in school closures and many days of learning losses. The vocational timetable further negatively impacted on contact time. Due to school closures and other Covid-19 challenges planned activities could not go ahead. Furthermore, due to social distancing groupwork did not take place as expected.
		POI 703: Percentage of Grade 3 learners attaining acceptable outcomes in Reading for Meaning (Reading and Viewing)	New	N/A	47%	42%	-5%	Covid-19 resulted in school closures and many days of learning losses. The rotational timetable further negatively impacted on contact time. Due to school closures and other Covid-19 challenges planned activities could not go ahead. Furthermore, due to social distancing Group-guided reading did not take place as expected.

⁴³ As per Table 2.4.4.2 in the NT guideline. For further details please see Appendix B.

Amended Annual Performance Plan ⁴⁴								
Western Cape Education Department								
Programme 7: Examination and Education Related Services								
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments
There is an improvement in learner performance in Grade 6 systemic assessment in language and mathematics.	Support for quality teaching in classrooms. reading strategy deployed; intermediate phase focus training	POI 704: Percentage of learners in Grade 6 attaining acceptable outcomes in Language*	42.8%	N/A	38%	39%	1%	During the Covid period, standardized lesson plans were developed and disseminated to schools electronically and in hard copy format. These lessons provided the scope, combined with aligned assessments. Without intentional planning, these lessons raised the bar of teaching and learning and included parents. The outcome of this intervention lead to improved results.
		POI 705: Percentage of learners in Grade 6 attaining acceptable outcomes in Mathematics*	44.4%	N/A	42%	37%	-5%	Covid-19 resulted in school closures and many days of learning losses. The vocational timetable further negatively impacted on contact time. Due to school closures and other Covid-19 challenges planned activities could not go ahead.

⁴⁴ As per Table 2.4.4.2 in the NT guideline. For further details please see Appendix B.

Amended Annual Performance Plan ⁴⁵									
Western Cape Education Department									
Programme 7: Examination and Education Related Services									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	
There is an improvement in learner performance in Grade 9 systemic assessment in language and mathematics	Support for quality teaching in classrooms. reading strategy deployed; intermediate phase focus training	POI 706: Percentage of learners in Grade 9 attaining acceptable outcomes in Languages*	53.6%	N/A	50%	50%	0%	No deviation	
		POI 707: Percentage of learners in Grade 9 attaining acceptable outcomes in Mathematics*	22.7%	N/A	22%	22%	0%	No deviation	
		POI 708: Percentage of learners in Grade 9 attaining acceptable outcomes in writing	New	N/A	23%	28%	5%	During the Covid period, standardized lesson plans were developed and disseminated to schools electronically and also in hard copy format. These lessons provided the scope, combined with aligned assessments. It raised the bar of teaching and learning and included parents.	

⁴⁵ As per Table 2.4.4.2 in the NT guideline. For further details please see Appendix B.

Amended Annual Performance Plan ⁴⁶									
Western Cape Education Department									
Programme 7: Examination and Education Related Services									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	
There is an improvement in the quality of learner performance in the Grade 12 examinations	Support for quality teaching in the classroom. 118 personalised Learner support	POI 709: Percentage of learners achieving subject distinctions in any subject in the Grade 12 examination	New	51.1%	20.9%	20.9%	0%	No deviation	
		POI 710: Number of subject distinctions achieved in the Grade 12 examination	New	26 407	24 900	29 543	4 643	Improved performance is also attributed to the learner support interventions implemented at schools, and by subject advisers at Districts and Head Office.	
Schools are ready to administer the Grade 12 external examinations There is an improvement in the quality of learner performance in the NSC examinations	Conduct School readiness evaluation visits Support for quality teaching in the classroom. Personalised learner support. Focused support by districts on under-performing schools	POI 711: Percentage schools visited to establish readiness to administer Grade 12 examinations	New	19.14%	50%	73%	23%	System was changed to an online system and Circuit Managers were involved in the process.	
		SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	82.3%	79.9%	75%	81%	6%	Revised target due to the impact of rotational timetabling on this cohort in Grades 10 and 11. The cohort was subjected to recovery ATPs where the curriculum was trimmed.	

⁴⁶ As per Table 2.4.4.2 in the NT guideline. For further details please see Appendix B.

Amended Annual Performance Plan ⁴⁷									
Western Cape Education Department									
Programme 7: Examination and Education Related Services									
Outcome	Outputs	Output Indicators	Audited Actual Performance 2019/2020	Audited Actual Performance 2020/2021	Planned Annual Target 2021/2022	Actual Achievement 2021/2022	Deviation from planned target to Actual Achievement for 2021/2022	Reason for deviations/ General Comments	
		SOI 702: Percentage of Grade 12 learners passing at Bachelor Pass level	43.6%	43.8%	40%	45%	5%	Improved performance is also attributed to the learner support interventions implemented at schools, and by subject advisers at Districts and Head Office.	
		SOI 703: Percentage of Grade 12 learners achieving 60% or more in Mathematics	36.9%	39.9%	25% ⁴⁸	27%	2%	The target was exceeded because of the support initiatives implemented to support learners. There was a general increase in the performance in Mathematics nationally.	
		SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences	46.2%	42.9%	32% ⁴⁹	32%	0%	No Deviation	
		SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	409	397	385	415	30	Improved performance is also attributed to the learner support interventions implemented at schools, and by subject advisers at Districts and Head Office.	

⁴⁷ As per Table 2.4.4.2 in the NT guideline. For further details please see Appendix B.

⁴⁸ The national target percentage has increased from 50% to 60% in the 2021/22 year.

⁴⁹ The national target percentage has increased from 50% to 60% in the 2021/22 year.

Linking performance with budgets

The expenditure incurred in Programme 7 contributed to achievement of the following key outputs for the WCED:

Appointment of examination markers
Sourcing and equipping examination marking centres
Printing and distributing examination papers

Sub-programme expenditure

Sub- Programme Name	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
7.1 Payments to SETA	10,840	10,840	-	10,403	10,403	-
7.2 Professional Services	172,292	172,292	-	158,718	158,718	-
7.3 External Examinations	252,302	243,898	8,404	231,358	231,358	-
7.4 Special Projects	732,517	728,297	4,220	1,052,256	785,839	266,417
7.5 Conditional Grants	21,446	21,446	-	15,076	15,076	-
Total	1,189,397	1,176,773	12,624	1,467,811	1,201,394	266,417

Strategy to overcome areas of under performance

The Western Cape Education Department in consultation stakeholders developed a strengthened Mathematics strategy to improve Mathematics while being cognisant and reflecting on previous interventions, and the impact of curriculum losses experienced due to the pandemic.

Strong emphasis on human resource development and pedagogy/methodology and Data informed interventions. The approach intends for the strengthened mathematics strategy to be aligned with MST strategy.

The WCED plans to work toward the improving of Mathematics performance through the strengthened Mathematics strategy and also continuously focus on the improvement of performance in Gr R – 12.

High impact intended interventions with focus on TIME resources provided to selected schools. These resources are provided to households of Grades R and 1 learners which will enable parents to do Language and Mathematics activities with their children. In addition, graded readers have been provided to all IsiXhosa Language of Learning (LoLT) schools. The WCED is committed to ensure that each learner can read for meaning by the age of ten.

The department aims to engage with Cape Teachers and Learning Institute (CTLI) to have teacher upskilled or reskilled programmes with the School of Skills (SoS) teachers included in future upskilling programmes.

To manage learning losses, the province has started implementing the 3-year recovery plan in the FET band. The standard and internal quality assurance of School-Based Assessment and practical work in all subjects must receive increased attention, particularly since the weighting of SBA is 60%. The monitoring of curriculum coverage at all levels is valuable.

The normal attrition due to retirement and movement of teachers from education to industry has resulted in a gap and a shortage of teachers in scarce skilled subjects such as CAT, IT, FET Technology Subjects, Mathematics, and the Sciences. There is a critical need for an improved teacher cohort in specific subjects such as Mathematics, Sciences, Technology (Mechanical, Electrical and Civil) and the Arts, where a shortage of qualified teachers exist. Despite the number of teacher development capacity initiatives/interventions teacher development remains a major challenge across all the programmes. The added implications brought about by the Covid-19 pandemic has increased the need for enhancing the capacity of teachers, particularly in areas like new and innovative teaching pedagogies, online and blended teaching using various virtual platforms.

The WCED will continue to implement and support the technical stream in technical high schools. Poor learner performance in Technical Mathematics and Technical Sciences will have to be addressed. Greater emphasis will be placed on supporting grades 8 and 9 learners in Mathematics and Sciences in technical high schools to ensure we meet the increased enrolment as per the APEX priority.

The implementation of FOCUS schools and vocational and occupational programmes will be expanded in 2022 and beyond. The Three Streams pilot in mainstream schools was implemented in Grade 8 in 2021. The pilot will continue in Grade 8 and 9 in 2022 in selected schools.

Emphasis will be placed on subjects that have substantive changes to the curriculum and/or examination format e.g., Geography and History. The WCED will continue to advocate increased participation and performance in Mathematics and Physical Sciences. The basket of indicators once finalised will inform where emphasis is to be placed. The current targets of bachelor pass, and number of distinctions will be addressed/supported through a differentiated programme for learners with talent. Subject changes should be discouraged as this has implications on the career paths for learner's post-school which should be understood and considered when subject changes are requested.

Reporting on the Institutional Response to the COVID-19 Pandemic

During 2021 the Covid-19 pandemic necessitated the trimming of the grades 10 and 11 curriculum. There was a reduction in the number of SBA tasks and the weighting between SBA and examinations was amended to accommodate the disruptions in schooling. The Abridged Section 4 of CAPS was implemented in grade 12 in 2021. A revised examination guideline for grade 12 was also implemented in 2021. There were no formal June examinations, and the final examinations in Grades 10 and 11 were replaced by controlled tests in 2020 and 2021. The SBA and "exam" / controlled tests weighting were 60%:40%. The Grade 12 class of 2022 will write their first full-scale examination in September 2022 viz. the trial examination. This is a concern, and these learners will need to be supported to ensure they are examination-ready for the NSC examination.

Table: Progress on Institutional Response to the COVID-19 Pandemic

Reporting on COVID-19 only in programme 2.

5. Transfer Payments

5.1 Transfer payments to public entities

Not applicable

5.2 Transfer payments to all organisations other than public entities

Transfer payments are made to educational institutions in terms of the legislation applicable to each sector. For example, transfer payments are made to public ordinary schools for norms and standards funding as set out in the South African Schools Act, 1996 (Act No 84 of 1996). Annexure 1B of the Annual Financial Statements provides a more detailed explanation for each type of entity: Public Ordinary Schools, Independent Schools, Schools for learners with Special Education Needs, ECD: Grade R public schools: ECD Grade R Community, ECD: Learnerships.

The Public Finance Management Act, 1999 (PFMA) requires educational institutions that receive transfer payments to provide evidence that they are spending the funds for the intended purpose. Educational institutions must declare and sign a certificate before the next transfer payments are made. Payments are made in April and November each year. They are also required to submit their audited financial statements to the department by the end of June each year.

Training and support at school level is key to ensuring compliance in respect of transfer payments. Financial inspection of schools and ECD sites is conducted by School Corporate Officers, based at districts. They verify whether declarations made by schools are a true reflection of expenditure incurred. Districts monitor schools based upon a control risk classification index i.e. low to high risk. Schools are evaluated by the district office before Section 21 functions are assigned. Their allocated statuses are reviewed on a regular basis.

The table below reflects the transfer payments made for the period 1 April 2021 to 31 March 2022.

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity (R'000)	Reasons for the funds unspent by the entity
Public Ordinary Schools	Non-Profit Institutions	Infrastructure (maintenance and upgrades)	yes	144,606	144,606	0
		Additional LTSM growth	yes	2,576	2,576	0
		Boarding subsidy	yes	36,550	36,550	0
		Admin support	yes	14,584	14,584	0
		Three STREAMS	yes	106	106	0
		Conditional grant: Social Sector EPWP	yes	14,082	14,082	0
		Norms and Standards	yes	1,055,124	1,055,124	0
		Conditional grant: NSNP	yes	59,989	59,989	0
		Arts and Culture	yes	2,699	2,699	0
		Compensation for fee exemption	yes	72,799	72,799	0
		Youth focus	yes	9,019	9,019	0
		External Examination	yes	11,651	11,651	0

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity (R'000)	Reasons for the funds unspent by the entity
		HIV/Aids Conditional Grant	yes	6,550	6,550	0
		Learner transport	yes	124,232	124,232	0
		Collaboration Schools	yes	140,027	140,027	0
		Private transport subsidy	yes	4,486	4,486	0
		Internet connectivity	yes	3,898	3,898	0
		School enrichment	yes	36	36	0
		Presidential Employment Prog Fund	yes	425,021	425,021	0
Public Ordinary Schools	Non-Profit Institutions	COVID 19 Response Fund	yes	1,492	1,492	0
		Maths & Science Strategy	yes	7,965	7,965	0
		National Teaching Awards	yes	93	93	0
		Teacher Development	yes	1,865	1,865	0
		Technical subjects	yes	11,251	11,251	0
		High school improvement programme	yes	11,670	11,670	0
		Safe school's security	yes	18,683	18,683	0
		Conditional Grant: Mathematics, Sciences and Technology	yes	5,995	5,995	0
		World Teacher Day	yes	83	83	0
		Transform to Perform	yes	364	364	0
		SGB memberships and training	yes	214	214	0
		Top-Up Focus Schools	yes	1,037	1,037	0
Independent School Subsidies	Non-Profit Institutions	Subsidy	yes	130,508	130,508	0
Public Special School Education	Non-Profit Institutions	Subsidy	yes	176,021	176,021	0
		Additional resources for schools of skills	yes	31,671	31,671	0
		Learner Transport	yes	8,517	8,517	0
		Conditional grant: Learners with severe profound intellectual disability	yes	2,953	2,953	0
Early Childhood Development Centres	Non-Profit Institutions	Subsidy	yes	474,538	474,538	0
		Pre-Grade R stipends	yes	55,437	55,437	0

All payments, which were budgeted for in the period 1 April 2020 to 31 March 2021, were transferred.

6. Conditional Grants

6.1 Conditional grants and earmarked funds received

All the requirements according to the Division of Revenue Act, 2021, in respect of the Conditional Grants to the WCED were met:

All transfers received were deposited into the department's bank account;

Funds were spent according to the business plans;

Conditions of the conditional grants, as set out in the approved Business Plans, were met.

The COVID-19 pandemic and the National lockdown had a tremendous impact on the department's ability to service the planned outputs pertaining to Conditional Grants. Procurement of COVID-19 related items was prioritised which affected some conditional grant delivery and outputs. Despite the pandemic, in 2021/22, 99.05% of Conditional Grant funding allocated, was spent. The remaining 0.95% (R16,313 million) consists of committed funds for deliverables that could not be completed 31 March 2022 and for which a rollover to the 2022/23 financial year has been requested and approved. Comparatively, Conditional Grant spending in the previous financial year 2020/21 was at 96.78% spent.

Monitoring

Monitoring of each of the grants was undertaken through monthly reporting and site visits by the relevant officials. Controls and improvements were affected on an ongoing basis.

The table below describes each of the conditional grants and earmarked funds paid by the department.

Conditional Grant: Mathematics, Sciences and Technology (MST)

Department who transferred the grant	Department of Basic Education
Purpose of the grant	To provide support and resources to MST, Technical and Agricultural schools, teachers and learners for the improvement of Mathematics, Sciences and Technology teaching and learning at selected public schools.
Expected outputs of the grant	Support the following subjects through the MST Conditional Grant: Mathematics Grade R-12; Technical Mathematics 10-12; Life Skills Grade R-3; Natural Science and Technology Grade 4-6; Natural science Grade 7-9; Technology Grades 4-9; Physical sciences, Life Science, Technical sciences, Agricultural Science Grade 10-12; CAT & IT Grade 10-12; Technical Subjects Grade 10-12.

Expected outputs of the grant	<p>Improved learner participation and success rate in Mathematics, Sciences and Technology subjects in the country through the following expected outputs of the grant;</p> <ol style="list-style-type: none"> 1. Supply schools with Information, Communication and Technology (ICT) subject specific resources 2. Supply Technical and Agricultural schools with Workshop equipment, consumables, tools and machinery 3. Supply MST GET & FET schools with Laboratories equipment, apparatus and consumables 4. Learner support, registered learners to participate in Mathematics, Sciences and Technology Olympiads, Science fairs, Expos, Robotics competitions, competitions and other competitions based on the structured calendar. <p>Teacher support, register Teacher and Subjects Advisors to attend targeted structured training in all MST subjects as well as coding & robotics.</p>
Actual outputs achieved	<p>Laboratories and workshop equipment, apparatus and consumables</p> <ul style="list-style-type: none"> • 110 schools supplied with Mathematics and Science • 110 laboratories and workshops supplied with consumables and apparatus for Mathematics, Sciences and Technology subjects in accordance with the minimum specifications • 80 schools with workshops supplied with consumables for Technology subjects <p>Learner Support</p> <ul style="list-style-type: none"> • 6 000 learners registered for participation in Mathematics, Science and Technology Olympiads/Fairs/Expos and other based on a structured annual calendar including support through learner camps and additional learning, teaching <p>Teacher Support</p> <ul style="list-style-type: none"> • 400 participants attending specific structured training and orientation for teachers and subject advisors in subject content and teaching methodologies on CAPS for Electrical, Civil and Mechanical Technology, Technical Mathematics, and Technical Sciences • 1 000 teachers and subject advisors attending targeted and structured training in teaching methodologies and subject content either for Mathematics, Physical, Life, Natural and Agricultural Sciences, Technology, Computer Applications Technology, Information Technology, Agricultural Management and Technology subjects. 1 443 teachers trained and supported in integrating ICT in the learning and teaching environment.
Amount per amended DORA	R 54 742
Amount received (R'000)	R 54 742
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R 45 870
Reasons for the funds unspent by the entity	<p>At the start of the 2021/22 financial year, between April and May 2021, a request was submitted to SCM for the acquisition of Mathematics, Life Sciences, Life Skills equipment and Calculators via an open tender process. During the first open tender process, no compliant bidder was found and both services were re-advertised. Subject Specialist were requested to revisit some of the specifications. During the second open tender process, compliant bidders were found. With the result, tender processes for the MST project were delayed. SCM managed to procure items for an amount of R 8 872 293 which has been committed during the 2021/22 financial year hence the request and approval granted for the roll-over to the 2022/23 budget. Delivery and payments of the outstanding items will take place during the month of May 2022.</p>

Reasons for deviations on performance	At the start of the 2021/22 financial year, between April and May 2021, a request was submitted to SCM for the acquisition of Mathematics, Life Sciences, Life Skills equipment and Calculators via an open tender process. During the first open tender process, no compliant bidder was found and both services were re-advertised. Subject Specialist were requested to revisit some of the specifications. During the second open tender process, compliant bidders were found. Consequently, the MST project was delayed.
Measures taken to improve performance	Lessons learned during the term under review will be embedded into practice in 2022/23.
Monitoring mechanism by the receiving department	WCED is fully compliant with submitting monthly and quarterly reports to DBE. The monitoring of tools, equipment and consumables that are delivered to schools is the greatest challenge experienced in this project. Human capacity is limited to check whether the correct and quality items as per the specifications are delivered to schools. A monitoring instrument has been developed to assist with this process. Subject specialists have been provided with this instrument to get more involved in monitoring of tools, equipment and consumables that are delivered to schools. ED is fully compliant with submitting monthly and quarterly reports to DBE.

Conditional Grant: Education Infrastructure Grant (EIG)

Department who transferred the grant	From the National Department of Basic Education to the Provincial Western Cape Education Department
Purpose of the grant	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including District and Circuit accommodation To enhance capacity to deliver infrastructure in education to address damages to infrastructure; and To address achievement of the targets set out in the Minimum Norms and Standards for School Infrastructure
Expected outputs of the grant	Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided. Number of existing schools' infrastructure upgraded and rehabilitated. Number of new and existing schools maintained. Number of new special schools provided, and existing special and full-service schools upgraded and maintained
Actual outputs achieved	Maintenance of facilities and refurbishment / extension /addition of various units / facilities
Amount per amended DORA	R 1 158 098
Amount received (R'000)	R 1 158 098
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R 1 158 098
Reasons for the funds unspent	N/A
Reasons for deviations on performance	No deviation
Measures taken to improve performance	No deviation
Monitoring mechanism by the receiving department	Infrastructure Reporting Model (IRM) and monitoring of monthly progress reports from DTPW and Basic Accounting System (BAS).

Conditional Grant: Conditional Grant: EPWP Integrated Grant for Provinces – Education (Infrastructure)

Department who transferred the grant	From the National Department of Public Works and Infrastructure to the Provincial Western Cape Education Department.
Purpose of the grant	To incentivise Provincial Departments to expand work creation efforts using labour-intensive delivery methods in the following identified focus areas, in compliance with the Expanded Public Works Programme (EPWP) guidelines: road maintenance and the maintenance of buildings, low traffic volume roads and rural roads. other economic and social infrastructure, tourism and cultural industries, sustainable land-based livelihoods; and waste management.
Expected outputs of the grant	To ensure that existing infrastructure condition is maintained as prescribed by PFMA or to create additional capacity at educational institutions as approved. Increased number of people employed and receiving income through the EPWP Increased average duration of the work opportunities created.
Actual outputs achieved	Achieving the target FTEs prescribed in the 2021/22 Business Plan
Amount per amended DORA	R 2 185
Amount received (R'000)	R 2 185
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R 2 185
Reasons for the funds unspent	N/A
Reasons for deviations on performance	No deviation
Measures taken to improve performance	No deviation
Monitoring mechanism by the receiving department	Infrastructure Reporting Model (IRM), monthly and quarterly reports.

Conditional Grant: Children with severe to profound intellectual disability (CSPID)

Department who transferred the grant	From the National Department of Basic Education to the Provincial Western Cape Education Department
Purpose of the grant	To provide the necessary support, resources, and equipment to identified care centres and schools for the provision of education for children with severe to profound intellectual disability.
Expected outputs of the grant	Human resources specific to inclusive education through the recruitment of key staff in permanent posts. Database of selected schools and special care centres. Transversal itinerant outreach team members, caregivers, teachers, in-service therapists, and officials trained on the Learning Programme for Learners with Profound Intellectual Disability (LPID), and other programmes that supports teaching and learning Outreach services provided to children with severe to profound intellectual disability including provision of LTSM Facilitating the use of the Learning Programme for LPID Accommodate COVID-19 response and budget

Actual outputs achieved	<p>28 Transversal itinerant outreach team members and one (1) Provincial Programme Manager appointed in permanent posts. Databases of 64 Special Care Centres that support children with severe to profound intellectual disabilities managed</p> <p>27 Transversal itinerant outreach team members, 429 caregivers, 169 teachers, 42 in-service therapists, and 24 officials trained on the Learning Programme for LPID, and other programmes that support teaching and learning</p> <p>Outreach services provided to children with severe to profound intellectual disability including provision of LTSM</p> <p>Facilitating the use of the Learning Programme for 966 Learners with Profound Intellectual Disability</p> <p>Consumables and/or relevant technology procured for 62 SCCs as a response to COVID-19</p>
Amount per amended DORA	R 28 892
Amount received (R'000)	R 28 892
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R 21 451
Reasons for the funds unspent by the entity	The province shifted from decentralised procurement to centralised procurement. As a result, the province had to put the necessary systems in place. COVID-19 also had a negative effect on the procurement processes; a rollover request of R7,441m was submitted and approved to ensure the entire allocation is committed.
Reasons for deviations on performance	COVID-19 had a negative effect on the performance indicators
Measures taken to improve performance	Provision for COVID-19 has been made in the 2022/23 Business Plan
Monitoring mechanism by the receiving department	The Provincial Programme Manager monitors and supports the implementation of the Conditional Grant through the use of an interactive online Tracking Tool. Quarterly reports are submitted to WCED management for monitoring and sign-off as requested.

Conditional Grant: National School Nutrition Programme (NSNP)

Department who transferred the grant	From the National Department of Basic Education to the Provincial Western Cape Education Department
Purpose of the grant	To provide nutritious meals to targeted schools
Expected outputs of the grant	Schools prepare nutritious meals for learners
Actual outputs achieved	500 073 Learners were fed nutritious meals in 1020 schools The WCED provided 817 143 food parcels for learners in 2021/22 financial year
Amount per amended DORA	R441 319
Amount received (R'000)	R 441 319
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R 441 319

Reasons for the funds unspent by the entity	N/A
Reasons for deviations on performance	No deviation
Measures taken to improve performance	No deviation
Monitoring mechanism by the receiving department	WCED is fully compliant with submitting monthly and quarterly reports to provincial treasury and DBE.

Conditional Grant: EPWP-Social Sector

Department who transferred the grant	From the National Department of Basic Education to the Provincial Western Cape Education Department
Purpose of the grant	NSNP/Gardener sector. To increase employment opportunities by focusing on the strengthening and expansion of Social Service programmes that have employment potential. ECD Learnerships To create work opportunities for youth, women and the disabled by upskilling persons working at Independent ECD Sites to gain fruitful employment. Also, upskilling young matriculants to gain experience to become sufficiently skilled to find permanent employment
Expected outputs of the grant	NSNP Improved service delivery in mostly poor communities by expanding the reach and quality of social services. Train 212 gardeners in NSNP sector. ECD Improved service delivery in mostly poor communities by expanding the reach and quality of social services. 250 ECD practitioners, 32 unemployed matriculants as data capturers and 18 Classroom Assistants to assist with Covid-19 protocols of smaller classes and social distancing
Actual outputs achieved	NSNP 212 NSNP Gardeners were employed at different schools across all 8 districts. 9 Data captures were employed and trained on the EPWP system version 2. ECD 250 ECD practitioners will be declared competent by the end of September 2022. Each ECD practitioner received training in First Aid.
Amount per amended DORA	R 15 527
Amount received (R'000)	R 15 527
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R 15 527
Reasons for the funds unspent	N/A
Reasons for deviations on performance	No deviation
Measures taken to improve performance	No deviation
Monitoring mechanism by the receiving department	WCED is fully compliant with submitting monthly and quarterly reports to provincial treasury and DBE.

Conditional Grant: HIV/AIDS (Life Skills Education) Grant

Department who transferred the grant	National Department of Basic Education to the Provincial Western Cape Education Department
Purpose of the grant	To support South Africa's HIV and AIDS prevention strategy by increasing sexual and reproductive health knowledge and appropriate decision-making amongst learners and educators. To mitigate the impact of HIV/AIDS by providing a caring, supportive, and enabling environment for learners and educators. To ensure the provision of a safe, rights-based environment in schools that is free of discrimination, stigma and any form of sexual harassment or abuse. To reduce the vulnerability of children to HIV/AIDS, TB and STI infection, with a particular focus on orphaned and vulnerable children.
Expected outputs of the grant	<ul style="list-style-type: none"> • Increased HIV, STIs and TB knowledge among learners, educators, and officials • Decrease in risky sexual behaviour among learners, educators, and officials • Decrease barriers to retention in schools, for vulnerable children. • Decrease in risky sexual behaviour among learners, educators, and officials • Appointment of 160 Care and Support Assistants in schools in 20 schools per district • Appointment of 8 Social Auxiliary in the eight education districts. • Schools, districts, and provinces have integrated all HIV and AIDS Life Skills Education Programme into their evaluation and reporting systems • Awareness Covid 19 programs • Teenage Pregnancy Prevention • Substance abuse prevention Programs • Positive behaviour program for boys
Actual outputs achieved	All outputs achieved as per business plan.
Amount per amended DORA	R 20 368
Amount received (R'000)	R 20 368
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R 20 368
Reasons for the funds unspent	N/A
Reasons for deviations on performance	No deviation
Measures taken to improve performance	No deviation
Monitoring mechanism by the receiving department	WCED is fully compliant with submitting monthly and quarterly reports to provincial treasury and DBE.

7. Donor Funds

7.1 Donor Funds Received

The Department did not receive any donor funds during the reporting period.

8. Capital Investment

8.1 Capital investment, maintenance and asset management plan

New Schools

New school reached completion and was handed over in 2021/22.

- De Doorns PS (project name – Stofland PS)
- Garden Route HS (project name Mosselbay HS) (Mobile school)
- Bothasig HS (Mobile school)
- Fisantekraal No2 HS (Mobile school)

Replacement Schools (Replacement of schools built of inappropriate building material)

The department replaced four (4) schools with 15 more either in planning or under construction.

