

Wednesday, 16 July 2025]

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PARLIAMENT OF THE PROVINCE OF THE WESTERN CAPE

ANNOUNCEMENTS, TABLINGS AND COMMITTEE REPORTS

WEDNESDAY, 16 JULY 2025

ANNOUNCEMENT

The Speaker:

Minister of Mobility

Provincial Notice 81 of 2025: Western Cape Department of Mobility: Registration and Licence Fees for Motor Vehicles Regulations, 2025. Published in the *Provincial Gazette Extraordinary* 9101, dated 11 July 2025.

Copy attached.

COMMITTEE REPORTS

1. Annual Activity Report of the Standing Committee on Education for the 2024/25 financial year, as follows:

The strategic objectives of the WCPP linked to the Speaker's priorities that have an impact on committees are as follows:

Priority 1: Building a credible WCPP; and
Priority 3: Strengthening the core business.

Members

Baartman, DM (Chairperson) (DA) (Term ended in June 2024)
Fry, C (DA) (Term ended in June 2024)
Poole, C (DA) (Term ended in June 2024)
Christians, FC (ACDP) (Term ended in June 2024)

Sayed, MK (ANC) (Term ended in June 2024)

Seventh parliamentary term started in July 2024

Van Wyk, LD (DA) (Chairperson of the Committee)

Booyesen, M (DA)

Walters, TCR (DA)

Kaizer-Philander, WF (DA)

Christians, CF (ACDP)

Sayed, MK (ANC)

Windvogel, R (ANC)

Stephens, DR (PA)

Alternate Members:

Brinkhuis, G (Al Jama-ah) (Term ended in June 2024)

Bosman, G (DA) (Term ended in June 2024)

Harris, P (ANC) (Term ended in June 2024)

Philander, WF (DA) (Term ended in June 2024)

Seventh parliamentary term started in July 2024

Masipa, N (DA)

Bryant, D (DA)

Wessel, D (DA)

Mbombo, N (DA)

Ngqentsu, B (ANC)

Windvogel, W (ANC)

Cassiem, A (AFF)

1. Introduction

The mandate of the Committee is to:

- 1.1 maintain oversight over the Western Cape Education Department (hereafter the WCED) on the way in which the WCED performs its responsibilities, including the implementation of legislation, and hold the executive authority accountable.
- 1.2 consider and report on legislation, annual reports and matters referred to it by the Speaker.

In fulfilment of its mandate, the Committee:

- 1.3 facilitated public participation and involvement in the legislative and other processes of the Committee.
- 1.4 conducted its business in a fair, open, and transparent manner.
- 1.5 promoted co-operative governance.
- 1.6 reported regularly to the House.

2. Reporting department

- 2.1 Western Cape Education Department

3. Overview of the Committee's activities

Number of committee meetings	18
Number of public hearings	5
Number of oversight visits	2
Number of visit weeks	1
Number of provincial bills considered	0
Number of international visits	0

4. Oversight activities

This Annual Activity Report covers the period from 1 April 2024 to 31 March 2025, and details the efforts and initiatives of the Standing Committee on Education in the Western Cape. The Committee's work focused on oversight, legislative review, educational infrastructure development and the enhancement of educational standards across various levels. Through targeted oversight visits, legislative engagement and public hearings, the Committee aimed to address crucial issues affecting education in the province.

In April 2024, the Standing Committee on Education held the final two public hearing sessions on the Basic Education Laws Amendment Bill (BELA Bill) [B 2B–2022]. A costing discussion on the BELA Bill, which included committee members, officials from the National Treasury, the Department of Basic Education (DBE) and the Western Cape Education Department (WCED), also took place in April 2024. During the same month, the Committee continued its deliberations on the Bill, reviewing 5 445 submissions received through various platforms, and subsequently drafted its negotiating mandate. The Committee concluded its work on the BELA Bill by finalising and submitting its final mandate to the National Council of Provinces (NCOP).

