



**Western Cape
Government**

Education

Annual Report 2016/2017
Department of Education

Contents

Part A: General Information

- 1. Department General Information 1
- 2. List of Abbreviations/Acronyms 2
- 3. Foreword by the Minister 3
- 4. Report of the Accounting Officer 9
- 5. Statement of Responsibility and Confirmation of Accuracy for the Annual Report 17
- 6. Strategic Overview 18
 - 6.1 Vision 18
 - 6.2. Mission 18
 - 6.3. Values 18
- 7. Legislative and Other Mandates 18
- 8. Organisational Structure 19
- 9. Entities Reporting to the Minister 19

Part B: Performance Information

- 1. Auditor General's Report: Predetermined Objectives 23
- 2. Overview of Departmental Performance 23
 - 2.1 Service Delivery Environment 23
 - 2.2 Service Delivery Improvement Plan 25
 - 2.3 Organisational Environment 40
 - 2.4 Key Policy Developments and Legislative Changes 43
- 3. Strategic Outcome Oriented Goals 46
- 4. Performance Information by Programme 49
 - 4.1 Programme 1: Administration 49
 - 4.2 Programme 2: Public Ordinary School Education 60
 - 4.3 Programme 3: Independent School Subsidies 81
 - 4.4 Programme 4: Public Special School Education 86
 - 4.7 Programme 5: Early Childhood Development 93
 - 4.8 Programme 6: Infrastructure Development 98
 - 4.9 Programme 7: Examination and Education Related Services 104
- 5. Transfer Payments 110
 - 5.1. Transfer Payments to Public Entities 110
 - 5.2. Transfer Payments to all Organisations other than Public Entities 110

Part B: Performance Information (Continued)

6. Conditional Grants 112
6.1. Conditional Grants and Earmarked Funds Paid 112
6.2. Conditional Grants and Earmarked Funds Received 112
7. Donor Funds 117
7.1. Donor Funds Received 117
8. Capital Investment 117
8.1. Capital Investment, Maintenance and Asset Management Plan 117

Part C: Governance

1. Introduction 123
2. Risk Management 125
3. Fraud and Corruption 126
4. Minimising Conflict of Interest 127
5. Code of Conduct 128
6. Health Safety and Environmental Issues 128
7. Portfolio Committees 128
8. Scopa Resolutions 128
9. Prior Modifications to Audit Reports 129
10. Internal Control Unit 130
11. Internal Audit and Audit Committees 130
12. Audit Committee Report 132

Part D: Human Resource Management

1. Legislation that Governs HR Management 137
2. Introduction 137
3. Human Resources Oversight Statistics 141

Part E: Financial Information (not included in the draft version)

1. Report of the Auditor General
2. Annual Financial Statements

APPENDICES

1. Appendix A: Nationally Determined Programme Performance Measures - Technical Indicators 175
2. Appendix B: Programme Performance Indicators – Technical Indicators 197
3. Appendix C: Technical Indicators for Annual Targets for Five Year Strategic Objectives 201
4. Appendix D: Statistical Table 208

1. Western Cape Education Department (WCED) General Information

The Western Cape Education Department (WCED) is responsible for public schooling in the province, from Grades R to 12. The WCED operates in eight Education Districts and has a Head Office in Cape Town.

Location	Postal Address	Telephone	Fax
WCED Head Office	Private Bag 9114, Cape Town, 8000	021 467 2000	021 467 2996
Metro Central	Private Bag X4, Mowbray, 7705	021 514 6700	021 514 6953
Metro East	Private Bag X23, Kuilsriver, 7579	021 900 7000	086 556 9519
Metro North	Private Bag X45, Parow, 7500	021 938 3000	021 938 3180
Metro South	Private Bag X2, Mitchell's Plain, 7785	021 370 2000	021 372 1856
Cape Winelands	Private Bag X3102, Worcester, 6849	023 347 4600	023 342 2898
Eden & Central Karoo	Private Bag X6510, George, 6530	044 803 8300	044 873 3428
Overberg	Private Bag X08, Caledon, 7230	028 214 7300	028 214 7400
West Coast	Private Bag X3026, Paarl, 7620	021 860 1200	021 860 1231

WCED Call Centres:

Personnel and Finance queries: 086 192 3322; Safe Schools: 080 045 4647

Website: WCED Online <https://wcedonline.westerncape.gov.za>

E-mail list: WCEDnews <http://list.pgwc.gov.za/mailman/listinfo/wcednews>.

Twitter (micro-blogging)

WCEDnews <http://twitter.com/wcednews> (for news-in-education-related tweets); WCEDlearn <http://twitter.com/wcedlearn> (for education-related tweets)

Tumblr (blog)

WCED/News/Home <http://wcednewshome.tumblr.com/>; WCEDnews <http://wcednews.tumblr.com/>

Posterous (blog)

WCEDnews <http://posterous.com/wcednews>

2. List of abbreviations/acronyms

ANA: Annual National Assessments	IMG: Institutional Management and Governance
APP: Annual Performance Plan	LSEN: Learners with Special Education Needs
ASD: Autism Spectrum Disorder	MTEF: Medium-Term Expenditure Framework
ASIDI: Accelerated School Infrastructure Development Initiative	NCS: National Curriculum Statement
ASS: Annual School Survey	NQF: National Qualifications Framework
CAPS: Curriculum and Assessment Policy Statement	NSC: National Senior Certificate
CEMIS: Central Education Management Information System	NSNP: National School Nutrition Programme
COE: Compensation of Employees	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	PPM: Programme Performance Measure
ECD: Early Childhood Development	PSG: Provincial Strategic Goal
EIG: Education Infrastructure Grant	RCL: Representative Council of Learners
EMIS: Education Management Information System	SAQA: South African Qualifications Authority
EPWP: Expanded Public Works Programme	SCM: Supply Chain Management
FAL: First Additional Language	SIAS: Screening, Identification, Assessment and Support
FET: Further Education and Training	SETA: Sector Education and Training Authority
GET: General Education and Training	SGB: School Governing Body
GHS: General Household Survey	SIM: School Improvement Monitoring
Gr: Grade	SIP: School Improvement Plan
HEI: Higher Education Institution	T(V)ET: Technical Vocational Education and Training
ICT: Information and Communication Technology	U-AMP: User Asset Management Plan
LTSM: Learning and Teaching Support Materials	WCED: Western Cape Education Department
LAN: Local Area Network	WSE: Whole School Evaluation

3. Foreword by the Minister



Quality education is the key to growing our economy. No country can achieve sustainable economic development without it. Whilst the amount of money spent is not necessarily commensurate with the outcomes, sufficient funding to provide a quality service is obviously essential.

The economic crisis our country finds itself in has made the need for innovation to address social challenges even more apparent and acute. These social challenges are deep rooted in the communities that we serve in Education.

Given the challenges that we face, we are having to change the way that we think, the way that we operate and we have had to push boundaries that we never thought could be pushed.

Addressing these challenges requires innovative solutions and collective involvement, and I am very fortunate to work with many creative and innovative officials, dedicated and committed NGO's, as well as the private sector.

Finding ourselves in a desperate financial situation has led us to pursue new and innovative partnerships, projects and initiatives. It has also seen us partner with many organisations that are committed to improving education in our province, especially in poorer communities. This year I look forward to the continuation of these partnerships and to exploring new ones.

Our Collaboration Schools Pilot is going well, with two extra schools being added from the beginning of 2017. Our E-learning Game Changer has made excellent progress, and there is a great deal of enthusiasm for it across the province.

School Safety remains an ongoing concern, and is largely the result of issues in communities, such as gangsterism and poverty. Our After Schools Game-Changer is aimed at providing after school opportunities for our young people, to give them constructive alternatives to getting involved in dangerous and antisocial activities.

As the lead Department in Provincial Strategic Goal 2 (PSG2), we have now also absorbed the provincial response to the National Anti-Gang Strategy within our ambit, in order to ensure that we have the best possible provincial response to it within our legislative and constitutional mandate.

We have made significant progress in our Western Cape Provincial Schools Education Amendment Bill, which should be tabled in the legislature shortly. This will, *inter alia*, enable the formal implementation of the School Evaluation Authority (SEA). Over the last year we have conducted a very positive pre-pilot and are now busy with a full pilot. This will enable constructive consultation with stakeholders, and is yielding very promising results. The SEA is intended to improve the school quality assessment framework and establish a new SEA in the

Western Cape to conduct independent evaluations of school quality that are credible, transparent and effective in enabling school improvement in the province.

Despite our severe budgetary constraints, we have also done our utmost to preserve the funding allocated to pro-poor initiatives. These initiatives include the compensation for fee exemption of poorer learners, learner transport and other forms of funding to schools. In fact, many of our strategies aim to ensure that our poorer schools are prioritised in terms of service delivery and roll-out.

In the Western Cape, after 8 years in office, we are beginning to reap the benefits of investing in quality education.

When it comes to quality education, the Western Cape is lighting the way for other provinces.

The Western Cape Education Department for the second time achieved a clean audit for the 2015/2016 financial year. This is as a result of strong internal financial controls as well as non-financial performance management and reflects the commitment and innovation of our financial managers as well as those responsible for non-financial performance measures.

The Western Cape achieved an excellent pass rate of 86% in the National Senior Certificate examinations - an increase of 1.3% from 2015. Not only did we manage to increase our pass rate but we also successfully retained the highest percentage in the country of learners retained within the system between Grades 10 and 12. I am particularly pleased with our performance according to key quality indicators. We have always maintained that indicators of quality go well beyond the overall pass rate. This year 40.9% of candidates achieved bachelor passes, the highest percentage in South Africa. The class of 2016 also had a record breaking pass rate of 77.2% in Mathematics, and 73.8% in Physical Science.

The pass rates of schools serving the poorest communities are also up (Quintiles 1-3), and the number of under-performing schools is down yet again.

The Western Cape's performance in the 2016 NSC is one of quality, and of which I am very proud.

We were also very proud when the National Minister announced that the top three matriculants in the country yet again came from the Western Cape.

With the release of the results earlier this year of the 2016 systemic tests in Grade 3, 6 and 9 Language and Mathematics, I was pleased that we were able to sustain the marked improvements in Mathematics and Language that were achieved in the 2015 Systemic tests. I am also pleased that we came to an agreement with SADTU on the mandate of the WCED in this regard.

It is clear that, despite the challenges that we are facing in our country and in Education, there has been a sustained improvement in our three main indicators of success as outlined in our Strategic Plan, namely:

1. An improvement in the level of language and mathematics in all schools
2. An increase in the number and quality of passes in the National Senior Certificate, and
3. An increase in the quality of education provision in poorer communities

It shows that our interventions are working, and that the quality of teaching and learning in our schools is improving.

I must acknowledge that there is still much to be done to improve education in this province, especially addressing the inequalities that still exist.

The next financial year is going to be an extremely challenging one, given the fiscally constrained environment in which we are operating.

I am however committed to doing everything possible to find innovative ways to improve education outcomes in the Western Cape so that we can see more learners achieving their NSC and access to higher education to broaden their opportunities. This is the only way that we will see sustainable economic development and a reduction of unemployment in our province and country.

I am indebted to my HOD, Brian Schreuder, and his entire team, including all our district staff and excellent teachers who are so committed to helping our young people to get a good education. Thank you to each one who puts in so much effort every day.

They all make it possible to face what will be another difficult year. But our Western Cape Government slogan says it all – we are BETTER TOGETHER.

Debbie Schäfer
Provincial Minister of Education
Western Cape Government



Part A
General Information

1. Report of the Accounting Officer

Overview of the operations of the department:

In 2014/15 the WCED developed and published its Five-Year plan for education in the Western Cape. This plan forms the basis for the Annual Performance Plans. The Strategic Objectives from that plan are reproduced in full in each of the seven budget programmes reported on in this report.

The following factors impacted on our work in 2016/17: a repeated increase in learner numbers; a constrained budget; and socio-economic conditions that severely affect the opportunities of many children to learn optimally. These should be considered in reading the 2016/17 Annual Report.

All the programmes depend on effective and efficient administration for their success, especially given the increase in enrolment and the budget constraints. The WCED's efforts in respect of improved administration are reported in **Programme 1**. The report on this programme shows that the budget was spent as planned and that considerable steps were taken to provide convenient, effective and efficient services to schools and teachers. This required careful planning; reliable data; evidence-based policy choices; committed and accountable staff and constant monitoring and evaluation.

In Programmes 2 to 5 we report on enrolment in each of the four institution types funded and supported by the WCED; the results of external assessment of learners in these institutions and the various forms of 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

The increase in learner numbers and the ageing nature of our school infrastructure has led to ongoing budget allocation for new classrooms and schools and budget shifts to support the maintenance of existing infrastructure. **Programme 6** describes the steps taken in improving the environment in which our teachers and children work.

In order to establish whether our children are making progress in learning the WCED uses a variety of internal and external assessment targets, measures and instruments. **Programme 7** describes the external examinations and tests administered by the WCED.

The WCED strives to retain learners and students in suitable education programmes. There is continued focus on keeping learners in education institutions is evident in this report.

Our greatest challenge lies in ensuring that each learner receives quality teaching in a caring and safe environment.

A significant injection into enhanced learning is the ongoing rollout of the eLearning programme into schools, along with enthusiastic uptake across the province in a variety of workshops and seminars. Additionally the increasing emphasis on after school programmes, notably through the partnership with the Department of Cultural Affairs and Sport but also through school-based initiatives marks a strengthening in catering for the affective and other developmental needs of learners.