- Willows Primary School
- PC Petersen Primary School
- Turfhall Primary School
- Kwa-faku Primary School

Maintenance

Scheduled maintenance projects undertaken during the period under review include:

Number of projects	Budget for 2021/22 R'000	Estimated final cost R'000
60	R391.454	R320.463

Infrastructure Projects	2021/22			2020/21		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
New and replacement assets	212,387	212,387	-	263,894	263,894	-
Existing infrastructure assets	1,318,669	1,318,669	-	1,207,056	1,014,765	192,291
Upgrades and additions	498,408	498,408	-	486,434	344,693	141,741
Rehabilitation, renovations and refurbishments	-	-	-	6,020	6,020	-
Maintenance and repairs	820,261	820,261	-	714,602	664,052	50,550
Infrastructure transfer	144,606	144,606	-	49,304	49,304	-
- Current	-	-	-	-	-	-
- Capital	144,606	144,606	-	49,304	49,304	-
Non infrastructure	35,602	35,602	-	176,565	176,565	-
Total	1,711,264	1,711,264	-	1,696,819	1,504,528	192,291

Asset Management

Immovable assets

Immovable assets are managed by the Department of Transport and Public Works who are the custodians of these assets.

Major movable assets

The asset management unit of the WCED is part of the Supply Chain Unit and is responsible for movable assets.

All furniture and equipment required for Head Office and the education district offices is purchased centrally and captured on an inventory of movable assets according to the requirements prescribed by National Treasury.

The following measures were maintained in 2021/22 to ensure an up-to-date asset register, to maintain accounting standards and to ensure an effective, efficient and accurate reconciliation of information:

- Annual stocktaking, as prescribed in the Treasury Regulations.
- Signing off of inventories by the responsible officials and certification by the Responsibility Managers.
- Issuing of circulars and instructions in line with Treasury Instructions.
- Issuing of standard operating procedures to standardise asset management activities.
- Procurement procedures for assets documented in the Accounting Officer's System.
- Monthly reconciliation of purchases on LOGIS and expenditure on BAS.
- Maintenance of an asset register containing all the information required in Treasury Regulations.



Part C

Governance

1. Introduction

The highest standards of governance are fundamental to the management of public finances and resources. Government departments must have good governance structures in place to utilise state resources effectively, efficiently and economically.

Education Audit Committee members are independent and appointed by the Accounting Officer in consultation with the Executive Authority. The Audit committee operates in accordance with an approved "Terms of Reference" and meets on a quarterly basis to give effect to its responsibilities. The Audit Committee additionally meets with the Executive Authority and Accounting Officer to discuss matters of concern.

Internal Audit services are offered independently by the shared Internal Audit the Corporate Services Centre in the Department of the Premier. In line with the Public Finance Management Act, 1999 (Act No 1 of 1999) (PFMA) and KING III, the Internal Audit Activity provides the Audit Committee and WCED management with assurance that the internal controls relating to governance, risk management and control processes are adequate and effective. A risk- based 3-Year Rolling Strategic Plan and Annual Operational Internal Audit Plan were approved by the Audit Committee in 2020. The Audit committee monitored the execution of the operational plan and management's implementation of corrective actions.

The Internal Control Unit of the WCED provides guidance, advice and strategic management in respect of internal control practices.

Elements are:

- Ensure proper governance. This entails the co-ordination and maintenance of an appropriate delegation and governance framework. Elements are ensuring the implementation of corrective controls; supporting the implementation and maintenance of an integrated Loss Control System; reporting, quarterly and annually, on the status of the response to the reports of the Forensic Investigation Unit.
- Render an assurance service. This entails reporting matters to the Audit Committee, facilitation of the External and Internal audit and management of the post-auditing process
- Provide regulatory, policy and governance frameworks and tactical advice. This entails the development of tools and techniques and the provision of advice on strategy and policy documents.

The combined assurance approach will continue to be applied to effectively focus limited internal audit resources on the most relevant risk areas. This includes close cooperation between the Internal Control Unit and Internal Audit.

The basic tool through which officials are held accountable remains Job Descriptions and Performance Agreements. The department's continued focus on values ensured the sustained prominence on the value 'accountability', the addition of the value 'responsibility' and an understanding of the conduct and behaviour expected when holding oneself and others 'accountable' and 'responsible'. Because Head Office officials are held responsible for timeous and expert support to districts, it follows then that Districts are held accountable for support to schools, teachers and learners. Consequently, the results of the 2019 CSS and Barrett Survey showed significance improvement.

Job Descriptions and Performance Agreements remain the basic tool through which officials are held accountable. The department continued to raise its focus on accountability and responsibility through conversations to embed an understanding of the conduct and behaviour expected when holding oneself and others 'accountable' and 'responsible'. Because Head Office officials are held responsible for timeous and expert support to districts, it follows then that Districts are held accountable for support to schools, teachers and learners.

Schools completed the School Improvement Plans (SIPs) in 2021. The SIP is used by schools to specify the activities for the coming year to achieve their goals and targets. School leadership is focused on the identification of areas of improvement and directed to align with provincial strategic foci. The SIP is an integral part of the accountability system as the principal, SGB and WCED Circuit Managers are co-signatories and are held co-responsible for the achievement of the goals identified through the SIP.

In 2021/22, the WCED conducted quarterly School Improvement Monitoring (SIM), linked to the School Improvement Plans. The SIM for 2021/22 tracked key aspects of resourcing and school functionality. Because reports were captured online, using CEMIS, the WCED was able to keep abreast of and respond rapidly to school level matters such as the delivery of textbooks. This tool was used to monitor key compliance and functionality items monitored by the Circuit Managers thus extending accountability.

Accountability at Head Office level is further strengthened as Directorates are required to produce annual Directorate Plans and report against them on a quarterly basis. Chief Directors are required to present these quarterly reports at Top Management Committee (TopCo) meetings.

Responsibility letters are issued to the respective responsibility managers for financial and non-financial responsibility areas. They are held accountable for the successful implementation and achievement of departmental goals and outcomes.

The oversight role played by Provincial and National Treasury extends the level of accountability. Directorates within the WCED have counterpart sections at the Department of Basic Education through which streams of reporting, performance analyses and projections are maintained. The Department of the Premier exercises an oversight function on key WCED projects. The assurance role played by Internal Control and External Audit in 2021/22 governed the control environment needed to respond effectively to the needs of the 2021/22 reporting period heavily affected by the devastating COVID-19 pandemic.

Further governance oversight is provided through the Audit Committee's quarterly engagements. Officials are held accountable for delivery of their areas of responsibility at the quarterly meetings.

Umalusi, the mandated quality assurance body, provided assurance of the quality of the 2021 NSC examination. On-site oversight monitoring of the 2021 NSC was conducted by the WCED in collaboration with DBE and provided the assurance that the examinations were conducted in accordance with the rules and that the processes and procedures were applied in a fair, valid, reliable and credible manner.

The School Evaluation Authority (SEA) conducted sixty-two evaluations from April 2021 to March 2022. Evaluations conducted at 19 schools from April 2021 to June 2021 focused on responses to Covid-19. Evaluations conducted at 43 schools from August 2021 to March 2022 were based on full evaluations, excluding Learner Achievement. The findings were shared in individual school reports.

2. Risk Management

The Accounting Officer (AO) for the Western Cape Education Department (WCED) takes responsibility for implementing Enterprise Risk Management (ERM) in accordance with the National Treasury Public Sector Risk Management Framework (PSRMF) and the Directorate Enterprise Risk Management (D:ERM) in the Department of the Premier (DotP) provides a centralised service to the Department. The Department established an Enterprise Risk Management Committee (ERMCO) to assist the Accounting Officer in executing his responsibilities relating to risk management.

The department has an annually approved ERM Strategy and Implementation plan that is diligently monitored throughout the year achieving 100% of its planned deliverables for the 2021/2022 Financial Year.

ERMCO Responsibility

The ERMCO reports that it has complied with its responsibilities arising from Section 38 (1)(a)(i) of the Public Finance Management Act (Act number 1 of 1999), National Treasury Regulations 3.2.1 and Public Service Regulations of 2016, Chapter 2, Part 1, 2 and 3. The ERMCO also reports that it has adopted an appropriate formal Terms of Reference (TOR) (approved by the ERMCO chairperson on 15 August 2018 and regulated its affairs in compliance with this Terms of Reference and has discharged all its responsibilities as contained therein.

The purpose of the ERMCO is to monitor and advice on the overall management of risks and management's responsiveness to key risks.

ERMCO Members

The ERMCO comprises of selected members of the WCED's senior management team. As per its Terms of Reference, ERMCO met four times during the year under review.

The table below provides information on ERMCO members:

Name	Position	Meetings Attended	Date Appointed
Mr B Walters	Accounting Officer (Chairperson)	3	01/04/2021
Mr L Ely	DDG: Corporate Services (Departmental Risk Champion)	4	30/05/2014
Mr A Lewis	DDG: Institutional Development and Coordination	4	27/01/2016
Mr H Mahomed	DDG: Curriculum and Assessment Management	3	01/09/2021
Mr S Abrahams	DDG: Education Planning	3	25/04/2019
Ms W Conrad	Director: Business Strategy and Stakeholder Management	3	21/09/2018
Ms B Hammond	Director: Communications	3	01/10/2018

The following is an indication of other officials who attended the ERMCO meetings for the year under review:

Name	Position	Meetings Attended
Ms H Robson	DDG: Corporate Assurance	3
Ms A Haq	Director: Enterprise Risk Management (DotP)	4
Mr Z Omer	Chief Risk Advisor: Enterprise Risk Management (DotP)	4
Mr P Swartbooi	Director: Internal Audit (DotP)	4
Ms W Salie	Director: Internal Control	4
Ms M Natesan	Deputy Director: Provincial Forensic Services (DotP)	4
Ms N Teyise	Deputy Director: Provincial Forensic Services (DotP)	1
Ms. L Boniface	Secretariat: Western Cape Education Department	4
Mr. T Maphisa	Internal Audit	2
Mr. T Jacobs	Provincial Forensic Services	2

Enterprise Risk Management Committee key activities

The Accounting Officer is the chairperson of the ERMCO, and the DDG: Corporate Services is the departmental risk champion. In executing its function, the ERMCO performed the following key activities during the year:

- Reviewed the Department's ERM Policy, Strategy and Implementation Plan; for recommendation by the Audit Committee and approval by the Accounting Officer;
- Assessed the effectiveness of the implementation of the departmental ERM Policy, Strategy and Implementation Plan;
- Reviewed the risks outside the approved tolerance levels for further action;
- Evaluated the extent and effectiveness of integration of risk management within the department;

- Evaluated the effectiveness of mitigating strategies to address the material strategic, programme, information, communication and technology (ICT), ethics and economic crime risks;
- Reviewed the Fraud and Corruption Prevention and concomitant implementation and recommended the same for approval by the Accounting Officer; and
- Evaluated the effectiveness of the implementation of the departmental Fraud and Corruption Prevention Implementation Plan.

Key strategic risks considered and addressed during the year

Education world-wide is grappling with the devastating impacts of the COVID-19 pandemic on our current generation of learners, which at the peak of school closures disrupted learning of more than 1.6 billion children and youth across the world. There are two key areas of concern viz.:

- Substantial learning losses and the ensuing social and economic costs and;
- Urgent and ambitious action needed to recover losses and accelerate learning.

While schools have thankfully returned to full-time attendance, the 2021 Systemic Tests, conducted in the Western Cape in October 2021, provide the clearest, internationally benchmarked and independent analysis of learning losses suffered by the learners in the province. Unfortunately, the results are dire. Overall, learners have fallen by up to 70% of a school year behind previous cohorts in Language, and up to 106% of a year behind in Mathematics.

The greatest learning losses can be seen in the Foundation Phase. WCED have always maintained that the loss of contact (face-to-face) teaching time would affect the youngest learners the most as they do not have the same self-discipline, maturity or structure that older learners would have to cope with rotating timetables and learning at home.

Ultimately, the most important way to claw back these losses is to ensure that every child is at school every day, that teaching, and learning time is maximised, and that every effort is made to promote a learning culture beyond the school. It is now more critical than ever that no person or organisation disrupts schooling and form the basis of the risk profile. Thus, to enable more learners being retained in the education system, **increased learner-centred opportunities** are being explored.

With the move of Early Childhood Development (ECD) mandate to WCED, it heightens the risk of being **unable to fully deliver on the expanded ECD mandate**. In anticipation of children not adequately prepared to enter primary schools, a "Thrive by 5" programme has been initiated. To minimise the impact on the educational poverty cycle, an ECD Mobi Application was developed for parental control on the mobile phones. The WCED ePortal provides parents with the necessary information to ensure accurate capturing of child data. The issue of ECD malnutrition is supported by the interdepartmental Nourish to Flourish Execution Plan. The key role WCED plays is in conducting a needs analysis to help direct energy and resources to the neediest children.

The department can ill-afford the risk of **disruptive events severely impacting the long-term sustainability of school operations**. These vary in the form of crime and gang-related events, cyber-attacks, community interferences, load-shedding and power failures, natural disasters and extreme weather conditions, pandemics and lockdown regulations to name a few. The schooling environment represents a microcosm of the community in which it is located and thus risk responses are tailored towards specific communities e.g. participating in Cluster Safety Committees and signing of MoU between WCED and DOCS on safety and security oversight. The Business Continuity Plan (BCP) Framework is in place and approved by the HOD. However, the BCP still needs to be tested for appropriateness and effectiveness.

The risk of **ineffective school governance** may negatively impact on school operations and day-to-day running of school activities. To ensure that the School Governing Body (SGB) can execute its duties judiciously, newly elected SGB members undergo training to understand their roles and responsibilities as school governors. The Collaboration Schools model is continuing to add value whilst being expanded with the inclusion of additional schools in the coming years.

The programme's risks are deliberated upon and debated at the quarterly ERMCO meetings. Programme managers are required to provide feedback on progress with implementation of action plans to reduce the likelihood of risks materialising and/or the impact should they materialise. ERMCO also referred risks back for further analysis, and/or recommends additional mitigations or actions to manage risks.

The Department of Education Audit Committee provided independent oversight of the department's system of risk management. The Audit Committee was furnished with Quarterly ERM progress reports and risk registers to execute their independent oversight role.

Key emerging risks for the following financial year

Schools often represent a microcosm of a community. Thus, whatever risks emerging in the community can impact schooling both positively and negatively. Whilst schools have been acting as a shield for the youth, school closures for whatever reason are a risk for vulnerable children.

With WCED inheriting early childhood development, its youth development mandate of 5 years old to about 18 years of age now expands from birth to 18. The risks in the ECD space are far more complex and challenging than school going children bringing with it a host of risks that need to be unpacked.

Conclusion

During the period under review, the department through its risk management governance structure, concentrated mainly on risk pertaining to business continuity. Due to the pandemic within the country, school closure had a major impact on achieving the main objectives. Having reviewed the strategic risks on continues basis allowed management to mitigate certain risks, however not completed. Through ongoing review and reflection, certain risks would enjoy more attention, to allow recovery of the impact those risks realised. All strategic risks identified have the necessary mitigation measures in place.

3. Fraud and Corruption

Fraud and corruption represent significant potential risks to the Department's assets and can negatively impact on service delivery efficiency and the Department's reputation.

The WCG adopted an Anti-Fraud and Corruption Strategy which confirms the Province's zero-tolerance stance towards fraud, theft and corruption. In line with this strategy the Department is committed to zero-tolerance with regard to corrupt, fraudulent or any other criminal activities, whether internal or external, and vigorously pursues and prosecutes by all legal means available, any parties who engage in such practices or attempt to do so.

The Department has an approved Fraud and Corruption Prevention Plan and a concomitant Fraud Prevention Implementation Plan which gives effect to the Prevention Plan.

Various channels for reporting allegations of fraud, theft and corruption exist and these are described in detail in the Provincial Anti-Fraud and Corruption Strategy, the WCG Whistle-blowing Policy and the Departmental Fraud and Corruption Prevention Plan. Each allegation received by the Provincial Forensic Services (PFS) Unit is recorded in a Case Management System which is used as a management tool to report on progress made with cases relating to the Department and to generate statistics for the WCG and the Department.

Employees and workers who blow the whistle on suspicions of fraud, corruption and theft are protected if the disclosure is a protected disclosure (i.e. meets statutory requirements of the Protected Disclosures Act, No 26 of 2000 e.g. if the disclosure was made in good faith). The WCG Whistle-blowing Policy provides guidelines to employees and workers on how to raise concerns with the appropriate line management, specific designated persons in the WCG or external institutions, where they have reasonable grounds for believing that offences or improprieties have been or are being perpetrated in the WCG. The opportunity to remain anonymous is afforded to any person who would like to report acts of fraud, theft and corruption and, should they do so in person, their identities are kept confidential by the person to whom they are reporting.

If, after investigation, fraud, theft or corruption is confirmed, the employee who participated in such acts is subjected to a disciplinary hearing. The WCG representative initiating the disciplinary proceedings is required to recommend dismissal of the employee concerned. Where prima facie evidence of criminal conduct is detected, a criminal matter is reported to the South African Police Services.

For the year under review, PFS issued a Case Movement Certificate for the Department noting the following:

Cases	Number of cases
Open cases as at 1 April 2021	7
New cases (2021/22)	12
Closed cases (2021/22)	(12)
Open cases as at 31 March 2022	7

The following table further analyses the closed cases indicated above:

Nature and investigation outcomes of 12 cases closed
Allegations were substantiated in the following 9 cases: 7 cases of fraud / corruption / theft / irregularity / non-compliance / other; and 2 cases of irregularity and/or non-compliance.
In 2 cases the investigations were concluded with no adverse findings, but recommendations were made.
In 1 case the investigation was concluded with no adverse findings.

4. Minimising Conflict of Interest

Annually, or as circumstances change, members of the senior management service have to complete and submit a declaration of 'No conflict of Interest'. All Bid Committee members and all staff in Supply Chain Management are required to undergo clearance checks further to the required declarations of any conflict of interest expected of them, to avoid any official participating in any project or duty for which a conflict of interest may result. The Department requires all bidders to declare potential relationships with the employer or employees. Audit Committee members are also required to submit a declaration of 'No conflict of Interest'. In the financial year under review there were no such conflicts of interest.

5. Code of Conduct

The department adheres to the Public Service Code of Conduct. The Policy on the Acceptance of Gifts by Office-based Officials of the Western Cape Education Department was applied. The policy deals with, among others, general guidelines, the Gift Register, procedures for the completion of Declaration Forms, Frequently Asked Questions and a Gift Register Template Policy. Provincial Forensic Services provides Fraud Awareness training to the Department.

The ethical conduct of Members of Senior Management, Middle Management, officials in Supply Chain Management and Financial Management are further assessed through the online Financial Disclosures process annually.

6. Health Safety and Environmental Issues

Safety of learners and teachers at schools is a major challenge and the Department has formed partnerships with other relevant provincial departments to deal with the issue. To this end the WCED co-chairs the Prove Joints, Priority Committee on School Safety with SAPS. Various departments including, DOCS, DCAS, DSD, Correctional Services, Metro Police and Law Enforcement from City of Cape Town are all participants of this committee. Community involvement remains a key aspect in the fight against violence that affects some high-risk schools.

7. Scopa Resolutions

The Committee noted the audit opinion of the AGSA regarding the annual financial statements of the Department for the 2020/21 financial year, having obtained an unqualified audit report with findings on compliance with key legislation relating to performance, pre-determined objectives and internal control deficiencies. This audit opinion remains unchanged from the 2019/20 financial year, where the Department achieved an unqualified audit outcome with findings on its predetermined objectives and internal control deficiencies.

7.1. Audit Opinion

Governance

Finding on compliance with key legislation relating to performance

The AGSA raised findings with the Department on the performance report and compliance with legislation.

Programme 2 –Public Ordinary School Education

PPM 208: Percentage of learners with English first additional language (EFAL) and Mathematics textbooks in Grades 3, 6, 9 and 12

An achievement of 87,4% was reported against a target of 60% in the annual performance report. However, the supporting evidence provided materially differed from the reported achievement.

Other matters on pre-determined objectives

Achievement of planned targets: These refers to the annual performance report on pages 75 to 79 for information on the achievement of planned targets for the year under review, as well as explanations provided for the under- and overachievement of a number of targets. This information should be considered in the context of the material finding on the reliability of the reported performance information in the paragraph above (paragraph 19 of the auditor's report).

Adjustment of material misstatements: The AGSA identified material misstatements in the annual performance report submitted for auditing. These material misstatements were in the reported performance information of Programme 2: Public Ordinary School Education. As management subsequently corrected only some of the misstatements, the AGSA raised material findings on the reliability of the reported performance information. Those that were not corrected are reported above.

Internal control deficiencies

Internal control deficiencies of the Department relate to the following:

- Leadership did not exercise oversight responsibility regarding financial and performance reporting and compliance, as well as related internal controls, in respect of the submission of the financial statements as required by the PFMA.
- Management did not perform adequate reviews to ensure that the annual performance report was supported by reliable evidence for the reported indicators.

7.2. Financial Management

For the 2020/21 financial year, the Western Cape Education Department spent R24,008 billion of an appropriated budget of R24,564 billion, which resulted in an under-expenditure of R556,321 million (97,7% budget spent). Compared to the 2019/20 financial years, the Department spent R23,446 billion of a budget of R23,650 billion, which resulted in an overall under-expenditure of R203,634 million (99, 1% budget spent).

The overall under-spending within the Department occurred under the following programmes:

- Programme 1: Administration (R42,598 million);
- Programme 2: Public Ordinary School Education (R40,518 million);
- Programme 4: Public Special School Education (R14,497 million);
- Programme 6: Infrastructure Development (R192,291 million); and
- Programme 7: Examination and Education Related Services (R266,417 million).

The reasons for the underspending per programme can be referenced on pages 16 to 17 of the Annual Report of the Department.

In addition, for the 2020/21 financial year, the departmental receipt estimated revenue budget of R24,710 million was under-collected by R4,382 million, which resulted in a Departmental receipt collection of R20,328 million. Compared to the 2019/20 financial year, the Department's receipt estimate of R28,401 million was over-collected by R3,527 million, which resulted in a departmental receipt of R31,928 million.

The revenue under-collection was collected under the following line items:

- Sale of goods and services other than capital assets (R688 000);
- Fines, penalties and forfeits (R347 000);
- Interest, dividends and rent on land (R1,261 million); and
- Financial transactions in assets and liabilities (R2,086 million).

The Committee note that the Department recorded irregular expenditure for the 2020/21 financial year of R5,841 million and fruitless and wasteful expenditure of R393 000. The details are recorded under notes 24 and 25 of the Annual Report of the Department.

7.3. Resolution

No.	Subject	Details	Response by the department	Resolved (Yes/No)
1	Pages: 213-215 of the Annual Report. <u>Headings:</u> "Notes 18-19, 21-22 and 30-32" The Committee notes the audit findings of the Department by the Auditor-General of South Africa.	That the Department brief the Public Accounts Committee, as well as the Standing Committee on Education, on how it and the Auditor General of South Africa will deal with the audit findings in order to mitigate a future recurrence.	The Department briefed the Public Accounts Committee, as well as the Standing Committee on Education on 25 May 2022	Yes

7.4. List of Information Requested

The Committee requested that the Western Cape Education Department provide it with the following:

- 7.4.1. Quarterly reports which highlights how the findings of the Auditor-General will be and has been addressed, as referenced under notes 18,19,21,22,30,31 and 32 on pages 213 to 215 of the Annual Report.
- 7.4.2. A Report on how the Department addressed the audit findings of the Auditor-General for the 2019/20 financial year.
- 7.4.3. A report which highlights the irregular expenditures incurred during the 2019/20 and 2020/21 financial years which were sent for condonation, including how future irregular expenditures will be minimised in future financial years, as referenced under note 24 of the Annual Report.
- 7.4.4. A report on the expenditure surrendered to the Provincial Treasury in respect of the repair to the Knysna High Hostel School which was damaged by fire in June 2017.

8. Prior Modifications to Audit Reports

The department prepares a Financial Management Improvement Plan (FMIP) that focuses on the matters of non-compliance raised by the Auditor-General. This plan is quality assured and the Auditor-General is consulted in this regard. Regular reporting to the departmental Audit Committee on progress is also done.

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing / resolving the matter
PPM 208: Percentage of learners with EFAL and Mathematics textbooks in Grades 3, 6, 9 and 12) misstatement.	2020/21	The activation of an issue and retrieval function using CEMIS will ensure that the department is able to provide regular, accurate and complete performance reports. The new textbook function will also allow management to perform adequate reviews of the listings that supports the indicators to ensure that accurate records are maintained.
Annual Financial Statements not submitted on time.	2020/21	The Department follows a control list for inputs which are managed daily and weekly to identify possible risks. The annual financial statements also serve at the audit committee.
PPI 207: Number of schools receiving Local Area Networks not functioning and completeness misstatement.	2020/21	Procedures for logging calls to the Centralised Services desk for LAN operational issues were communicated to schools.

9. Internal Control Unit

The Internal Control Directorate undertook the following functions:

Assurance Services:

- Monitoring of Compliance against pre-scripts.

Managed and reviewed the compliance monitoring tool: The tool was developed for transversal usage and is currently being introduced at various provincial departments. This tool is utilised by WCED to complete the post auditing process to report possible irregular, fruitless and wasteful and non-compliance expenditure as part of the post auditing function.

- Evaluated the effectiveness and the implementation of financial precripts.

Provided internal support to management by performing internal inspections, ensured implementation of corrective controls where possible, identified root cause of non-compliance and issued reports with recommendations on internal findings.

Risk, Governance and Fraud and Losses Management:

- Supported Fraud and Losses Management by ensuring that the departmental fraud cases are managed and followed up timely. Co-ordinated the departmental fraud awareness training and updated the departmental fraud registers received from Provincial Forensic Services and the Public Service Commission.
- Supported Effective Risk Management including the rolling-out of departmental operational risk registers. Co-ordinated and initiated risk awareness training and participated in risks workshops in order to establish operational risk registers. Participated and provided inputs at ERMCO meetings.
- Implemented a process to support proper governance by developing drafted standard operating procedures pertaining to the key responsibilities of the directorate. Contributed to the departmental ethics management including the ongoing reviewing of the departmental gift policy in line with the departmental gift register.

Combined Assurance:

Reported matters to the audit committee and provided comment on the status of the departmental Financial Management Improvement Plan. Monitored progress on recommendations of departmental internal audit reports and the management report from external auditors. Collaborated with Internal Audit by providing inputs and information to address the departmental risks.

Co-ordinated and evaluated responses to stakeholders:

Ensured effective and timely responses for SCOPA, AGSA, DOTP and Public Service Commission. Monitored responses of management in support Corporate Governance and Review Outlook for Provincial Treasury.

10. Internal Audit and Audit Committees

Internal Audit provides management with independent, objective assurance and consulting services designed to add value and to continuously improve the operations of the Department. It should assist the Department to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of Governance, Risk Management and Control processes. The following key activities are performed in this regard:

- Assess and make appropriate recommendations for improving the governance processes in achieving the department's objectives;
- Evaluate the adequacy and effectiveness and contribute to the improvement of the risk management process;

- Assist the Accounting Officer in maintaining efficient and effective controls by evaluating those controls to determine their effectiveness and efficiency, and by developing recommendations for enhancement or improvement.

Internal Audit work completed during the year under review for the Department included four assurance engagements, three consulting engagements and six follow up audits. Details of these engagements are included in the Audit Committee report.

The Audit Committee is established as an oversight body, providing independent oversight over governance, risk management and control processes in the Department, which include oversight and review of the following:

- Internal Audit function;
- External Audit function (Auditor General of South Africa - AGSA);
- Departmental Accounting and reporting;
- Departmental Accounting Policies;
- AGSA management and audit report;
- Departmental In year Monitoring;
- Departmental Risk Management;
- Internal Control;
- Pre-determined objectives;
- Ethics, Fraud and Corruption

The table below discloses relevant information on the Audit Committee members:

Name	Qualifications	Internal or external	If internal, position in the Department	Date appointed	Date Resigned	No. of Meetings attended
Mr Nick Buick (Chairperson)	CA (SA); BCom, CTA,	External	N/a	01 January 2020 (2nd term)	N/a	7
Ms Merle Kinnes	BA LLB; Certificate Forensic Examination; Attorney of the High Court of SA.		N/a	01 January 2020 (2nd term)	N/a	7
Ms Lynne Tromp	MBA; BCom Honours; BTech Internal Audit		N/a	01 January 2021 (1st term)	N/a	7
Mr Raaghieb Najjaar	CA (USA); BCompt Honours		N/a	01 January 2021 (1st term)	N/a	7

11. Audit Committee Report

We are pleased to present our report for the financial year ended 31 March 2022.

Audit Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 38 (1) (a) (ii) of the Public Finance Management Act and Treasury Regulation 3.1. The Audit Committee also reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein.

The Effectiveness of Internal Control

The Department is required to develop and maintain systems of internal control that would improve the likelihood of achieving its objectives, to adapt to changes in the environment it operates in and to promote efficiency and effectiveness of operations, supports reliable reporting and compliance with laws and regulations. The WCG adopted a Combined Assurance Framework which identifies and integrates assurance providers. The first level of assurance is management assurance, requiring of line management to maintain effective internal controls and execute those procedures on a day-to-day basis by means of supervisory controls and taking remedial action where required. The second level of assurance is internal assurance provided by functions separate from direct line management, entrusted with assessing adherence to policies, procedures, norms, standards and frameworks. The third level of assurance is independent assurance providers that are guided by professional standards requiring the highest levels of independence.