To commence the seventh parliamentary term, the Committee convened in July 2024 to elect a new Chairperson in line with Standing Rule 82(1). The Committee unanimously elected Member LD van Wyk as the Chairperson.

In August 2024, the Committee was briefed by the WCED on its Annual Performance Plan, quarterly performance reports and the 2024/25 budget. The first meeting, which included the Minister of Education, Mr D Maynier, Head of Department, Mr B Walters, and other officials, showcased the Department's achievements over the previous five years.

In September 2024, the Committee received a briefing on the National School Nutrition Programme and the Learner Transport Scheme. Discussions focused on challenges in the 2025 school admissions process and noted improvements in learner pass rates.

During the third quarter of the financial year, the Committee deliberated on the WCED's 2023/24 Annual Report, which addressed general departmental information, programme performance and human resource management.

In November 2024, the WCED briefed the Committee on its STEAMAC (Science, Technology, Engineering, Arts, Mathematics, Agriculture, and Coding) and artificial intelligence initiatives. The presentation aimed to address skills shortages and to prepare learners for emerging careers, particularly in data analytics and AI.

The Committee was also briefed by the World Bank and the WCED on the education sector analysis for the Western Cape. The briefing highlighted the persistent challenges of learning, poverty and foundational skills – further exacerbated by the COVID-19

pandemic – while also acknowledging the Western Cape’s comparatively stronger educational outcomes.

In the same month, the Committee deliberated on Vote 5: Education in the Schedule to the Western Cape Adjustments Appropriation Bill.

At the beginning of 2025, the Committee was briefed on 2025 school admissions and readiness. The discussion included concerns regarding unplaced learners and updates on progress with classroom and school infrastructure development. The Committee also reviewed the 2024 National Senior Certificate (NSC) results, noting improvements in the overall pass rate and a record 27 929 distinctions.

In February 2025, the WCED presented its quarterly performance reports, covering the period from April to December 2024. The presentation emphasised improvements in performance monitoring, audit readiness and data verification processes.

Later that month, the Committee was part of the Social Cluster of committees that embarked on a Cluster Visit Week to the Central Karoo. Key findings included infrastructure challenges and high utility costs at the Merweville Primary School and The HM Dlikidla Primary School. Recommendations were made to improve facilities and to promote mother tongue instruction.

In March 2025, the Committee continued its oversight activities with visits to the Maitland High School and the Vista High School. The purpose of these visits was to evaluate school performance and infrastructure, particularly targeting schools that recorded pass rates below 60% in the 2024 NSC results. The Committee was also briefed on the WCED’s Mathematics and Reading Strategy, as well as on the availability of schools in the province that offer instruction in learners’ first languages. Additionally, a visit to the Pinelands High School provided insights into its operations, facilities and educational strategies, with the school having achieved a 100% pass rate in the NSC results.

In conclusion, the Standing Committee on Education maintained a robust oversight and engagement agenda throughout the reporting period, demonstrating its commitment to improving educational outcomes and to ensuring equitable access to quality education across the Western Cape.

5. Legislation

In the 2024/25 financial year, the Committee dealt with the following pieces of legislation:

5.1 Provincial bills

5.1.1 Vote 5: Education in the Schedule to the Western Cape Additional Adjustments Appropriation Bill (2023/24 Financial Year) [B 2–2024].

5.1.2 Vote 5: Education in the Schedule to the Western Cape Appropriation Bill [B 2–2025].

5.2 National Council of Province bill

5.2.1 Basic Laws Amendment Bill [B 2B–2022] (S76) (NCOP).

6. Facilitation of public involvement and participation

In line with its mandate to facilitate public participation as part of the legislative process, the Committee held two public hearings on the Basic Education Laws Amendment Bill [B 2B–2022] (S76) (NCOP) during the period under review. The public was also invited to give input on provincial money bills and the Annual Report of the Western Cape Education Department.