There are many excellent and moving examples of how WCED staff and teachers provide care and support, in addition to excellent academic tuition, to thousands of learners day in and day out. We thank them for this dedication in difficult times. 2017 has been identified as the Year of the Teacher with a focus on ensuring this kind of recognition of teachers and on ensuring that the WCED listens carefully to the wisdom that teachers have to share. The WCED wishes to ensure that there is quality education for every child in every classroom in every school. The concern extends to the out of school learners with special needs for whom the WCED constantly strives to make provision.

Overview of the financial results of the department:

Departmental receipts

Departmental receipts	2016/17			2015/16		
	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
Sale of goods and services other than capital assets	11,687	11,915	(228)	10,841	12,100	(1,259)
Fines, penalties and forfeits	900	1,228	(328)	855	1,175	(320)
Interest, dividends and rent on land	1,930	1,674	256	2,090	1,017	1,073
Financial transactions in assets and liabilities	25,831	23,879	1,952	15,320	8,541	6,779
Total	40,348	38,696	1,652	29,106	22,833	6,273

Own revenue generated by the department amounts to 0.2% of the total budget. The Department's main sources of own revenue are:

- Collection of debts owing to the department.
- Commission on insurance and garnishee 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 under-collection on departmental receipts for 2016/17 is R1.652 million and is mainly attributed to the fact that fewer debts impacting on revenue were written off. All debts are written off according to the department's debt write-off policy. This policy requires a number of steps including efforts to trace debtors.

Programme Expenditure

Programme Name	2016/17			2015/16		
	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	1,427,355	1,344,931	82,423	1,317,372	1,230,688	86,684
2. Public ordinary school education	14,363,630	14,272,090	91,540	13,094,980	12,959,597	135,383
3. Independent school subsidies	101,026	101,026	-	95,384	95,384	-
4. Public special school education	1,124,477	1,124,477	-	1,075,020	1,049,773	25,247
5. Early childhood development	537,939	537,939	-	488,464	482,163	6,301
6. Infrastructure development	1,628,559	1,573,028	55,531	1,549,959	1,549,959	-
7. Examination and education related services	347,697	347,686	11	278,190	269,778	8,412
8. Further education and training	-	-	-	-	-	-
9. Adult basic education and training	-	-	-	-	-	-
Total	19,530,682	19,301,177	229,505	17,899,369	17,637,342	262,027

The Department spent 98.82 percent of the adjusted budget for 2016/17. The under-expenditure amounted to R229.505 million, or 1.18 percent of the adjusted budget, which is within the national benchmark of 2 per cent.

Reasons for under-spending are as follows:

- R 165.780 million for the Equitable Share. The amount of R128.779 million under-spend was for compensation of employees within programmes 1 and 2, due to efficiencies and vacancies across educators and public servants within the department as a result of slow filling of vacant posts and savings from allowances paid to lower level employees acting in higher vacant posts. The amount of R32.451 million under-spend was for Programme 1: Administration due to procurement delays for the e-Education ICT LAN, SLIM Labs and Learner Devices. This amount is committed and has been requested for rollover. The amount of R4.550 million under-spend for Programme 2: Public Ordinary School Education was due to delayed delivery of furniture at schools.
- R30 000 for the National School Nutrition Programme Grant. This amount is uncommitted and is to be surrendered to National Treasury.
- R11 000 for the HIV/AIDS (Life Skills Education) Grant. The amount is uncommitted and is to be surrendered to National Treasury.

- R6.018 million for Education MOD centres. R2.547 million is committed and has been requested for rollover due to delayed delivery of furniture at schools. The balance is uncommitted and is to be surrendered to Provincial Treasury.
- R2.135 million for the After School Game Changer. The full amount is uncommitted and is to be surrendered to Provincial Treasury.
- R55.531 million for the Education Infrastructure Grant. This amount is committed and has been requested for rollover for the Accelerated School Infrastructure Delivery Initiative (ASIDI).

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

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

- Shifting of R5 000 to Programme 1: Administration for travel and subsistence expenditure relating to MOD tutors from Programme 2: Public Ordinary School Education.
- Shifting of R135.528 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, severance package pay-outs and leave gratuities from Programme 1: Administration (R35.938 million), Programme 4: Public Special School Education (R66.588 million), Programme 5: Early Childhood Development (R15.472 million) and Programme 7: Examination and Education Related Services (R18.530 million).
- Shifting of R9.088 million to Programme 4: Public Special School Education for the higher than anticipated transfers to special schools and the increase in the daily vehicle tariffs from Programme 1: Administration (R3.582 million), Programme 3: Independent School Subsidies (R272 000) and Programme 5: Early Childhood Development (R5.234 million).
- Shifting of R47.539 million to Programme 6: Infrastructure Development for the higher than anticipated emergency and the relocation of mobiles at public ordinary schools from Programme 1: Administration (R34.646 million), Programme 2: Public Ordinary School Education (R1.845 million), Programme 5: Early Childhood Development (R8.276 million) and Programme 7: Examination and Education Related Services (R2.772 million).
- Shifting of R49.467 million to Programme 7: Examination and Education Related Services for the higher than anticipated compensation of employees and severance package pay-outs and leave gratuities from Programme 1: Administration (R48.434 million) and Programme 6: Infrastructure Development (R1.033 million)

The following rollovers were requested:

- R32.451 million of the e-Education ICT is requested for the expenditure not paid by 31 March 2017 for Local Area Network (LAN) installations at schools, SLIM Labs and Learner Devices not delivered at year end.
- R7.097 million of the furniture is requested for the expenditure not yet delivered by 31 March 2017 due to the previous supplier not fulfilling contractual obligations.
- R55.531 million of the Education Infrastructure Grant is requested for the Accelerated School Infrastructure Delivery Initiative (ASIDI) projects which could not be completed by year end.

A description of the reasons for unauthorised, fruitless and wasteful expenditure and the amounts involved as well as steps taken to address and prevent a recurrence.

The department did not incur any unauthorised expenditure during the period under review. Irregular expenditure to the value of R883k was reported during the period under review, due to procurement regulations transgressed. To minimise irregular expenditure, the department identified a supply chain champion in each directorate. The supply chain champions were trained in all aspects of Supply Chain Management (SCM). SCM templates, to structure and control the required processes and procedures, were introduced. To reduce incidences of irregular expenditure, the Internal Control Unit performed a post audit on payment vouchers. The unit then provided feedback to SCM champions and their directorates on potential irregular expenditure. These steps ensured a limitation on irregular expenditure.

Future plans of the department

The three goals of the WCED for the next three years (2017 – 2019) are

1. An improvement in the level of language and mathematics in all schools
2. An increase in the number and quality of passes in the National Senior Certificate
3. An increase in the quality of education provision in poorer communities

The three goals will be achieved through attention to the following ten objectives

1. Excellent administration boosted by online services

The WCED will provide a variety of on-line services to schools, teachers and learners. The on-line services aim to reduce the administration load of schools and to ensure accurate, efficient and cost-effective provision of resources and services to schools. They are being given extra emphasis through the provincial eLearning gamechanger. These services are tracked through client satisfaction surveys, and follow-up on complaints and suggestions.

2. A five year Professional Development Strategy

Professional development of both teachers and school managers is a key focus of the WCED. The WCED *Professional Development Strategy 2017 – 2021* proposes 5 phases of Teacher Development. They are: *Professional Preparation*; *Professional Identity*; *Professional Competence*; *Professional Accomplishment* and *Professional Leadership*. This will be strongly supported through a range of courses, seminars and conferences at the Cape Teaching and Leadership Institute (CTLI). In addition to intensive one or two week courses (based mainly on specific curriculum, school, teacher, learner or parent needs), the CTLI will convene various seminars and conferences on topical educational issues

3. Provincial curriculum management strategies

The WCED Language and Mathematics Strategies for 2015 to 2019 were introduced in 2015/16. These strategies aim to improve academic performance of all Grade R – 12 learners through i) developing the knowledge and pedagogic practices of curriculum officials, heads of department and teachers; ii) supporting the provision of LTSM and iii) continuously reflecting on and evaluating practices, plans and progress. The WCED will also increase access to, and support for, vocational subjects. Good curriculum planning ensures that schools offer the best education delivery plan for each geographical area.

4. Good school management

The WCED will maintain strengthened processes for the recruitment, selection and support for principals, deputy principals and heads of department. District offices will focus on ensuring that schools function optimally and school management teams offer efficient and effective academic programmes. This includes dealing with challenging behavior and other interruptions to the 200-day teaching programme. The model of Whole School Evaluation is currently under revision and in a pilot stage with an intention to improve management and deepen accountability. Seven schools will benefit from the Collaboration School model – two more than in 2016/17.

5. Needs'-based education provisioning

The WCED will provide the resources needed for good teaching and learning to take place. This includes staff, books, equipment, facilities and access to ICT. It also includes support for the eLearning programme expansion.

6. Social support and a platform for youth development

The school nutrition programme, fee exemption relief and safe schools interventions aim to provide a stable learning environment that will keep learners healthy and safe and in school for as long as possible. The WCED will contribute to youth development in a number of ways and develop partnerships wherever this helps the most vulnerable. A key focus is the support for the provincial After-School Gamechanger and the expansion of the promotion of extra-mural programmes in schools.

7. Support for independent schools

Independent schools that enrol learners from poor communities will be supported through subsidies, teacher training programmes and school visits.

8. Programme to minimise barriers to learning

The WCED provides care and opportunities for learners experiencing barriers to learning or learners who are at risk. The WCED works with other government departments, namely the Departments of Social Development, Health and Cultural Affairs and Sport and NGOs to support these learners.

9. Quality Grade R

The emphasis will be on improving the quality of learning in Grade R. This will be done through a focus on teacher skills and professional status and on early identification of those who need remedial assistance. The aim is to ensure that the Grade R year provides an effective foundation for learning.

10. Effective infrastructure programme to create an inspiring learning environment

The focus is on building new schools and classrooms, where there is a need for additional accommodation, on replacing schools made of inappropriate materials and on planned maintenance so that more schools and learners benefit from the infrastructure budget.

Public Private Partnerships

The Department did not enter into any such arrangement during the reporting period. Note that the definition of this is prescribed and that while there were no partnerships that meet the formal prescription there were a number of agreements, such as for the Collaboration Schools, in which schools have benefited from corporates.

Discontinued activities / activities to be discontinued

None

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

None

New or proposed activities

In addition to the goals and objectives listed above, the WCED is the lead department for Provincial Strategic Goal (PSG) 2: Improve education outcomes and opportunities for youth development. The first three objectives of the goal correspond with the three goals of the WCED. They are:

1. An improvement in the level of language and mathematics in all schools
2. An increase in the number and quality of passes in the National Senior Certificate
3. An increase in the quality of education provision in poorer communities

The remaining two objectives are: "Providing more social and economic opportunities for our youth" and "Improving family support to children and youth and facilitating development".

The WCED is supporting the provincial Apprenticeship Gamechanger in a thrust to increase the number of learners taking Mathematics in Grade 10 in order to grow the numbers of learners eligible to enter for vocational qualifications. The WCED supported Lever 1, Academic Supply Side (Quality School Learners) by increasing awareness of TVET career opportunities and increasing the number of learners in Gr 8 – 12 who achieve more than 50% in Maths. It focused primarily on Technical High Schools (THS) and Maths, Science and Technology (MST) Schools

BK Schreuder
Accounting Officer
Department of Education
Date: 31 May 2017

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 2017.

Yours faithfully

BK Schreuder
Accounting Officer
Department of Education
Date: 31 May 2017

6. Strategic Overview

6.1 Vision

Creating opportunity for all through improved education outcomes.

This is given expression through three over-arching goals:

- i. An improvement in the level of language and mathematics in all schools
- ii. An increase in the number and quality of passes in the National Senior Certificate
- iii. An increase in the quality of education provision in poorer communities

6.2 Mission

To provide quality education to all learners in the province through the following:

- Overall planning for, and management of, the education system
- Education in public ordinary schools
- Support to independent schools
- Education in public special schools
- Early Childhood Development (ECD) in Grade R
- Training opportunities for teachers and non-teachers
- A targeted feeding programme and other poverty alleviation and safety measures
- Support to teachers through provision of basic conditions of service, incentives and an employee wellness programme

6.3 Values

- The prime importance of the learner
- The values of the South African Constitution and the Bill of Rights
- Excellence through the supply of, and support for, an equipped, positive and flourishing teaching force that is professional and dedicated
- Accountability and transparency
- Integrity and excellence in administrative and support functions

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)