A risk-based Combined Assurance Plan was developed for the Department, facilitated by Internal Audit, who is also an independent assurance provider. Internal Audit provides the Audit Committee and Management with reasonable assurance that the internal controls are adequate and effective. This is achieved by an approved risk-based internal audit plan, Internal Audit assessing the adequacy of controls mitigating the risks and the Audit Committee monitoring implementation of corrective actions.

The following internal audit engagements were approved by the Audit Committee and completed by Internal Audit during the year under review:

- Quality of Teaching
- Provisioning of Learner and Teacher Support Material (LTSM)
- Improvement of Action Plans Implementation (Consulting Engagement)
- Transfer Payment: COVID19 Response
- WCG Corporate Governance Framework Baseline Assessment – Consulting Engagement (WCG Transversal IA Plan)
- Broadband Realisation Project Phase 2 – Consulting Engagement (WCG Transversal IA Plan)
- Implementation of the Irregular Expenditure Framework (WCG Transversal IA Plan)

The areas for improvement, as noted by Internal Audit during the performance of their work, were agreed to by Management. The Audit Committee monitors the implementation of the agreed actions on a quarterly basis. The Audit Committee commends the department on the improvement in the implementation rate of the agreed areas for improvement by internal audit however continues to express its concerns around the slow implementation of improvements to address audit findings from the Auditor-General South Africa (AGSA)

In-Year Management and Monthly/Quarterly Report

The Audit Committee has reviewed and is satisfied with the content and quality of the quarterly in-year management report issued during the year under review by the Accounting Officer of the Department in terms of the National Treasury Regulations and the Division of Revenue Act.

Risk management

The Audit Committee has:

- Considered and recommended for approval the Department's Risk Management Strategy and Implementation Plan; and
- Reviewed and commented on the quarterly assurance reports from management, Internal Audit and AGSA on the operational effectiveness of matters relating to risk and control.

Evaluation of Financial Statements

The Audit Committee has:

- reviewed and discussed the Audited Annual Financial Statements to be included in the Annual Report, with the Auditor-General South Africa (AGSA) and the Accounting Officer;
- reviewed changes to accounting policies and practices as reported in the Annual Financial Statements; and
- reviewed material adjustments resulting from the audit of the Department.

The Audit Committee commends the Department on the improvement in the quality of the financial statements submitted for audit.

Compliance

The Audit Committee has noted the quarterly reports listing changes to legislation and circulars issued. The Audit Committee notes the areas of non-compliance with the PFMA detailed in the Auditor-General's report.

Performance Information

The Audit Committee has reviewed the information on predetermined objectives as reported in the Quarterly Performance Report and continues to make recommendations for improvement. These include an update on progress against targets and improvements to the underlying processes affecting the accuracy of reported performance information as detailed in the Auditor General's report. The Audit Committee will continue to monitor progress in this area.

Report of the Auditor-General South Africa

The Audit Committee has:

- reviewed the Auditor-General's Management Report and management's responses thereto;
- on a quarterly basis reviewed the Department's implementation plan for audit issues raised in the prior year; and
- has met with the Auditor General to ensure that there are no unresolved issues that emanated from the regulatory audit.

Corrective actions on the detailed findings raised by the Auditor-General are monitored by the Audit Committee on a quarterly basis.

The Audit Committee concurs and accepts the Auditor-General's opinion regarding the Annual Financial Statements and proposes that these Audited Annual Financial Statements be accepted and read together with the Auditor-General's report.

The Audit Committee commends the Department for achieving an unqualified audit opinion and wishes to express appreciation to the management of the Department, the Auditor-General and the Western Cape Government Corporate Assurance Branch for the co-operation and information they have provided to enable the compilation of this report.



Mr Nick Buick
Chairperson of the Education Audit Committee
Date:19/08/2022

B-BBEE Compliance Performance Information

The following table has been completed in accordance with the compliance to the BBEE requirements of the BBEE Act of 2013 and as determined by the Department of Trade, Industry and Competition.

Has the Department / Public Entity applied any relevant Code of Good Practice (B-BBEE Certificate Levels 1 – 8) with regards to the following:		
Criteria	Response Yes / No	Discussion
Determining qualification criteria for the issuing of licenses, concessions or other authorisations in respect of economic activity in terms of any law?	No	The Department's mandate does not include issuing of licenses, concessions or other authorisations in respect of economic activity in terms of any law for the year under review
Developing and implementing a preferential procurement policy?	Yes	Western Cape Education Department Accounting Officer's System (AOS) for Part A - Supply Chain Management and moveable asset management governs this
Determining qualification criteria for the sale of state-owned enterprises?	No	The Department's mandate does not include the overseeing of any State-Owned Enterprise for the year under review
Developing criteria for entering into partnerships with the private sector?	No	The Department did not enter into any Public-Private Partnership for the year under review
Determining criteria for the awarding of incentives, grants and investment schemes in support of Broad Based Black Economic Empowerment?	No	The Department's mandate does not include the awarding of incentives, grants and investment schemes in support of Broad-Based Black Economic Empowerment



Part D
HR Management

1. Legislation that Governs HR Management

The information provided in this part is prescribed by the Public Service Regulations (Chapter 1, Part III J.3 and J.4).

Basic Conditions of Employment Act, 1997 (Act 75 of 1997),
Labour Relations Act, 1995 (Act 66 of 1995),
Employment Equity Act, 1998 (Act 55 of 1998),
Occupational Health and Safety Act, 1993 (Act 85 of 1993),
Compensation for Occupational Injuries and Diseases Act, 1993 (Act 130 of 1993),
Government Employees Pension Law, 1996 (Proclamation 21 of 1996),
Employment of Educators Act, 1998 (Act 76 of 1998),
Public Service Act, 2016,
Constitution of the Republic of South Africa, 1996,
Skills Development Act, 1998 (Act 97 of 1998)
Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (Act 4 of 2000),
Promotion of Access to Information Act, 2000 (Act 2 of 2000),
Promotion of Administrative Justice Act, 2000 (Act 3 of 2000).

2. Introduction

Overview of People Management matters at the Department

The management of the affordable educator basket of posts of the department is critical to the educational success of schools.

The 2022 educator basket of posts consultation meetings were held on 26 July 2021 between the Minister for Education in the Western Cape, School Governing Body Associations (SGBA) and Unions. In addition, on 12 and 16 August 2020, consultations were held between the Head of Department, SGBAs and Unions.

Focus areas remain on the Foundation Phase; responding to the ongoing growth in learner numbers, addressing inequalities, reduction in curriculum extensions (especially Grade 10-12 subjects), Specialised Education and Science, Technology, Engineering, Arts, Mathematics, Agriculture and Coding (STEAMAC).

The 2021 affordable educator basket of posts was adjusted with 519 additional posts with effect from 1 April 2021 to increase the 2021 affordable basket of posts from 33865 to 34384. The 519 additional posts were retained for the 2022 academic year and an additional 590 posts were added to increase the 2022 affordable basket of posts from 34384 to 34974.

In 2021, the WCED issued three scheduled vacancy lists for educators as well as one special vacancy list for Principal posts, which supported the focus on stabilizing the functionality of schools through good leadership and governance.

People Management priorities for the year under review and the impact of these priorities

1. School leadership and management:

The focus was once again placed on the advertisement and filling of posts of Deputy Principals and Principals. These posts were advertised in each of the WCED vacancy lists and in a special vacancy list and prioritised to ensure swift processing of the applications. Enhancements to the E-Recruitment System automated the majority of manual processes and steps during the selection phase and enhanced response times.

The WCED continued to strengthen the appointment criteria and selection processes for principals, deputy principals and heads of department. Competency-Based Assessment (CBA) tools were used to assist in the recruitment and selection process for promotion posts. During the reporting year, the Provincial Assessment Centre conducted 381 CBAs at Principal level, 434 at Deputy Principal level and 63 at Departmental Head level. Where governing bodies did not make use of the CBA tool as part of the recruitment and selection process, the delegated authority requested that a CBA be conducted for professional development. Feedback to individuals assisted in the development of informed individual Development Plans for newly appointed principals, deputy principals and departmental heads.

2. Reduction in the number of temporary teachers:

The PL1 conversion process is open throughout the year, a school can, therefore apply for the conversion of teachers from temporary to a permanent appointment at any time. This process resulted in the permanent appointment of 1 998 post level 1 (PL1) teachers for the period 01 January 2021 – 31 December 2021.

3. Reduction in numbers of employees on extended periods of leave:

This was prioritised to ease the financial strain on the department and to ensure that learners benefit from optimal teaching and learning conditions. The WCED is managing the Policy on Incapacity Leave and Ill-health Retirement (PILIR) by ensuring that only those who are entitled to temporary incapacity leave with pay are granted this, and that there is no unnecessary delay in assessing their eligibility or over-payments for those not entitled to such leave. Rapid processing of these cases also contributed to restoring stability to schools and increased quality learning as well as making available substitutes for teachers on long-term incapacity leave. As a caring and responsible employer, the WCED is analysing leave data, drawing trends to identify employees at risk and providing additional direction and support to both managers and employees to address issues that could lead to prolonged absence. Referrals to the Employee Wellness Programme to further support employees with psycho-social interventions are also being utilised in order to address mental wellbeing.

Workforce planning and key strategies to attract and recruit a skilled and capable workforce. The Department has appointed 334 out of 556 Funza Lushaka bursary holders that completed their studies in 2020/2021 and appointed within 6 months after completing their qualifications and eligible to be employed in the 2021 academic year. This is a placement rate of 60% comprising of Funza Lushaka bursary holder's employment in permanent and in contract capacities.

The department profiled teachers in terms of phases and subjects taught for people planning purposes, which guides phases and subjects where there will be a need for teachers over the next 4 years. The information was shared with the Higher Education Institutions in the Western Cape for them to respond to the need indicated.

With the filling of senior managers' posts, the department placed emphasis on the results of the prescribed competency-based assessments which the top-scoring candidates completed.

Employee performance management framework

The department embraced and subscribed to the prescribed policies with respect to performance management and ensured that all staff, both educators and public service staff, were well informed of the expectations of the Employer. Monetary incentives were not awarded to top performers during the 2020/21 reporting period because a decision was made by the Provincial Top Management, and endorsed by Provincial Cabinet, to redirect funds initially allocated for bonuses to assist with COVID-19 related initiatives. Poor performers are obligated to enter personal improvement development programmes.

Employee wellness programmes

This programme provides on-going support in respect of the psychological, emotional and lifestyle needs of employees. The programme focuses on, amongst others, HIV and AIDS, stress, financial management, relationships, legal, family matters, substance abuse and trauma debriefing. The programme also addresses health and wellness issues of employees through various communication platforms. The aim of these awareness days is to promote healthy lifestyles and raise the profile of services which the WCED offers to its employees.

During the reporting period, a contributing factor to the increase in sick leave utilisation was Depression. Mental health challenges are fuelled by the Covid-19 pandemic, leading to more employees seeking psycho-social support. In response, two thousand four hundred and forty-seven (2447) employees made use of the psycho-social training, 3 advocacy sessions were arranged, and 29 Trauma debriefing sessions were conducted. Psycho-social support is available to all employees and their immediate families on a 24/7 basis.

Achievements and challenges

The department provided the 2022 school staff establishments on 20 August 2021. This enabled schools to commence timeously with their planning for 2022 and also created sufficient opportunity for schools to appeal for more posts where necessary. Although challenged in respect of the COVID-19 pandemic the department managed to convert 1998 temporary educator appointments to permanent appointments, further stabilizing schools and positively impacting on the delivery of quality education.

Due to restrictions on social distancing the Department could not host Long Service Awards events to acknowledge and celebrate Educators and Public Service staff who have dedicated 20, 30 and 40 years of continuous service to the sector. Certificates were, however, sent to all eligible employees to acknowledge their dedicated contribution. The Department also communicated an electronic long service awards magazine to all employees who had 20, 30 and 40 years of continuous service, as a means of acknowledging their contribution to the Department.

Given the large-scale impact of the COVID-19 crisis, the department once again managed to maintain labour peace and stability within the education fraternity during a very challenging year. This is made possible through collaborative engagements with all education stakeholders via well-established platforms.

The WCED intensified communication to ensure that all employees who receive remuneration for work outside the public service apply for approval.

3. Human Resources Oversight Statistics

Personnel related expenditure

The following tables summarise the final audited personnel-related expenditure by programme and by salary bands. In particular, they indicate the following:

- amount spent on personnel
- amount spent on salaries, overtime, homeowner's allowances and medical aid.

Programme	Programme Designation
Programme 1	Administration
Programme 2	Public Ordinary School Education
Programme 3	Independent School Subsidies
Programme 4	Public Special School Education
Programme 5	Early Childhood Development
Programme 6	Infrastructure Development
Programme 7	Examination and Education-Related Services

Table 3.1.1 Personnel expenditure by programme for the period 1 April 2021 to 31 March 2022

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)	Number of Employees
Programme 1	1 332 863	994 715	2 574	0	3.92	533.07	1 866
Programme 2	18 940 106	16 177 544	18 616	0	63.80	424.94	38 070
Programme 3	130 508	0	0	0	0.00	0	0
Programme 4	1 443 831	1 158 401	0	0	4.57	401.25	2 887
Programme 5	621 102	47 197	0	0	0.19	597.43	79
Programme 6 *	1 711 264	26 214	0	0	0.10	609.63	43
Programme 7	1 176 772	206 825**	10 840	0	0.82	498.37	415
		153 898***	0	0	0.61	0	
Total	25 355 901	18 764 794	32 030	0	74.01	432.77	43 360

Notes:

* Programme 6 includes Occupation Specific Dispensation (OSD) posts, which are largely funded through the DORA budget allocation.

** The personnel expenditure in respect of Programme 7 (Examination and Education-Related Services) amounting to R206.825 million is in respect of permanent and contract employees. The indicated average personnel cost is therefore only in respect of these employees.

***The amount of R153.898 million reflects the amount in respect of the expenditure of Examiners/Moderators/Markers and temporary administrative support staff.

Table 3.1.2 Personnel costs by salary band for the period 1 April 2021 to 31 March 2022

Salary band	Personnel expenditure (R'000)	% of total personnel cost	Average personnel cost per employee (R'000)	No. of employees
Lower skilled (Levels 1-2)	556 528	2.95	164.12	3 391
Skilled (level 3-5)	1 151 133	6.10	235.98	4 878
Highly skilled production (levels 6-8)	11 804 204	62.59	430.67	27 409
Highly skilled supervision (levels 9-12)	5 292 293	28.06	692.80	7 639
Senior and Top management (levels 13-16)	56 403	0.30	1 311.70	43
Total	18 860 561	100.00	434.98	43 360

Notes:

The total personnel expenditure in tables 3.1.1 and 3.1.2 differs because some transactions are made directly on BAS.

The total number of employees indicated in tables 3.1.1 and 3.1.2 above includes both public service staff and educators.

The following tables provide a summary per programme (Table 3.1.3) and salary bands (Table 3.1.4), of expenditure incurred as a result of salaries, overtime, housing allowance and medical assistance. In each case, the table indicates the percentage of the personnel budget that was used for these items.

Table 3.1.3 Salaries, Overtime, Homeowners Allowance and Medical Aid by programme for the period 1 April 2021 to 31 March 2022

Programme	Salaries		Overtime		Homeowners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Programme 1	701 770	3.72	12 221	0.06	25 183	0.13	52 020	0.28
Programme 2	11 393 745	60.41	67	0.00	339 244	1.80	732 805	3.89
Programme 3	0	0.00	0	0.00	0	0.00	0	0.00
Programme 4	812 387	4.31	2	0.00	28 197	0.15	58 552	0.31
Programme 5	33 802	0.18	0	0.00	880	0.00	2 000	0.01
Programme 6	14 783	0.08	0	0.00	327	0.00	833	0.00
Programme 7	277 264	1.47	2 008	0.01	7 877	0.04	17 047	0.09
Total	13 233 751	70.17	14 298	0.08	401 708	2.13	863 257	4.58

The data provided in table 3.1.3 differs because some transactions are made directly on BAS.

Table 3.1.4 Salaries, Overtime, Homeowners Allowance and Medical Aid by salary band for the period 1 April 2021 to 31 March 2022

Salary band	Salaries		Overtime		Homeowners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Skilled (level 1-2)	360 037	1.91	120	0.00	23 948	0.13	28 938	0.15
Skilled (level 3-5)	756 105	4.01	5 053	0.03	47 114	0.25	81 002	0.43
Highly skilled production (levels 6-8)	8 304 567	44.03	7 152	0.04	226 826	1.20	526 854	2.79
Highly skilled supervision (levels 9-12)	3 775 705	20.02	1 966	0.01	103 688	0.55	225 957	1.20
Senior management (level 13-16)	37 337	0.20	7	0.00	132	0.00	506	0.00
Total	13 233 751	70.17	14 298	0.08	401 708	2.13	863 257	4.58

The data provided in table 3.1.4 differs because some transactions are made directly on BAS.

3.2 Employment and Vacancies

The tables in this section summarise the position regarding employment and vacancies.

The following tables summarise the number of posts on the establishment, the number of employees, the percentage of posts vacant, and whether there are any staff that are additional to the establishment.

This information is presented in terms of two key variables:
programme (Table 3.2.1) and
salary band (Table 3.2.2).

Table 3.2.1 Employment and vacancies by programme as on 31 March 2022

Personnel Group	Programme	Number of funded posts	Unfunded posts	Number of Posts Filled	Vacancy Rate (%)	Number of persons additional to the establishment	Total number of employees
All Personnel	Programme 1	2 104	7	1 856	11.79	10	1 866
	Programme 2	37 911	0	37 985	0.00	85	38 070
	Programme 4	2 959	0	2 869	3.04	18	2 887
	Programme 5	5	0	58	0.00	21	79**
	Programme 6	52	0	39	25.00	4	43
	Programme 7	385	1	413	0.00	2	415
	Total	43 416***	8	43 220	0.45****	140	43 360
Educators	Programme 1	566	1	549	3.00	7	556
	Programme 2	31 516	0	31 699	0.00	35	31 734
	Programme 4	2 011	0	1 945	3.28	3	1 948
	Programme 5	5	0	58	0.00	21	79**
	Programme 6	6	0	6	0.00	0	6
	Programme 7	160	0	181	0.00	2	183
	Total	34 264	1	34 438	0.00	68*	34 506
Public Service Personnel	Programme 1	1 538	6	1 307	15.02	3	1 310
	Programme 2	6 395	0	6 286	1.70	50	6 336
	Programme 4	948	0	924	2.53	15	939
	Programme 5	0	0	0	0.00	0	0
	Programme 6	46	0	33	28.26	4	37
	Programme 7	225	1	232	0.00	0	232
	Total	9 152	7	8 782	4.04	72	8 854

Notes:

* In the case of educators additional to the establishment, the figures of only those educators who were duly identified as additional in terms of collective agreements are indicated.

**Programme 5: Posts of educators: pre-primary is abolished as they become vacant. The WCED adopted a policy according to which the funds attached to vacated posts are replaced by a subsidy payment to create more learning sites for pre-primary learners (Early Childhood Development).

79 Educators in Programme 5 are Pre-Primary Personnel. These personnel are carried in additional posts.

*** Included in the Funded Posts are Temporary Posts for Interns (previously reported as Abnormal Appointments).

****In 2020/21 the vacancy rate was 0.63%, however, this figure has decreased by 0.18% in the 2021/22 reporting period.

Table 3.2.2 Employment and vacancies by salary band as on 31 March 2022

Personnel Group	Salary Band	Number of funded posts	Unfunded Posts	Number of Posts Filled	Vacancy Rate %	Number of persons additional to the establishment	Total number of employees
All Personnel	Lower Skilled (Levels 1-2)	3 584	0	3 696	0.00	27	3 723
	Skilled (Levels 3-5)	4 498	3	4 854	0.00	37	4 891
	Highly skilled production (Levels 6-8)	31 065	4	31 287	0.00	55	31 342
	Highly skilled supervision (Levels 9-12)	4 222	1	3 341	20.87	20	3 361
	Senior Management (Levels 13-16)	47	0	42	10.64	1	43
	Total		43 416	8	43 220	0.45	140
Educators	Lower Skilled (Levels 1-2)	0	0	0	0.00	0	0
	Skilled (Levels 3-5)	85	0	784**	0.00	0	784**
	Highly skilled production (Levels 6-8)	30 236	0	30 541	0.00	51	30 592
	Highly skilled supervision (Levels 9-12)	3 943	1	3 113	21.05	17	3 130
	Senior Management (Levels 13-16)	0	0	0	0.00	0	0
	Total		34 264	1	34 438	0.00*	68
Public Service Personnel	Lower Skilled (Levels 1-2)	3 584	0	3 696	0.00	27	3 723
	Skilled (Levels 3-5)	4 413	3	4 070	7.77	37	4 107
	Highly skilled production (Levels 6-8)	829	4	746	10.01	4	750
	Highly skilled supervision (Levels 9-12)	279	0	228	18.28	3	231
	Senior Management (Levels 13-16)	47	0	42	10.64	1	43
	Total		9 152	7	8 782	4.04	72

Notes:

* As for educational institutions, the number of vacancies in respect of educators does not mean that the institution has fewer educators than the number of educators to which they are entitled. It merely indicates that the educator posts are not filled in a permanent capacity. In each case where the post is not permanently filled, a contract appointment is made to ensure that all educational institutions have the number of educators to which they are entitled.

**All educator posts are created for the appointment of professionally fully qualified educators (at least Matric plus 3 years training) at the minimum of salary levels 6-8. The WCED does have some under-qualified educators in the system. These are the 784 educators who are remunerated at salary levels 3-5 because they do not meet the minimum post requirements to be paid at salary levels 6-8. These educators are all appointed against approved posts indicated in the salary band 6-8 in this table.

Table 3.2.3 Employment and vacancies by critical occupations as on 31 March 2022

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
N/A The Western Cape Education Department has not identified any critical occupations.				
Notes:				
<ul style="list-style-type: none"> The CORE classification, as prescribed by the DPSA, should be used for completion of this table. Critical occupations are defined as occupations or sub-categories within an occupation: <ol style="list-style-type: none"> in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available, or they are available but do not meet the applicable employment criteria; for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction; where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees. 				

3.3 Filling of SMS Posts

The tables in this section provide information on employment and vacancies as it relates to members of the Senior Management Service by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.

Table 3.3.1 SMS post information as on 31 March 2022

SMS Level	Number of SMS posts per level		Number of SMS posts filled per level	% of SMS posts filled per level	Number of SMS posts vacant per level	% of SMS posts vacant per level
	Funded	Unfunded				
Director-General/ Head of Department	1	0	1	100.00	0	0.00
Salary Level 15	4	0	4	100.00	0	0.00
Salary Level 14	8	0	7	87.50	1	12.50
Salary Level 13	34*	1**	31	91.18	4	11.76
Total	47	1	43	91.49	5	10.64
Note: *Includes one (1) Ministerial post. **One (1) SMS member carried in excess.						

Table 3.3.2 SMS post information as on 30 September 2021

SMS Level	Number of SMS posts per level		Number of SMS posts filled per level	% of SMS posts filled per level	Number of SMS posts vacant per level	% of SMS posts vacant per level
	Funded	Unfunded				
Director-General/ Head of Department	1	0	1	100.00	0	0.00
Salary Level 15	4	0	4	100.00	0	0.00
Salary Level 14	8	0	7	87.50	1	12.50
Salary Level 13	34*	1**	27	79.41	8	23.53
Total	47	1	39	82.98	9	19.15

Note: *Includes one (1) Ministerial post.
**One (1) SMS member carried in excess.

Table 3.3.3 Advertising and filling of SMS posts for the period 1 April 2021 to 31 March 2022

SMS Level	Advertising	Filling of Posts	
	Number of Vacancies per Level Advertised in 6 Months of becoming Vacant	Number of Vacancies per Level Filled in 6 Months after becoming Vacant	Number of Vacancies per Level not Filled in 6 Months but Filled in 12 Months
Director-General/ Head of Department	1	1	0
Salary Level 15	1	1	0
Salary Level 14	1	1	0
Salary Level 13	4	4	1
Total	7	7	1

Table 3.3.4 Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2021 to 31 March 2022

Reasons for vacancies not advertised within six months

The District Director: Overberg was never advertised, but filled by acting, while the Director was seconded to the post of Director: Examination Administration. With the promotion of the incumbent, the post of District Director: Overberg was advertised, and the post of Director: Examination Administration filled.

Reasons for vacancies not filled within six months

Not applicable

Note:

In terms of the Public Service Regulations 2016, Section 65 (7) departments must indicate good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes.

Table 3.3.5 Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2021 to 31 March 2022

Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months
Not applicable

Note:

In terms of the Public Service Regulations 2016, Section 65 (7), departments must indicate good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes. In the event of non-compliance with this regulation, the relevant executive authority or head of department must take appropriate disciplinary steps in terms of section 16A(1) or (2) of the Public Service Act.

3.4 Job Evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in his or her organisation. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled. The following table summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.

Table 3.4.1 Job Evaluation by Salary band for the period 1 April 2021 to 31 March 2022

Salary Band	Number of funded posts	Number of posts evaluated	% of posts evaluated by Salary Bands	Posts Upgraded		Posts Downgraded	
				Number	Posts upgraded as a % of total posts	Number	Posts downgraded as a % of total posts
Lower skilled (Levels 1-2)	3 584	0	0	0	0	0	0
Skilled (Levels 3-5)	4 498	0	0	0	0	0	0
Highly skilled production (Levels 6-8)	31 065	0	0	0	0	0	0
Highly skilled supervision (Levels 9-12)	4 222	0	0	0	0	0	0
Senior Management Service Band A (Level 13)	47	0	0	0	0	0	0
Senior Management Service Band B (Level 14)	43 416	0	0	0	0	0	0
Senior Management Service Band C (Level 15)	3 584	0	0	0	0	0	0
Senior Management Service Band D (Level 16)	4 498	0	0	0	0	0	0
Total	31 065	0	0	0	0	0	0

The following table provides a summary of the number of employees whose positions were upgraded due to their post being upgraded. The number of employees might differ from the number of posts upgraded since not all employees are automatically absorbed into the new posts and some of the posts upgraded could also be vacant.

Table 3.4.2 Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2021 to 31 March 2022

Gender	African	Coloured	Indian	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0
Employees with a disability					0

The following table summarises the number of cases where remuneration bands exceeded the grade determined by job evaluation. Reasons for the deviation are provided in each case.

Table 3.4.3 Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2021 to 31 March 2022

Total number of employees whose salaries exceeded the grades determine by job evaluation	0
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Table 3.4.4 Profile of employees who have salary levels higher than those determined by job evaluation for the period 1 April 2021 to 31 March 2022

Gender	African	Coloured	Indian	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0
Employees with a disability					0

3.5 Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the department. The following tables provide a summary of turnover rates by salary band and critical occupations (see definition in notes below).

Table 3.5.1 Annual turnover rates by salary band for the period 1 April 2021 to 31 March 2022

Personnel	Salary Band	Number of employees per band as on 31 March 2021	Appointments	Transfers into the department	Appointments and transfers into the department	Terminations	Transfers out of the department	Terminations and transfers out of the department	Turnover rate %
All Personnel	Lower skilled (Levels 1-2)	3 256	934	0	934	742	0	742	5.90
	Skilled (Levels 3-5)	4 860	2 490	1	2 491	1 664	3	1 667	16.95
	Highly skilled production (Levels 6-8)	25 684	10 536	15	10 551	9 326	28	9 354	4.66
	Highly skilled supervision (Levels 9-12)	8 336	359	5	364	1 209	11	1 220	10.27
	Senior Management Service Band A (Level 13)	28	2	0	2	0	0	0	7.14
	Senior Management Service Band B (Level 14)	9	0	0	0	1	0	1	0.00
	Senior Management Service Band C (Level 15)	4	0	1	1	0	0	0	25.00
	Senior Management Service Band D (Level 16)	1	0	0	0	0	0	0	0.00
	Total	42 178	14 321	22	14 343	12 942	42	12 984	3.22*
Educators	Lower skilled (Levels 1-2)	0	3	0	3	0	0	0	0.00
	Skilled (Levels 3-5)	732	1 682	0	1 682	884	0	884	109.02
	Highly skilled production (Levels 6-8)	24 592	10 416	10	10 426	9 121	24	9 145	5.21
	Highly skilled super-vision (Levels 9-12)	8 092	341	4	345	1 180	7	1 187	0.00
	Senior Management Service Band A (Level 13)	0	0	0	0	0	0	0	0.00
	Senior Management Service Band B (Level 14)	0	0	0	0	0	0	0	0.00
	Senior Management Service Band C (Level 15)	0	0	0	0	0	0	0	0.00
	Senior Management Service Band D (Level 16)	0	0	0	0	0	0	0	0.00
	Total	33 416	12 442	14	12 456	11 185	31	11 216	3.71

Personnel Group	Salary Band	Number of employees per band as on 31 March 2021	Appointments	Transfers into the department	Appointments and transfers into the department	Terminations	Transfers out of the department	Terminations and transfers out of the department	Turnover rate %
Public Service	Lower skilled (Levels 1-2)	3 256	931	0	931	742	0	742	5.80
	Skilled (Levels 3-5)	4 128	808	1	809	780	3	783	0.63
	Highly skilled production (Levels 6-8)	1 092	120	5	125	205	4	209	0.00
	Highly skilled supervision (Levels 9-12)	244	18	1	19	29	4	33	0.00
	Senior Management Service Band A (Level 13)	28	1	0	1	0	0	0	3.57
	Senior Management Service Band B (Level 14)	9	0	0	0	1	0	1	0.00
	Senior Management Service Band C (Level 15)	4	0	1	1	0	0	0	25.00
	Senior Management Service Band D	1	0	0	0	0	0	0	0.00
	Total	8 762	1 878	8	1 886	1 757	11	1 768	1.35

Notes:

Column 1 (number of employees) includes all Nature of Appointments and Excess Personnel and excludes the Minister. Public Servants and Educators who do not occupy permanent positions are appointed on contract for closed periods. This includes employees appointed to substantive vacancies which arise as a result of natural attrition, deaths, promotions, etc., and employees (educators) appointed as substitutes in the place of those absent from duty because of sick leave, maternity leave, etc. This implies that the same employee can be appointed up to four times in a reporting year because each contract is regarded as a new appointment. The expiry of the contract is regarded as a termination of service for reporting purposes and this is the reason for the exceptionally high number of terminations.