7. Financial particulars

The Standing Committee spent R241 818,00 during the 2024/25 financial year.

2. Report of the Standing Committee on Education on its oversight visit to the Pinelands High School in Pinelands

The 2024/25 strategic objectives of the WCPP linked to the Speaker's priorities that have an impact committees are as follows:

Priority 1: Building a credible WCPP; and
Priority 3: Strengthening the core business.

The Standing Committee on Education (hereafter the Committee), having conducted an oversight visit to the Pinelands High School on 25 March 2025, reports as follows:

The delegation

The delegation of the Standing Committee on Education included the following Members:

Van Wyk, LD (DA) (Chairperson of the Committee)
Booyesen, M (DA)
Walters, TCR (DA)
Kaizer-Philander, WF (DA)
Christians, FC (ACDP)
Sayed, MK (ANC)
Windvogel, R (ANC)
Stephens, DR (PA)

The following parliamentary official accompanied the committee:

Ms W Hassen-Moosa, Procedural Officer

1. Overview

The Standing Committee on Education visited the Pinelands High School to gain insight into the school's operations, infrastructure and educational framework. The visit provided an opportunity to engage with the school's leadership and to understand better both the achievements and challenges faced by the school.

2. Visit to the Pinelands High School

Mr G Sayer, the Principal, and Mr D Tommy, the Circuit Manager, were present during the visit.

2.1 Key aspects discussed at the school

Ms J Davids, a Grade 11 learner at the school, guided the Committee on an informative tour of the campus. During the visit, she provided valuable insights into the school's academic staff, the wide range of facilities available to learners and the institution's rich and proud history. Her presentation reflected both her enthusiasm and deep appreciation for the school's culture, values and achievements.

Mr G Sayer provided an overview of the school. The presentation outlined the following key areas of the school:

- 2.1.1 The Pinelands High School is currently engaged in the ongoing renovation of its existing buildings and facilities. This is in response to increasing demands, and the school is also initiating new infrastructure developments.
- 2.1.2 Technological enhancements have been implemented in classrooms and laboratories to support modern teaching practices. Upgrades to sport and recreational areas have also been undertaken to improve the overall learner experience. In addition, several infrastructure changes are strategically aimed at improving safety and managing student behaviour. The school continues to engage in discussions with the Western Cape Education Department (WCED) regarding potential funding support for these projects.
- 2.1.3 The school offers a broad range of programmes designed to support academic excellence and holistic development. These include academic extension and support programmes, as well as a vibrant arts and culture offering that includes drama, visual arts and music.
- 2.1.4 Learners benefit from additional support services, such as tutoring, mentorship and career guidance. The school actively encourages citizenship and community involvement, and it boasts a comprehensive sport programme that features a variety of team and individual activities. Furthermore, strong emphasis is placed on STEM initiatives, including robotics, coding and participation in science fairs.
- 2.1.5 At the reporting period, the school employed 61 teachers, 27 of whom were funded by the WCED. The support staff comprises 40 individuals, 5 of whom are WCED-funded. The school currently serves 1 028 learners, resulting in an average teacher–learner ratio of 1:17. The average class size stands at 30 learners, which supports effective classroom engagement and learning.
- 2.1.6 The school achieved exceptional results in the 2024 National Senior Certificate examinations. The top-performing matriculant achieved a 97,6% aggregate. The Pinelands High School produced both the top candidate and the runner-up in Quintile 5 at national level. In addition, the school received awards for excellence in core Mathematics and Physical Science, and was recognised for its achievements in academic competitions and science and innovation fairs.
- 2.1.7 The school maintains a strong commitment to learner and staff safety. It has an active Health and Safety Committee and comprehensive CCTV surveillance throughout the campus. On-site security personnel are present to ensure daily safety, and regular emergency drills are conducted to maintain readiness. There is ongoing collaboration with law enforcement.
- 2.1.8 Mr Sayer provided a brief overview of the incident that took place in 2024 involving Grade 8 learners. A video surfaced showing learners in a cage while other learners bid for them. He informed the Committee that there were several recommendations that stemmed from the investigation. The school implemented

active anti-bullying initiatives alongside learners' wellness programmes to support emotional and mental well-being.