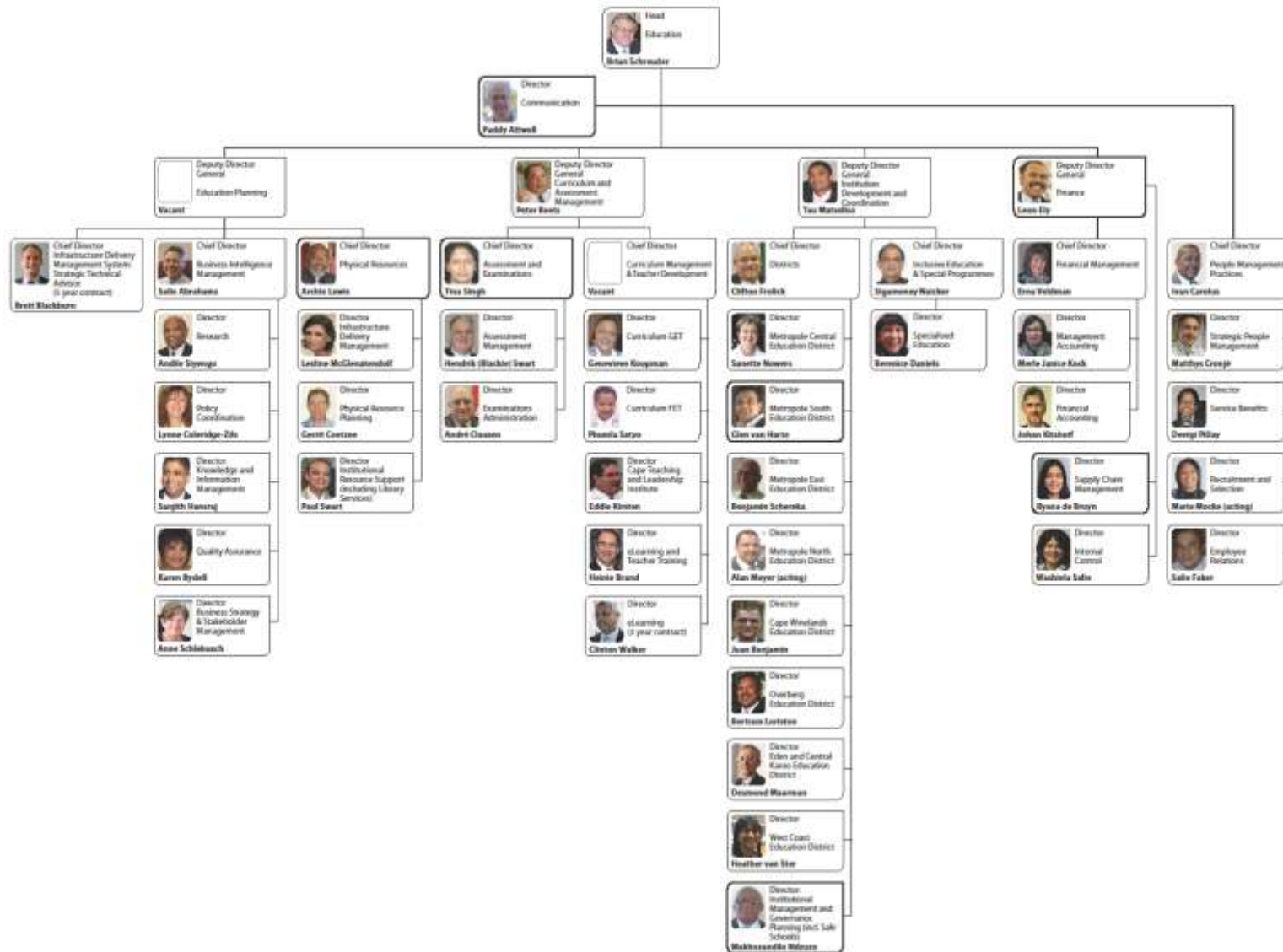
8. Organisational Structure

See overleaf

9. Entities Reporting to the Minister/MEC

Not applicable

Annual Report for 2016/17 Financial Year
 Vote 5: Department of Education
 Province of the Western Cape





Part B
Performance Information

1. Auditor General's Report: Predetermined Objectives

The AGSA currently performs certain audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is being reported under the Predetermined Objectives heading in the Report on other legal and regulatory requirements section of the auditor's report.

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

2. Overview of Departmental Performance

2.1 Service Delivery Environment

The South African education plan is contained in *Action Plan 2019, towards Schooling 2030*, now aligned with the National Development Plan and National Outcome 1. The plan contains 27 goals. The first 13 goals deal with learning outcomes and the other 14 goals deal with how these learning outcomes can be achieved.

The accountability system inherent in this plan is linked to the South African education **goals** and their **indicators**, and to **targets** and their **milestones**. The number of goals is limited; the indicators are measurable. The targets should be 'in range' and should aim to improve education outcomes incrementally. Whilst national targets have been set over the long term, milestones generally focus on desired achievements in the medium term (up to five years into the future). Milestones have been set for goals 1 – 13 but have not been set for goals 14 to 27.

The goals for **learning outcomes** are:

- 1 ► Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3.
- 2 ► Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.
- 3 ► Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.
- 4 ► Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
- 5 ► Increase the number of Grade 12 learners who pass *mathematics*.
- 6 ► Increase the number of Grade 12 learners who pass *physical science*.
- 7 ► Improve the average performance of *Grade 6* learners in *languages*.
- 8 ► Improve the average performance of *Grade 6* learners in *mathematics*.
- 9 ► Improve the average performance in *mathematics* of *Grade 8* learners.
- 10 ► Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.
- 11 ► Improve the access of children to quality early childhood development (ECD) below Grade 1.
- 12 ► Improve the grade promotion of learners through Grades 1 to 9.
- 13 ► Improve the access of youth to Further Education and Training beyond Grade 9.

The goals for **how** the learning outcomes will be achieved are:

- 14** ► Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.
- 15** ► Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided.
- 16** ► Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- 17** ► Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
- 18** ► Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
- 19** ► Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
- 20** ► Increase access amongst learners to a wide range of media, including computers, which enrich their education.
- 21** ► Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment.
- 22** ► Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.
- 23** ► Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.
- 24** ► Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.
- 25** ► Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
- 26** ► Increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services.
- 27** ► Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partly through better use of e-Education.

2016/17 was a stable labour period. This allowed the WCED to focus on its core business of improving education outcomes. Resources, human and financial, and all interventions were focused on those schools in greatest need of support.

Successes in 2016/17 included improvement in achieving learning outcomes as seen in academic results. There was a good record in respect of Conditional Grant inputs and outcomes and prudent use of resources saw ongoing benefits through the continuation of steps such as the bulk-buying of books. The economic environment presented challenges on a number of fronts as re-prioritisation took place to meet the pressures.

Services included the provision of infrastructure and both direct and indirect aid to schools, supported by good communication with roleplayers and stakeholders. Even though there were delays on building projects and there were accommodation and resourcing pressures the WCED arranged temporary solutions and met needs, for example though placing additional orders for text books and for mobile classrooms. Funds were assigned to provide learner transport and supply meals and norms and standards funding to support learners who needed such assistance.

Violence, crime, and socio-economic conditions continue to place demands on schools, schooling and the WCED. The WCED provided support wherever possible to mitigate the impact of crime and poverty.

2.2 Service Delivery Improvement Plan

The department has completed a Service Delivery Improvement Plan (SDIP). The tables below highlight the service delivery plan and the achievements to date.

Main Service and Standards

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Provide Examination Registration and Enquiry Service to Learners	<ul style="list-style-type: none"> Learners Educators Public Service staff Officials from other National and Provincial Government Departments Officials from Local municipalities Staff members of NGO's Citizens 	37 000 clients assisted at the Walk-in Centre	30 000 clients assisted at the Walk-in Centre	37 809 clients assisted at the Walk-in Centre
		21 000 switchboard calls attended to by exams personnel	25 000 switchboard calls attended to	24 795 switchboard calls attended to by exams personnel Deviation in number of calls received and attended to can be attributed to the increase in email enquiries received from clients via the generic email accounts for exam registrations and exam resulting
		17 865 applications for certificates processed	17 000 applications for certificates processed	11 502 applications for certificates and 9 081 applications for statement of results were processed This reduction in certificates processed is due to the delay in the availability of the Senior Certificate (SC)(a) combined certificates
		80% of applications for certificates are processed within 10 working days from receipt of a correctly completed application form	85% of applications for certificates are processed within 10 working days from receipt of a correctly completed application form	85% of applications for certificates are processed within 10 working days from receipt of a correctly completed application form Delays at Umalusi and Department of Basic Education (DBE) in finalising the directives for the certification of combined SC, National Senior Certificate (NSC) and SC(a) results has caused a significant backlog in the issue of SC(a) certificates for combined results

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
		2 500 verifications of qualifications concluded	2 500 verifications of qualifications concluded	2 325 verifications of qualifications concluded This number is based on applications from verification agencies and the decline in verifications processed could be due to agents applying directly to Umalusi for the verification of certificates that were originally issued by Umalusi
		7 774 (25% of registered candidates) on-line registrations (SC)	13 000 (50%) on-line registrations (SC)	A total of 17 644 candidates are registered for the SC(a) exam 4 885 users created accounts (27.7%) for on-line registrations (SC) Due to slow connectivity and computer infrastructure issues at community centres, candidates registered for tuition at adult/community learning centres submitted hard copy applications to their centres and these applications were captured by the exam officials
		3 900 requests for re-mark of subjects/ matric results	3 500 requests for re-mark of subjects/ matric results	4 238 requests for re-mark of subjects/ matric results were received The increase in the number of re-mark requests could be attributed to the streamlining of the application process, where schools collated applications for their candidates and submitted collated batches of re-mark applications to their District Office, as opposed to only receiving applications from candidates individually

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
		32 765 persons accessed the WCED NSC Results webpage	40 000 persons accessed the WCED NSC Results webpage	48 577 persons accessed the WCED NSC Results webpage This increase could be attributed to the use of bulk smses to inform candidates that their results are available on the website
		13 844 Individual NSC Results were accessed on the WCED NSC Results webpage	13 844 Individual NSC Results were accessed on the WCED NSC Results webpage	19 400 Individual NSC Results were accessed on the WCED NSC Results webpage Bulk smses were used to inform candidates that results could be accessed via the webpage
Improve Communication with Parents and Citizens	<ul style="list-style-type: none"> • Parents • Learners • General public • Journalists 	Media Liaison: a) 70 media statements on key activities and developments relevant to key strategic objectives b) 55% positive media coverage relevant to key strategic objectives	Media Liaison: a) 70 media statements on key activities and developments relevant to key strategic objectives b) 55% positive media coverage relevant to key strategic objectives	Media Liaison: a) 83 media statements on key activities and developments relevant to key strategic objectives were published b) 43.3% positive media coverage relevant to key strategic objectives was achieved Deviation due to a highly contested media environment
		Marketing Campaigns: a) 4 Major campaigns per year to support strategic objectives b) 6 million impacts per campaign	Marketing Campaigns: a) 4 Major campaigns per year to support strategic objectives b) 6 million impacts per campaign	Marketing Campaigns: a) Ran 4 Major campaigns to support strategic objectives b) Number of impacts achieved through: <ul style="list-style-type: none"> i. Early Enrolment Campaign: Radio – 8,075 million (estimated) impacts; Print – 1,132 million impacts; 21 605 posters and 189 600 pamphlets distributed to 1083 schools and 8 District offices

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
		c) 100% compliance with brand requirements	d) 100% compliance with brand requirements	<ul style="list-style-type: none"> ii. eLearning - Digital Marketing Campaign: 9,572 million impacts iii. Matric Support Campaign: 54 000 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools iv. Mathematics and Language Campaign: Radio 8,3 million (estimated) impacts
		<p>Online services:</p> <ul style="list-style-type: none"> a) 1 million visits to website b) E-portal initiated <p>c) 95% satisfied visitors (Customer Survey feedback)</p> <p>d) 100% compliance with brand identity</p>	<p>Online services:</p> <ul style="list-style-type: none"> a) 1 million visits to website b) Development work on e-portal <p>c) 95% satisfied visitors (Customer Survey feedback)</p> <p>d) 100% compliance with brand identity</p>	<p>Online services:</p> <p>1 million visits to website achieved Development work on e-portal continues 98% satisfied visitors to Walk-in Centre and 88% for the Call Centre (Customer Survey feedback) 100% compliance with brand identity</p>

Batho Pele arrangements with beneficiaries (Consultation, access, etc.)

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Provide Examination Registration and Enquiry Service to Learners</p> <p>Consultation: Clients are consulted through:</p> <ul style="list-style-type: none"> a) Assessment Coordinators' Forum b) Exam Coordinators' Forum c) District Directors d) Principals Forum 	<p>Consultation: Clients are consulted through:</p> <ul style="list-style-type: none"> a) Assessment Coordinators' Forum b) Exam Coordinators' Forum c) District Directors d) Principals Forum e) Suggestion box at the Walk-in Centre 	<p>Consultation: Clients are consulted through:</p> <ul style="list-style-type: none"> a) Assessment Coordinators' Forum: AC forums were held once per quarter (4 in total for 2016/17) and were conducted by the Directorate Assessment Management. Attendance of the District Assessment coordinators and Curriculum representatives was excellent b) Exam Coordinators' Forum: Two Exam Coordinators' Forum meetings were held during 2016/17 – the number of meetings was reduced since 6 out of 8 District Assessment coordinators are also the Exam representative, hence Exam and Assessment forums were conducted together for 2 sessions out of the 4. c) District Directors: District Directors used CD: Districts component at Head Office, TOPCO, EXCO and or Broad Management (BM) quarterly platform with all SMS members to consult d) Principals Forum: An Exam representative attended 2 Principals Forum meetings for 2016/17 to provide responses for exam related issues e) Suggestion box at the Walk-in Centre: On average approximately 90 – 120 inputs are received via the suggestion box per month. These include compliments, complaints and suggestions. The Walk-in Centre is complimented for its efficient, speedy service and helpful officials. Complaints include: cramped space, lack of seating and air conditioning in the space. The difference between the HR Service Centre and the Exam Walk-in Centre is a frequent comment, especially with regards to the space and furnishings. Several internal meetings were held with the Infrastructure Directorate to discuss issues of finding more suitable space and looking at short terms improvements such as air conditioning. A proposal for the restructuring of the current space is pending