*The Turnover Rate for 2021/22 has decreased by 1.23% compared to the 2020/21 reporting period. Overall, there were less terminations received and appointments made in 2021/22 compared to 2020/21.

Table 3.5.2 Annual turnover rates by critical occupation for the period 1 April 2021 to 31 March 2022

Critical occupation	Number of employees at beginning of period-April 2020	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Not applicable The Western Cape Education Department has not identified any critical occupations.				

The table below identifies the major reasons why staff left the department.

Table 3.5.3.1 Reasons why staff left the department for the period 1 April 2021 to 31 March 2022

Termination type	All personnel			Educators			Public Service		
	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as of 31 March 2020	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as of 31 March 2020	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as of 31 March 2020
Death / Demise	189*	1.46	0.45	133	1.19	0.40	56	3.18	0.64
Resignation	939	7.25	2.23	765	6.84	2.29	174	9.89	1.99
Expiry of contract	10 536	81.39	24.98	9 308	83.22	27.85	1 228	69.77	14.02
Dismissal - operational changes	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
Dismissal - misconduct	59	0.46	0.14	24	0.21	0.07	35	1.99	0.40
Dismissal - inefficiency	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
Discharged due to ill-health	77	0.59	0.18	46	0.41	0.14	31	1.76	0.35
Discharged - incapacity	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
Retirement	1 145	8.85	2.71	909	8.13	2.72	236	13.41	2.69
Employee initiated severance package	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
Transfer to other Public service Departments	0	0.00	0.00	0	0.00	0.00	0	0.00	0.00
TOTAL	12 945	100.00	30.69	11 185	100.00	33.47	1 760	100.00	20.09

Note:

* During the reporting period 51 Educators and 23 Public Service employees passed on due to the pandemic.

**In comparison to the 2020/21 reporting cycle, there were 6 192 less employees leaving the department in 2021/22. This could mainly be attributed to a sharp decrease in the expiration of contracts because of a programmatic extension of contracts at schools.

Table 3.5.3.2 Reasons why staff resigned, 1 April 2021 to 31 March 2022

Termination type	All Personnel		Educators		Public Service	
	Number	% of Total Exits	Number	% of Total Exits	Number	% of Total Exits
Age	0	0.00	0	0.00	0	0.00
Bad health	8	0.92	8	1.14	0	0.00
Better remuneration	36	4.15	32	4.56	4	2.40
Domestic problems	9	1.04	8	1.14	1	0.60
Emigration	19	2.19	19	2.71	0	0.00
Further studies	1	0.12	1	0.14	0	0.00
Housewife	0	0.00	0	0.00	0	0.00
Marriage	1	0.12	1	0.14	0	0.00
Nature of work	51	5.88	50	7.13	1	0.60

Termination type	All Personnel		Educators		Public Service	
	Number	% of Total Exits	Number	% of Total Exits	Number	% of Total Exits
No reason	0	0.00	0	0.00	0	0.00
Non-teaching post	0	0.00	0	0.00	0	0.00
Other education dept	3	0.35	3	0.43	0	0.00
Other occupation	127	14.63	62	8.84	65	38.92
Own business	2	0.23	1	0.14	1	0.60
Personal grievances	40	4.61	35	4.99	5	2.99
Resigning of position	571	65.78	481	68.62	90	53.89
Transfer other system	0	0.00	0	0.00	0	0.00
Transfer(spouse)	0	0.00	0	0.00	0	0.00
Total	868	100.00	701	100.00	167	100.00

Table 3.5.3.3 Age groups of staff who resigned, 1 April 2021 to 31 March 2022

Ages	Resignations All Staff	All Staff %	Resignations Educators	Educators %	Resignations Public Service staff	Public Service staff %
Ages 20 <	0	0.00	0	0.00	0	0.00
Ages 20 to 24	29	3.09	26	3.40	3	1.72
Ages 25 to 29	179	19.06	165	21.57	14	8.05
Ages 30 to 34	193*	20.55	158	20.65	35	20.11
Ages 35 to 39	102	10.86	82	10.72	20	11.49
Ages 40 to 44	56	5.96	42	5.49	14	8.05
Ages 45 to 49	74	7.88	59	7.71	15	8.62
Ages 50 to 54	101	10.76	77	10.07	24	13.79
Ages 55 to 59	105	11.18	82	10.72	23	13.22
Ages 60 to 64	97	10.33	72	9.41	25	14.37
Ages 65 >	3	0.32	2	0.26	1	0.57
Total	939	100.00	765	100.00	174	100.00

Note:

Although there was an overall decrease in the number of employees who resigned from the department during the 2021/22 reporting period, the age group most at risk of resigning is the 30 - 34 years group. In 2020/21 this figure was 110 (14.80%). It is closely followed by the age group 25 - 29, which has increased by 3.85% in comparison to the previous reporting period.

An emerging trend is the resignation (versus retirement) for the age group 60-64 years.

* Top 5 reasons for resigning, in this age group (30-34 years), are:

- Resigning of position
- Other occupation
- Nature of work
- Personal Grievances
- Better remuneration

Table 3.5.3.4 Granting of employee-initiated severance packages: 1 April 2021 to 31 March 2022

Total number of employee-initiated severance packages in 2021/ 2022	0
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Table 3.5.4 Promotions by critical occupation for the period 1 April 2021 to 31 March 2022

Occupation	Employees 1 April 2021	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Not applicable The Western Cape Education Department has not identified any critical occupations.					

Table 3.5.5 Promotions by salary band for the period 1 April 2021 to 31 March 2022

Personnel Group	Salary Band	Employees as at 31 March 2021	Promotion to another salary level	Salary Level promotions as a % of employees by salary band	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
All personnel	Lower skilled (Levels 1-2)	3256	430	13.21	40	1.23
	Skilled (Levels 3-5)	4860	216	4.44	16	0.33
	Highly skilled production (Levels 6-8)	25684	213	0.83	113	0.44
	Highly skilled supervision (Levels 9-12)	8336	323	3.87	144	1.73
	Senior management (Levels 13-16)	42	5	11.90	0	0.00
	Total		42178	1187	2.81	313
Educators	Lower Skilled (Levels 1-2)	0	0	0.00	0	0.00
	Skilled (Levels 3-5)	732	0	0.00	0	0.00
	Highly skilled production (Levels 6-8)	24592	179	0.73	103	0.42
	Highly skilled supervision (Levels 9-12)	8092	303	3.74	143	1.77
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00
	Total		33416	482	1.44	246
Public service	Lower Skilled (Levels 1-2)	3256	430	13.21	40	1.23
	Skilled (Levels 3-5)	4128	216	5.23	16	0.39
	Highly skilled production (Levels 6-8)	1092	34	3.11	10	0.92
	Highly skilled supervision (Levels 9-12)	244	20	8.20	1	0.41
	Senior Management (Levels 13-16)	42	5	11.90	0	0.00
	Total		8762	705	8.05	67
Note: Employees received a Cost-of-Living Adjustment, but not Pay Progression. *This includes Occupation-Specific Dispensation (OSD) employees.						

3.6 Employment Equity

Table 3.6.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2022

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	7	2	1	0	1	0	1	0	0	12
Senior management (Level 13)	2	7	2	3	3	10	1	3	0	0	31
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	119	388	3	128	74	181	8	119	0	1	1 021
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	861	2 936	20	749	2 796	4 860	60	2 148	8	3	14 441
Semi-skilled and discretionary decision making (Levels 4-7)	1 570	2 818	11	619	4 006	9 772	80	3 286	60	42	22 264
Unskilled and defined decision making (Levels 1-3)	688	2 221	1	108	511	1 978	4	70	7	3	5 591
Total	3 240	8 377	39	1 608	7 390	16 802	153	5 627	75	49	43 360

Table 3.6.2 Total number of employees (with disabilities) in each of the following occupational bands as on 31 March 2022

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	0	0	0	0	0	0	0	0	0	0
Senior management (Level 13)	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	0	1	0	0	1	0	0	0	0	0	2

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	3	4	0	2	2	5	0	2	0	0	18
Semi-skilled and discretionary decision making (Levels 4-7)	0	2	0	1	2	3	0	4	0	0	12
Unskilled and defined decision making (Levels 1-3)	0	2	0	0	1	3	0	0	0	0	6
Total	3	9	0	3	6	11	0	6	0	0	38

Note:

The disclosure of a disability is a voluntary process, however, due to perceived victimization and stigmas, many employees have not disclosed their status.

Table 3.6.3 Recruitment for the period 1 April 2021 to 31 March 2022

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	0	0	0	0	0	0	0	0	0	0
Senior management (Level 13)	0	0	0	0	1	1	0	0	0	0	2
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	3	23	0	5	5	24	3	33	0	1	97
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	31	124	0	15	140	229	10	50	0	0	599
Semi-skilled and discretionary decision making (Levels 4-7)	770	1 498	7	229	2 177	4 614	31	1 365	120	76	10887
Unskilled and defined decision making (Levels 1-3)	242	742	0	53	319	1 229	4	116	12	19	2736
Total	1046	2387	7	302	2641	6098	48	1564	132	96	14321

Note:

The total number of appointments include the renewal of contracts. In the 2020/21 reporting period there were 21 007 appointments reflected, however, in the 2021/22 reporting the number has decreased to 14 321. This could be attributed to schools extending the contract period to 6 or 12 months instead of quarterly renewals.

Table 3.6.4 Promotions for the period 1 April 2021 to 31 March 2022

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	2	1	0	0	0	0	0	0	0	3
Senior management (Level 13)	0	1	0	0	0	1	0	0	0	0	2
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	5	26	0	10	9	13	1	6	0	0	70
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	24	117	1	50	37	152	1	70	0	1	453
Semi-skilled and discretionary decision making (Levels 4-7)	7	14	0	4	6	132	0	33	0	0	196
Unskilled and defined decision making (Levels 1-3)	14	114	0	4	20	292	0	19	0	0	463
Total	50	274	2	68	72	590	2	128	0	1	1187

Table 3.6.5 Terminations for the period 1 April 2021 to 31 March 2022

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	0	0	0	0	0	1	0	0	0	1
Senior management (Level 13)	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	20	94	4	31	10	48	3	42	0	0	252
Skilled technical and academically qualified workers, junior management, super-visors, foremen, and superintendents (Levels 8-10)	66	364	6	70	233	612	11	234	2	1	1 599
Semi-skilled and discretionary decision making (Levels 4-7)	583	1 286	7	182	1 804	3 941	27	1 254	131	83	9 298
Unskilled and defined decision making (Levels 1-3)	183	538	0	38	180	759	2	65	9	18	1 792
Total	852	2 282	17	321	2 227	5 360	44	1 595	142	102	12 942

Table 3.6.6 Disciplinary action for the period 1 April 2021 to 31 March 2022

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
All types	46	120	0	4	25	27	6	3	231*

Ten (10) more cases have been reported than in the previous financial year. This increase is not significant as it amounts to 0.52% of the total number of employees in the WCED. This is less than the cases (574) that were dealt with during the 2019/2020 year, prior to COVID-19.

Table 3.6.7 Skills development for the period 1 April 2021 to 31 March 2022

Occupational Levels	Male				Female				Total
	A	C	I	W	A	C	I	W	
Top management (Levels 14-16)	0	3	0	0	0	0	0	0	3
Senior management (Level 13)	454	2 344	13	373	1 055	2 626	82	881	7 828
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	1 264	3 102	25	464	4 615	11 640	235	5 608	26 953
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	22	35	8	21	45	68	5	14	218
Semi-skilled and discretionary decision making (Levels 4-7)	78	135	0	3	189	260	19	113	797
Unskilled and defined decision making (Levels 1-3)	59	133	0	37	32	68	0	4	333
Grand Total	1 867	5 710	46	898	5 936	14 662	341	6 595	36 132*

Note:

There is no alignment between the Organising Framework for Occupations (OFO) reported to the SETAs and the occupation categories listed under the Code of Remuneration (CORE). The Department has aligned the CORE occupation categories with the OFO occupation categories for reporting purposes in respect of the number of employees.

The OFO codes are classified into 8 major groups, one of them being Managers, irrespective of salary levels. The Managers category as per OFO code description includes all the following ranks:

Superintendent-General	Assistant Director
Deputy Director-General	Principal
Chief Director	Deputy Principal
Director	Departmental Head (Teacher)
Deputy Director	Office Manager

*The total number for training attended increased by 15 363 compared to the previous reporting period. This was due to the shift to online learning. It allowed for more employees to attend online-based interventions in relation to limited face-face interventions. Employees adapted to a hybrid-model of learning, therefore the uptake of training increased compared to the previous year.

3.7 Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken are presented here.

Table 3.7.1 Signing of Performance Agreements by SMS members as on 31 May 2021

SMS Level	Number of funded SMS posts per level	Number of SMS members per level	Number of signed Performance Agreements per level	Signed Performance Agreements as % of SMS members per level
Director- General/ Head of Department	1	1	1	100.00
Salary Level 15	4	4	4	100.00
Salary Level 14	8	8	8	100.00
Salary Level 13	34	30	30	100.00
Total	47	43	43	100.00

Note:
* Circular 32 of 2020 issued by the Department of Public Service and Administration (DPSA) provided a revised date of 31 October 2020 for the completion of all performance agreements for Heads of Department, members of the Senior Management Service (SMS) and all other employees other than members of the SMS. This revised date was issued as a result of COVID-19.

Table 3.7.2 Reasons for not having concluded Performance agreements for all SMS members as on 31 May 2021

Reasons
* Circular 32 of 2020 issued by the Department of Public Service and Administration (DPSA) provided a revised date of 31 October 2020 for the completion of all performance agreements for Heads of Department, members of the Senior Management Service (SMS) and all other employees other than members of the SMS. This revised date was issued as a result of COVID-19. The HOD started on 01 April 2021 and the Performance Agreement, which was due on 30 June 2021, was completed in time.

Table 3.7.3 Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 May 2021

Reasons
Not applicable

Performance Rewards

To encourage good performance, the department has granted the following performance rewards, allocated to personnel for the performance period 2014/15, but paid during the year under review. The information is presented in terms of race, gender and disability (Table 3.8.3) and salary bands (Table 3.8.4).

Table 3.8.1 Notch progressions by salary band, 1 April 2021 to 31 March 2022

Salary Band	Employees as at 31 March 2021	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2)	3 256	40	1.23
Skilled (Levels 3-5)	4 860	16	0.33
Highly skilled production (Levels 6-8)	25 684	113	0.44
Highly skilled supervision (Levels 9-12)	8 336	144	1.73
Senior management (Levels 13-16)	42	0	0.00
Total	42 178	313*	0.74

Employees received a Cost of Living Adjustment, but not Pay Progression.
*This includes Occupation-Specific Dispensation (OSD) employees.

Table 3.8.2 Notch progressions by critical occupation, 1 April 2021 to 31 March 2022

Critical Occupations	Employees as at 31 March 2021	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Not applicable The Western Cape Education Department has not identified any critical occupations.			

Table 3.8.3 Performance Rewards by race, gender and disability for the period 1 April 2021 to 31 March 2022

Personnel Group	Race and Gender	Beneficiary Profile			Cost (R'000)	
		Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee
Public Service	African	0	1 980	0.00	0	0
	Male	0	904	0.00	0	0
	Female	0	1 076	0.00	0	0
	Coloured	0	6 183	0.00	0	0
	Male	0	2 655	0.00	0	0
	Female	0	3 528	0.00	0	0
	Indian	0	23	0.00	0	0
	Male	0	8	0.00	0	0
	Female	0	15	0.00	0	0
	White	0	649	0.00	0	0
	Male	0	140	0.00	0	0
	Female	0	509	0.00	0	0
	Disabled	0	19	0.00	0	0
Grand Total		0	8 854	0.00	0	0

Note:
A decision was taken by the Provincial Top Management that funds earmarked for performance bonuses be redirected to COVID-19 related initiatives. This decision was endorsed by the Provincial Cabinet.

Table 3.8.4 Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2021 to 31 March 2022

Group	Salary bands	Beneficiary Profile			Cost (R'000)		
		Number of beneficiaries	Total number of employees in group	% of the total within salary bands	Cost (R'000)	Average cost (R'000) per beneficiary	Cost as a % of the total personnel expenditure
All Personnel	Lower Skilled (Levels 1-2)	0	3 256	0.00	0	0	0.00
	Skilled (Levels 3-5)	0	4 860	0.00	0	0	0.00
	Highly skilled production (Levels 6-8)	0	25 684	0.00	0	0	0.00
	Highly skilled supervision (Levels 9-12)	0	8 336	0.00	0	0	0.00
	Total	0	42 136	0.00	0	0	0.00
Educators	Lower Skilled (Levels 1-2)	0	0	0.00	0	0	0.00
	Skilled (Levels 3-5)	0	732	0.00	0	0	0.00
	Highly skilled production (Levels 6-8)	0	24 592	0.00	0	0	0.00
	Highly skilled supervision (Levels 9-12)	0	8 092	0.00	0	0	0.00
	Total	0	33 416	0.00	0	0	0.00
Public Service	Lower Skilled (Levels 1-2)	0	3 256	0.00	0	0	0.00
	Skilled (Levels 3-5)	0	4 128	0.00	0	0	0.00
	Highly skilled production (Levels 6-8)	0	1 092	0.00	0	0	0.00
	Highly skilled supervision (Levels 9-12)	0	244	0.00	0	0	0.00
	Total	0	8 720	0.00	0	0	0.00

Table 3.8.5 Performance Rewards by critical occupation for the period 1 April 2021 to 31 March 2022

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of the total within the occupation	Total Cost (R'000)	Average cost per employee
Not applicable The Western Cape Education Department has not identified any critical occupations.					

Table 3.8.6 Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2021 to 31 March 2022

Salary Bands	Beneficiary Profile			Cost		
	Number of beneficiaries	Total number of employees in a group	% of the total within salary bands	Cost (R'000)	Average cost (R'000) per beneficiary	Cost as a % of the total personnel expenditure
Senior Management Service Band A (Level 13)	0	28	0.00	0	0	0.00
Senior Management Service Band B (Level 14)	0	9	0.00	0	0	0.00
Senior Management Service Band C (Level 15)	0	4	0.00	0	0	0.00
Senior Management Service Band D (Level 16)	0	1	0.00	0	0	0.00
Total	0	42	0.00	0	0	0.00

Note:

A decision was taken by the Provincial Top Management that funds earmarked for performance bonuses be redirected to COVID-19 related initiatives. This decision was endorsed by the Provincial Cabinet.

3.9 Foreign Workers

The tables below summarise the employment of foreign nationals in the department in terms of salary band and major occupation.

Table 3.9.1 Foreign workers by salary band for the period 1 April 2021 to 31 March 2022

Personnel Group	Salary Band	1 April 2021		31 March 2022		Change	
		Number	% of total	Number	% of total	Number	% of total
All Personnel	Lower skilled (Levels 1-2)	2	1.32	2	1.61	0	0.00
	Skilled (Levels 3-5)	13	8.55	8	6.45	-5	17.86
	Highly skilled production (Levels 6-8)	130	85.53	109	87.90	-21	75.00
	Highly skilled supervision (Levels 9-12)	7	4.61	5	4.03	-2	7.14
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total		152	100.00	124	100.00	-28
Educators	Lower skilled (Levels 1-2)	0	0.00	0	0.00	0	0.00
	Skilled (Levels 3-5)	11	7.48	7	5.83	-4	14.81
	Highly skilled production (Levels 6-8)	130	88.44	109	90.83	-21	77.78
	Highly skilled supervision (Levels 9-12)	6	4.08	4	3.33%	-2	7.41%
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total		147	100.00	120	100.00	-27
Public Service	Lower skilled (Levels 1-2)	2	40.00	2	50.00	0	0.00
	Skilled (Levels 3-5)	2	40.00	1	25.00	-1	100.00
	Highly skilled production (Levels 6-8)	0	0.00	0	0.00	0	0.00
	Highly skilled supervision (Levels 9-12)	1	20.00	1	25.00	0	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.0
	Total		5	100.00	4	100.00	-1

Note:

The WCED employs foreign workers based on their qualifications and skill level, particularly in cases where there is little to no supply for specific subjects offered.

Table 3.9.2 Foreign workers by major occupation for the period 1 April 2021 to 31 March 2022

Personnel Group	Major Occupation	31 March 2021		31 March 2022		Change	
		Number	% of total	Number	% of total	Number	% of total
All Personnel	Labourers and related workers	3	1.97	3	2.42	0	0.00
	Clerks	1	0.66	0	0.00	-1	3.57
	Technicians and associated professionals	0	0.00	0	0.00	0	0.00
	Professionals	148	97.37	121	97.58	-27	96.43
	Total		152	100.0	124	100.00	-28
Educators	Labourers and related workers	0	0.00	0	0.00	0	0.00
	Clerks	0	0.00	0	0.00	0	0.00
	Technicians and associated professionals	0	0.00	0	0.00	0	0.00
	Professionals	147	100.00	120	100.00	-27	100.00
	Total		147	100.00	120	100.00	-27
Public Service	Labourers and related workers	3	60.00	3	75.00	0	0.00
	Clerks	1	20.00	0	0.00	-1	100.00
	Technicians and associated professionals	0	0.00	0	0.00	0	0.00
	Professionals	1	20.00	1	25.00	0	0.00
	Total		5	100.00	4	100.00	-1

3.10 Leave utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.

Table 3.10.1 Sick leave for the period 1 January 2021 to 31 December 2021

Group	Salary Band	Total Days	Days with medical certification	% days with medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per (sick) employee	Average days per (all) employee	Estimated Cost (R'000) on 261 days
All personnel	Lower skilled (Levels 1-2)	14 136	11 912	84.27	2 056	7.41	7	4	5 897
	Skilled (Levels 3-5)	23 662	19 979	84.43	2 949	10.64	8	5	15 197
	Highly skilled production (Levels 6-8)	129 649	105 314	81.23	17 566	63.35	7	5	154 219
	Highly skilled supervision (Levels 9-12)	45 700	39 109	85.58	5 134	18.51	9	6	81 882
	Senior Management (Levels 13-16)	184	156	84.78	24	0.09	8	4	596
	Total	213 331*	176 470	82.72	27 729	100.00	8	5	257 791
Educators	Lower skilled (Levels 1-2)	0	0	0.00	0	0.00	0	0	0
	Skilled (Levels 3-5)	1 365	1 076	78.83	250	1.14	5	3	701
	Highly skilled production (Levels 6-8)	120 472	97 576	80.99	16 667	76.31	7	5	144 008
	Highly skilled supervision (Levels 9-12)	43 364	37 085	85.52	4 924	22.54	9	6	77 608
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00	0	0	R 0
	Total	165 201	135 737	82.16	21 841	100.00	8	5	222 317
Public service	Lower skilled (Levels 1-2)	14 136	11 912	84.27	2 056	34.92	7	4	5 897
	Skilled (Levels 3-5)	22 297	18 903	84.78	2 699	45.84	8	5	14 496
	Highly skilled production (Levels 6-8)	9 177	7 738	84.32	899	15.27	10	9	10 211
	Highly skilled supervision (Levels 9-12)	2 336	2 024	86.64	210	3.57	11	10	4 274
	Senior Management (Levels 13-16)	184	156	84.78	24	0.41	8	4	596
	Total	48 130	40 733	84.63	5 888	100.00	8	5	35 474

Note: Table 3.10.1 includes the information as displayed in Table 3.10.2.

*This figure is higher than the 2021/21 reporting period due to it being the last year of the sick leave cycle, and because of Covid-19 infections (inclusive of Temporary Incapacity Leave).

Table 3.10.2 Incapacity leave (temporary and permanent) for the period 1 January 2021 to 31 December 2021

Group	Salary Band	Total Days	Days with medical certification	% days with medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per (sick) employee	Average days per (all) employee	Estimated Cost (R'000) on 261 days
All personnel	Lower skilled (Levels 1-2)	2 297	2 287	100	67	5	34	1	986
	Skilled (Levels 3-5)	4 545	4 514	99	176	14	26	1	2 950
	Highly skilled production (Levels 6-8)	23 397	23 305	100	698	57	34	1	28 531
	Highly skilled supervision (Levels 9-12)	12 751	12 732	100	284	23	45	2	22 802
	Senior Management (Levels 13-16)	6	6	100	1	0	6	0	2
	Total		42 996*	42 844	100	1 226	100	35	1
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0	0	0
	Skilled (Levels 3-5)	113	112	99	4	0	28	0	65
	Highly skilled production (Levels 6-8)	21 353	21 263	100	614	70	35	1	26 316
	Highly skilled supervision (Levels 9-12)	12 109	12 090	100	258	29	47	2	21 659
	Senior Management (Levels 13-16)	0	0	0	0	0	0	0	0
	Total		33 575	33 465	100	876	100	38	1
Public service	Lower skilled (Levels 1-2)	2 297	2 287	100	67	19	34	1	986
	Skilled (Levels 3-5)	4 432	4 402	99	172	49	26	1	2 885
	Highly skilled production (Levels 6-8)	2 044	2 042	100	84	24	24	2	2 215
	Highly skilled supervision (Levels 9-12)	642	642	100	26	7	25	3	1 143
	Senior Management (Levels 13-16)	6	6	100	1	0	6	0	2
	Total		9 421	9 379	100	350	100	27	1
Note:									
*There was a decrease in the utilisation of incapacity leave due to employees working from home and utilising leave for comorbidities.									

The table below summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 3.10.3 Annual Leave for the period 1 January 2021 to 31 December 2021

Group	Salary Band	Total Days taken	Average number of days taken per employee	Number of employees with annual leave
All personnel	Lower skilled (Levels 1-2)	24 434	12	2 113
	Skilled (Levels 3-5)	38 584	14	2 836
	Highly skilled production (Levels 6-8)	22 845	21	1 111
	Highly skilled supervision (Levels 9-12)	24 427	20	1 239
	Senior Management (Levels 13-16)	1 061	24	45
	Total	111 351*	15	7 344
Educators	Lower skilled (Levels 1-2)	0	0	0
	Skilled (Levels 3-5)	1	1	1
	Highly skilled production (Levels 6-8)	260	2	119
	Highly skilled supervision (Levels 9-12)	17 958	18	990
	Senior Management (Levels 13-16)	0	0	0
	Total	18 219	16	1 110
Public service	Lower skilled (Levels 1-2)	24 434	12	2 113
	Skilled (Levels 3-5)	38 583	14	2 835
	Highly skilled production (Levels 6-8)	22 585	23	992
	Highly skilled supervision (Levels 9-12)	6 469	26	249
	Senior Management (Levels 13-16)	1 061	24	45
	Total	93 132	15	6 234

Note:

The annual leave entitlements and measures in respect of office-based educators make provision for office-based educators to qualify for annual leave of between 22 and 30 days per annum, based on the number of years of service.

All institution-based educators are regarded as being on annual leave during institution closure periods.

The above table excludes Public Service employees who have taken 22 days during school holidays.

*Employees used more annual leave during this reporting period. This could be attributed to the impact and implications of Covid-19 as employees prioritised self-care and time with family.