- 2.1.9 Despite its achievements, the school continues to face several challenges. Among these is limited funding for infrastructure development. The school also experiences high demand for admissions, which places pressure on its resources. Broader societal issues have an impact on learner behaviour, and the administrative workload on staff has been increasing. Additionally, the school has experienced a reduction in teaching posts due to budget constraints.
- 2.1.10 Notable successes include strong performance in systemic testing and high teacher participation in NSC marking processes. The school has received recognition for its sustainable school practices and was designated as the "School of the Year". Learners at the Pinelands High School continue to show outstanding engagement and performance in a wide range of extramural activities.

3. Conclusion

In conclusion, the report highlights the schools' achievements and presents comprehensive strategies that they follow to enhance the learning and teaching culture. By addressing these specific issues, the school aims to improve academic outcomes and to prepare learners better for their future.

4. Acknowledgments

The Committee thanked the WCED, the Principal and the teachers who were present during the visit to the Pinelands High School.

3. Report of the Standing Committee on Education on its oversight visit to the Maitland High School in Maitland and the Vista High School in the Bo-Kaap

The 2024/25 strategic objectives of the WCPP linked to the Speaker's priorities that have an impact on committees are as follows:

Priority 1: Building a credible WCPP; and
Priority 3: Strengthening the core business.

The Standing Committee on Education (hereafter the Committee), having conducted oversight visits to the Maitland High School and the Vista High School on 4 March 2025, reports as follows:

The delegation

The delegation of the Standing Committee on Education consisted of the following Members:

Van Wyk, LD (DA) (Chairperson of the Committee)
Booyesen, M (DA)
Walters, TCR (DA)
Kaizer-Philander, WF (DA)
Sayed, MK (ANC)
Windvogel, R (ANC)
Stephens, DR (PA)

Apologies

Christians, CF (ACDP)

The following parliamentary official accompanied the committee:

Ms W Hassen-Moosa, Procedural Officer

1. Overview

The Standing Committee on Education resolved to conduct oversight visits to schools that achieved less than 60% on their National Senior Certificate (NSC) results during the 2024 academic year.

2. Visit to the Maitland High School

Ms G Fourie, the Acting Principal, and Mr A Windvogel, the Circuit Manager, were present during the visit.

2.1 Key aspects discussed at the school

Ms G Fourie provided an overview of the current state of the school's academic performance and identified areas that require improvement.

The presentation for the Maitland High School outlined several key areas for the 2025 academic year.

- 2.1.1. Ms Fourie briefed on the planned maintenance for the 2025/26 financial year, which includes replacing perimeter fencing, upgrading the Consumer Studies and Computer laboratories, converting a room into a proper kitchen for the feeding scheme, painting classrooms, improving the school premises, maintaining bathroom facilities, installing safety gates and replacing light fittings with energy-saving options.
- 2.1.2. The school's intervention programme includes the Back-on-Track Programme for those learners identified as at risk, Saturday classes for Grade 12, after-school sessions, and ongoing intervention programmes to support learners with barriers to learning and social challenges. Also, there were interventions for Grade 12 learners who were experiencing social challenges and needed assistance with concessions.
- 2.1.3. The staff establishment for 2025 includes an acting principal, permanent deputy principals, 1 permanent departmental head, 3 vacant departmental head posts and 27 educators (20 permanent and 7 contract).
- 2.1.4. The School Nutrition Programme provides meals twice a day to 302 targeted learners, with additional feeding after school and during holidays. Volunteers are trained, and operational procedures are in place to ensure food safety and stock monitoring.
- 2.1.5. The majority of the learners attending the Maitland High School are foreigners. There are child-headed households among the learners.
- 2.1.6. The teacher-learner ratio is 1:34,5 with a total of 1 037 learners.
- 2.1.7. Learner transport is predominantly by bus, taxi, train and private transport, with 84% of learners using transport and 16% walking to school.
- 2.1.8. School safety measures include a safety committee, access control, video intercom systems, security gates, surveillance cameras and collaboration with the

SAPS, the neighbourhood watch and security services. The school has a Safety and Security Policy, and emergency procedures are in place.