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Access: The service is accessible-:</p> <p>a) At the Head Office, Grand Central Towers, 5th floor (weekdays from 07:30 – 16:00)</p> <p>b) Via the Walk-in Centre: 2nd floor Grand Central Towers (weekdays from 07:30 – 16:00). During peak periods in January the service is extended until 17:00</p> <p>c) Via the Switchboard (0214672300): 5th floor, Grand Central Towers (weekdays from 07:30 – 16:00)</p> <p>d) Online - online applications for:</p> <p>i. Registration (SC exam)</p>	<p>Access: The service is accessible-:</p> <p>a) At the Head Office, Grand Central Towers, 5th floor (weekdays from 07:30 – 16:00)</p> <p>b) Via the Walk-in Centre: 2nd floor, Grand Central Towers (weekdays from 07:30 – 16:00). During peak periods in January the service is extended until 17:00</p> <p>c) Via the Switchboard (0214672300): 5th floor, Grand Central Towers (weekdays from 07:30 – 16:00)</p> <p>d) Online – online applications for:</p> <p>i. Duplicate Matric certificates</p> <p>ii. Duplicate Teacher qualifications</p> <p>e) Via the Walk-in Centre at Metro Education District Offices – addresses on WCED website (weekdays 07:30 – 16:00)</p>	<p>Access: The service is accessible-:</p> <p>a) At the Head Office, Grand Central Towers, 5th floor (weekdays from 07:30 – 16:00) Pilot Project: Clients were able to access exam services at 3 Metro districts i.e. East, North and South District Office. In 2017 this service will also be made available at the Central District Office</p> <p>b) Via the Walk-in Centre: 2nd floor, Grand Central Towers (weekdays from 07:30 – 16:00). During peak periods in January the service is extended until 17:00</p> <p>c) Via the Switchboard (0214672300): 5th floor, Grand Central Towers (weekdays from 07:30 – 16:00)</p> <p>d) Online – online applications for:</p> <p>i. Duplicate Matric certificates</p> <p>ii. Duplicate Teacher qualifications</p> <p>iii. Registration for the SC(a) exam Application forms are available on the WCED website and can be scanned and submitted via email, however a full online application process for certificates will only be available in 2018</p> <p>e) Via the Walk-in Centre at Metro Education District Offices – addresses on WCED website (weekdays 07:30 – 16:00) – only at 3 districts</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>The accessibility of services is also improved through:</p> <p>a) Way-finding and signage boards are present/visible & in 3 official languages of the Province</p> <p>b) Wheelchair accessibility at all physical locations</p> <p>c) Elevator floor numbers are available in braille</p> <p>d) Extended working hours (during exam registration and resulting periods)</p>	<p>The accessibility of services is also improved through:</p> <p>a) Way-finding and signage are present/visible & in 3 official languages of the Province</p> <p>b) Wheelchair accessibility at all physical locations</p> <p>c) Elevator floor numbers are available in braille</p> <p>d) Extended working hours (during exam registration and resulting periods)</p>	<p>The accessibility of services is also improved through:</p> <p>a) Way-finding and signage are present/visible & in 3 official languages of the Province This is an on-going deliverable, that will receive attention in 2017</p> <p>b) Wheelchair accessibility at all physical locations Disabled access is still a challenge, especially with the Walk-in Centre situated on the 2nd floor</p> <p>c) Elevator floor numbers are available in braille</p> <p>d) Extended working hours (during exam registration and resulting periods)</p>
<p>Courtesy:</p> <p>a) Courtesy is reported and measured through:</p> <p>i. Written feedback (Contact and Walk-in centres)</p> <p>ii. Online (website) feedback mechanisms</p> <p>iii. Telephonic complaints lodged with managers</p> <p>iv. Investigations based on public complaints by Employee Relations directorate</p> <p>v. Investigations via Forensic Audit</p>	<p>Courtesy:</p> <p>a) Courtesy is reported and measured through:</p> <p>i. Written feedback (Contact and Walk-in centres)</p> <p>ii. Online (website) feedback mechanisms</p> <p>iii. Telephonic complaints lodged with managers</p> <p>iv. Investigations based on public complaints by Employee Relations directorate</p> <p>v. Investigations via Forensic Audit</p>	<p>Courtesy:</p> <p>a) Courtesy is reported and measured through:</p> <p>i. Written feedback (Contact and Walk-in centres)</p> <p>ii. Email correspondence via exam – generic email accounts were managed. Mail, e-mail and bulk sms to clients and stakeholders. These media were utilised for notification of clients to postage and other strategic documentation</p> <p>iii. Online (website) feedback mechanisms – to the WCG and ‘Contact WCED’ links</p> <p>iv. All telephonic complaints lodged with managers were amicably resolved</p> <p>v. Investigations based on public complaints by Employee Relations directorate were managed</p> <p>vi. Investigations via Forensic Audit were managed</p>

Current/actual arrangements	Desired arrangements	Actual achievements
vi. Customer Satisfaction Survey	vi. Customer Satisfaction Survey b) Customer Care training is provided to officials once per financial year	vii. The 2016 Customer Satisfaction Report illustrated continuous improvement of 91%, 94% and 96% for the respective years 2014, 2015 and 2016 in respect of Satisfactory to Excellent ratings to the question of "Walk-in Centre, Corporate and Exams matters" b) Informal in service training is offered to all Walk-in Centre staff on a monthly basis. Formal training will be prioritised for 2017
<p>Openness and transparency: Openness and transparency is further achieved through:</p> <p>a) The publication/ distribution (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website) of the:</p> <ul style="list-style-type: none"> i. Department's Annual Citizen's Report ii. Service Access Booklet iii. Service Charter iv. Service Standard Schedule <p>b) Local media for the publication of extracts from the Department's Annual Report and other strategic documentation</p> <p>c) Staff name tags</p> <p>d) Written feedback (Contact and Walk-in centres)</p> <p>e) Online (website) feedback mechanisms</p>	<p>Openness and transparency: Openness and transparency is further achieved through:</p> <p>a) The publication/ distribution (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website) of the:</p> <ul style="list-style-type: none"> i. Department's Annual Citizen's Report ii. Service Access Booklet iii. Service Charter iv. Service Standard Schedule <p>b) Local media for the publication of extracts from the Department's Annual Report and other strategic documentation</p> <p>c) Staff name tags</p> <p>d) Written feedback (Contact and Walk-in centres)</p> <p>e) Online (website) feedback mechanisms</p> <p>f) Suggestion boxes in Contact and Walk-in Centre</p>	<p>Openness and transparency: Openness and transparency was further achieved through:</p> <p>a) The publication/distribution of the:</p> <ul style="list-style-type: none"> v. Department's Annual Citizen's Report vi. Service Access Booklet vii. Service Charter viii. Service Standard Schedule <p>These documents were published in the 3 official languages of the Province and accessible on the WCG website and via formal request</p> <p>b) Local media for the publication of extracts from the Department's Annual Report and other strategic documentation</p> <p>c) All staff dealing with clients wear their name tags</p> <p>d) Written feedback (Contact and Walk-in centres)</p> <p>e) Online (website) feedback mechanisms</p> <p>f) Suggestion boxes in Contact and Walk-in Centre</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Value for Money:</p> <p>a) The costs for replacement matric certificates, education qualifications, etc. are kept to a minimum</p> <p>b) Cost for confirmation of results: R34</p> <p>c) Cost for combined certificates: R80</p> <p>d) Cost for duplicate copies of certificates: R80</p> <p>e) Cost for Duplicate Teacher diplomas: R80</p> <p>f) Cost for application for re-mark: R86</p> <p>g) Cost for application for re-check: R19</p> <p>h) Cost for application to view a script: R172</p> <p>Costs indicated above are national tariffs which are revised on an annual basis</p>	<p>Value for Money:</p> <p>a) The costs for replacement matric certificates, education qualifications, etc. are kept to a minimum</p> <p>b) Cost for confirmation of results: R37</p> <p>c) Cost for combined certificates: R88</p> <p>d) Cost for duplicate copies of certificates: R88</p> <p>e) Cost for Duplicate Teacher diplomas: R88</p> <p>f) Cost for application for re-mark: R92</p> <p>g) Cost for application for re-check: R21</p> <p>h) Cost for application to view a script: R180</p> <p>Costs indicated above are national tariffs which are revised on an annual basis</p>	<p>Value for Money:</p> <p>a) The costs for replacement matric certificates, education qualifications, etc. were kept to a minimum</p> <p>b) Cost for confirmation of results: R37</p> <p>c) Cost for combined certificates: R88</p> <p>d) Cost for duplicate copies of certificates: R88</p> <p>e) Cost for Duplicate Teacher diplomas: R88</p> <p>f) Cost for application for re-mark: R92</p> <p>g) Cost for application for re-check: R21</p> <p>h) Cost for application to view a script: R180</p> <p>Costs indicated above are national tariffs which are revised on an annual basis</p>
<p>Improve Communication with Parents and Citizens Consultation:</p> <p>Clients are consulted through:</p> <p>a) Customer Satisfaction Surveys</p> <p>b) Online feedback mechanism</p> <p>c) Analysis of suggestion boxes in client services</p> <p>d) Analysis of website visits</p> <p>e) Analysis of media publications</p>	<p>Consultation:</p> <p>Clients are consulted through:</p> <p>a) Customer Satisfaction Surveys</p> <p>b) Online feedback mechanism</p> <p>c) Analysis of suggestion boxes in client services</p> <p>d) Analysis of website visits</p> <p>e) Analysis of media publications</p>	<p>Consultation:</p> <p>Clients are consulted through:</p> <p>a) Customer Satisfaction Surveys For the 2016 Customer Satisfaction Survey 3 131 respondents were recorded. A formal report was concluded and shared with stakeholders, not restricted to all schools, Employee Unions, Principals Forum, WCED management & staff</p> <p>b) Online feedback mechanism</p> <p>c) Analysis of suggestion boxes in client services - analysis informed ongoing improvement in service delivery</p> <p>d) Analysis of website visits - The analysis shows which sections of the site were the most popular. The analysis did not indicate any problems. We continue to maintain these sections as required</p> <p>e) Analysis of media publications – we monitor coverage of education in the Western Cape on a daily basis and respond to issues appropriately</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Access: The service is accessible:- a) At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000 i. Operating times: Mon- Fri, 07:30 – 16:00 ii. Extended hours for Client services 07:00 – 17:00 b) WCED website https://wcedonline.westerncape.gov.za operational 24/7 c) 8 X District offices (See Service Charter: Access list on Website) d) Via 49 Circuit teams servicing all schools (See Service Access list on Website) e) 1 521 Public and 253 Private Schools (listed on the WCED website)</p>	<p>Access: The service was accessible:- a) At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000 i. Operating times: Mon- Fri, 07:30 – 16:00 ii. Extended hours for Client services 07:00 – 17:00 b) WCED website https://wcedonline.westerncape.gov.za operational 24/7 c) 8 X District offices (See Service Charter: Access list on Website) d) Via 54 Circuit teams servicing all schools (See Service Access list on Website) e) 1 521 Public and 253 Private Schools (listed on the WCED website) f) Multi-channel client service interaction (In addition to website, WCED Education Portal http://wcedportal.co.za/)</p>	<p>Access: The service was accessible:- a) At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000 i. Operating times: Mon- Fri, 07:30 – 16:00 ii. Extended hours for Client services 07:00 – 17:00 b) WCED website https://wcedonline.westerncape.gov.za operational 24/7 c) 8 X District offices (See Service Charter: Access list on Website) d) Via 54 Circuit teams servicing all schools (See Service Access list on Website) e) 1 521 Public and 253 Private Schools (listed on the WCED website) f) Multi-channel client service interaction (In addition to website, WCED Education Portal http://wcedportal.co.za/)</p>
<p>Courtesy: a) Courtesy is reported and measured through: i. Management ii. Head: Communication iii. Complaints Desk iv. Clients Satisfaction Surveys</p>	<p>Courtesy: a) Courtesy is reported and measured through: i. Written correspondence to Management ii. Head: Communication iii. Complaints Desk iv. Clients Satisfaction Surveys b) The behaviour of officials is measured/monitored against the- i. Code of Conduct ii. Professional standard/ business rules of the Department</p>	<p>Courtesy: a) Courtesy is reported and measured through: i. Written correspondence to Management ii. Head: Communication iii. Complaints Desk iv. Clients Satisfaction Surveys: The 2016 Customer Satisfaction Report revealed that 86%, 75% and 97% client satisfaction were recorded in respect of Telephone, Written communication and the Website b) The behaviour of officials were measured/monitored, against the- i. Code of Conduct ii. Professional standard/ business rules of the Department</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Openness and transparency: The following mechanisms are in place: a) Written feedback from officials, Contact Centre agents b) Issue Management System records Openness and transparency is further achieved through: a) The publication/ distribution (in 3 Official languages of the Province and obtainable via the Client Service Centre and the departmental website) of the: i. Department's Annual Citizen's Report ii. Service Access Booklet iii. Service Charter iv. Service Standard Schedule</p>	<p>Openness and transparency: The following mechanisms are in place: a) Written feedback from officials, Contact Centre agents b) Issue Management System records Openness and transparency is further achieved through: a) The publication/ distribution (in 3 Official languages of the Province and obtainable via the Client Service Centre and the departmental website) of the: i. Department's Annual Citizen's Report ii. Service Access Booklet iii. Service Charter iv. Service Standard Schedule</p>	<p>Openness and transparency: The following mechanisms are in place: a) Written feedback from officials, Contact Centre agents b) Issue Management System records Openness and transparency was further achieved through: a) The publication/ distribution (in 3 Official languages of the Province and obtainable via the Client Service Centre and the departmental website) of the: i. Department's Annual Citizen's Report ii. Service Access Booklet iii. Service Charter iv. Service Standard Schedule</p>
<p>Value for Money: a) Technology is improving efficiency b) Communication budget as proportion of total WCED budget/strategic importance of communication c) Clients get useful and useable information at no cost d) Clients obtained free assistance with the resolution of enquiries/ complaints</p>	<p>Value for Money: a) Technology is improving efficiency b) Communication budget as proportion of total WCED budget/strategic importance of communication c) Clients get useful and useable information at no cost d) Clients obtained free assistance with the resolution of enquiries/ complaints</p>	<p>Value for Money: a) Technology improved efficiency in terms of communicating with Parents and Citizens b) Communication budget as proportion of total WCED budget/strategic importance of communication c) Clients get useful and useable information at no cost d) Clients obtained free assistance with the resolution of enquiries/ complaints</p>