Table 3.10.4 Capped leave for the period 1 January 2021 to 31 December 2021

Group	Salary Band	Total capped leave available as at 24 Dec 2021	Total days of capped leave taken	Number of employees using capped leave	Average number of days taken per employee	Number of employees with capped leave as at 24 Dec 2021	Total capped leave available as at 24 Dec 2021
All personnel	Lower skilled (Levels 1-2)	155	12	1	12	12	142
	Skilled (Levels 3-5)	40 703	4 406	76	58	721	34 405
	Highly skilled production (Levels 6-8)	99 528	11 031	313	35	2 079	86 642
	Highly skilled supervision (Levels 9-12)	301 060	38 909	848	46	4 546	254 405
	Senior Management (Levels 13-16)	1 333	401	3	134	12	860
	Total	442 779	54 759	1 241	44	7 370	376 455

Group	Salary Band	Total capped leave available as at 24 Dec 2021	Total days of capped leave taken	Number of employees using capped leave	Average number of days taken per employee	Number of employees with capped leave as at 24 Dec 2021	Total capped leave available as at 24 Dec 2021
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0
	Skilled (Levels 3-5)	197	130	2	65	1	30
	Highly skilled production (Levels 6-8)	75 283	8 108	242	34	1 682	66 086
	Highly skilled supervision (Levels 9-12)	296 716	38 373	839	46	4 479	250 834
	Senior Management (Levels 13-16)	0	0	0	0	0	0
	Total	372 196	46 611	1 083	43	6162	316 950
Public service	Lower skilled (Levels 1-2)	155	12	1	12	12	142
	Skilled (Levels 3-5)	40 506	4 276	74	58	720	34 375
	Highly skilled production (Levels 6-8)	24 245	2 923	71	41	397	20 556
	Highly skilled supervision (Levels 9-12)	4 343	536	9	60	67	3 571
	Senior Management (Levels 13-16)	1 333	401	3	134	12	860
	Total	70 583	8 148	158	52	1 208	59 504

The following table summarise payments made to employees as a result of leave that was not taken.

Table 3.10.5 Leave pay-outs for the period 1 April 2021 to 31 March 2022

Reason	Total Amount (R'000)	Number of Employees	Average payment per employee
Leave pay-outs for 2021/22 due to non-utilisation of leave for the previous cycle	0	0	0
Capped leave pay-outs on termination of service for 2021/22	88 838	749	118
Current leave pay-outs on termination of service 2021/22	5 552	295	18
Total	94 390	1 043	90

Note: A nett total of 294 employees received annual leave pay-outs (pro-rata payment due to retirement). 139 Employees received both capped and current leave pay-outs.

3.11 HIV/AIDS & Health Promotion Programmes

Table 3.11.1 Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce the risk
Educators and Support Staff (school nurses, cleaning staff, educators in laboratories, engineering and school secretaries)	Covid-19 brochures, advocacy material and awareness-raising were distributed online. Each education institution has a health and safety committee.

Table 3.11.2 Details of Health Promotion and HIV/AIDS Programmes

Question	Yes	No	Details, if yes
1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	x		Director: Strategic People Management
2. Does the department have a dedicated unit, or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	x		<p>The WCED Employee Health & Wellness Programme has four officials responsible for this programme;</p> <p>1 x Deputy Director, 1 x Assistant Director (vacant post), 1 x Human Resource Practitioner (vacant post) and 1 x Human Resource Clerk</p> <p>The sub-directorate has THREE officials responsible for this programme on Assistant-Director level, Practitioner, Admin Clerk who must co-ordinate delivery and arrange interventions and services against the objectives of the programme across all districts of the WCED.</p> <p>During the pandemic, district co-ordinators were involved in the Employee, Health and Wellness Programme regarding the services on offer to employees.</p>
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	x		<p>The Employee Health and Wellness Programme's objective is to address factors that impact on the personal health and wellbeing of employees that prevent them from performing at their optimal level.</p> <p>This programme has a major focus to minimize the factors impacting on employees' morale and performance. Factors, amongst others, relate to relationships (personal and at work), financial management, emotional stability, stress and anxiety, trauma, HIV prevalence, substance abuse, bereavement, suicide ideations, etc.</p> <p>This programme also addresses health and wellness issues of employees through the following aspects of consideration: Access to a 24-hour telephone counselling service Face to face counselling, based on short term solution-based therapy (for employees in need) Trauma debriefing Group therapy focusing on stress management or personal financial management Training to line managers (inclusive of school management teams) Focused Employee Health and Wellness Awareness Days in districts</p> <p>Ongoing information on health impacting diseases and the maintenance of a healthy lifestyle.</p>

Question	Yes	No	Details, if yes
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme. (continued)	x		During the reporting period, a contributing factor to the increase in sick leave utilisation was Depression. Mental health challenges are fuelled by the Covid-19 pandemic, leading to more employees seeking psycho-social support. Two thousand four hundred and forty-seven (2447) employees made use of the psycho-social training, 3 advocacy sessions were arranged, and 29 Trauma debriefing sessions were conducted.
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	x		The Department has a PILIR Task Team in place who meets on a quarterly basis, consisting of employee and employer representatives: Various representatives within the Chief Directorate: People Management Practices and union representatives from SADTU x 2; ATU x 2; NEHAWU x 1; PAWUSA x 1; PSA x 1
5. Has the department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	x		The WCED implemented the Employee Health and Wellness Transversal Policy of the Western Cape Government (WCG). Employees are referred to the Employee Health and Wellness Programme for further assistance with regards to discrimination and their rights. WCED continuously using the WCG Transversal Policy.
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	x		The Department of Health regularly distributes information online to employees relating to HIV/AIDS.
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have you achieved.	x		Voluntary Counselling and Testing forms part of the PEAP programme that the Depart of Health is responsible for, of which monthly reports are received. Under normal circumstances, testing is conducted during the rollout of the Wellness Days which was put on hold since the lockdown due to COVID -19. However, individual schools had only testing done on a request basis.
8. Has the department developed measures/ indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	x		The following measures are in place: A service provider is in place to provide EHW offer services to employees Monthly and quarterly reports presented to management through monthly and quarterly meetings, for monitoring and evaluation purposes. Continuous promotion and advocacy of the EHW programme were conducted. Provision of various psycho-socio training to staff was offered.

Question	Yes	No	Details, if yes
Other advocacy initiatives were nutrition, COVID-19 desk drops, cancer awareness, promotion EHW services to employees via online communications. Create a new format for conducting Wellness Days. Review and amend the EHW Strategy, developed Employee Health and Wellness Operational Plans for 2021/2022, submit EHW Quarterly narrative & analysis reports to DPSA on Wellness Management, Health and Productivity Management and HIV/AIDS, TB & STI Management. The department also provided psychosocial training interventions on the following topics: Stress Management; Mental Health issues; Team Wellness Audit; Conflict Resolution Training; Time and Stress Management.			

3.12 Labour Relations

Table 3.12.1 Collective agreements for the period 1 April 2021 to 31 March 2022

No collective agreements were concluded and signed internally at our Departmental consultation forums with Unions

Total number of Collective agreements	0
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The following table summarises the outcome of disciplinary hearings conducted within the department for the year under review.

Table 3.12.2 Misconduct and disciplinary hearings finalised for the period 1 April 2021 to 31 March 2022

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	29	7.29
Verbal warning	0	0.00
Written warning	0	0.00
Final written warning	165	41.46
Suspension without pay	34	8.54
Fine	107	26.88
Demotion	4	1.01
Dismissal/ Abscondence	52	13.07
Not guilty	7	1.76
Case withdrawn	0	0.00
Total	398*	100.00

Note:

Outcomes of disciplinary hearings refer to formal cases only.

*This number increased from the last financial year because one case may contain a combination of various sanctions (e.g.: final written warning, a fine as well as counselling). In comparison to 2020/21, there were also ten more cases to deal with in this reporting period.

Table 3.12.3 Types of misconduct addressed at disciplinary hearings for the period 1 April 2021 to 31 March 2022

Type of misconduct	Number	% of total
Theft, bribery, fraud or corruption in regard to examinations	7	3.03
Sexual assault on learner	8	3.46
Sexual assault on another employee	0	0.00
Sexual relationship with a learner of the same school	0	0.00
Serious assault with intent to cause grievous bodily harm to a learner or student	1	0.00
Serious assault with intent to cause grievous bodily harm to another employee	0	0.43
Illegal possession of an intoxicating illegal or stupefying substance	0	0.00

Type of misconduct	Number	% of total
Fails to comply with or contravenes an Act or any other statute, regulation or legal obligation	8	3.46
Wilfully or negligently mismanages the finances of the State	16	6.93
Misuse of state property	2	0.87
Unjustifiably prejudices the administration, discipline or efficiency of the Department	1	0.43
Misuses his or her position in the Department of Education to promote or prejudice the interest of any person	1	0.43
Accepts second employment and/or compensation without written approval from the Employer	2	0.87
Fails to carry out a lawful order and/or routine instruction	3	1.30
Absenteeism	18	7.79
Discrimination	1	0.43
Poor performance, for reasons other than incapacity	2	0.87
While on duty, is under the influence of an intoxicating substance	2	0.87
Improper, disgraceful and unacceptable conduct	45	19.48
Assaults, or attempt to or threatens to assault	84	36.36
Victimisation and/or intimidation	0	0.00
Give false statements or evidence in the execution of duties, and/or falsification of records	0	0.00
Unlawful industrial action	0	0.00
Common law or statutory offence (theft, fraud and corruption)	22	9.52
Dishonesty	0	0.00
Abscondment	8	3.46
Total	231	100.00

Note:
The number of all reported and finalised cases dealt with for the period 1 April 2021 -31 March 2022 is 566. The figure of 231 are the cases that were referred for formal disciplinary hearings.

Table 3.12.4 Grievances logged for the period 1 April 2021 to 31 March 2022

Grievances lodged	Number	% of Total
Number of grievances resolved	154	64.71
Number of grievances not resolved	84*	35.29
Total number of grievances lodged	238	100.00

Note:
Grievances lodged refers to cases that were finalised within the reporting period.
The increase in the number of grievances logged is due do concessions not granted for comorbidities (Circular 15 &16 of 2020).
* Line managers do not always attend to grievances within the prescribed timeframes.

Table 3.12.5 Disputes lodged with Councils for the period 1 April 2021 to 31 March 2022

Disputes lodged with Councils	Number	% of Total
Number of disputes upheld	19	27.14
Number of disputes dismissed	51	72.86
Total number of disputes lodged	70	100.00

Note:
Councils refer to the Public Service Coordinating Bargaining Council (PSCBC), General Public Service Sector Bargaining Council (GPSSBC) and Education Labour Relations Council (ELRC).

Table 3.12.6 Strike actions for the period 1 April 2021 to 31 March 2022

Strike actions	Number
No Strikes during this period	0

Table 3.12.7 Precautionary suspensions for the period 1 April 2021 to 31 March 2022

Precautionary suspensions	Number
Number of Public Servants suspended	3
Number of Educators suspended	11
Number of public servants whose suspension exceeded 30 days	3
Number of educators whose suspension exceeded 90 days	5
Average number of days suspended	109
Cost (R'000) of suspensions	R1 687 495.05**
Note:	
Precautionary suspensions refer to employees being suspended with pay, due to the seriousness of the allegations and might endanger the wellbeing of the victim, whilst the matter is investigated and/or until the finalisation of the disciplinary processes.	
*The average number of days suspended decreased due to more efficient processes (Inquiry by arbitrator) in the finalisation of serious cases of misconduct. The appeal processes are however protracted.	
.** Three Educators on level 11(1) and 9(2) were suspended for long periods (163, 263 and 214 days) at a cost of R1 028 604.63.	

3.13 Skills development

This section highlights the efforts of the department with regard to skills development.

Table 3.13.1 Training needs identified for the period 1 April 2021 to 31 March 2022

Occupational Categories	Gender	Number of employees as of 1 April 2021	Training needs identified at the start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	3 464	0	4 920	1	4 921
	Male	2 854	0	4 850	0	4 850
Professionals	Female	21 813	0	9 470	10	9 480
	Male	7 030	0	9 727	7	9 734
Technicians and associate professionals	Female	207	0	146	10	156
	Male	108	0	132	4	136
Clerks	Female	2263	0	1 187	58	1 245
	Male	440	0	1 183	35	1 218
Service and sales workers	Female	1002	0	43	0	43
	Male	255	0	47	0	47
Skilled agriculture and fishery workers	Female	1	0	0	0	0
	Male	43	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	1	0	0	0	0
	Male	18	0	0	0	0
Labourers and related workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	1 325	0	918	0	918
	Male	2 618	0	926	0	926
Sub Total	Female	30 076	0	16 684	79	16 763
	Male	13 366	0	16 865	46	16 911
Total		43 442	0	33 549	125	33 674

Occupational Categories	Gender	Number of employees as of 1 April 2021	Training needs identified at the start of the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Employees with disabilities**	Female	0	0	0	0	0
	Male	0	0	0	0	0

Note:

*There is no alignment between the Organising Framework for Occupations (OFO) reported to the SETAs and the occupation categories listed under the Code of Remuneration (CORE). The Department has aligned the CORE occupation categories with the OFO occupation categories for reporting purposes in respect of the number of employees.

**Disability breakdown cannot be provided as the PSETA Quarterly Monitoring Report, Annual Training Report and the Work Skills Plan does not accommodate a breakdown between female and male. The above-mentioned reports only stipulate total disability.

Table 3.13.2 Training provided for the period 1 April 2021 to 31 March 2022

Occupational Categories	Gender	Number of employees as at 31 March 2021	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	3 464	0	4 644	0	4 644
	Male	2 854	0	3 187	0	3 187
Professionals	Female	21 813	0	22 087	6	22 093
	Male	7 030	0	4 856	4	4 860
Technicians and associate professionals	Female	207	0	127	5	132
	Male	108	0	82	4	86
Clerks	Female	2 263	0	546	10	556
	Male	440	0	156	8	164
Service and sales workers	Female	1 002	0	25	0	25
	Male	255	0	52	0	52
Skilled agriculture and fishery workers, craft and related trades workers	Female	1	0	0	0	0
	Male	13	0	0	0	0
Plant and machine operators and assemblers	Female	1	0	0	0	0
	Male	18	0	0	0	0
Labourers and related workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	1 325	0	104	0	104
	Male	2 618	0	229	0	229
Sub Total	Female	30 076	0	27 533	21	27 554
	Male	13 366	0	8 562	16	8 578
Total		43 442	0	36 095	37	36 132**
Employees with disabilities *	Female	0	0	0	0	0
	Male	0	0	0	0	0

Note:

*Disability breakdown cannot be provided as the PSETA Quarterly Monitoring Report, Annual Training Report and the Work Skills Plan does not accommodate a breakdown between female and male. The above-mentioned reports only stipulate total disability.

** The total number for training attended increased by 15 363 compared to the previous reporting period. This was due to the shift to online learning. It allowed for more employees to attend online-based interventions in relation to limited face-face interventions. Employees adapted to a hybrid-model of learning, therefore the uptake of training increased compared to the previous year.

3.14 Injury on duty

The following tables provide basic information on injury on duty.

Table 3.14.1 Injury on duty for the period 1 April 2021 to 31 March 2022

Personnel Group	Nature of injury on duty	Number	% of total
All Personnel	Required basic medical attention only	82	95.35
	Ankle	6	6.98
	Back	14	16.28
	Breast	0	0.00
	Chest	5	5.81
	Eye	0	0.00
	Finger	2	2.33
	Foot	3	3.49
	Fracture	4	4.65
	Hand and Arm	12	13.95
	Head	8	9.30
	Knee	8	9.30
	Leg	4	4.65
	Neck	4	4.65
	Nose	0	0.00
	Shoulder	10	11.63
	Soft Tissue	2	2.33
	Toe	0	0.00
	Temporary disablement	4	4.65
	Foot	2	2.33
	Head	0	0.00
	Shoulder	0	0.00
	Chest	0	0.00
	Ankle	0	0.00
	Back	2	2.33
	Eye	0	0.00
	Finger	0	0.00
	Hand and Arm	0	0.00
	Knee	0	0.00
	Leg	0	0.00
	Neck	0	0.00
	Toe	0	0.00
	Permanent disablement	0	0.00
	Fatal	0	0.00
Total	86	100.00	
	Percentage of total employment		0.20

Personnel Group	Nature of injury on duty	Number	% of total
Educators	Required basic medical attention only	40	90.91
	Ankle	4	9.09
	Back	3	6.82
	Breast	0	0.00
	Chest	3	6.82
	Eye	0	0.00
	Finger	2	4.55
	Foot	2	4.55
	Fracture	2	4.55
	Hand and Arm	6	13.64
	Head	5	11.36
	Knee	5	11.36
	Leg	1	2.27
	Neck	2	4.55
	Nose	0	0.00
	Shoulder	4	9.09
	Soft Tissue	1	2.27
	Toe	0	0.00
	Temporary disablement	4	9.09
	Foot	2	4.55
	Head	0	0.00
	Shoulder	0	0.00
	Chest	0	0.00
	Ankle	0	0.00
	Back	0	0.00
	Eye	0	0.00
	Finger	0	0.00
	Hand and Arm	1	2.27
	Knee	0	0.00
	Leg	1	2.22
	Neck	0	0.00
	Toe	0	0.00
	Permanent disablement	0	0.00
	Fatal	0	0.00
	Total	44	100.00
	Percentage of total employment		0.10

Personnel Group	Nature of injury on duty	Number	% of total
Public Service Personnel	Nature of injury on duty	Number	% of total
	Required basic medical attention only	43	82.69
	Ankle	1	1.92
	Back	12	23.08
	Breast	0	0.00
	Chest	2	3.85
	Eye	0	0.00
	Finger	0	0.00
	Foot	1	1.92
	Fracture	2	3.85
	Hand and Arm	6	11.54
	Head	2	3.85
	Knee	4	7.69
	Leg	4	7.69
	Neck	2	3.85
	Nose	0	0.00
	Shoulder	6	11.54
	Soft Tissue	1	1.92
	Toe	0	0.00
	Temporary disablement	9	17.31
	Foot	0	0.00
	Head	0	0.00
	Shoulder	2	3.85
	Chest	1	1.92
	Ankle	0	0.00
	Back	3	5.77
	Eye	0	0.00
	Finger	0	0.00
	Hand and Arm	1	1.92
	Knee	1	1.92
	Leg	1	1.92
	Neck	0	0.00
	Toe	0	0.00
Permanent disablement	0	0.00	
Fatal	0	0.00	
Total	52	100.00	
Percentage of total employment			0.12

Note:

In comparison to the 2019/20 period, employees requiring basic medical attention only increased from 66 to 82 in the 2021/22 reporting period. The categories related to Hand and Arm and Head showed increases of 4 to 12 (Hand and Arm) and 4 to 8 (Head) respectively.

3.15 Utilisation of Consultants

The following tables relate information on the utilisation of consultants in the department. In terms of the Public Service Regulations "consultant" means a natural or juristic person or a partnership who or which provides in terms of a specific contract on an ad hoc basis any of the following professional services to a department against remuneration received from any source:

The rendering of expert advice;

The drafting of proposals for the execution of specific tasks; and

The execution of a specific task which is of a technical or intellectual nature but excludes an employee of a department.

Table 3.15.1 Consultant appointments using appropriated funds for the period 1 April 2021 to 31 March 2022

Programme	Consulting firm	Project title	Nature of the project	Total number of consultants that worked on the project	Duration: work days/ hours	Contract value in Rand	Total number of projects	Total individual consultants	BBBEE level
Not applicable									

Table 3.15.2 Consultant appointments using Donor funds for the period 1 April 2021 to 31 March 2022

Programme	Consulting firm	Project title	Nature of the project	Total number of consultants that worked on the project	Duration: work days/ hours	Contract value in Rand	Total number of projects	Total individual consultants	BBBEE level
Not applicable									

Table 3.15.3 Report on consultant appointments using Donor funds for the period 1 April 2021 to 31 March 2022

Project title	Total Number of consultants that worked on project	Duration (Workdays)	Donor and contract value in Rand
Not applicable			

Total number of projects	Total individual consultants	Total duration Workdays	Total contract value in Rand
Not applicable			

Table 3.15.4 Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2021 to 31 March 2022

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
Not applicable			



Part E
Financial Information

**Report of the auditor-general to the Western Cape Provincial Parliament on vote no. 5:
Western Cape Education Department**

Report on the audit of the financial statements

Opinion

1. I have audited the financial statements of the Western Cape Education Department set out on pages 206 to 253, which comprise the appropriation statement, statement of financial position as at 31 March 2022, the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as notes to the financial statements, including a summary of significant accounting policies.
2. In my opinion, the financial statements present fairly, in all material respects, the financial position of the Western Cape Education Department as at 31 March 2022, and its financial performance and cash flows for the year then ended in accordance with the Modified Cash Standard (MCS) and the requirements of the Public Finance Management Act 1 of 1999 (PFMA) and the Division of Revenue Act 9 of 2021 (Dora).

Basis for opinion

3. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the auditor-general's responsibilities for the audit of the financial statements section of my report.
4. I am independent of the department in accordance with the International Ethics Standards Board for Accountants' *International code of ethics for professional accountants (including International Independence Standards)* (IESBA code) as well as other ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA code.
5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of matter

6. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Restatement of corresponding figures

7. As disclosed in note 32 to the financial statements, the corresponding figures for 31 March 2021 were restated as a result of an error in the financial statements of the department at, and for the year ended, 31 March 2022.

Other matter

8. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Unaudited supplementary schedules

9. The supplementary information set out in pages 254 to 258 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and accordingly, I do not express an opinion thereon.

Responsibilities of the accounting officer for the financial statements

10. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with the MCS and the requirements of the PFMA and Dora, and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

11. In preparing the financial statements, the accounting officer is responsible for assessing the department's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the appropriate governance structure either intends to liquidate the department or to cease operations, or has no realistic alternative but to do so.

Auditor-general's responsibilities for the audit of the financial statements

12. My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

13. A further description of my responsibilities for the audit of the financial statements is included in the annexure to this auditor's report.

Report on the audit of the annual performance report

Introduction and scope

14. In accordance with the Public Audit Act 25 of 2004 (PAA) and the general notice issued in terms thereof, I have a responsibility to report on the usefulness and reliability of the reported performance information against predetermined objectives for the selected programme presented in the annual performance report. I performed procedures to identify material findings, but not to gather evidence to express assurance.
15. My procedures address the usefulness and reliability of the reported performance information, which must be based on the department's approved performance planning documents. I have not evaluated the completeness and appropriateness of the performance indicators included in the planning documents. My procedures do not examine whether the actions taken by the department enabled service delivery. My procedures do not extend to any disclosures or assertions relating to the extent of achievements in the current year or planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, my findings do not extend to these matters.
16. I evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected programmes presented in the department's annual performance report for the year ended 31 March 2022:

Programme	Pages in the annual performance report
Programme 2 – public ordinary school education	59 - 82

17. I performed procedures to determine whether the reported performance information was properly presented and whether performance was consistent with the approved performance planning documents. I performed further procedures to determine whether the indicators and related targets were measurable and relevant, and assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
18. The material finding on the usefulness and reliability of the performance information of the selected programme is as follows:

Programme 2 – public ordinary school education

POI 202: Percentage of learners retained in the school system from grades 1–9

19. The source information for measuring the planned indicator was not clearly defined and related systems and processes were not adequate to enable consistent measurement and reliable reporting of performance against the predetermined indicator definitions. As a result, limitations were placed on the scope of my work and I was unable to audit the reliability of the achievement of 82.2% reported against the target of 68% in the annual performance report.

POI 208: Percentage of learners with textbooks in every subject in every grade

20. The department reported the indicator as “not applicable” for its achievement against a target of 40% in the annual performance report. However, the supporting evidence provided materially differed from this reported achievement.

Other matters

21. I draw attention to the matters below.

Achievement of planned targets

22. Refer to the annual performance report on pages 75 to 79 for information on the achievement of planned targets for the year and management's explanations provided for the under-/ overachievement of targets. This information should be considered in the context of the material finding on the reliability of the reported performance information in paragraphs 19 to 20 of this report.

Adjustment of material misstatements

23. I identified material misstatements in the annual performance report submitted for auditing. These material misstatements were in the reported performance information of programme 2 – public ordinary school education. As management subsequently corrected only some of the misstatements, I raised material findings on the reliability of the reported performance information. Those that were not corrected are reported above.

Report on the audit of compliance with legislation

Introduction and scope

24. In accordance with the PAA and the general notice issued in terms thereof, I have a responsibility to report material findings on the department's compliance with specific matters in key legislation. I performed procedures to identify findings but not to gather evidence to express assurance.

25. The material findings on compliance with specific matters in key legislation are as follows:

Strategic planning

26. Specific information systems were not established to enable the monitoring of progress made towards achieving targets, core objectives and service delivery, as required by public service regulation 25(1)(e)(i) and (iii).

Other information

27. The accounting officer is responsible for the other information. The other information comprises the information included in the annual report. The other information does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported in this auditor's report.

28. My opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and I do not express an audit opinion or any form of assurance conclusion on it.

29. In connection with my audit, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report, or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

30. If, based on the work I have performed, I conclude that there is a material misstatement in this other information, I am required to report that fact. I have nothing to report in this regard.

Internal control deficiencies

31. I considered internal control relevant to my audit of the financial statements, reported performance information and compliance with applicable legislation; however, my objective was not to express any form of assurance on it. The matters reported below are limited to the significant internal control deficiencies that resulted in the findings on the performance report and the findings on compliance with legislation included in this report.

32. Leadership did not exercise oversight responsibility regarding performance reporting, compliance and related internal controls as the implemented action plan was not adequate. This, together with the review processes for the performance report was not effective and adequate which resulted in misstatements identified. The actual achievement reported was not supported by documented evidence.

Auditor General

Cape Town
12 August 2022



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

Annexure – Auditor-general's responsibility for the audit

1. As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements and the procedures performed on reported performance information for the selected programmes and on the department's compliance with respect to the selected subject matters.

Financial statements

2. In addition to my responsibility for the audit of the financial statements as described in this auditor's report, I also:
 - identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks; and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control
 - obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the department's internal control
 - evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the accounting officer
 - conclude on the appropriateness of the accounting officer's use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists relating to events or conditions that may cast significant doubt on the ability of the Western Cape Education Department to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify my opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor's report. However, future events or conditions may cause a department to cease operating as a going concern
 - evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Communication with those charged with governance

3. I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.
4. I also provide the accounting officer with a statement that I have complied with relevant ethical requirements regarding independence, and communicate with them all relationships and other matters that may reasonably be thought to bear on my independence and, where applicable, actions taken to eliminate threats or safeguards applied.

**Appropriation Statement
for the year ended 31 March 2022**

Appropriation per programme									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Voted funds and Direct charges	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Programme									
1. Administration	1 434 623	-	(98 793)	1 335 830	1 332 420	3 410	99.7%	1 242 795	1 200 197
2. Public Ordinary School Education	18 744 988	-	203 888	18 948 876	18 940 004	8 872	100.0%	18 081 361	18 040 843
3. Independent School Subsidies	130 508	-	-	130 508	130 508	-	100.0%	126 126	126 126
4. Public Special School Education	1 431 540	-	19 731	1 451 271	1 443 830	7 441	99.5%	1 337 095	1 322 598
5. Early Childhood Development	644 841	-	(23 739)	621 102	621 102	-	100.0%	612 855	612 855
6. Infrastructure Development	1 710 940	-	324	1 711 264	1 711 264	-	100.0%	1 696 819	1 504 528
7. Examination and Education Related Services	1 290 808	-	(101 411)	1 189 397	1 176 773	12 624	98.9%	1 467 811	1 201 394
Total	25 388 248	-	-	25 388 248	25 355 901	32 347	99.9%	24 564 862	24 008 541
Reconciliation with Statement of Financial Performance									
Add:									
Departmental receipts				1 590					
Actual amounts per Statement of Financial Performance (Total Revenue)				25 389 838				24 564 862	
Actual amounts per Statement of Financial Performance Expenditure					25 355 901				24 008 541

Virements

- Shifting of R204,280 million to Programme 2: Public Ordinary School Education for the higher than anticipated expenditure for compensation of employees and Norms and Standards (N&S) transferred to public ordinary schools from Programme 1: Administration (R96,297 million), Programme 5: Early Childhood Development (R20,742 million) and Programme 7: Examination and Education Related Services (R87,241 million).
- Shifting of R19,731 million to Programme 4: Public Special School Education for the higher than anticipated expenditure for compensation of employees, transfers to Public Special Schools and bus transport from Programme 1: Administration (R627 000), Programme 5: Early Childhood Development (R3,389 million) and Programme 7: Examination and Education Related Services (R15,715 million).
- Shifting of R392 000 to Programme 5: Early Childhood Development for the Social Sector EPWP Incentive Grant for Provinces from Programme 2: Public Ordinary School Education (R392 000).
- Shifting of R324 000 to Programme 6: Infrastructure for the higher than anticipated expenditure for office equipment at Head Office from Programme 1: Administration (R324 000).
- Shifting of R1,545 million to Programme 7: Examination and Education Related Services for the higher than anticipated expenditure for computer equipment in respect of examinations from Programme 1: Administration (R1,545 million).