- 2.1.9 Challenges faced by the school include a 57,8% pass rate in 2024 NSC results, the low socio-economic status of learners, the financial constraints of parents, health challenges, language proficiency issues, lengthy commutes and absenteeism. Many learners were unable to stay after school for extra classes or attend Saturday sessions, which further limited their opportunities for academic improvement.
- 2.1.10 Despite these challenges, there have been several successes in 2025, such as an improvement in learner attendance this year, 90% of parent meeting attendance, motivational talks and support from NGOs, such as Community Keepers, the Capitec Foundation and the Bloom Foundation, and successful intervention programmes for Grade 12 learners.
- 2.1.11 It was reported that the Principal, together with the Circuit Manager, signed off on the School Improvement or Action Plan.

3. Visit to the Vista High School

Ms C Little, the Principal, and Mr D Cleophas, the Circuit Manager, were present during the visit.

3.1 Key aspects discussed at the school

Ms Little provided an overview of the current state of the school's academic performance and identified areas that required improvement.

- 3.1.1 During the visit, she reported that there is planned maintenance for the 2025/26 financial year, which includes emergency repairs for broken windows and door frames, replacement of sections of the perimeter fence and assistance from the Department of Public Works for tree felling and upgrades.
- 3.1.2 Ms Little briefed the committee on the programme for Grades 8 to 12 that includes the Back-on-Track Intervention Programme for Grade 12, Saturday classes, holiday tutorials and monthly counselling sessions for academic, emotional and social support. The school has one parent meeting per term and a Mentoring Programme for support at-risk learners.
- 3.1.3 The staff establishment for 2025 consists of 1 principal, 1 deputy principal, 3 heads of department, 14 educators and 6 contract posts. Support staff includes 1 administrative clerk, 1 foreman and 2 general assistants.
- 3.1.4 The teacher-learner ratio varies by grade, with larger classes split into smaller groups for electives. The overall ratio is 1:32.
- 3.1.5 Learner transport is predominantly by bus, taxi, train and private transport, with 97% of learners using transport and 3% walking. Learners commute from Khayelitsha, Hout Bay, Philippi, Nyanga, Somerset West, Strand, Guguletu, Langa, Hanover Park, Mfuleni, Delft, Eerste River, Fish Hoek and Tokai-Pollsmoor.
- 3.1.6 The school safety measures include a Safety Committee, access control, security gates, CCTV, an intercom system, armed response and neighbourhood watch support.
- 3.1.7 It was reported that all learners have been placed, although any unplaced learners face challenges, such as late registrations, language barriers, private school closures and family issues.

- 3.1.8 The school faces several challenges, including a 51,3% pass rate in 2024, late coming, absenteeism, over-aged learners, non-payment of fees, bullying, substance abuse and transport fare increases.
- 3.1.9 The old and broken school furniture, which is stored under the school building, needs to be removed as it can bring unwanted pests.
- 3.1.10 Despite these challenges, there have been several successes, such as tiling the school hall, painting classrooms, erecting a new classroom and toilets, removing asbestos and holding well-attended parent meetings. The school also had a successful athletics meeting, participated in a choir competition and had learners audition for a local movie.

4. Conclusion

In conclusion, the report highlights the challenges faced by the school across various subjects and presents comprehensive strategies to enhance the learning and teaching culture. By addressing these specific issues, the school aims to improve academic outcomes and prepare learners better for their future.

5. Acknowledgments

The Committee thanked the WCED, the Principal and the teachers at the school that was visited.