Service delivery information tool:

Current/actual information tools	Desired information tools	Actual achievements
<p>Provide Examination Registration and Enquiry Service to Learners</p> <p>Information is communicated through:</p> <p>a) Mail, e-mail and bulk sms to clients and stakeholders</p> <p>Stakeholder platforms:</p> <p>b) Exam-Coordination's and Assessment Coordinators' forums</p> <p>c) Circulars and communiqué via schools</p> <p>d) Media briefings</p> <p>e) Special events via Media campaigns</p> <p>f) Reports</p> <p>g) Publications</p> <p>h) Brochures</p> <p>i) Flyers</p>	<p>Information is communicated through:</p> <p>a) Mail, e-mail and bulk sms to clients and stakeholders</p> <p>Stakeholder platforms:</p> <p>b) Exam-Coordination's and Assessment Coordinators' forums</p> <p>c) Circulars and communiqué via schools</p> <p>d) Media briefings</p> <p>e) Special events via Media campaigns</p> <p>f) Reports</p> <p>g) Publications</p> <p>h) Brochures</p> <p>i) Flyers</p>	<p>Information was communicated through:</p> <p>a) Mail, e-mail and bulk sms to clients and stakeholders These media were utilised for notification of clients to postage of admission letters and release of results</p> <p>Stakeholder platforms:</p> <p>b) Exam-Coordination's and Assessment Coordinators' forums were used effectively to keep stakeholders informed about changes in policy and procedures and to gather their inputs</p> <p>c) 11 Examination and Administration related Circulars were sent to schools routinely to indicate timelines and procedures relating to examination processes</p> <p>d) Media releases in respect of NSC and other results were sufficiently used Accessible from: https://wcedonline.westerncape.gov.za/comms/press/2017/index_press.html</p> <p>e) The NSC National- and Provincial Award ceremonies were substantively publicised</p> <p>f) Substantial reports on exam related analysis were generated for different users</p> <p>g) NSC results specific publications were released</p> <p>h) Brochures for 2017 advocacy were developed - available on the WCED website and at the Walk-in Centre</p> <p>i) Flyers available at the Walk-in Centre</p>

Current/actual information tools	Desired information tools	Actual achievements
<ul style="list-style-type: none"> j) WCED website k) Electronic notice boards at Head Office l) Bill boards and adverts on public transport m) Staff newsletters and WCED News on school issues n) Formal request for Access to Information (PAIA) 	<ul style="list-style-type: none"> j) WCED website k) Electronic notice boards at Head Office l) Bill boards and adverts on public transport m) Staff newsletters and WCED News on school issues n) Formal request for Access to Information (PAIA) 	<ul style="list-style-type: none"> j) WCED website: https://wcedonline.westerncape.gov.za k) Electronic notice boards at Head Office was used to share WCED achievements, but also inactive during maintenance periods l) Bill boards and adverts on public transport – not yet utilised for exam related information m) Staff newsletters and WCED News on school issues n) Formal request for Access to Information (PAIA) is well communicated and also accessible from the WCED website
<p>Improve Communication with Parents and Citizens</p> <p>Information is communicated through:</p> <ul style="list-style-type: none"> a) Web services b) Contact Centre c) Direct contact via telephone, fax and email d) Social media e) Publications f) Annual Report g) One-on-one meetings h) Media reports i) Quarterly Meetings j) Department's Service Charter k) Circulars 	<p>Information is communicated through:</p> <ul style="list-style-type: none"> a) Web services b) Contact Centre c) Direct contact via telephone, fax and email d) Social media e) Publications f) Annual Report g) One-on-one meetings h) Media reports i) Quarterly Meetings j) Department's Service Charter k) Circulars 	<p>Information was communicated through:</p> <ul style="list-style-type: none"> a) Web services b) Contact Centre c) Direct contact via telephone, fax and email d) Social media e) Publications f) Annual Report g) One-on-one meetings held h) Media reports i) Quarterly Meetings held j) Department's Service Charter k) Circulars

Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
<p>Provide Examination Registration and Enquiry Service to Learners Complaints/ Suggestions/ Compliments/ Queries are registered and monitored through: -</p> <p>a) An electronic/ manual database/ register/system</p> <p>b) Written feedback (Contact and Walk-in centres)</p> <p>c) Request for re-mark of subjects/matric results</p> <p>d) Online (website) feedback mechanisms</p> <p>e) Formal complaints lodged with Senior Managers, HoD or MEC for Education</p> <p>f) Appeal processes ITO PAJA and other legislation</p>	<p>Complaints/ Suggestions/ Compliments/ Queries are registered and monitored through: -</p> <p>a) An electronic/ manual database/ register/system</p> <p>b) Written feedback (Contact and Walk-in centres)</p> <p>c) Request for re-mark of subjects/matric results</p> <p>d) Online (website) feedback mechanisms</p> <p>e) Formal complaints lodged with Senior Managers, HoD or MEC for Education</p> <p>f) Appeal processes ITO PAJA and other legislation</p>	<p>Complaints/ Suggestions/ Compliments/ Queries are registered and monitored through: -</p> <p>a) An electronic/ manual database/ register/system was used. Comments and compliments were collated into an MS Word document and filed electronically for review uses</p> <p>b) Written feedback (Contact and Walk-in centres) were provided when Exam officials were not able to provide amicable responses immediately</p> <p>c) Request for re-mark of subjects/ matric results were managed both via emailed applications and via the exams Walk-in Centre The National Department of Education will launch a web based application functionality for clients to apply for remark and recheck online, in 2017</p> <p>d) Online (website) feedback mechanisms was used and escalated to the appropriate responsible officials</p> <p>e) Formal complaints lodged with Senior Managers, HoD or MEC for Education were channelled to responsible managers for resolution/ feedback A significant number of enquiries were received via email, either from the WCED Media or the MEC's Office. These enquiries were amicably and promptly dealt with</p> <p>f) Appeal processes ITO PAJA and other legislation</p>

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
<p>Improve Communication with Parents and Citizens Redress is offered via responses to the following channels:</p> <ul style="list-style-type: none"> a) Contact Centre b) Phone, fax and email c) Social media d) Written feedback (Contact and Walk-in centres) e) Online (website) feedback mechanisms f) Log formal complaints to Senior Managers, HoD or MEC for Education g) Appeal processes ITO PAJA and other legislation 	<p>Redress is offered via responses to the following channels:</p> <ul style="list-style-type: none"> a) Contact Centre b) Phone, fax and email c) Social media d) Written feedback (Contact and Walk-in centres) e) Online (website) feedback mechanisms f) Log formal complaints to Senior Managers, HoD or MEC for Education g) Appeal processes ITO PAJA and other legislation 	<p>Redress was offered via responses to the following channels:</p> <ul style="list-style-type: none"> a) Contact Centre b) Phone, fax and email c) Social media d) Written feedback (Contact and Walk-in centres) e) Online (website) feedback mechanisms f) Log formal complaints to Senior Managers, HoD or MEC for Education g) Appeal processes ITO PAJA and other legislation

2.3 Organisational environment

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

There are four branches in the WCED, each headed by a Deputy Director General. The branches are Education Planning; Curriculum and Assessment Management; Institution Development and Co-ordination and Finance. The Chief Directorate for People Management reports to the Head of Department, as does the Directorate: Communication.

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 using texts
- funding which is deployed to maximize success and to provide targeted poverty-relief
- sufficient and safe schools
- an enabling environment for partners in education to contribute towards quality education: teacher unions, School Governing Bodies, the private sector, Non-Governmental Organisations, independent schools, Higher Education Institutions and T(V)ET colleges.

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 Superintendent General, Brian Schreuder, who succeeded Penny Vinjevold, who had held the post for seven years. His appointment was with effect from 1 December 2016.

The second major area of change was in the Districts that saw a new Deputy Director General as of 1 April 2016 and a new Chief Director and two new Directors, as of the start of 2017, with each vacancy caused by the retirement of a predecessor.

The promotion of Mr Schreuder left a vacancy in the post of DDG: Curriculum and Assessment. Once that post had been filled there was a vacancy created at Chief Director level. The Director: GET left the WCED on promotion as of 1 April 2017.

A new Director for Service Benefits started in July 2016.

The Directorate Business Strategy and Stakeholder Management was re-located from reporting directly to the Superintendent General to reporting to the Chief Director: Business Intelligence Management as of 1 August 2016.

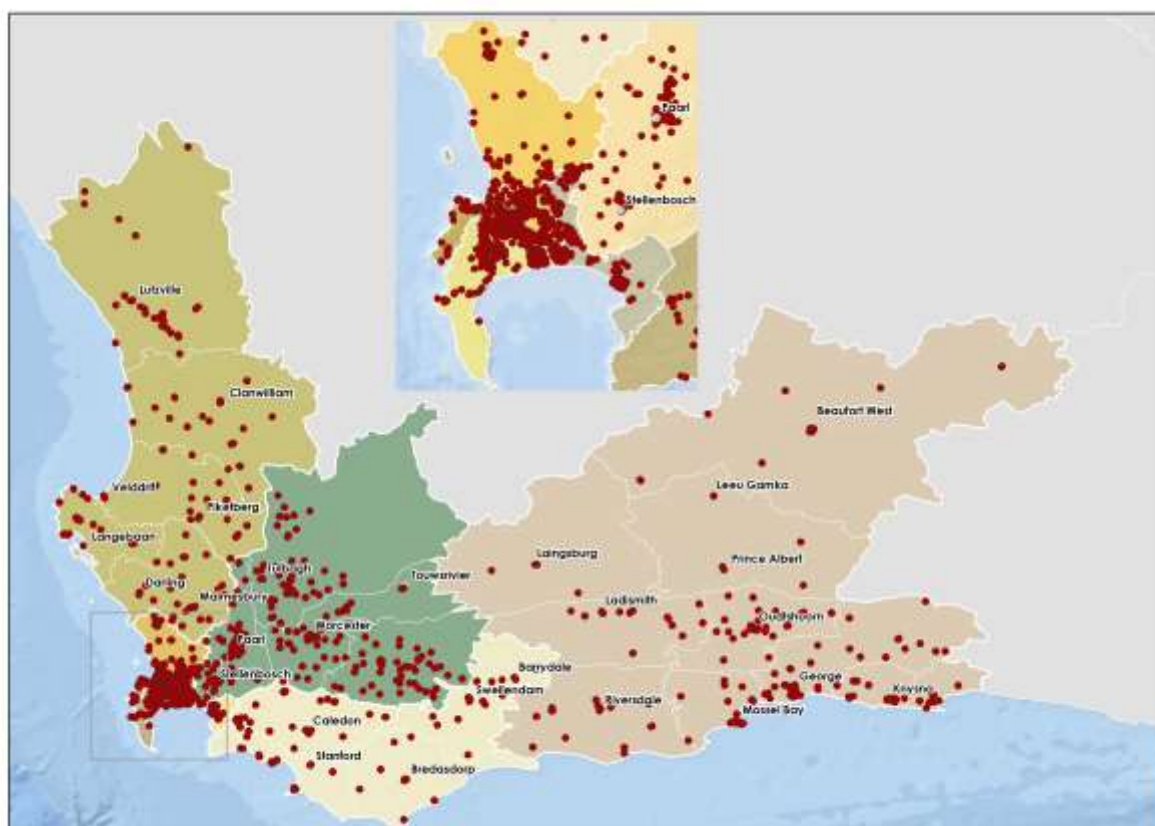
WCED activities – scope and scale

Learners	
Learners in Public Ordinary Schools Grades 1 – 12 inclusive	999 914
Learners in Grade R in Public Ordinary Schools	65 231
Learners in Grade R at Independent Sites (ECD)	14 153
Learners in Public Special Needs' Schools	18 854
Learners in Independent Schools Grades 1 – 12	49 879
Total	1 148 031
Institutions	
Public ordinary schools	1 449
Public schools for learners with special needs	72
District offices	8

Institutions current (All public ordinary schools) (31 March 2017)
Enrolment Source 2016: Annual Survey for schools pre-Grade R to matric;
Educators: PERSAL: 2016

The eight education district offices are made up of 64 circuits, which provide direct support to schools. A range of professionals including Circuit Managers, Subject Advisers and special education professionals (psychologists, social workers, learning support advisers), provide support to schools from the district offices.