**Appropriation Statement
for the year ended 31 March 2022**

Appropriation per economic classification									
Economic Classification	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	21 321 847	77 981	38 290	21 438 118	21 411 494	26 624	99.9%	20 010 750	19 870 756
Compensation of employees	18 647 127	12 339	107 093	18 766 559	18 764 794	1 765	100.0%	17 573 865	17 559 093
Goods and services	2 674 720	65 642	(68 803)	2 671 559	2 646 700	24 859	99.1%	2 436 885	2 311 663
Transfers and subsidies	3 148 818	78 057	(34 930)	3 191 945	3 187 725	4 220	99.9%	3 751 232	3 481 340
Departmental agencies and accounts	10 859	(3)	-	10 856	10 856	-	100.0%	10 418	10 418
Non-profit institutions	3 017 716	88 363	(33 467)	3 072 612	3 068 392	4 220	99.9%	3 636 312	3 366 420
Households	120 243	(10 303)	(1 463)	108 477	108 477	-	100.0%	104 502	104 502
Payments for capital assets	912 310	(156 051)	-	756 259	754 756	1 503	99.8%	801 443	655 008
Buildings and other fixed structures	852 501	(141 706)	-	710 795	710 795	-	100.0%	756 348	614 607
Machinery and equipment	58 843	(14 053)	-	44 790	43 287	1 503	96.6%	44 020	39 326
Software and other intangible assets	966	(292)	-	674	674	-	100.0%	1 075	1 075
Payment for financial assets	5 273	13	(3 360)	1 926	1 926	-	100.0%	1 437	1 437
Total	25 388 248	-	-	25 388 248	25 355 901	32 347	99.9%	24 564 862	24 008 541

**Appropriation Statement
for the year ended 31 March 2022**

Programme 1: Administration									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Office of the MEC	8 269	1 531	(1 576)	8 224	8 224	-	100.0%	7 753	7 753
2. Corporate Services	361 288	3 242	(19 000)	345 530	345 388	142	100.0%	347 079	326 333
3. Education Management	1 026 927	(3 318)	(66 401)	957 208	953 940	3 268	99.7%	880 221	858 369
4. Human Resource Development	4 116	9	(1 423)	2 702	2 702	-	100.0%	1 883	1 883
5. Education Management Information System (EMIS)	34 023	(1 464)	(10 393)	22 166	22 166	-	100.0%	5 859	5 859
Total	1 434 623	-	(98 793)	1 335 830	1 332 420	3 410	99.7%	1 242 795	1 200 197

	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	1 324 920	2	(92 220)	1 232 702	1 230 795	1 907	99.8%	1 136 520	1 093 922
Compensation of employees	1 019 898	-	(23 417)	996 481	994 716	1 765	99.8%	976 593	969 455
Goods and services	305 022	2	(68 803)	236 221	236 079	142	99.9%	159 927	124 467
Transfers and subsidies	57 139	10 076	(696)	66 519	66 519	-	100.0%	75 596	75 596
Departmental agencies and accounts	17	(1)	-	16	16	-	100.0%	13	13
Non-profit institutions	42 228	4 526	-	46 754	46 754	-	100.0%	59 329	59 329
Households	14 894	5 551	(696)	19 749	19 749	-	100.0%	16 254	16 254
Payments for capital assets	47 291	(10 091)	(2 496)	34 704	33 201	1 503	95.7%	29 242	29 242
Machinery and equipment	46 325	(9 799)	(2 496)	34 030	32 527	1 503	95.6%	28 336	28 336
Software and other intangible assets	966	(292)	-	674	674	-	100.0%	906	906
Payment for financial assets	5 273	13	(3 381)	1 905	1 905	-	100.0%	1 437	1 437
Total	1 434 623	-	(98 793)	1 335 830	1 332 420	3 410	99.7%	1 242 795	1 200 197

**Appropriation Statement
for the year ended 31 March 2022**

Programme 2: Public Ordinary School Education									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Public Primary Level	11 204 402	270 532	204 280	11 679 214	11 679 214	-	100.0%	11 273 431	11 276 154
2. Public Secondary Level	6 952 325	(231 046)	-	6 721 279	6 721 279	-	100.0%	6 292 538	6 286 217
3. Human Resource Development	85 989	(39 661)	-	46 328	46 328	-	100.0%	35 296	35 296
4. Conditional Grants	502 272	175	(392)	502 055	493 183	8 872	98.2%	480 096	443 176
Total	18 744 988	-	203 888	18 948 876	18 940 004	8 872	100.0%	18 081 361	18 040 843

	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	17 192 043	(23 580)	156 947	17 325 410	17 316 538	8 872	99.9%	16 163 809	16 130 219
Compensation of employees	15 999 888	20 709	156 947	16 177 544	16 177 544	-	100.0%	15 108 947	15 108 947
Goods and services	1 192 155	(44 289)	-	1 147 866	1 138 994	8 872	99.2%	1 054 862	1 021 272
Transfers and subsidies	1 547 057	25 459	46 941	1 619 457	1 619 457	-	100.0%	1 912 209	1 908 453
Departmental agencies and accounts	2	(2)	-	-	-	-	-	2	2
Non-profit institutions	1 447 257	42 622	46 941	1 536 820	1 536 820	-	100.0%	1 830 297	1 826 541
Households	99 798	(17 161)	-	82 637	82 637	-	100.0%	81 910	81 910
Payments for capital assets	5 888	(1 879)	-	4 009	4 009	-	100.0%	5 343	2 171
Machinery and equipment	5 888	(1 879)	-	4 009	4 009	-	100.0%	5 174	2 002
Software and other intangible assets	-	-	-	-	-	-	-	169	169
Total	18 744 988	-	203 888	18 948 876	18 940 004	8 872	100.0%	18 081 361	18 040 843

**Appropriation Statement
 for the year ended 31 March 2022**

Programme 3: Independent School Subsidies									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Primary Level	78 362	2 061	-	80 423	80 423	-	100.0%	76 101	76 101
2. Secondary Level	52 146	(2 061)	-	50 085	50 085	-	100.0%	50 025	50 025
Total	130 508	-	-	130 508	130 508	-	100.0%	126 126	126 126

Economic classification	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	130 508	-	-	130 508	130 508	-	100.0%	126 126	126 126
Non-profit institutions	130 508	-	-	130 508	130 508	-	100.0%	126 126	126 126
Total	130 508	-	-	130 508	130 508	-	100.0%	126 126	126 126

**Appropriation Statement
for the year ended 31 March 2022**

Programme 4: Public Special School Education									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Schools	1 402 647	1	19 731	1 422 379	1 422 379	-	100.0%	1 305 784	1 301 255
2. Human Resource Development	1	(1)	-	-	-	-	-	-	-
3. Conditional Grants	28 892	-	-	28 892	21 451	7 441	74.2%	31 311	21 343
Total	1 431 540	-	19 731	1 451 271	1 443 830	7 441	99.5%	1 337 095	1 322 598

Economic classification	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	1 216 483	3 197	3 388	1 223 068	1 215 627	7 441	99.4%	1 130 798	1 117 823
Compensation of employees	1 153 406	1 607	3 388	1 158 401	1 158 401	-	100.0%	1 087 145	1 079 792
Goods and services	63 077	1 590	-	64 667	57 226	7 441	88.5%	43 653	38 031
Transfers and subsidies	208 801	(1 072)	15 695	223 424	223 424	-	100.0%	199 413	199 413
Non-profit institutions	205 612	(1 072)	14 622	219 162	219 162	-	100.0%	195 346	195 346
Households	3 189	-	1 073	4 262	4 262	-	100.0%	4 067	4 067
Payments for capital assets	6 256	(2 125)	627	4 758	4 758	-	100.0%	6 884	5 362
Machinery and equipment	6 256	(2 125)	627	4 758	4 758	-	100.0%	6 884	5 362
Payment for financial assets	-	-	21	21	21	-	100.0%	-	-
Total	1 431 540	-	19 731	1 451 271	1 443 830	7 441	99.5%	1 337 095	1 322 598

**Appropriation Statement
 for the year ended 31 March 2022**

Programme 5: Early Childhood Development									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Grade R in Public Schools	463 385	(1 357)	(14 318)	447 710	447 710	-	100.0%	434 002	434 002
2. Grade R in Early Childhood Development Centres	93 088	(853)	(9 812)	82 423	82 423	-	100.0%	85 462	85 462
3. Pre-Grade R Training	79 051	2 148	-	81 199	81 199	-	100.0%	86 411	86 411
4. Human Resource Development	1	-	(1)	-	-	-	-	-	-
5. Conditional Grants	9 316	62	392	9 770	9 770	-	100.0%	6 980	6 980
Total	644 841	-	(23 739)	621 102	621 102	-	100.0%	612 855	612 855

	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	92 196	2 270	(12 086)	82 380	82 380	-	100.0%	88 774	88 774
Compensation of employees	58 291	991	(12 086)	47 196	47 196	-	100.0%	50 486	50 486
Goods and services	33 905	1 279	-	35 184	35 184	-	100.0%	38 288	38 288
Transfers and subsidies	552 645	(2 270)	(11 653)	538 722	538 722	-	100.0%	524 081	524 081
Non-profit institutions	550 383	(2 270)	(9 813)	538 300	538 300	-	100.0%	523 353	523 353
Households	2 262	-	(1 840)	422	422	-	100.0%	728	728
Total	644 841	-	(23 739)	621 102	621 102	-	100.0%	612 855	612 855

**Appropriation Statement
for the year ended 31 March 2022**

Programme 6: Infrastructure Development									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Administration	56 842	(18 929)	324	38 237	38 237	-	100.0%	29 566	29 566
2. Public Ordinary Schools	1 642 103	28 032	-	1 670 135	1 670 135	-	100.0%	1 642 873	1 450 582
3. Special Schools	11 554	(9 103)	-	2 451	2 451	-	100.0%	8 587	8 587
4. Early Childhood Development	441	-	-	441	441	-	100.0%	15 793	15 793
Total	1 710 940	-	324	1 711 264	1 711 264	-	100.0%	1 696 819	1 504 528

Economic classification	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	803 439	51 910	-	855 349	855 349	-	100.0%	890 934	840 384
Compensation of employees	36 048	(9 834)	-	26 214	26 214	-	100.0%	27 011	27 011
Goods and services	767 391	61 744	-	829 135	829 135	-	100.0%	863 923	813 373
Transfers and subsidies	55 000	89 672	-	144 672	144 672	-	100.0%	49 386	49 386
Non-profit institutions	55 000	89 606	-	144 606	144 606	-	100.0%	49 304	49 304
Households	-	66	-	66	66	-	100.0%	82	82
Payments for capital assets	852 501	(141 582)	324	711 243	711 243	-	100.0%	756 499	614 758
Buildings and other fixed structures	852 501	(141 706)	-	710 795	710 795	-	100.0%	756 348	614 607
Machinery and equipment	-	124	324	448	448	-	100.0%	151	151
Total	1 710 940	-	324	1 711 264	1 711 264	-	100.0%	1 696 819	1 504 528

**Appropriation Statement
for the year ended 31 March 2022**

Programme 7: Examination and Education Related Services									
	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub programme									
1. Payments To Seta	10 840	-	-	10 840	10 840	-	100.0%	10 403	10 403
2. Professional Services	173 123	520	(1 351)	172 292	172 292	-	100.0%	158 718	158 718
3. External Examinations	259 804	(9 047)	1 545	252 302	243 898	8 404	96.7%	231 358	231 358
4. Special Projects	826 673	7 449	(101 605)	732 517	728 297	4 220	99.4%	1 052 256	785 839
5. Conditional Grants	20 368	1 078	-	21 446	21 446	-	100.0%	15 076	15 076
Total	1 290 808	-	(101 411)	1 189 397	1 176 773	12 624	98.9%	1 467 811	1 201 394

	2021/22							2020/21	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	692 766	44 182	(17 739)	719 209	710 805	8 404	98.8%	599 915	599 634
Compensation of employees	379 596	(1 134)	(17 739)	360 723	360 723	-	100.0%	323 683	323 402
Goods and services	313 170	45 316	-	358 486	350 082	8 404	97.7%	276 232	276 232
Transfers and subsidies	597 668	(43 808)	(85 217)	468 643	464 423	4 220	99.1%	864 421	598 285
Departmental agencies and accounts	10 840	-	-	10 840	10 840	-	100.0%	10 403	10 403
Non-profit institutions	586 728	(45 049)	(85 217)	456 462	452 242	4 220	99.1%	852 557	586 421
Households	100	1 241	-	1 341	1 341	-	100.0%	1 461	1 461
Payments for capital assets	374	(374)	1 545	1 545	1 545	-	100.0%	3 475	3 475
Machinery and equipment	374	(374)	1 545	1 545	1 545	-	100.0%	3 475	3 475
Total	1 290 808	-	(101 411)	1 189 397	1 176 773	12 624	98.9%	1 467 811	1 201 394

**Notes to the Appropriation Statement
for the year ended 31 March 2022**

1. Detail of transfers and subsidies as per Appropriation Act (after Virement):

Detail of these transactions can be viewed in the note on Transfers and subsidies and Annexure 1 (A-C) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on payments for financial assets

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after virement):

4.1 Per programme

Per programme:	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Variance as a % of Final Appropriation R'000
Administration	1 335 830	1 332 420	3 410	0,3%
The under-spending can mainly be attributed to:				
<ul style="list-style-type: none"> • Compensation of employees <ul style="list-style-type: none"> - Due to MOD tutoring hours not achieved, which is greatly attributed to the impact of COVID-19. The pandemic had made it difficult to have face-to-face sessions. The balance is uncommitted and will be surrendered to Provincial Treasury. • Goods and services <ul style="list-style-type: none"> - Due to cost containment measure. • Machinery and equipment <ul style="list-style-type: none"> - Due to a delay in the corporate refresh and schools back-end equipment as a result of a shortage in the country due to the impact of the COVID-19 pandemic. 				
Public Ordinary School Education	18 948 876	18 940 004	8 872	0,0%
The under-spending can mainly be attributed to:				
<ul style="list-style-type: none"> • Goods and services <ul style="list-style-type: none"> - Maths, Science & Technology Grant: Deliveries of mathematics, life sciences, life skills equipment and calculators, which could not be completed before financial year and for which rollovers have been requested. 				

**Notes to the Appropriation Statement
for the year ended 31 March 2022**

Independent School Subsidies	130 508	130 508	-	0,00%
This programme is within budget after application of virements.				
Public Special School Education	1 451 271	1 443 830	7 441	0,5%
The under-spending can mainly be attributed to:				
<ul style="list-style-type: none"> • Goods and services <ul style="list-style-type: none"> - Learners with Profound Intellectual Disabilities Grant: Delivery and supply of Learner and Teacher Support Material (LTSM): toolkits, assistive devices and paper towels which could not be completed before financial year end and for which rollovers have been requested. 				
Early Childhood Development	621 102	621 102	-	0,00%
This programme is within budget after application of virements.				
Infrastructure Development	1 711 264	1 711 264	-	0,00%
This programme is within budget after application of virements.				
Examination and Education Related Services	1 189 397	1 176 773	12 624	1,1%
The under-spending can mainly be attributed to:				
<ul style="list-style-type: none"> • Goods and services <ul style="list-style-type: none"> - Due to courier services rendered to the examination's directorate during the execution of the NSC/SC June and November 2021 examinations, which could not be paid before financial year end due to contract issues and for which rollovers have been requested. • Non-profit institutions <ul style="list-style-type: none"> - Due to fewer claims received for the Presidential Youth Employment Initiative than anticipated. The balance is uncommitted and will be surrendered to Provincial Treasury. 				

**Notes to the Appropriation Statement
for the year ended 31 March 2022**

4.2 Per economic classification

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
Per economic classification:	R'000	R'000	R'000	R'000
Current expenditure				
Compensation of employees	18 766 559	18 764 794	1 765	0,0%
Goods and services	2 671 559	2 646 700	24 859	0,9%
Transfers and subsidies				
Departmental agencies and accounts	10 856	10 856	-	0,0%
Non-profit institutions	3 072 612	3 068 392	4 220	0,1%
Households	108 477	108 477	-	0,0%
Payments for capital assets				
Buildings and other fixed structures	710 795	710 795	-	0%
Machinery and equipment	44 790	43 287	1 503	3,4%
Software and other intangible assets	674	674	-	0,0%
Payments for financial assets	1 926	1 926	-	0,0%

The under-spending can mainly be attributed to:

- Compensation of employees
 - Due to MOD tutoring hours not achieved, which is greatly attributed to the impact of COVID-19. The pandemic had made it difficult to have face to face sessions. The balance is uncommitted and will be surrendered to Provincial Treasury.
- Goods and services
 - Due to cost containment measure.
 - Maths, Science & Technology Grant: Due to the procurement and delivery of mathematics, life sciences, life skills equipment and calculators, which could not be completed before financial year end, for which rollovers have been requested totalling R8,872m.
 - Learners with Profound Intellectual Disabilities Grant: Due to the delivery and supply of Learner and Teacher Support Material (LTSM) toolkits, assistive devices and paper towels which could not be completed before financial year end and for which rollovers have been requested totalling R7,441 m.
 - Due to courier services rendered to the examination's directorate during the execution of the NSC/SC June and November 2021 examinations, which could not be paid before financial year end due to contract issues and for which rollovers have been requested.
- Non-profit institutions
 - Due to fewer claims received for the Presidential Youth Employment Initiative. The balance is uncommitted and will be surrendered to Provincial Treasury.
- Machinery and equipment
 - Due to a delay in the corporate refresh as a result of a shortage of equipment in the country due to the impact of the COVID-19 pandemic.

**Notes to the Appropriation Statement
 for the year ended 31 March 2022**

4.3 Per conditional grant

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
Per conditional grant	R'000	R'000	R'000	R'000
Education Infrastructure Grant	1 158 098	1 158 098	-	0,0%
EPWP Integrated Grant for Provinces	2 185	2 185	-	0,0%
HIV/AIDS (Life-skills Education) Grant	20 368	20 368	-	0,0%
Maths Science & Technology Grant	54 742	45 870	8 872	16,2%
National School Nutrition Programme Grant	441 319	441 319	-	0,0%
Social sector EPWP Incentive Grant to Provinces	15 527	15 527	-	0,0%
Learners with Profound Intellectual Disabilities Grant	28 892	21 451	7 441	25,8%

The under-spending can mainly be attributed to:

- Maths, Science and Technology Grant:
 - Due to the procurement and delivery of mathematics, life sciences, life skills equipment and calculators, which could not be completed before financial year and for which rollovers have been requested totalling R8,872m.
- Learners with Profound Intellectual Disabilities Grant:
 - Due to the delivery and supply of Learner and Teacher Support Material (LTSM) toolkits, assistive devices and paper towels which could not be completed before financial year end and for which rollovers have been requested totalling R7,441m.

**Statement of Financial Performance
for the year ended 31 March 2022**

	Note	2021/22 R'000	2020/21 R'000
Revenue			
Annual appropriation	1	25 388 248	24 564 862
Departmental revenue	2	1 590	-
Total Revenue		25 389 838	24 564 862
Expenditure			
Current expenditure			
Compensation of employees	3	18 764 794	17 559 093
Goods and services	4	2 646 700	2 311 642
Total current expenditure		21 411 494	19 870 735
Transfers and subsidies			
Transfers and subsidies	6	3 187 725	3 481 340
Total transfers and subsidies		3 187 725	3 481 340
Expenditure for capital assets			
Tangible assets	7	754 082	653 953
Intangible assets	7	674	1 076
Total expenditure for capital assets		754 756	655 029
Payments for financial assets	5	1 926	1 437
Total Expenditure		25 355 901	24 008 541
Surplus for the Year		33 937	556 321
Reconciliation of Net Surplus for the year			
Voted Funds		32 347	556 321
Annual appropriation		32 347	556 321
Departmental revenue and NRF Receipts	13	1 590	
Surplus for the Year		33 937	556 321

**Statement of Financial Position
 as at 31 March 2022**

	Note	2021/22 R'000	2020/21 R'000
Assets			
Current Assets			
		18 209	534 447
Cash and cash equivalents	8	3 110	515 867
Prepayments and advances	9	12	10
Receivables	10	15 087	18 570
Non-Current Assets			
		48 752	53 406
Investments	11	12 490	12 044
Receivables	10	36 262	41 362
Total Assets		66 961	587 853
Liabilities			
Current Liabilities			
		36 774	551 371
Voted funds to be surrendered to the Revenue Fund	12	32 347	542 538
Departmental revenue and PRF Receipts to be surrendered to the Revenue Fund	13	1 590	1 422
Payables	14	2 837	7 411
Non-Current Liabilities			
Payables	15	-	6 262
Total Liabilities		36 774	557 633
Net Assets		30 187	30 220
Represented by:			
Capitalisation reserve		12 490	12 044
Recoverable revenue		17 697	18 176
Total		30 187	30 220

**Statement of Changes in Net Assets
for the year ended 31 March 2022**

	Note	2021/22 R'000	2020/21 R'000
Net Assets			
Capitalisation Reserves			
Opening balance		12 044	11 548
Transfers:			
Movement in Operational Funds		446	496
Closing balance		12 490	12 044
Recoverable revenue			
Opening balance		18 176	17 704
Transfers		(479)	472
Irrecoverable amounts written off	5.2	(370)	(274)
Debts revised		(1 812)	(964)
Debts recovered (included in departmental receipts)		(7 949)	(622)
Debts raised		9 652	2 332
Closing balance		17 697	18 176
Total		30 187	30 220

**Cash Flow Statement
 for the year ended 31 March 2022**

	Note	2021/22 R'000	2020/21 R'000
Cash Flows from Operating Activities			
Receipts		25 415 009	24 571 407
Annual appropriated funds received	1.1	25 388 248	24 551 079
Departmental revenue received	2.1 2.2 2.4	26 518	20 053
Interest received	2.3	243	275
Net (increase)/ decrease in working capital		(1 093)	(10 461)
Surrendered to Revenue Fund	16	(569 131)	(223 715)
Current payments		(21 411 494)	(19 870 735)
Payments for financial assets	5	(1 926)	(1 437)
Transfers and subsidies paid	6	(3 187 725)	(3 481 340)
Net cash flow available from operating activities	16	243 640	983 719
Cash Flows from Investing Activities			
Payments for capital assets	7	(754 756)	(655 029)
Increase in investments	11	(446)	(496)
Increase/ (decrease) in non-current receivables		5 100	(2 918)
Net cash flows from investing activities		(750 102)	(658 443)
Cash Flows from Financing Activities			
Increase/ (decrease) in net assets		(33)	968
Increase/ (decrease) in non-current payables		(6 262)	735
Net cash flows from financing activities		(6 295)	1 703
Net increase/ (decrease) in cash and cash equivalents		(512 757)	326 979
Cash and cash equivalents at beginning of period		515 867	188 888
Cash and cash equivalents at end of period	17	3 110	515 867

Accounting Policies for the year ended 31 March 2022

Summary of significant accounting policies

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the department's primary and secondary information.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation.

Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

1. Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard (MCS).

2. Going concern

The financial statements have been prepared on a going concern basis.

3. Presentation currency

Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.

4. Rounding

Unless otherwise stated financial figures have been rounded to the nearest one thousand Rand (R'000).

5. Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment/receipt.

6. Comparative information

6.1 Prior period comparative information

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

6.2 Current year comparison with budget

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

7. Revenue

7.1 Appropriated funds

Appropriated funds comprise of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the statement of financial performance on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the statement of financial performance on the date the adjustments become effective.

The net amount of any appropriated funds due to/from the relevant revenue fund at the reporting date is recognised as a payable/receivable in the statement of financial position.

Accounting Policies for the year ended 31 March 2022

7.2 Departmental revenue

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

7.3 Accrued departmental revenue

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- It is probable that the economic benefits or service potential associated with the transaction will flow to the department; and
- The amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and/penalties) is measured at amounts receivable from collecting agents.

Write-offs are made according to the department's debt write-off policy.

8. Expenditure

8.1 Compensation of employees

8.1.1 Salaries and wages

Salaries and wages are recognised in the statement of financial performance on the date of payment.

8.1.2 Social contributions

Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.

8.2 Other expenditure

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

8.3 Accruals and payables not recognised

Accruals and payables not recognised are recorded in the notes to the financial statements at cost at the reporting date.

8.4 Leases

8.4.1 Operating leases

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment.

The operating lease commitments are recorded in the notes to the financial statements.

**Accounting Policies
for the year ended 31 March 2022**

8.4.2 Finance leases

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.

Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:

- Cost, being the fair value of the asset; or
- The sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

9. Aid Assistance

9.1 Aid assistance received

Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.

9.2 Aid assistance paid

Aid assistance paid is recognised in the statement of financial performance on the date of payment. Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the statement of financial position.

10. Cash and cash equivalents

Cash and cash equivalents are stated at cost in the statement of financial position.

Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

11. Prepayments and advances

Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.

Prepayments and advances are initially and subsequently measured at cost.

Transport and subsistence advances are paid when an official embarks on a trip away from headquarters and makes application for the estimated costs to be incurred on official duty. On the official's return, a claim for actual expenses will be submitted and offset against the advance paid. Any advances not settled by 31 March will be reflected in the Statement of Financial Position.

12. Loans and receivables

Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off. Write-offs are made according to the department's write-off policy.

13. Investments

Investments are recognised in the statement of financial position at cost.

**Accounting Policies
for the year ended 31 March 2022**

14. Financial assets

14.1 Financial assets (not covered elsewhere)

A financial asset is recognised initially at its cost-plus transaction costs that are directly attributable to the acquisition or issue of the financial asset.

At the reporting date, a department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

14.2 Impairment of financial assets

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

15. Payables

Payables are recognised in the statement of financial position at cost.

16. Capital Assets

16.1 Immovable capital assets

Immovable capital assets are initially recorded in the notes to the financial statements at cost. Immovable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of immovable capital assets cannot be determined accurately, the immovable capital assets are measured at fair value for recording in the asset register.

Immovable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the immovable asset is recorded by another department in which case the completed project costs are transferred to that department.

16.2 Movable capital assets

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature forms part of the cost of the existing asset when ready for use.

**Accounting Policies
for the year ended 31 March 2022**

16.3 Intangible assets

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.

Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.

16.4. Project Costs: Work-in-progress

Expenditure of a capital nature is initially recognised in the statement of financial performance at cost when paid.

Amounts paid towards capital projects are separated from the amounts recognised and accumulated in work-in-progress until the underlying asset is ready for use. Once ready for use, the total accumulated payments are recorded in an asset register. Subsequent payments to complete the project are added to the capital asset in the asset register.

Where the department is not the custodian of the completed project asset, the asset is transferred to the custodian subsequent to completion.

17. Provisions and Contingents

17.1 Provisions

Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

17.2 Contingent liabilities

Contingent liabilities are recorded in the notes to the financial statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

17.3 Contingent assets

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department.

Accounting Policies for the year ended 31 March 2022

17.4 Capital Commitments

Capital commitments are recorded at cost in the notes to the financial statements when there is a contractual arrangement or an approval by management in a manner that raises a valid expectation that the department will discharge its responsibilities thereby incurring future expenditure that will result in the outflow of cash.

18. Unauthorised expenditure

Unauthorised expenditure is recognised in the statement of financial position until such time as the expenditure is either:

- Approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- Approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- Transferred to receivables for recovery.

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

19. Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.

Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.

Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

20. Irregular expenditure

Irregular expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons therefore are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery or not condoned and is not recoverable.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

21. Changes in accounting policies, accounting estimates and errors

Changes in accounting policies that are affected by management have been applied retrospectively in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the change in policy. In such instances the department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

Changes in accounting estimates are applied prospectively in accordance with MCS requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

**Accounting Policies
for the year ended 31 March 2022**

- 22. Events after the reporting date**
Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.
- 23. Departures from the MCS requirements**
Management concludes that the financial statements present fairly the department's primary and secondary information and the department has complied with the Modified Cash Standard.
- 24. Capitalisation reserve**
The capitalisation reserve comprises of financial assets and/or liabilities originating in a prior reporting period but which are recognised in the statement of financial position. Amounts are recognised in the capitalisation reserves when identified in the current period and are transferred to the Provincial Revenue Fund when the underlying asset is disposed and the related funds are received.
- 25. Recoverable revenue**
Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the Provincial Revenue Fund when recovered or are transferred to the statement of financial performance when written-off.
- 26. Related party transactions**
A related party transaction is a transfer of resources, services or obligations between the reporting entity and a related party. Related party transactions within the Minister's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.
- 27. Key management personnel**
Key management personnel are those persons having the authority and responsibility for planning, directing and controlling the activities of the department. The number of individuals and their full compensation is recorded in the notes to the financial statements.
- 28. Inventories**
At the date of acquisition, inventories are recognised at cost in the statement of financial performance.

Where inventories are acquired as part of a non-exchange transaction, the inventories are measured at fair value as at the date of acquisition.

Inventories are subsequently measured at the lower of cost and net realisable value or where intended for distribution (or consumed in the production of goods for distribution) at no or a nominal charge, the lower of cost and current replacement value.

The cost of inventories is assigned by using the weighted average cost basis.
- 29. Employee benefits**
The value of each major class of employee benefit obligation (accruals, payables not recognised and provisions) is disclosed in the Employee benefits note.
- 30. Transfer of functions**
Transfer of functions are accounted for by the acquirer by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of transfer.

Transfer of functions are accounted for by the transferor by derecognising or removing assets and liabilities at their carrying amounts at the date of transfer.

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

1. Appropriation

1.1 Annual Appropriation

	2021/22		Final Appropriation R'000	2020/21	
	Final Appropriation R'000	Actual Funds Received R'000		Final Appropriation R'000	Appropriation Received R'000
Programmes					
Administration	1 335 830	1 335 830	1 242 795	1 236 991	5 804
Public Ordinary School Education	18 948 876	18 948 876	18 081 361	18 081 361	-
Independent School Subsidies	130 508	130 508	126 126	126 126	-
Public Special School Education	1 451 271	1 451 271	1 337 095	1 329 116	7 979
Early Childhood Development	621 102	621 102	612 855	612 855	-
Infrastructure Development	1 711 264	1 711 264	1 696 819	1 696 819	-
Examination and Education Related Services	1 189 397	1 189 397	1 467 811	1 467 811	-
Total	25 388 248	25 388 248	24 564 862	24 551 079	13 783

	Note	2021/22 R'000	2020/21 R'000
1.2 Conditional Grants**			
Total grants received	34	1 721 131	1 446 428
Provincial grants included in Total Grants received		-	-

It should be noted that the Conditional grants are included in the amounts per the Final Appropriation in Note 1.1

2. Departmental Revenue	Note	2021/22 R'000	2020/21 R'000
Sales of goods and services other than capital assets	2.1	13 750	13 222
Fines, penalties and forfeits	2.2	1 322	756
Interest, dividends and rent on land	2.3	243	275
Transactions in financial assets and liabilities	2.4	11 446	6 075
Total revenue collected		26 761	20 328
Less: Own revenue included in appropriation	13	(25 171)	(20 328)
Departmental revenue collected		1 590	-

The department over collected on its revenue budgeted for the 2021/22 financial year.

	Note	2021/22 R'000	2020/21 R'000
2.1 Sales of goods and services other than capital assets	2		
Sales of goods and services produced by the department		13 473	12 715
Sales by market establishment		13 473	12 715
Sales of scrap, waste, and other used current goods		277	507
Total		13 750	13 222

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

	Note	2021/22 R'000	2020/21 R'000
2.2 Fines, penalties and forfeits	2		
Fines		1 322	756
Total		1 322	756
2.3 Interest, dividends and rent on land	2		
Interest		243	275
Total		243	275
2.4 Transactions in financial assets and liabilities	2		
Receivables		2 597	2 464
Other Receipts including recoverable Revenue		8 849	3 611
Total		11 446	6 075
2.5 Donations received in-kind (not included in the main note or sub note)	Annexure 1D		
South African Primary Education Support Initiative (SAPESI) - English story books		-	42
Total		-	42

Donations received in-kind was previously disclosed under Aid Assistance and has been reclassified to Departmental Revenue to be in line with the Modified Cash Standard and revised Annual Financial Specimen issued by National Treasury for 2021/22 reporting.

	Note	2021/22 R'000	2020/21 R'000
3. Compensation of employees			
3.1 Salaries and wages			
Basic Salary		13 234 693	12 983 363
Performance award		9 275	6 283
Service Based		20 295	21 093
Compensative/circumstantial		283	230 165
Periodic payments		22 774	20 560
Other non-pensionable allowances		2 892 901	2 070 279
Total		16 463 859	15 331 743
3.2 Social contributions			
Employer contributions			
Pension		1 433 610	1 429 018
Medical		862 603	793 768
Bargaining council		1 591	1 515
Official unions and associations		3 131	3 049
Total		2 300 935	2 227 350
Total compensation of employees		18 764 794	17 559 093
Average number of employees		43 360	42 178

**Notes to the Annual Financial Statements
 for the year ended 31 March 2022**

	Note	2021/22 R'000	2020/21 R'000
4. Goods and services			
Administrative fees		361	298
Advertising		10 894	8 498
Minor assets	4.1	2 706	1 511
Bursaries (employees)		1 626	1 957
Catering		5 899	2 852
Communication		5 715	7 447
Computer services	4.2	40 724	30 441
Consultants: Business and advisory services		76 719	1 683
Infrastructure and planning services		340 035	120 121
Legal services		6 852	6 930
Contractors		37 852	30 762
Agency and support / outsourced services		481 338	430 737
Entertainment		18	11
Audit cost – external	4.3	14 660	11 693
Fleet services		26 455	15 409
Inventory	4.4	426 375	283 084
Consumables	4.5	52 590	361 116
Operating leases		82 207	81 179
Property payments	4.6	640 253	668 539
Rental and hiring		3 767	791
Transport provided as part of the departmental activities		314 058	184 549
Travel and subsistence	4.7	21 952	17 213
Venues and facilities		703	396
Training and development		28 606	13 047
Other operating expenditure	4.8	24 335	31 378
Total		2 646 700	2 311 642

- Increase in **Consultants: Business and advisory services** is mainly due to systemic testing not taking place during 2020/21 because of the COVID-19 pandemic and the national lockdown. Both the 2020/21 and 2021/22 cohort were tested during the 2021/22 financial year.
- Increase in **Infrastructure and planning services** is mainly due to increase spending on infrastructure projects compared to fewer infrastructure projects being completed during 2020/21 because of the COVID-19 pandemic.
- Increase in **Agencies and support** is due to the feeding programmes that started to normalise at schools during 2021/22 as a result of learners returning to school.
- Increase in **Transport provided: Departmental activity** is due the transporting of learners and claims increased during 2021/22 as learners returned to school compared to 2020/21 impact of the Covid-19 pandemic.

4.1 Minor Assets	4		
Tangible assets		2 706	1 511
Machinery and equipment		2 706	1 511
Total		2 706	1 511

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

	Note	2021/22 R'000	2020/21 R'000
4.2 Computer Services	4		
SITA computer services		13 989	13 884
External computer service providers		26 735	16 557
Total		40 724	30 441

External computer services include specialised computer services, system advisors and system development.

4.3 Audit cost – external	4		
Regularity audits		13 728	11 054
Computer audits		932	639
Total		14 660	11 693

The difference between the expenditure for 2021/22 and 2020/21 is due to the timing of invoices.

4.4 Inventory	4		
Learning and teaching support material		149 341	92 317
Materials and supplies		3 438	883
Other supplies	4.4.1	273 596	189 884
Total	Annex 5	426 375	283 084

Inventory increase in 2021/22 is due increase in learner material being procured as a result of schools being reopened and returning to 100% learner capacity after the COVID-19 pandemic and due to the implementation of LAN (e-Learning) at more schools than initially targeted.

4.4.1 Other supplies	4.4		
Assets for distributions		273 596	189 884
Machinery and equipment		273 596	189 884
Total		273 596	189 884

4.5 Consumables	4		
Consumable supplies		34 605	346 489
Uniform and clothing		154	235
Household supplies		30 214	275 663
Communication accessories		2	3
IT consumables		982	402
Other consumables		3 253	70 186
Stationery printing and office supplies		17 985	14 627
Total		52 590	361 116

The decrease in 2021/22 compared to 2020/21 on consumables is due the purchasing of personal protective equipment (PPE) and hand sanitisers for Public Ordinary Schools during 2020/21 because of the COVID-19 pandemic. Expenditure on this item has decreased significantly as only top-up packages were required during 2021/22. The 2020/21 amount relating to Other Consumables has also been restated because of a reclassification of the expenditure to Moveable Tangible Capital Assets.

**Notes to the Annual Financial Statements
 for the year ended 31 March 2022**

	Note	2021/22 R'000	2020/21 R'000
4.6 Property payments	4		
Municipal services		143 177	105 413
Property maintenance and repairs		478 022	547 193
Other		19 054	15 933
Total		640 253	668 539

Other amount includes security, fumigation, cleaning, gardening and firefighting services.

4.7 Travel and subsistence	4		
Local		21 952	17 195
Foreign		-	18
Total		21 952	17 213

4.8 Other operating expenditure	4		
Professional bodies, membership and subscription fees		681	666
Resettlement costs		2 347	1 264
Other		21 307	29 448
Total		24 335	31 378

Other amount includes printing, publication and courier services.

5. Payments for financial assets			
Other material losses written off	5.1	273	536
Debts written off	5.2	1 653	901
Total		1 926	1 437

5.1 Other material losses written off	5		
Nature of losses			
GG Accidents		160	61
Interest paid		72	386
Other losses		41	89
Total		273	536

2021/22 Interest paid decreased compared to 2020/21 interest paid to the Government Employees Pension Fund, as a result of an arbitration matter.

5.2 Debts written off	5		
Nature of debts written off			
Other debt written off:			
Employee tax		536	377
Salary overpayments		1 114	356
Bursaries		-	103
Interest on debts		3	65
Total debts written off		1 653	901

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

	Note	2021/22 R'000	2020/21 R'000
6. Transfers and subsidies			
Departmental agencies and accounts	Annexure 1A	10 856	10 418
Non-profit institutions	Annexure 1B	3 068 392	3 366 420
Households	Annexure 1C	108 477	104 502
Total		3 187 725	3 481 340
7. Expenditure for capital assets			
Tangible assets		754 082	653 953
Buildings and other fixed structures	31.2	710 796	614 605
Machinery and equipment	29	43 286	39 348
Intangible assets		674	1076
Software	30	674	1076
Total		754 756	655 029

2020/21 Expenditure for capital assets - Machinery and Equipment has been restated due to the reclassification from Other Consumables.

7.1 Analysis of funds utilised to acquire capital assets – 2021/22

	Voted Funds	Aid assistance	Total
Tangible assets	754 082	-	754 082
Buildings and other fixed structures	710 796	-	710 796
Machinery and equipment	43 286	-	43 286
Intangible assets	674	-	674
Software	674	-	674
Total	754 756	-	754 756

**Notes to the Annual Financial Statements
 for the year ended 31 March 2022**

7.2 Analysis of funds utilised to acquire capital assets – 2020/21

	Voted Funds	Aid assistance	Total
Tangible assets	653 953	-	653 953
Buildings and other fixed structures	614 605	-	614 605
Machinery and equipment	39 348	-	39 348
Intangible assets	1 076	-	1 076
Software	1 076	-	1 076
Total	655 029	-	655 029

	Note	2021/22 R'000	2020/21 R'000
7.3 Finance lease expenditure included in expenditure for capital assets			
Tangible assets			
Machinery and equipment		34 903	32 341
Total		34 903	32 341
8. Cash and cash equivalents			
Consolidated Paymaster General Account		65 998	603 698
Disbursements		(62 888)	(87 831)
Total		3 110	515 867
9. Prepayments and Advances			
Travel and subsistence		12	10
Total		12	10

	Note	Balance as at 1 April 2021 R'000	Less: Received in the current year R'000	Add: Current Year prepayments R'000	Amount as at 31 March 2022 R'000
9.1 Prepayments (Expensed)					
Listed by economic classification					
Good and services		-	-	4 260	4 260
Total		-	-	4 260	4 260

The department procured six 22-seater buses for sport programmes at MOD centres on behalf of Department of Cultural Affairs and Sport which will be delivered in 2022/23 by Department of Transport and Public Works (Government Motor Transport).

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

10. Receivables

	Note	2021/22			2020/21		
		Current R'000	Non-current R'000	Total R'000	Current R'000	Non-current R'000	Total R'000
Claims recoverable	10.1	1 501	-	1 501	2 615	4 352	6 967
Recoverable expenditure	10.2	6 649	1 117	7 766	10 083	1 117	11 200
Staff debt	10.3	1 118	4 297	5 415	1 209	6 722	7 931
Other debtors	10.4	5 819	30 848	36 667	4 663	29 171	33 834
Total		15 087	36 262	51 349	18 570	41 362	59 932

	Note	2021/22 R'000	2020/21 R'000
10.1 Claims recoverable	10		
Provincial Departments		387	1 024
Household and non-profit institutions		1 114	5 943
Total	Annexure 3	1 501	6 967
10.2 Recoverable expenditure (disallowance accounts)	10		
Disallowance accounts		1 251	1 250
Salary: Reversal Control		6 294	1 615
Salary: Tax debt		210	561
Disallowance Miscellaneous		-	7 774
Disallowance Damages & Losses		11	-
Total		7 766	11 200
10.3 Staff debt	10		
Debt account		5 415	7 931
Total		5 415	7 931
10.4 Other receivables	10		
Breach of contract		343	369
Ex-employees		33 987	30 624
Tax debt		2 337	2 841
Total		36 667	33 834
10.5 Impairment of receivables			
Estimate of impairment of receivables		39 463	40 790
Total		39 463	40 790

All receivables in the Debt account outstanding for longer than three (3) months, are included in the calculation of the Impairment of receivables.

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

	Note	2021/22 R'000	2020/21 R'000
11. Investments			
Non-current			
Shares and other equity			
School Building Fund		12 490	12 044
Total non-current		12 490	12 044
Analysis of non-current investments			
Opening balance		12 044	11 548
Additions in cash		446	496
Total		12 490	12 044
12. Voted funds to be surrendered to the Revenue Fund			
Opening balance		542 538	203 634
As restated		542 538	203 634
Transfer from statement of financial performance (as restated)		32 347	556 321
Voted funds not requested/not received	1.1	-	(13 783)
Paid during the year		(542 538)	(203 634)
Closing balance		32 347	542 538
13. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund			
Opening balance		1 422	1 175
Transfer from Statement of Financial Performance		1 590	-
Own revenue included in appropriation	2	25 171	20 328
Paid during the year		(26 593)	(20 081)
Closing balance		1 590	1 422
14. Payables – current			
Clearing accounts	14.1	772	6 465
Other payables	14.2	2 065	946
Total		2 837	7 411
14.1 Payables – clearing accounts	14		
Sal: ACB recalls		163	224
Sal: Income tax		253	5 556
Sal: Medical aid		309	197
Other deduction accounts		47	488
Total		772	6 465
14.2 Payables – other payables	14		
Debt account credits		21	62
Sal: GEHS Refund Control		2 044	884
Total		2 065	946

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

		Note	2021/22 R'000	2020/21 R'000
15.	Payable – non-current			
			2021/2022	2020/21
			One to two years	Two to three years
			More than three years	Total
	Note	R'000	R'000	R'000
	15.1	-	-	-
	Total	-	-	-
			2021/22	2020/21
15.1	Other Payables	Note	R'000	R'000
		15		
	Disallowances damages and losses: Recoverable		-	4 312
	Salary GEHS Refund Control Account		-	1 950
	Total		-	6 262
16.	Net cash flow available from operating activities			
	Net surplus as per Statement of Financial Performance		33 937	556 321
	Add back non- cash/cash movements not deemed operating activities		209 703	427 398
	(Increase)/decrease in receivables		3 483	(7 591)
	(Increase)/decrease in prepayments and advances		(2)	34
	Increase/(decrease) in payables – current		(4 574)	(2 904)
	Expenditure on capital assets		754 756	655 029
	Surrenders to Revenue Fund		(569 131)	(223 715)
	Voted funds not requested/not received		-	(13 783)
	Own revenue included in appropriation		25 171	20 328
	Net cash flow generated from operating activities		243 640	983 719
		Note	2021/22 R'000	2020/21 R'000
17.	Reconciliation of cash and cash equivalents for cash flow purposes			
	Consolidated Paymaster General account		65 998	603 698
	Disbursements		(62 888)	(87 831)
	Total		3 110	515 867
18.	Contingent liabilities and contingent assets			
18.1	Contingent liabilities			
	Liable to	Nature		
	Financial Institutions	Housing loans guarantees	Annexure 2A 333	333
	Various persons	Claims against the department	Annexure 2B 357 448	326 912
	Intergovernmental payables	Claims (unconfirmed balances)	Annexure 4 773	610
	Municipalities	Municipal Accounts	Annexure 2B 43 872	65 217
	Total		402 426	393 072

**Notes to the Annual Financial Statements
 for the year ended 31 March 2022**

Financial Institutions: Financial guarantees issued relate to housing guarantees provided for employees for housing loans.

Various persons (Various claims): The claims will only be settled when either the court decides that the department is liable or the department accepts the liability, both of which are unknown.

Intergovernmental payables (unconfirmed balances): Inter-government payables relate to unconfirmed claim balances outstanding at year end

Municipalities: The closing balance represents the total of outstanding municipal service accounts of schools as at 31 March 2022 It is not possible to determine the total amount of municipal services accounts of schools incurred and paid/cancelled/reduced during the year as these accounts are also settled directly by schools.

18.2 Contingent assets

- At this stage the Department is not able to reliably measure the contingent asset as the funds that are held by SA Home Loans in respect of the Government Employees Housing Scheme (GEHS) of the Individually Linked Savings Facility (ILSF) may be returned to the Department in cases of resignations and dismissals.

**19. Capital commitments
 Capital expenditure**

Buildings and other fixed structures	671 039	246 554
Machinery and equipment	4 404	3 643
Total commitments	675 443	250 197

Buildings and other fixed structures represent Infrastructure contracts for Prefabricated classrooms and for building of schools which are for longer than a year.

Machinery and equipment represent outstanding LOGIS orders placed with suppliers.

	Note	2021/22 R'000	2020/21 R'000
20. Accruals and payables not recognised			
20.1 Accruals			
Listed by economic classification	30 days 30+ days	Total	Total
Goods and services	21 912 17 040	38 952	40 962
Transfers and subsidies	3 619 826	4 445	237
Capital assets	616 -	616	161 127
Total	26 147 17 866	44 013	202 326
Listed by programme level			
Programme 1		8 613	3 350
Programme 2		19 254	13 933
Programme 4		340	194
Programme 5		46	299
Programme 6		1 379	164 673
Programme 7		14 381	19 877
Total		44 013	202 326

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

20.2 Payables not recognised

Listed by economic classification	30 days	30+ days	Total	Total
Goods and services	41 590	164	41 754	36 596
Transfers and subsidies	13 536	-	13 536	15
Capital assets	23 343	-	23 343	6 916
Total	78 469	164	78 633	43 527
Listed by programme level				
Programme 1			7 329	9 116
Programme 2			18 316	5 540
Programme 4			10	10
Programme 5			19 057	126
Programme 6			33 468	22 772
Programme 7			453	5 963
Total			78 633	43 527
Included in the above totals are the following				
Confirmed balances with departments	Annexure 4		3 176	-
Total			3 176	-

21. Employee benefits

Leave entitlement		177 208	231 933
Service bonus (thirteenth cheque)		455 912	455 140
Capped leave commitments		588 082	682 858
Other		53 731	58 379
Total		1 274 933	1 428 310

The amount for leave entitlement includes a negative amount of R1 309 371.45 in respect of leave taken on the total number of days one is eligible for but exceeding the pro-rata as at 31 March 2022. Included in "other" Employee Salary Accruals, Long service awards (At this stage the department is not able to reliably measure the long-term portion of the long service awards) and an amount of R 961 986 (2021/22) in respect of a provision made for an exit gratuity owing to Minister DA Schäfer.

	Note	2021/22	
		R'000	
22. Lease commitments			Total
22.1 Operating leases		Buildings and other fixed structures	Machinery and equipment
2021/22		R'000	R'000
Not later than 1 year		68 234	5 812
Later than 1 year and not later than 5 years		127 867	3 215
Later than 5 years		39 577	-
Total lease commitments		235 678	9 027

Buildings: Lease commitments for school buildings are calculated based on a contractual obligation between the lessee and the lessors. A fixed annual escalation of between 0.00% and 16.67 % or the applicable CPIX linked inflation rate is catered for in these calculations. For the reporting period the department made provision for 255 facilities. The department capped leases for a maximum period of 20 years. In the case of renewal of expired leases, the commitment is for a three-year period. The department may not sub-lease without the consent of the owner. Maintenance of the property is shared by the department and the owner.

Machinery and equipment: The major portion of this commitment relates to photocopier equipment.

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

	Buildings and other fixed structures	Machinery and equipment	Total
2020/21	R'000	R'000	R'000
Not later than 1 year	62 635	3 933	66 568
Later than 1 year and not later than 5 years	135 914	623	136 537
Later than 5 years	92 244	75	92 319
Total lease commitments	290 793	4 631	295 424

2021/22	Machinery and equipment	Total
	R'000	R'000
Not later than 1 year	35 659	35 659
Later than 1 year and not later than 5 years	45 680	45 680
Later than 5 years	-	-
Total lease commitments	81 339	81 339

2020/21	Machinery and equipment	Total
	R'000	R'000
Not later than 1 year	33 583	33 583
Later than 1 year and not later than 5 years	42 324	42 324
Later than 5 years	75	75
Total lease commitments	75 982	75 982

The Western Cape Department of Education leased 504 vehicles from GMT as of 31 March 2022 (March 2021: 501). Daily tariffs are payable on a monthly basis, covering the operational costs, capital costs of replacement of vehicles, and the implicit finance costs in this type of arrangement.

	Note	2021/22 R'000	2020/21 R'000
23. Irregular expenditure			
23.1 Reconciliation of irregular expenditure			
Opening balance		4 555	3 275
Prior period error		-	(95)
As restated		4 555	3 180
Add: Irregular expenditure – relating to prior year	23.2	57 739	1 322
Add: Irregular expenditure – relating to current year	23.2	822	53
Less: Prior year amounts condoned	23.3	(626)	-
Closing balance		62 490	4 555
Analysis of closing balance			
Current year		822	53
Prior years		61 668	4 502
Total		62 490	4 555

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

		2021/22
23.2	Details of current and prior irregular expenditure – added current year (under determination and investigation)	R'000
	Incident	
	Non-compliance with Treasury Regulations - Fairness in procurement (2 cases)	2 103
	Procurement Management -Contract expansion& extensions (3 Cases)	77
	Non-Compliance with Treasury Regulations - Insufficient quotations (1 case)	1 550
	Non-compliance with Treasury Regulations -Deviation not justified (3 cases)	54 079
	Non-compliance with Treasury Regulations - No procurement process followed (2 case)	752
	Total	58 561
23.3	Details of irregular expenditure condoned Incident Condoned by relevant authority	
	Non-compliance with Preferential Procurement Regulations -Award (2 Cases)	180
	Non-compliance with Treasury Regulations – Deviation not justified (12 cases)	437
	Procurement management – No procurement process followed (1 case)	3
	Non-compliance with Treasury Regulations - Insufficient quotations (1 Case)	3
	Procurement Management -Contract expansion& extensions (1 Case)	3
	Total	626
		2020/21
23.4	Prior period error	R'000
	Nature of prior period error	
	Re-classification of cases in the opening balance previously classified as valid irregular expenditure and re-assessed as invalid irregular expenditure	(95)
	Relating to 2020/21	
	Re-classification of cases in the opening balance previously classified as valid irregular expenditure and re-assessed as invalid irregular expenditure	(1 191)
	Total	(1 286)

The 2020/21 opening balance of Irregular expenditure was adjusted due to re-classification of cases previously classified as valid irregular expenditure and re-assessed as invalid irregular expenditure after an investigation.

		2021/22
23.5	Details of irregular expenditures under assessment (not included in the main note)	R'000
	Incident	
	Non-compliance with Preferential Procurement Regulations - Award (5 cases)	466
	Non-compliance with Treasury Regulations - Fairness in procurement (2 cases)	642
	Non-Compliance with Treasury Regulations - Insufficient quotations (4 cases)	895
	Non-compliance with Treasury Regulations- Splitting of quotes (1 case)	354
	Total	2 357

**Notes to the Annual Financial Statements
 for the year ended 31 March 2022**

		2021/22	2020/21
	Note	R'000	R'000
24. Fruitless and wasteful expenditure			
24.1 Reconciliation of fruitless and wasteful expenditure			
Opening balance		6	-
As restated		6	-
Fruitless and wasteful expenditure – relating to prior year	24.2	-	2
Fruitless and wasteful expenditure – relating to current year	24.2	62	391
Less: Amounts Written Off	24.3	(68)	(387)
Closing balance		-	6
24.2 Details of current and prior year fruitless and wasteful-added current year (under determination and investigation)			2021/22
Incident			R'000
Interest (5 Cases)			62
Total			62
24.3 Details of fruitless and wasteful expenditure written off			2021/22
Incident			R'000
Interest paid (10 Cases)			67
No show shuttle (1 Cases)			1
Total			68
25. Related party transactions			
Related party relationships			
1. The transactions relating to public ordinary schools are disclosed under Annexure 1B.			
2. During the year the Department received services from the Western Cape Department of Transport and Public Works (DTPW) as follows:			
- The Department occupies a building managed by the DTPW, free of charge. Parking space is also provided to government officials at an approved fee which is not market related.			
- The Department makes use of government motor vehicles managed by the Government Motor Transport (GMT) Section of the DTPW in terms of an arm's length transaction at tariffs approved by the Provincial Treasury.			
3. The Department received corporate services from the Department of the Premier (DOTP) Western Cape as follows:			
- Information and Communication Technology			
- Organisation Development			
- Provincial Training (transversal)			
- Enterprise Risk Management			
- Internal Audit			
- Provincial Forensic Services			
- Legal Services			
- Corporate Communication			
4. The Department received security advisory services and security operations from the Department of Community Safety Western Cape.			
5. Department has the Western Cape Schools Evaluation Authority under its control			

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

26. Key management personnel

	No of individuals	2021/22 R'000	2020/21 R'000
Political office bearers	1	2 012	1 978
Officials:			
Management	20	22 012	24 313
Family members of key management personnel	9	4 835	4 703
Total		28 859	30 994

Key Management includes all officials who have significant influence over the financial and operational policy decisions of the department.

	Note	2021/22 R'000	2020/21 R'000
27. Provisions			
Retention: Buildings and other fixed structures		30 522	16 098
Total		30 522	16 098

27.1 Reconciliation of movement in provisions – 2021/22

	Retention: Buildings and other fixed structures R'000	Total provisions R'000
Opening balance	16 098	16 098
Increase in provision	20 099	20 099
Settlement of provision	(5 675)	(5 675)
Closing balance	30 522	30 522

27.2 Reconciliation of movement in provisions – 2020/21

	Retention: Buildings and other fixed structures R'000	Total provisions R'000
Opening balance	11 943	11 943
Increase in provision	8 291	8 291
Settlement of provision	(4 136)	(4 136)
Closing balance	16 098	16 098

Retention monies on Buildings and other fixed structures are i.r.o. retentions of progress billings not paid until satisfaction of conditions specified in the contract usually of uncertain timing or amount. The payments/outflow of economic benefits will be recorded as capital expenditure once paid. A reliable estimate can be made of the amount of the retention monies based on the percentage agreed upon between the department and the supplier which is 5%-10%. However, the timing of the payments remains uncertain due to compliance with the conditions of the contract. The 2020/21 opening balance was adjusted due to retention amounts that were identified.

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

28. Non-adjusting events after reporting date

Transfer of function

The Early Childhood Development (ECD) function shift with personnel from the Western Cape Department of Social Development to the Western Cape Education Department (WCED) is planned for 01 April 2022. The ECD function shift has been considered in the WCED MTEF budget process and the budget for 2022/23 financial year, is R385,766m. The transfer occurs in 2022/23 financial year, the assets and liabilities involved with this function will be transferred when the transfer is complete.

29. Movable Tangible Capital Assets

Movement in movable tangible capital assets per asset register for the year ended 31 March 2022

	Opening balance	Value adjustments	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Machinery and equipment	104 059		13 200	(11 181)	106 078
Transport assets	52		1 799	(1 799)	52
Computer equipment	56 117		3 516	(3 249)	56 384
Furniture and office equipment	43 296		7 885	(6 018)	45 163
Other machinery and equipment	4 594		-	(115)	4 479
Total movable tangible capital assets	104 059		13 200	(11 181)	106 078

Movable Tangible Capital Assets under investigation

Included in the above total of movable capital assets per the asset register are assets that are under investigation:

	Number	Value
		R'000
Machinery and equipment	3	57

Items consisting of machinery and equipment, were not found during stocktake, are in the process of being investigated.

29.1 Movement for 2020/21

Movement in movable tangible capital assets per asset register for the year ended 31 March 2021

	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Machinery and equipment	104 574	(292)	7 006	(7 229)	104 059
Transport assets	52	-	-	-	52
Computer equipment	58 083	(292)	5 097	(6 771)	56 117
Furniture and office equipment	41 855	-	1 888	(447)	43 296
Other machinery and equipment	4 584	-	21	(11)	4 594
Total movable tangible capital assets	104 574	(292)	7 006	(7 229)	104 059

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

	2020/21 R'000
29.1.1 Prior period error	
Nature of prior period error	
Reclassification from Computer equipment (major) to Furniture and office equipment (Minors) Relating to 2020/21	(292)
Reclassification from Goods and Services- Other Consumables to Other Machinery and equipment	21
Total	(271)

The 2020/21 opening balance of Computer equipment was adjusted to reclassify R292 274,87 to minor assets: furniture and equipment. A Tangible Capital asset to the value of R20 821,35 was previously processed as Goods and Services – Other Consumables during the 2020/21 financial year and has been reclassified to additions to other machinery and equipment for the 2020/21 financial year.

29.2 Minor assets

Movement in minor assets per the asset register for the year ended 31 March 2022

	Intangible assets R'000	Machinery and equipment R'000	Total R'000
Opening balance	1 503	76 360	77 863
Additions	-	20 381	20 381
Disposals	-	(7 103)	(7 103)
Total minor assets	1 503	103 844	105 347
	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	-	17 836	17 836
Number of minor assets at cost	389	196 284	196 673
Total number of minor assets	389	214 120	214 509

Minor Capital Assets under investigation

Included in the above total of minor capital assets per the asset register are assets that are under investigation:

	Number	Value R'000
Machinery and equipment	33	45

Items consisting of machinery and equipment, were not found during stocktake, are in the process of being investigated.