The current school distribution is shown below



District		CIRCUITS										Total
		1	2	3	4	5	6	7	8	9	10	
Cape Winelands	Schools	24	20	26	25	22	22	20	22	38	52	271
	Learners	13 398	16 621	15 165	6 111	18 193	15 040	11 197	16 072	12419	17615	141 831
Eden and Central Karoo	Schools	31	24	23	24	25	27	29	27			210
	Learners	11 745	16 401	16 019	18 923	10 054	12 289	14 333	17580			117 344
Metro Central	Schools	21	21	19	19	22	20	20	19	20	20	201
	Learners	12 585	10 450	11 175	10 551	14 755	13 038	13046	14478	13529	13092	126 699
Metro East	Schools	17	18	20	20	19	20	18	19	20		171
	Learners	19 112	19 527	19 277	20 771	19 985	19 906	16795	20925	20797		177 095
Metro North	Schools	18	18	19	18	18	17	19	22	20	19	188
	Learners	16 042	12 969	11 945	20 723	18 582	15 071	16 401	16307	17624	17293	162 957
Metro South	Schools	22	22	23	22	20	22	22	23	22		198
	Learners	19 925	20 095	18 905	19 048	19 699	18 118	19 878	18676	18455		172 799
Overberg	Schools	29	30	25								84
	Learners	10 330	20 468	10 043								40 841
West Coast	Schools	25	25	23	24	29						126
	Learners	14 918	9 445	18 091	7 647	10 247						60 348
Grand Total	Schools	187	178	178	152	155	128	128	132	120	91	1 449
	Learners	118 055	125 976	120 620	103 774	111 515	93 462	91 650	104 038	82 824	48 000	999 914

2.4 Key policy developments and legislative changes

The Minister of Basic Education, acting under section 4(1) of the *Use of Official Languages Act, 2012 (Act 12 of 2012)*, published her intention to adopt a language policy for the Department of Basic Education in *Government Notice 325, in Government Gazette No. 38679, dated 7 April 2015* and called for written submissions by stakeholders and interested members of the public. The draft policy includes aspects such as the use of official languages by the Department of Basic Education, capacity building, communication with members of the public whose language of choice is not one of the official languages of the Republic of South Africa, communication with members of the public whose language of choice is South African Sign Language and complaints mechanisms.

A call for written submissions from stakeholder bodies and members of the public was published on 5 May 2015 in *Government Gazette No. 38763, Government Notice 395 of 2015*, by the Minister of Basic Education which stated the intention to approve the *Draft Policy of the Department of Basic Education on HIV, STIs and TB* in terms of section 3(4) (o) of the *National Education Policy Act, 1996 (Act 27 of 1996)*. The draft policy includes guiding principles and policy themes such as enabling environment, prevention, treatment, care, counselling and support, impact mitigation, workplace issues and the management of policy response in terms of HIV, STIs and TB.

A call for written submissions from stakeholder bodies and members of the public on the *Draft Amendment Policy pertaining to the Conduct, Administration and Management of the Senior Certificate Examination* was published in *Government Gazette No. 38771 on 25 May 2015, Government Notice 410*, by the Minister of Basic Education. The published draft amendments included amendments to the *National Policy on the Conduct, Administration and Management of the Assessment of the Senior Certificate*, published by means of *Government Notice No. 1081 in Government Gazette No. 26789 of 17 September 2004* and amended as *Government Notice No. 827 in Government Gazette, No. 30267 of 7 September 2007*; and *Government Notice No. 1151 in Government Gazette, No. 31535 of 31 October 2008*.

The Department of Basic Education published a notice in the *Government Gazette No. 38820* dated 25 May 2015, *Government Notice 435*, where approval was granted to call for written submissions from stakeholders on the *Draft Amended Regulations for the Issuing of Certificates by the Council for Quality Assurance in the General and Further Education and Training, in terms of section 27 of the General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)*. The Draft Regulations will amend certain sections of the regulations by way of insertions and deletions which will regulate the issuing of certificates by the Council for Quality Assurance in General and Further Education and Training.

The Minister of Basic Education has, in terms of sections 3(4)(l) and 7 of the *National Education Act, 1996 (Act 27 of 1996)*, through publication in *Government Gazette No.39006 dated 20 July 2015, Government Notice 620*, called for written submissions from stakeholders on the *National Policy on the Conduct, Administration and Management of the Annual National Assessment (ANA)*. This policy document will form the basis for the Minister of Basic Education to determine the norms and standards, as well as the processes and procedures for the conduct, administration and management of the Annual National Assessment (ANA), which is part of learner achievement as stipulated in section 6A (2) of the *South African Schools Act, 1996 (Act 84 of 1996)*. This policy will therefore be applicable to all public and independent schools.

The Minister of Basic Education, in terms of the *National Education Policy Act, 1996 (Act 27 of 1996)* and the *South African Schools Act, 1996 (Act 84 of 1996)* published a call for written submissions from stakeholder bodies and members of the public on the draft *Regulations Relating to Minimum Uniform Norms and Standards for Provincial Teacher Development Institutes and District Teacher Development Centres In South Africa* in *Government Gazette No. 39038, Government Notice 657*, dated 31 July 2015. The aim of the draft regulations is to provide a regulatory framework to address some of the core issues related to the roles of institutes and centres referred to in the document, with particular focus on infrastructure and equipment, staffing, governance and management and funding.

Notice 482, published in *Government Gazette 38822* of 29 May 2015, stated the intention of the Minister of Public Works to amend the *Construction Industry Development Regulations*, published under *Government Notice 692, Government Notice 26427*, dated 9 June 2004.

On 25 May 2015 the Minister of Basic Education published a call for comments in *Government Notice 420* in *Government Gazette No. 38810* on the draft *National Policy pertaining to the conduct, administration and management of the Senior Certificate Examination*. This draft document makes, amongst others, provision for bodies involved in the quality assurance of assessment, admission fees and concessions.

The Minister of Basic Education called for comments on the *Determination of Minimum Outcomes and Standards and a National Process and Procedures for the Assessment of Learner Achievement as stipulated in the Policy Document, National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12* in *Government Gazette No. 39405*, dated 13 November 2015, as published in *Government Notice 605*. It covers amendments to subjects and time allocation per subject.

The document *Draft Amendments to the Policy Document, National Policy pertaining to the Programme and Promotion Requirements of the NCS Grades R-12 and the conduct, administration and management of the Senior Certificate* was published for comment in *Government Gazette No. 39399, Government Notice 605*, dated 13 November 2015. It includes additions to the prescribed number of official languages and time allocation per subject.

New provincial legislative interventions

The Western Cape Education Department is committed to exploring all possible options to improve access to quality education, especially in the poorest communities. The Department believes in working innovatively with schools and partners in government, the private sector, civil society and the donor community to ensure that we use all available resources to achieve this objective. The Department is implementing a wide range of measures to improve access to quality education in poor communities. The latest example is the *Policy on Collaboration Schools Pilot Programme*, in partnership with education donors and support organisations which was approved on 31 August 2015.

A "Collaboration School" is a new type of public school, run in partnership between a non-profit school support organisation (the "operating partner"), and the WCED, which will oversee performance and will hold the school and the operating partner to account as part of the public education system. The pilot will enable school leaders and operating partners to access additional resources and will allow for greater management flexibility to explore new ways of improving the efficiency and effectiveness of schooling.

School operating partners will ensure support to teachers and principals through training, additional resources, performance monitoring and regular feedback. The overall aim is to improve educational outcomes for learners in these schools.

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. A number of provisions in the Act have become redundant and some superfluous, as it is not aligned to the relevant legislative developments in South Africa.

The Western Cape Cabinet granted in-principle approval to prepare draft legislation to amend the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997) on 24 June 2015. The amendments to the Western Cape Provincial School Education Act, 1997, are so as to delete a definition and to insert and substitute others; to amend cross-references to certain statutory provisions; to remove references to adult education; to make provision for goods and services relating to education in the province to be centrally procured, after relevant consultations; to regulate monitoring and support of curriculum delivery at *public schools*; to authorise the Western Cape *Education Council* to provide advisory reports; to make provision for the establishment and functions of a *Schools Evaluation Authority*; to 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 do away with requirements for the concurrence of the *Provincial Minister* responsible for finance to be obtained in respect of certain agreements; to delete a provision that authorises the closure of part of a *public school*; to make further provision for the *Provincial Minister* responsible for education to make *regulations*; to further regulate the power of the *Provincial Minister* to determine certain norms and standards and the functions and procedures for the establishment and election of representative councils of learners; to repeal an obsolete provision relating to the powers of a children's court; to authorise certain tests related to the admission of a *learner* to a *public school* for *learners with special education needs*; to make provision regarding the consumption or sale of alcoholic liquor on *school premises* or during *school activities* subject to conditions; to provide that a *public school* must obtain the prior written consent of a parent authorising the learner to attend a school activity outside of the school premises; to create further offences; and to provide for matters connected therewith.

Regulations in terms of the *Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)*, were prepared as follows:

The Regulations relating to the Establishment and Functions of the Education Council, were published in the Provincial Gazette Extraordinary No. 6910, dated 26 September 2011. These Regulations include the composition of the Education Council, the term of office of members, disqualification and termination of membership, dissolution of the Council, vacancies on the Education Council, the Executive Committee and meetings and procedures. *The Regulations relating to the Establishment and Functions of the Education Council, 2011: Amendment 2015*, were published on 14 December 2015 in *Provincial Gazette Extraordinary No. 7549, Provincial Notice 435* in order to make provision for amongst others a change in the composition of the Education Council, the delivery of an advisory report to the Provincial Minister, the term of Council members, a change to the minimum number of meetings of the Council per year from 2 to 4 and some transitional provisions.

The *Western Cape Provincial Government Smoking Policy, 2015*, was approved by the Minister responsible for Education in the Province on 15 December 2015 and disseminated under cover of Circular 0001/2016.

Challenges presented by policy matters

Schools:

The Regulations relating to Minimum Uniform Norms and Standards for School Infrastructure (November 2013) have an impact on planning for future buildings. The potential impact of these will need some time to gauge in respect of existing buildings and school sizes.

3. Strategic Outcome Oriented Goals¹

Strategic Outcome Oriented Goal 1	Improvement in the level of language and mathematics in all schools
Goal Statement	Learner academic performance in Language and Mathematics will improve so that, by 2019: <ul style="list-style-type: none"> - Grade 3 learners achieve a pass rate of 50% in Language and 64% in Mathematics in externally set and administered tests - Grade 6 learners achieve a pass rate of 48% in Language and 48% in Mathematics in externally set and administered tests - Grade 9 learners achieve a pass rate of 55% in Language and 24% in Mathematics in externally set and administered tests
Strategic Outcome Oriented Goal 2	Increase in the number and quality of passes in the National Senior Certificate
Goal Statement	Learner academic performance in the national senior certificate (NSC) will improve so that: <ul style="list-style-type: none"> - The number of learners who pass in the NSC in 2019 will be 42 400. - The pass rate in 2019 will be 88%. - The number of learners achieving bachelor passes in 2019 will be 21 200. - The number of learners passing Mathematics in 2019 will be 11 900 - The number of learners passing Physical Sciences in 2019 will be 9 700.

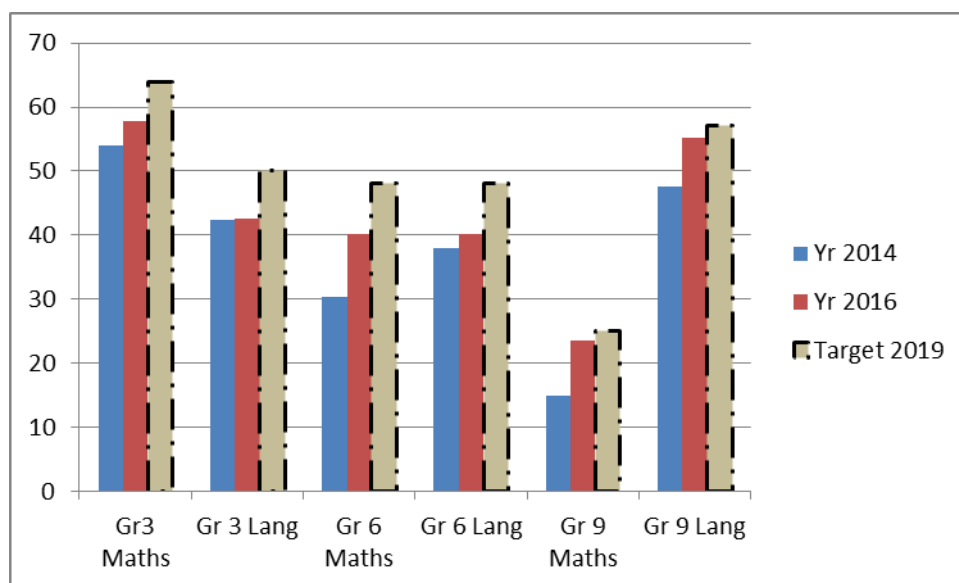
¹ Note that the targets for the outer years were updated in the Annual Performance Plan of 2016/17.