Minor assets

Movement in minor assets per the asset register for the year ended 31 March 2021

	Intangible assets R'000	Machinery and equipment R'000	Total R'000
Opening balance	1 503	76 717	78 220
Prior period error	-	292	292
Additions	-	1 512	1 512
Disposals	-	(2 161)	(2 161)
Total minor assets	1 503	76 360	77 863

**Notes to the Annual Financial Statements
 for the year ended 31 March 2022**

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	-	27 302	27 302
Number of minor assets at cost	-	198 082	198 082
Total number of minor assets	-	225 384	225 384

Number of minor assets at costs was restated in line with reclassification of major machinery and equipment assets to minor assets.

	2020/21 R'000
29.2.1 Prior period error	
Nature of prior period error	
Reclassification from Computer equipment (major) to Furniture and office equipment (Minors)	292
Total	292

The 2020/21 opening balance of Machinery and equipment (minors) was increased to reclassify R292 274,87 that was previously classified as Computer equipment (major).

29.3 Movable assets written off
Movable assets written off for the year ended 31 March 2022

	Machinery and equipment R'000	Total R'000
Assets written off	11 602	11 602
Total movable assets written off	11 602	11 602

Movable assets written off for the year ended 31 March 2021

	Machinery and equipment R'000	Total R'000
Assets written off	7 248	7 248
Total movable assets written off	7 248	7 248

30. Intangible Capital Assets
Movement in intangible capital assets per asset register for the year ended 31 March 2022

	Opening balance R'000	Additions R'000	Disposals R'000	Closing balance R'000
Software	19 379	674	-	20 053
Total intangible capital assets	19 379	674	-	20 053

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

30.1 Movement for 2020/21

Movement in intangible capital assets per asset register for the year ended 31 March 2021

	Opening balance	Prior Period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Software	18 303	-	1 076	-	19 379
Total intangible capital assets	18 303	-	1 076	-	19 379

31. Immovable tangible capital assets

Movement in immovable tangible capital assets per asset register for the year ended 31 March 2022

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
Buildings and other fixed structures	5 548 800	703 755	(8 310)	6 244 245
Non-residential buildings	5 548 800	703 755	(8 310)	6 244 245
Total immovable tangible capital assets	5 548 800	703 755	(8 310)	6 244 245

31.1 Movement for 2020/21

Movement in immovable tangible capital assets per asset register for the year ended 31 March 2021

	Opening balance	Prior Period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	4 355 312	587 669	721 499	(115 680)	5 548 800
Non-residential buildings	4 355 312	587 669	721 499	(115 680)	5 548 800
Total immovable tangible capital assets	4 355 312	587 669	721 499	(115 680)	5 548 800

		2020/21 R'000
31.1.1 Prior period error- Buildings and other fixed structures	Note	
Nature of period error		
Relating to 2020/21 (affecting the opening balance)		
Non-Residential buildings - Prefabricated assets Valuation	31.1	587 669
Total		587 669

Non-Residential buildings Prefabricated assets opening balance was restated as result of valuation of historical assets

**Notes to the Annual Financial Statements
 for the year ended 31 March 2022**

31.2 Capital Work-in-progress

Capital Work-in-Progress as at 31 March 2022

	Note	Opening Balance 1 April 2021	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing Balance 31 March 2022
		R'000	R'000	R'000	R'000
Buildings and other fixed structures	Annexure 6	738 547	710 796	(729 794)	719 549
Total		738 547	710 796	(729 794)	719 549

Payables not recognised relating to Capital WIP

Amounts relating to progress certificates received but not paid at year end and therefore not included in capital work-in-progress

	2021/22	2020/21
	R'000	R'000
	18 804	4 340
Total	18 804	4 340

Capital Work-in-Progress as at 31 March 2021

	Note	Opening Balance 1 April 2020	Prior period error	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing Balance 31 March 2021
		R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	Annexure 6	897 687	1 870	560 368	(721 378)	738 547
Total		897 687	1 870	560 368	(721 378)	738 547

Buildings and other fixed structures - Prefabricated assets work in progress was restated as a result of the adjustment between Task order values of historical assets.
 2020/21 Current year WIP and Ready for use assets was restated as a result of reconciliation done after valuation of historical assets.

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

32	Prior period errors		2020/21	
		Note	Amount before error correction R'000	Prior period error R'000
				Restated amount R'000
32.1	Correction of prior period errors			
	Expenditure – Goods and Services			
	2020/21 reclassification of Consumables – Other Consumables to Movable Tangible Capital Assets	4.5	70 207	(21)
	Expenditure for capital assets			
	2020/21 Machinery and Equipment balance was restated due to reclassification of Consumables – Other Consumables to Movable Tangible capital Assets	7	39 327	21
	Irregular expenditure	23		
	Restatement of 2021 opening balance	23.1	5 841	(1 286)
	Provisions – Retention: Buildings and other fixed structures	27		
	Restatement of 2021 opening balance	27.2	12 411	3 687
	Movable Tangible Capital Assets			
	Assets: Machinery and Equipment			
	Restatement of prior year addition	29.1	-	21
	Assets: Computer equipment	29		
	Restatement of 2021 opening balance	29.1	54 142	-292
	Assets - Minor: Machinery and equipment	29		
	Restatement of 2021 opening balance	29.3	34 450	292
	Assets: Immovable tangible capital assets	31		
	Restatement of opening balances Non-residential buildings – Prefabricated assets valuation	31.1	4 355 312	587 669
	Restatement of opening balances for Capital Work in Progress - Buildings and other fixed structures (Prefabricated assets)	31.2	897 687	1 870
	Restatement of 2020/21 Current year WIP and Ready for use assets	31.2	160 786	224
	Net effect		5 630 163	592 185
			6 222 348	6 222 348

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

Irregular expenditure: The 2020/21 opening balance of Irregular expenditure was adjusted due to re-classification of cases previously classified as valid irregular expenditure and re-assessed as invalid irregular expenditure after an investigation.

Provisions – Retention: Buildings and other fixed structures

The 2020/21 opening balance was adjusted due to retention amounts that were identified.

Movable Tangible Capital Assets - The 2020/21 opening balance was restated due to the following:

- Computer equipment was adjusted to reclassify R292 274,87 to minor assets: furniture and equipment.
- A Tangible Capital asset to the value of R20 821,35 was previously processed as Goods and Services – Other Consumables during the 2020/21 financial year.

Immovable tangible capital assets

Prior period error- Buildings and other fixed structures

Non-Residential buildings Prefabricated assets opening balance was restated as result of valuation of historical assets

Capital Work in Progress - 2020/21 Restatement of opening balances was restated for the following:

Buildings and other fixed structures - Prefabricated assets work in progress was restated as a result of the adjustment between Task order values of historical assets.

2020/21 Current year WIP and Ready for use assets was restated as a result of reconciliation done after valuation of historical assets.

33 Inventories

33.1 Inventories for the year ended 31 March 2022

	Note	Learning and Teaching Support Material	Materials & Supplies	Assets for distribution: Machinery & Equipment	Total
		R'000	R'000	R'000	R'000
	Annexure 5				
Add: Additions/Purchases – Cash		149 341	3 438	273 596	426 375
(Less): Issues		(149 341)	(3 438)	(273 596)	(426 375)
Closing balance		-	-	-	-

Inventories for the year ended 31 March 2021

	Note	Learning and Teaching Support Material	Materials & Supplies	Assets for distribution: Machinery & Equipment	Total
		R'000	R'000	R'000	R'000
	Annexure 5				
Add: Additions/Purchases - Cash		92 317	883	189 884	283 084
Add: Additions – Non-cash		42	-	-	42
(Less): Issues		(92 359)	(883)	(189 884)	(283 126)
Closing balance		-	-	-	-

**Notes to the Annual Financial Statements
for the year ended 31 March 2022**

34. Statement of Conditional Grants received

Name of Grant	Grant Allocation					Spent				2020/21	
	Division of Revenue Act/Provincial Grants	Roll Overs	DORA Adjustments	Other Adjustments	Total Available	Amount received by department	Amount spent by department	Under / (over-spending)	% of available funds spent by department	Division of Revenue Act	Amount spent by department
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Education Infrastructure Grant	1 158 098	-	-	-	1 158 098	1 158 098	1 158 098	-	100%	931 721	931 721
EPWP Integrated Grant for Provinces	2 185	-	-	-	2 185	2 185	2 185	-	100%	2 594	2 594
HIV/AIDS (Life-skills Educ) Grant	20 368	-	-	-	20 368	20 368	20 368	-	100%	15 076	15 076
Maths Science & Technology Grant	36 347	18 395	-	-	54 742	54 742	45 870	8 872	84%	37 786	17 449
National School Nutrition Programme Grant	434 387	6 932	-	-	441 319	441 319	441 319	-	100%	415 895	399 312
Social sector EPWP Incentive Grant to Provinces	15 527	-	-	-	15 527	15 527	15 527	-	100%	20 016	20 016
Learners with Profound Intellectual Disabilities Grant	28 553	339	-	-	28 892	28 892	21 451	7 441	74%	23 340	21 351
	1 695 465	25 666	-	-	1 721 131	1 721 131	1 704 818	16 313		1 446 428	1 407 519

35. COVID 19 Response Expenditure

Compensation of employees
Goods and services
Transfers and subsidies

Note	2021/22 R'000	2020/21 R'000
Annexure 8		
	2 368	21 380
	22 836	364 448
	1 492	66 237
	26 696	452 062

**Annexures to the Annual Financial Statements
for the year ended 31 March 2022**

**Annexure 1A
Statement of transfers to Departmental Agencies and Accounts**

Department/Agency/Account	Transfer Allocation			Total Available	Transfer		2020/21
	Adjusted appropriation	Roll Overs	Adjustments		Actual Transfer	% of Available funds transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
SETA	10 840			10 840	10 840	100%	10 403
SABC TV licence	19		(3)	16	16	100%	15
Total	10 859		(3)	10 856	10 856		10 418

**Annexure 1B
Statement of transfers to non-profit institutions**

Non-Profit Institutions	Transfer Allocation				Expenditure		2020/21
	Adjusted appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Public Ordinary schools	2 130 588		49 835	2 180 423	2 180 423	100%	2 791 487
Independent schools	130 508			130 508	130 508	100%	126 126
Schools for learners with special education needs	205 612		13 550	219 162	219 162	100%	195 346
ECD: Gr R Public Schools	392 377		(262)	392 115	392 115	100%	376 590
ECD: Gr R Community Centres	93 088		(10 665)	82 423	82 423	100%	85 462
ECD: Learnerships	64 918		(1 157)	63 761	63 761	100%	61 301
Total	3 017 091		51 301	3 068 392	3 068 392		3 636 312

**Annexure 1C
Statement of transfers to households**

Household	Transfer Allocation				Expenditure		2020/21
	Adjusted appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
H/H employee service benefit: injury on duty	2 297	-	(1 754)	543	543	100%	508
H/H employee service benefit: leave gratuity	104 162	-	1 608	105 770	105 770	100%	87 531
H/H employee service benefit: PST retirement benefit	11 089	-	(11 089)	-	-	-	-
H/H Empl S/BEN:Severance package	-	-	305	305	305	100%	-
H/H employee service benefit: Bursaries (non-employees)	1 175	-	(1 175)	-	-	-	-
H/H: claims against the state (cash)	1 520	-	339	1 859	1 859	100%	16 393
H/H: PMT/Refund & Rem - Act /GRCE	-	-	-	-	-	-	70
Total	120 243	-	(11 766)	108 477	108 477		104 502

**Annexures to the Annual Financial Statements
for the year ended 31 March 2022**

Annexure 1D

Statement of Gifts Donations and Sponsorships Received.

Name of Organisation	Nature of Gift Donation or Sponsorship	2021/22 R'000	2020/21 R'000
Received in kind			
South African Primary Education Support Initiative (SAPESI)	English story books	-	42
Total		-	42

Annexure 2A

Statement of Financial Guarantees Issued as at 31 March 2022 – Local

Guarantor Institution	Guarantee in respect of	Original guaranteed capital amount R'000	Opening balance 1 April 2021 R'000	Guarantees drawn down during the year R'000	Guaranteed repayments/cancelled/reduced/released during the year R'000	Revaluations R'000	Closing balance 31 March 2022 R'000	Revaluations due to inflation rate movements R'000	Accrued guaranteed interest for year ended 31 March 2022 R'000
Housing									
Standard Bank of S.A. Limited		-	83	-	-	-	83	-	-
Firstrand Bank Limited: First National Bank		-	149	-	-	-	149	-	-
ABSA		-	101	-	-	-	101	-	-
Total		-	333	-	-	-	333	-	-

Financial guarantees issued relate to housing guarantees provided for employees for housing loans.

Annexure 2B

Statement of Contingent Liabilities as at 31 March 2022

Nature of liability	Opening balance 1 April 2021 R'000	Liabilities incurred during the year R'000	Liabilities paid/cancelled/reduced during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing balance 31 March 2022 R'000
Claims against the department					
Various claims	326 912	55 165	(24 629)	-	357 448
Specialised Investigative Unit	-	502	-	-	501
Subtotal	326 912	55 666	(24 629)	-	357 949
Other					
Municipal accounts *	65 217	162 194	(183 539)	-	43 872
Subtotal	65 217	162 194	(183 539)	-	43 872
Total	392 129	217 860	(208 168)	-	401 821

Financial Institutions: Financial guarantees issued relate to housing guarantees provided for employees for housing loans.

Various persons (Various claims): The claims will only be settled when either the court decides that the department is liable or the department accepts the liability, both of which are unknown.

Municipalities: The closing balance represents the total of outstanding municipal service accounts of schools as at 31 March 2022. It is not possible to determine the total amount of municipal services accounts of schools incurred and paid/cancelled/reduced during the year as these accounts are also settled directly by schools.

**Annexures to the Annual Financial Statements
for the year ended 31 March 2022**

**Annexure 3
Claims Recoverable**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2021/22	
	31/03/2022	31/03/2021	31/03/2022	31/03/2021	31/03/2022	31/03/2021	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Government Entity								
Departments								
Department of Health (WC)	-	-	13	-	13	-	-	-
Department of education (GP)	161	-	-	-	161	-	-	-
Department of Education (EC)		-	213	1 024	213	1 024	-	-
Sub-total	161	-	226	1 024	387	1 024	-	-
Other Government Entities								
South African Democratic Teachers Union (SADTU)	199	1 630	462	4 313	661	5 943	-	-
National Professional Teachers Association of SA (NAPTOSA)	-	-	453	-	453	-	-	-
Sub-total	199	1 630	915	4 313	1 114	5 943	-	-
Total	360	1 630	1 141	5 337	1 501	6 967	-	-

**Annexure 4
Inter-Government Payables**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2022/21	
	31/03/2022	31/03/2021	31/03/2022	31/03/2021	31/03/2022	31/03/2021	Payment date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Departments								
Current								
Department of Justice & Constitutional Dev	2 469	-	272	-	2 741	-	-	-
Department of the Premier WC	-	-	-	11	-	11	-	-
Government Motor Transport WC	681	-	-	599	681	599	-	-
Department of Health WC	26	-	-	-	26	-	-	-
Total Departments	3 176	-	272	610	3 448	610	-	-
Other Government Entity								
Current								
Specialised Investigative Unit	-	-	501	-	501	-	-	-
Total Other Government Entities	-	-	501	-	501	-	-	-
Total Intergovernmental Payables	3 176	-	773	610	3 949	610	-	-

**Annexures to the Annual Financial Statements
for the year ended 31 March 2022**

**Annexure 5
Inventories**

Inventories for the year ended 31 March 2022	Learning and Teaching Support Material	Materials & Supplies	Assets for distribution: Machinery & Equipment	Total
	R'000	R'000	R'000	R'000
Add: Additions/Purchases – Cash	149 341	3 438	273 596	426 375
(Less): Issues	(149 341)	(3 438)	(273 596)	(426 375)
Closing balance	-	-	-	-

Inventories for the year ended 31 March 2021	Learning and Teaching Support Material	Materials & Supplies	Assets for distribution: Machinery & Equipment	Prior period error	Total
	R'000	R'000	R'000	R'000	R'000
Add: Additions/Purchases – Cash	92 317	883	189 884	-	283 084
Add: Additions – Non-cash	42	-	-	-	42
(Less): Issues	(92 359)	(883)	(189 884)	-	(283 126)
Closing balance	-	-	-	-	-

**Annexure 6
Movement in Capital Work-in-Progress**

Movement in Capital Work-in-Progress for the year ended 31 March 2022

	Opening balance	Current Year Capital WIP	Ready for use (Asset register)/ Contract terminated	Closing balance
	R'000	R'000	R'000	R'000
Buildings and other Fixed Structures	738 547	710 796	(729 794)	719 549
Non-residential buildings	738 547	710 796	(729 794)	719 549
Total	738 547	710 796	(729 794)	719 549

Movement in Capital Work-in-Progress for the year ended 31 March 2021

	Opening balance	Prior period errors	Current Year Capital WIP	Ready for use (Asset register)/ Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
Buildings and other Fixed Structures	897 687	1 870	560 368	(721 378)	738 547
Non-residential buildings	897 687	1 870	560 368	(721 378)	738 547
Total	897 687	1 870	560 368	(721 378)	738 547

Annexure 7

Transport assets as per finance lease register year ended 31 March 2022

Movable Tangible Capital Assets

Movement in movable tangible capital assets per asset register for the year ended 31 March 2022

	Opening balance	Current year adjustments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
GG Motor Vehicles	99 831	-	11 836	(6 201)	105 466
Total movable tangible capital assets	99 831	-	11 836	(6 201)	105 466

Movement for 2020/21

Movement in movable tangible capital assets per asset register for the year ended 31 March 2021

	Opening balance	Current year adjustments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Machinery and equipment	97 708	-	8 127	(6 004)	99 831
GG Motor Vehicles	97 708	-	8 127	(6 004)	99 831
Total movable tangible capital assets	97 708	-	8 127	(6 004)	99 831

The Western Cape Department of Education utilised 504 Government motor vehicles during the period ended 31 March 2022, and 501 Government motor vehicles during the previous financial year ended 31 March 2021. The motor vehicles are leased under a finance agreement unique to the Western Cape Government and the annexure aims to improve the minimum reporting requirements as per the Modified Cash Standards.

Annexure 8

Covid 19 Response Expenditure Per quarter and in total

Expenditure per economic classification	2021/22					2020/21
	Q1	Q2	Q3	Q4	Total	Total
	R'000	R'000	R'000	R'000	R'000	R'000
Compensation of employees	121	1 243	1 004	-	2 368	21 380
Goods and services	1 886	20 711	166	73	22 836	364 448
Advertising	-	-	-	-	-	1
Agency & Support/Outsourced Services	-	-	-	-	-	11 679
Communication	-	-	-	-	-	1
Cons Supplies	1 519	19 835	-	27	21 381	349 704
Cons: STA, Print & Off Sup	-	-	-	-	-	36
Inv: Materials & supplies	20	-	16	-	36	18
Property Payments	347	847	150	5	1 349	2 955
Rental & Hiring	-	29	-	41	70	54
Transfers and subsidies	30	870	592	-	1 492	66 237
NPI: Public Schools	30	870	592	-	1 492	66 237
Total Covid 19 Response Expenditure	2 037	22 824	1 762	73	26 696	452 065



Appendices

Appendix A: Definition of Terms

Classes:	are defined as "Register Class"
Classrooms:	refers to rooms where teaching and learning occurs, but which are not designed for special instructional activities
Education Expenditure:	refers to all government non-personnel education expenditure (inclusive of all sub-sectors of education including special schools, independent schools and conditional grants)
Filled:	is defined as having a permanent/ temporary teacher appointed in the post
Hospital Schools:	refers to schools catering to learners who have been registered at other schools but, for medical reasons, receive access to learning at medical institutions. All projections will exclude hospital schools as the learners are registered at other public schools
LSEN Schools:	refers to schools catering to learners with special needs.
"offer"	A learner will 'offer' a subject for the consideration of the examining body. This is an education specific term that refers to the subjects the learner is learning in a year for examination or assessment purposes. SoS learners are dealt with differently.
Placed:	is defined in the WC as, securing appointment at a school in a permanent or temporary capacity
Professional non educator:	refers to personnel who are classified as paramedics, social workers, therapists, nurses but are not educators
Public Ordinary Schools:	refers to ordinary schools only and excludes LSEN schools and excludes independent schools
Public schools:	refers to public ordinary schools and LSEN schools but excluding independent schools i.e. a combined total
Sanitation facility:	refers to all kinds of toilets such as pit latrine with ventilated pipe at the back of toilets, Septic Flush, Municipal Flush, Enviro Loo, Pit latrine and Chemical
SA SAMS:	refers to a product specific school administration and management system. This version of SA SAMS is off-line. The WCED uses an automated, on-line system and is able to provide real time data namely Centralised Educational Management Information System (CEMIS)
Schools with electricity:	refers to schools that have any source of electricity including Eskom Grid, solar panels and generators.
Smart classrooms:	refers to a classroom with Wifi connectivity to broadband as well as a digital projector, whiteboard and teacher computing device as the minimum technological resources – all interlinked through Wifi
Special School:	refer to schools resourced to deliver education to learners requiring high intensity educational and other support on either a full-time or a part-time basis.
Specialist room:	is defined as a room equipped according to the requirements of the specialist subject curriculum

Appendix B: In-Year Changes to the 2021/22 Annual Performance Plan

Reference to where changes will be made in the current tabled APP	How is it stated in the current tabled APP?	What will it be changed to?	Is the change in response to COVID-19, the WC Recovery Plan or a Budget adjustment?	Provide an explanation of the reason/s for the change
P37	POI 104: Percentage of SGBs in sampled schools that meet the minimum criteria in terms of governance functionality. POI 105: Number of teachers attending formal courses at the Cape Teaching and Leadership Institute POI 112: Learner absenteeism rate	POI 104: Percentage of SGBs in schools that meet the minimum criteria in terms of governance functionality. Footnote: Indicator removed from APP 2021.22 Footnote: Indicator removed from APP 2021.22	n/a	Sampling is not used to measure output of this indicator.
P37	POI 105: Number of teachers attending formal courses at the Cape Teaching and Leadership Institute	Footnote: Indicator removed from APP 2021.22	COVID-19	COVID-19 impact on formal courses resulted in the 'blended approach' not being implementable because no face-to-face work could be done.
P38	POI 112: Learner absenteeism rate	Footnote: Indicator removed from APP 2021.22	COVID-19	COVID 19 TREFS high absenteeism active cases; in contact cases, changes to academic calendar, does not map to FY quarters. Extreme high levels of absenteeism - ito technical definition of when a learner is absent. Some learners are working at home receiving on-line lessons.
P38	POI 113: Teacher absenteeism rate	Footnote: Indicator removed from APP 2021.22	COVID-19	The impact of COVID19 on teacher attendance affected by school closures, administrative backlogs (closure, illness) resulted in massive fluctuations in numbers and ability to track - teachers with co-morbidities working from home.
P44 and p96	POI 204: Percentage of learners who offer at least one subject in the technical, agricultural and vocational fields.	POI 204: Percentage of Grade 12 learners who offer at least one subject in the technical, agricultural and vocational fields. List of Grade 12 learners who offer the listed subjects	n/a	Specific grade 12 focus included in TID and Bus Process had been left out of title resulting in confusion of strategy and focus
P96	List of Grade 12 learners who offer the listed subjects in the grade 12 examination.	List of Grade 12 learners who offer the listed subjects	n/a	Clarification of intent required to remove uncertainty regarding source (should be list of learners)

Reference to where changes will be made in the current tabled APP	How is it stated in the current tabled APP?	What will it be changed to?	Is the change in response to COVID-19, the WC Recovery Plan or a Budget adjustment?	Provide an explanation of the reason/s for the change
P96	These subjects are specified as being...	These subjects and subject categories are specified as being...	n/a	Clarification of intent required to remove uncertainty regarding source (should be list of learners)
P97	List of public ordinary schools offering technical subjects listed. List of learners in Grade 12 NSC examinations who offer at least 1 of the subjects listed.	List of public ordinary schools offering agricultural and technical subjects and categories listed. List of learners in Grade 12 who offer at least 1 of the subjects/subject categories listed.	n/a	Clarification of intent required to remove uncertainty regarding source (should be list of learners)
P44	100	62	Budget	Budgetary constraints: Contextual re-alignment and funding for emerging needs e.g., Live-Streaming thrust across 8 districts
P99	The technology typically comprises a teacher computing device, teacher projection device, teacher interactive device and a visualiser device (known as a document camera)	The technology typically comprises a teacher computing device, teacher projection device and a visualiser device (known as a document camera)	Budget and COVID-19	Industry has returned and indicated that the costing for one of these items (Interactive Device) has increased by around 54%, adding R3m to the piece bill. Criteria reduced from 4 items to 3 items to redefine the para-metres of a 'smart classroom'.
P44	POI 208: Percentage of learners with textbooks in every subject in every grade	Footnote: Indicator removed from APP 2021.22	COVID-19	COVID 19 had an adverse effect on textbooks management at schools. At fee-paying schools, they struggled to procure additional textbooks to address shortages. Their budgets were especially constrained at they also needed to provide additional resource material to those learners working from home due to comorbidities and/or because of the rotational system. Based on the deviation offered by DBE to reduce subjects in the Senior Phase, many schools opted for this concession and also did not purchase textbooks for these subjects. Recovery Annual Teaching Plans are not fully aligned to the CAPS curriculum. Textbooks are based on the full scope of the curriculum making it obsolete in many instances. The WCED compiled weekly lesson plans, including assessments for self-directed learning and therefore textbooks may have been seen as not necessary. In these cases, schools opted to purchase additional PPEs and other equipment instead.

Reference to where changes will be made in the current tabled APP	How is it stated in the current tabled APP?	What will it be changed to?	Is the change in response to COVID-19, the WC Recovery Plan or a Budget adjustment?	Provide an explanation of the reason/s for the change
P59: POI 501	240	180	COVID-19	3rd wave impact on assessment visits to confirm suitability. Visits could be not be conducted as they were closed
P59: POI 502	72	64	COVID-19	COVID-19 in 2020 had a tremendous impact on enrolment in Grade R in the 2020 academic year. This will negatively impact on this performance indicator as less learners enrolling in Grade 1 in 2021 would have received formal Grade R in 2020.
P63: POI 605	1	0	Strategy	Strategy changed from New school to expansion of existing curriculum to accommodate SOS.
P63: POI 606	0	1	COVID-19	COVID19 (delays to construction industry in prior year could not be predicted). As industry recovers, focus is placed on projects that had been delayed due to COVID19 impact.
P68: POI 701	44%	42%	COVID-19	Rotational timetable is negatively impacting on teaching and learning. Planned activities impacted by COVID19 - school closures, not able to conduct training and school visits.
P68: POI 703	49%	47%	COVID-19	Rotational timetable is negatively impacting on teaching and learning. Planned activities impacted by COVID19 - school closures, not able to conduct training and school visits.
P68: POI 704	40%	38%	COVID-19	Rotational timetable is negatively impacting on teaching and learning. Planned activities impacted by COVID19 - school closures, not able to conduct training and school visits.
P68: POI 706	52%	50%	COVID-19	Rotational timetable is negatively impacting on teaching and learning. Planned activities impacted by COVID19 - school closures, not able to conduct training and school visits.
P69: POI 708	25%	23%	COVID-19	Rotational timetable is negatively impacting on teaching and learning. Planned activities impacted by COVID19 - school closures, not able to conduct training and school visits.
P64: SOI 605	93	77	COVID-19	Result of impact of delays due to COVID19 (10) and early completion due to push to mitigate potential risk of closure (6).

Reference to where changes will be made in the current tabled APP	How is it stated in the current tabled APP?	What will it be changed to?	Is the change in response to COVID-19, the WC Recovery Plan or a Budget adjustment?	Provide an explanation of the reason/s for the change
P69: SOI 701	77	75	COVID-19	Increased enrolment in grade 12, due to revised promotion requirements. Abnormal situation at schools. This cohort of learners will carry tremendous learning losses from grade 11 into the grade 12 year. Did not write June exam so relatively unprepared. 11-13% increase in grade 11 learners entering grade 12 without achieving competencies required.
P69: SOI 703	38%	25%	COVID-19	Increased enrolment in grade 12, due to revised promotion requirements. Abnormal situation at schools. This cohort of learners will carry tremendous learning losses from grade 11 into the grade 12 year. Did not write June exam so relatively unprepared. The change in target is attributed to a change in the indicator from 50% to 60%.
P70: SOI 704	43%	32%	COVID-19	Increased enrolment in grade 12, due to revised promotion requirements. Abnormal situation at schools. This cohort of learners will carry tremendous learning losses from grade 11 into the grade 12 year. Did not write June exam so relatively unprepared. The change in target is attributed to a change in the indicator from 50% to 60%.