Strategic Outcome Oriented Goal 3	Increase in the quality of education provision in poorer communities
Goal Statement	<p>The WCED will invest in support for schools in need so that:</p> <ul style="list-style-type: none"> - There is a decrease in the number of schools with a Grade 12 pass rate of under 70% to 0 by the end of 2019. - There is a reduction in under-performance in other grades as measured through the Annual National Assessment for grades 1 – 6 and 9 and the WCED tests for grades 3, 6 and 9 (see Goal 1 and Programme 7 for the targets) - There is a reduction in the number of primary schools with poor results in systemic tests and an overall pass rate across grades of less than 85% to 30 by the end of 2019. - The retention rate (Grades 10 -12) increases to 68% by the end of 2019. <p>The number of school support visits will be differentiated to match the support required.</p> <p>Infrastructure, social support and funding provision will be skewed to focus in favour of the learners and schools most in need.</p>

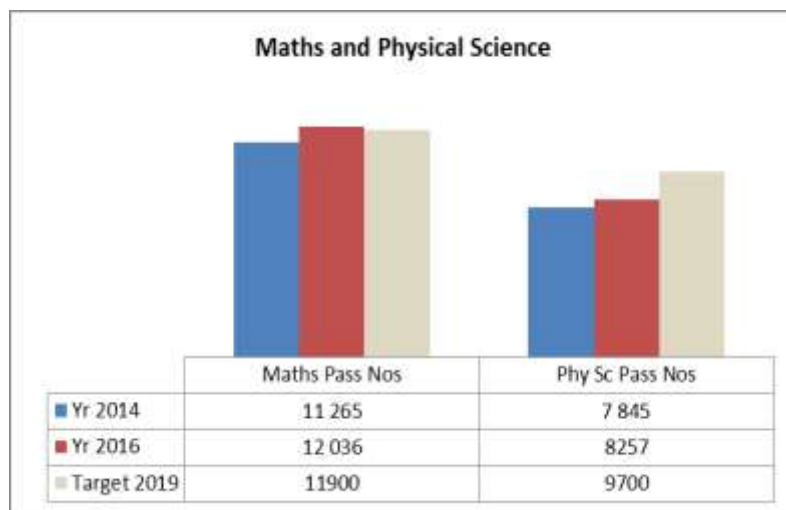
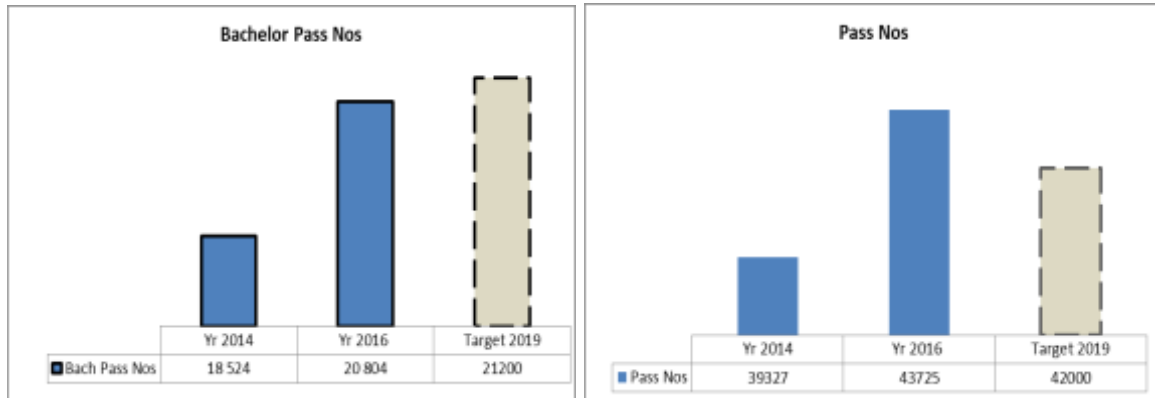
Progress towards targets in Strategic Plan

Goal 1: Improvement in the level of language and mathematics in all schools

In 2015 the new Language and Mathematics Strategies, for Grades R -12 were prepared, consulted, finalised and initiated as set out in the five year plan. The WCED Systemic Tests have shown promising results, especially in Mathematics. As a result of greater improvements than predicted the five year targets were revised in the Annual Performance Plan of 2016/17.



Goals 2 and 3: "Increase in the number and quality of passes in the National Senior Certificate" and "Increase in the quality of education provision in poorer communities"



4. Performance Information by Programme

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

The Administration programme consists of the following sub-programmes²:

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

Strategic Objectives³

Programme 1: Strategic Objectives	
Strategic Objective 1.1	Develop and implement a 5 year teacher development plan.
Objective statement	<ol style="list-style-type: none"> 1. Bi-annual meetings between WCED and HEIs and DHET to influence pre-service for teachers 2. Develop and implement a five-year in-service teacher development plan (including responsiveness to information from testing; teacher profiling; training for e-learning) 3. Develop and implement a comprehensive teacher incentive programme for teacher development to improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers and principals 4. Recruit, select and retain competent and quality principals and HoDs
Strategic Objective 1.2	Improve administrative and other support to schools, assisted incrementally by on-line services.
Objective statement	<ol style="list-style-type: none"> 1. Provide all mandated services to schools efficiently and track satisfaction levels through complaints mechanisms and an annual customer satisfaction survey. 2. Utilise online services incrementally and optimally to speed up service delivery and eliminate inefficiencies so that the WCED delivers services to schools, teachers, parents and learners anytime, anywhere (e-Administration) 3. Education planning to be data-driven and accountable

² The sub-programmes are part of the national sector template and are Treasury funding categories. The funds in Programme 1 cover costs related to the administration of the system.

³ The Strategic Objectives as per the Strategic Plan for 2015 -2019 are reprinted here in full

Strategic objectives, performance indicators, planned targets and actual achievements

Financial

The WCED spent 98.82% of the approved adjusted budget for 2016/17.

Funds were directed to meet the goals of *Action Plan to 2019 Towards Schooling 2030* and the three goals of the WCED. 73.3% of the budget was assigned to the compensation of employees (CoE), and over R1.519 billion to 6 Conditional Grants and essential services. The WCED is dedicated to judicious spending in order to redirect funds to meet the needs of those most requiring support.

Savings were recorded in the compensation of employees (CoE) budget, mainly due to the lower than anticipated temporary appointments (during the months of July and January), vacancies across educators and public servants within the department due to slow filling of vacant posts and savings from allowances paid to lower level employees acting in higher vacant posts.

Savings were directed to the improvement of school infrastructure and assistance provided to schools facing financial challenges. Transfer payments were made to schools to provide for no fee schools, for compensation for fee exemptions, for resources, to provide relief from municipal services' debt, and to procure additional top-up textbooks for all Grades. The approved procurement plan was executed timeously and progress reported on a quarterly basis.

WCED continued to focus on good governance. The Auditor General of South Africa concluded in its audit of the 2015/16 Annual Financial Statements that the Statements were a fair presentation in all material aspects of the financial position of WCED. The AGSA also concluded that the WCED had no material unfavourable indicators.

People Management Practices

Management of the post allocation to schools in the WCED is critical to the success of schools.

Consultations between the Minister for Education in the Western Cape on the affordable basket of educator posts for 2017 and the distribution of the affordable basket of posts between the Head of Department with Unions and interested parties were concluded on 1 August 2016. Given the fiscal challenges in regard to the compensation of employee budget for the 2016/2017 MTEF and 2017/2018 MTEF, the WCED's main objective was to not reduce the number of educator posts at education institutions. This was achieved by introducing cost containment measures. The affordable basket of posts for 2016 was maintained at 32 039 for the 2017 academic year, with the objective of maintaining stability at education institutions. A re-prioritisation of certain post allocations was done within the post allocation for the 2017 academic year in order to allocate 49 posts for waiting lists and learner support needs at Special Schools. Steps were taken to ensure that an educator/learner ratio of 1: 37 in primary schools and 1:33 in high schools be maintained.

The following table provides the post allocations for the 2011 to 2017 years:

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

The WCED continuously strives to improve the teacher: learner ratio in the Foundation Phase.

Suitable placement of teachers in excess is vital to ensure that their skills are best utilised to contribute to improved education outcomes. The salaries paid to teachers in excess at one school impact negatively on options for the appointment of teachers that are needed elsewhere. The Department started the 2016 academic year with a total of 321 educators in excess. As at 31 December 2016 the WCED had reduced the number of excess educators to 147. This is a reduction of 54% in excess educators.

The Department, after the issuance of the 2017 academic year's educator staff establishments for ordinary public schools on 19 August 2016 and special ordinary schools on 26 August 2016, started with the process of identifying educators to be declared in excess/ already declared in excess and to be matched and placed against vacant substantive posts for the 2017 academic year.

There were 446 excess educators at the start of the 2017 academic year. As at 31 March 2017 the total number of excess educators has been reduced to 194 as a result of 101 exits and 151 placements/re-absorptions against vacant substantive posts. This is a reduction of 57% in excess educators. Provision was made in the affordable basket of posts for 250 teachers in excess in the 2016 academic year but only for 200 excess posts for the 2017 academic year.

The Policy on Incapacity Leave and Ill Health Retirement (PILIR) aims to ensure that only those who are entitled to leave with pay are granted this, and that there is no unnecessary delay in assessing eligibility for leave or over-payments for those not entitled to leave.

The Department managed to place 358 of the eligible list of 717 Funza Lushaka bursary holders that completed their studies at the end of 2015 for placement in 2016 against vacant substantive posts. This represents a 49.9% placement rate of Funza Lushaka bursary holders. The Department placed 331 of the eligible list of 737 Funza Lushaka bursary holders that completed their studies at the end of 2016 against vacant substantive posts. This represents a 44.9% placement rate of Funza Lushaka bursary holders during the period 1 January 2017 to 31 March 2017. It must be noted that the fees-must-fall campaign resulted in students at certain universities only completing their final examinations in January 2017, which impacted on the confirmed number of eligible graduates to be placed.

For the start of the 2017 school year, the WCED again focussed on the permanent appointment of new entrants to the profession (which includes Funza Lushaka Bursary Holders). The success of the recruitment drive resulted in 1 043 new entrants being appointed. In total 1 126 teachers were appointed permanently with effect from 1 January 2017.

Focus was once again placed in 2016/17 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 special vacancy lists and prioritised to ensure swift processing of the applications.

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 in 2016/17. Where governing bodies did not make use of the CBA tool as part of the recruitment and selection process, the delegated authority approved the nomination on condition that the newly appointed educator be subjected to a CBA for professional development. Feedback to individuals assisted in the development of informed individual Development Plans for newly appointed principals, deputy principals and departmental heads.

The data on new principal appointments in the table below includes appointments for the period 1 April 2016 – 31 March 2017 and reflects appointments at all public schools.

New Principals per year									
Districts	Total no of schools	2010	2011	2012	2013	2014	2015	2016	Total
Cape Winelands	272	22	20	10	19	25	25	27	148
Eden & Central Karoo	219	13	12	9	27	32	17	27	137
Metro Central	210	30	14	6	24	38	22	26	160
Metro East	146	21	6	10	12	29	19	27	124
Metro North	208	16	10	16	14	30	13	33	132
Metro South	190	18	8	8	5	25	16	23	103
Overberg	83	9	5	4	9	18	5	2	52
West Coast	129	13	11	5	15	14	6	11	75
Total	1 457	142	86	68	125	211	123	176	931

Information and Communication

Education Management Information Systems

In 2016/17, the WCED's provincial Central Education Management Information System (CEMIS) was migrated to a new platform (PaaS) to replace the ageing technology and improve system access and performance as a consequence. This migration culminated in efficiency gains and allowed for further enhancements and integration with contemporary technologies. CEMIS continues to be the WCED's primary learner enrolment system hosting business processes. It provides data which is pivotal to sound decision-making. Although the DBE declared LURITS as a national source of learner enrolment, thereby doing away with the mandatory conduct of Annual School Surveys (ASS) and the 10th Day (SNAP) surveys, the WCED has opted to sustain the online implementation of these surveys to ensure continuity in the provision of reliable data.

A quarterly school monitoring tool was used by district officials to track progress on specific areas of concern through EduInfoSearch. School improvement plans were uploaded on CEMIS. The WCED also refined further the School Admission Management Information module on CEMIS and assisted schools and districts with the placement of learners for 2017.

The WCED's e-Recruitment system for teachers is proving to be a success and has contributed to enhanced efficiencies in the system and the identification of more suitable candidates. All vacancies are published via the online system and applications can only be made through use of this system. To date 63 074 users have registered and 34 749 users have completed profiles on the system. Phase II (automation of the governing body process) was successfully piloted in 2016 with full roll-out scheduled for 2017.

Communication

Education continues to be a subject of intense media interest, judging from the total number of reports mentioning the WCED. The number of these reports increased by 46.3%, from 4 305 in 2015/16 to 8 018 in 2016/17.

The WCED managed four campaigns in 2016/17, to support key strategic objectives and initiatives.

These included an extensive radio campaign to provide tips to parents on what they can do at home to help build the skills of their children in language and mathematics. The campaign included 294 radio spots in three languages on nine radio stations covering the whole province.

The WCED distributed a colourful publication to 54 000 NSC candidates containing study tips and exemplar examination papers for seven high-enrolment subjects to help Grade 12s prepare for the 2016 NSC examinations.

The department used digital media to encourage interest in eLearning, build awareness of the province's eLearning Game Changer initiative, and to encourage teachers to produce digital teaching and learning materials.

Campaign materials included videos, a campaign web site, advertising on social media, and a Facebook site. Videos produced for the campaign attracted more than 76 000 views, while the Facebook campaign registered more than 2.8 million impressions.

The WCED used a mixture of digital and traditional media for an Enrolment 2018 campaign early in 2017. The campaign included advertising in 15 community newspapers and five radio stations. The digital campaign targeted specific audiences via Facebook and online editions of tabloid newspapers.

The department made a start towards promoting The Year of the Teacher as a key theme for 2017, via posters in the head office and branding on the WCED web site.

WCED Online, the WCED's web site attracted more than 1.1 million unique visits (1 149 436) by February of the 2016/17 financial year.

Internet projects included ongoing refinement of the ePortal, a key component of the eLearning Game Changer project. This included an exercise to map the curriculum to identify topics in every subject for every grade that required digital content. This work is ongoing.

The department developed a detailed eLearning ecosystem blueprint that will inform continuing development of online support for teaching and learning.

The WCED developed an online interface for live streaming of Telematics lessons to Grade 11 learners via YouTube, which provides an example of how to use digital technology to establish virtual classrooms.

Highlights of the year for WCED Client Services included receiving the Bronze Award for the Best Batho Pele Team, awarded by the Premier as part of the 2016 Service Excellence Awards.

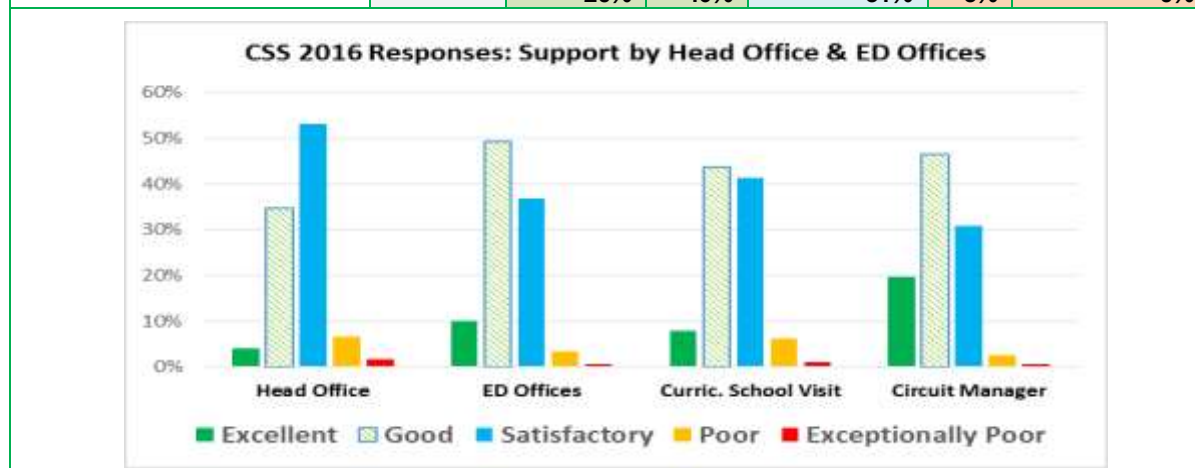
The Directorate: Communication produced or helped to produce a range of publications, including the WCED's Annual Report; Annual Performance Plan; *WCED@work*, an internal newsletter; and the WCED's newspaper, *Education Update*.

The WCED Customer Satisfaction Survey was conducted for the eighth year in 2016. All schools in the province were surveyed for the first time and not a sample as in prior years. In each year, five educators per school, at different post levels, completed the questionnaires.

Job Title	Number responded	% of ALL
Principal	722	23%
Deputy Principal	360	11%
HOD	541	17%
Senior Educator	191	6%
Educator	885	28%
Other	432	14%
	3 131	100%

Overall, the ratings show an appreciation of service delivery levels.

Support by Head Office and Education District Managers						
Category	Period	Excellent	Good	Satisfactory	Poor	Exceptionally Poor
Head Office	Yr2014	2%	31%	55%	10%	2%
	Yr2015	3%	33%	52%	10%	1%
	Yr2016	4%	35%	53%	7%	2%
Education District Offices	Yr2014	7%	47%	40%	5%	0,3%
	Yr2015	9%	50%	38%	3%	0%
	Yr2016	10%	49%	37%	3%	0%
Curriculum School Visit Support	Yr2014	7%	42%	41%	9%	2%
	Yr2015	9%	42%	36%	11%	3%
	Yr2016	8%	44%	41%	6%	1%
CM Support	Yr2014	17%	44%	35%	3%	1%
	Yr2015	19%	48%	28%	4%	1%
	Yr2016	20%	46%	31%	3%	0%



Accountability

All officials are held accountable through job descriptions and performance agreements. Head Office officials are held responsible for timeous and expert support to districts. Districts are held accountable for support to schools and the performance of teachers and learners.

All schools completed online School Improvement Plans (SIPs), with targets for 3 years. The SIP specifies steps each school will take to meet the targets set in their SIPs. The value of the online improvement plan is that all schools focus on key improvement interventions that link both to fundamental practices and to provincial strategic focuses. The SIP also forms part of the accountability system, since signatories to the plan are the principal, the SGB and the WCED.

In 2016/17, the WCED conducted quarterly School Improvement Monitoring, linked to the School Improvement Plans. The SIM for 2016/17 tracked use of textbooks and workbooks and key aspects of resourcing and school functionality. Because the reports were captured online, the data could be drawn and used to inform rapid support. In particular, for example, the data enabled the WCED to keep abreast of deliveries of workbooks and textbooks.

Accountability is extended through the oversight roles played by Provincial and National Treasury. All sections 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, which are tracked through the Provincial Dashboard and the online Biz projects toolkit. Both Internal and External Audit processes govern controls and assist in assuring functionality and prudent management.

Substantive accountability resides in the formal relationship between the WCED and UMALUSI, the national quality assurance body for learning outcomes. This body provides assurance on the results for the National Senior Certificate. Their function includes moderation of assessment and examination processes in the Western Cape.

In common with all government departments countrywide, the WCED participated in a national monitoring exercise, the Management Performance Assessment Tool (MPAT) of 4 areas of governance: Strategic Planning, Human Resources, Governance and Accountability and Financial Management. The MPAT aims to determine if departments are non-compliant, compliant or working smartly in these areas.

Whole School Evaluations, over 3 or 5 days depending on the size of the school, are based on nine areas for evaluation specified in the WSE policy: i) Basic functionality; ii) Leadership, management and communication; iii) Governance and relationships; iv) Quality of teaching and learning and educator development; v) Curriculum provision and resources; vi) Learner achievement; vii) School safety, security and discipline; viii) School infrastructure and ix) Parents and community.

129 schools were evaluated in 2016/17. Full evaluations were conducted at 75 schools and focused evaluations, based on four areas for evaluation, were conducted at 54 schools from May to August 2016. The findings were shared in focused evaluations and trend reports in addition to the extensive individual reports provided to the selected schools.

A pre-pilot and pilot were conducted in preparation for a revised school evaluation model. Twelve (12) schools were included in the pre-pilot in October 2016 to test the evaluation schedule and standards. Twenty four (24) schools were included in the pilot from February to March 2017 to test the processes such as shorter notification period, shorter duration of 2 days and lesson observation in all classrooms.

The 2nd Western Cape Education Council was formally constituted in terms of *The Regulations relating to the Education Council for the Province of the Western Cape*. The new council consisting of both previous and newly appointed members will, for a period of 3 years, provide technical knowledge and expert advice to the Minister, including guidance on the improvement of language and mathematics, particularly in Grades 8 and 9 and in the Foundation Phase; the integration of ICT into the classroom; how to enhance parental involvement, which is an ongoing problem in education throughout the world; and how to ensure that all role-players in education are accountable for what they are expected to do.

Strategic Objectives

Programme 1							
Strategic objectives	Actual Achievement 2013/2014	Actual Achievement † 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
1.1.1 Teacher development plan	New	New	Plan scoped	Plan initiated	Plan initiated	None	n/a
1.1.2 Teachers attending two week courses at the Cape Teaching and Leadership Institute	New	New	1 947	1 250		- 35	The offering focused on a series of sessions for the same beneficiaries in order to render comprehensive support to the Grade R – 3 Intervention programme.
1.1.3. Number of teachers attending ICT integration training	New	New	New	3 000	7 352 in 368 sessions	4 352	The uptake by educators was enthusiastic.
1.2. Number of schools using online management services to conduct business	New	New	1 522	1 516	1 517	1	All open schools used online management services to conduct business

Performance indicators

Programme 1							
Programme Performance Measure	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
PPM101: Number of public schools that use the school administration and management systems to electronically provide data to the national learner tracking system	New	1 524	1 522	1 516	1 517	1	100% of open schools use school administration and management systems to electronically provide data to the national learner tracking system.
PPM102: Number of public schools that can be contacted electronically (e-mail)	New	1 524	1 522	1 516	1 517	1	100% of open public schools can be contacted electronically by email.

Programme 1							
Programme Performance Measure	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
PPM103: Percentage of education current expenditure going towards non-personnel items	21.52%	19.42%	18.87%	19.85%	21.36%	- 1.51%	The variance is due to additional funding that was received during the Adjustment Estimate process to relieve the financial pressure at public ordinary schools. The two main areas where the pressure existed and where this additional funding was reprioritised were in norms and standards and municipal services.
PPM104: Number of schools visited by district officials for monitoring and support purposes.	New	New	1 522	1 516	1 517	1	100% of open schools were visited by district officials for monitoring and support processes.

Strategy to overcome areas of under performance

The following are the key strategies of the WCED to address areas of under-performance:

- Post-provisioning that ensures that teachers are placed at schools to match the requirements at schools.
- Recruitment, selection and appointment of principals (attention to improving selection criteria and training of SGBs in this regard; training opportunities for aspirant principals)
- Attention to the appointment and support of Heads of Department and Deputy Principals in schools
- Training of both teachers and officials as required
- School Improvement Plans, District Improvement Plans and School Improvement Monitoring
- Use of online processes to streamline and fast-track provisioning of resources and services
- Fee exemption for needy schools in Quintiles 4 and 5
- Assistance to schools in respect of municipal debt
- Internal Control Directorate feedback to management in respect of non-compliance and internal control deficiencies
- Review business processes as required
- Ensure ongoing improvement in the application of procurement procedures
- Update of all asset registers quarterly

Changes to planned targets

None

The expenditure incurred in Programme 1 contributed to achievement of the following key outputs for the WCED:

- Management of the staff establishment of the WCED, recruitment of educators 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
- Payments to suppliers within 30 days
- Maintenance and further development of the Central Education Management Information System

Sub-programme expenditure

Sub-Programme Name	2016/17			2015/16		
	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	6,922	6,922	-	7,663	6,917	746
1.2 Corporate Services	276,672	269,148	7,524	284,579	263,987	20,592
1.3 Education Management	1,122,194	1,047,295	74,899	990,251	928,826	61,425
1.4 Human Resource Development	1,506	1,506	-	1,552	1,552	-
1.5 Education Management Information System (EMIS)	20,060	20,060	-	33,327	29,406	3,921
Total	1,427,354	1,344,931	82,423	1,317,372	1,230,688	86,684

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. E-learning is also included.

The Ordinary School Education programme comprises the following sub-programmes⁴:

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 educators and non-educators 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.⁵

Strategic Objectives⁶

Programme 2: Strategic Objectives	
Strategic Objective 2.1.	Develop and implement provincial curriculum management and support strategies
Objective Statement	<ol style="list-style-type: none"> 1. Develop and implement a language strategy that ensures <ul style="list-style-type: none"> - All learners meet the established reading fluency and writing norms per Grade in the primary school - An in-service training programme based on the needs identified via analyses of Grade 3, 6 and 9 language testing and the ANAs 2. Develop and implement a mathematics strategy that ensures <ul style="list-style-type: none"> - There is a focus on mastery of basic Mathematics concepts in the Foundation Phase. In the pre-school years particularly in Grade R, there is an emphasis on pre-numeracy skills. - There is an emphasis on improving the quality of Maths teaching throughout schooling with a focus on teaching in the Intermediate phase - High school learners who have the potential to do Mathematics are identified and enrol for Mathematics. 3. Develop and implement a curriculum management plan for the development of Science and Technical subjects 4. Develop and implement a curriculum management plan to address specific needs in the Foundation and Intermediate Phases. 5. Develop and implement a plan of action to support schools in the planning of curriculum offerings.

⁴ The sub-programmes are part of the national sector template and are Treasury funding categories. The funds in Programme 2 are assigned to cover the main budget of the WCED and include teacher salaries, infrastructure and resourcing costs and the school nutrition programme.

⁵ School sport, culture and media services are not included as a sub-programme as in the Western Cape this function resides under the Department of Cultural Affairs and Sport

⁶ The Strategic Objectives as per the Strategic Plan for 2015 -2019 are reprinted here in full

Programme 2: Strategic Objectives	
Strategic Objective 2.2.	Ensure improved school management
Objective statement	Develop support programmes and intervention schedules, summarised in the District Improvement Plans, that provide for the following: 1. Ensure strong curriculum management in all phases of the school, with particular attention to Foundation Phase
Strategic Objective 2.2.	Ensure improved school management
Objective statement	2. School management plans will address the affective and learning needs of the learner successfully at a high school level 3. Appointment criteria will include the capacity of the principal to lead curriculum management processes in schools 4. The SMT will be supported in dealing with all school governance matters, including disruptive behavior and absenteeism etc. 5. School management will ensure a learner-based focus 6. School management to accept accountability for their full functions. 7. Training of, and support for, members of School Governing Bodies, and monitoring of their roles and operations 8. Improve the frequency and quality of the monitoring and support services provided by district offices to schools
Strategic Objective 2.3.	Ensure optimal education provision for all with a special focus on the most needy.
Objective statement	1. Increase access to libraries and learning materials through the building and upgrade programme, partnerships with provincial and municipal libraries, purchase of library materials through norms and standards funding and the implementation of the e-learning strategy 2. Leverage partnerships to the benefit of learners including those with all stakeholders, other government departments, municipalities and parents. The programme should improve the quality and training of school governors and increase parental support to schools and their children 3. Implement school mergers that are in the best interests of learners and plan the maximum utilisation of hostels and effective determination of learner transport routes 4. Ensure a rural focus in education provision planning. 5. Ensure access to curriculum offerings. This should include providing improved guidance and advice on choices of subjects including vocational and technical subjects for learners in identified geographical areas. 6. Provide buildings (see Programme 6) and equipment to support teaching and learning and maximise learning outcomes. Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach 7. Implement the E-learning programme to strengthen academic performance
Strategic Objective 2.4.	Provide social support and the platform for youth development
Objective statement	1. Ensure that all schools are funded at the minimum per learner levels. 2. Provide fee-exemption for learners in cases where parents cannot pay the fees asked for by the school and those schools make application for fee-exemption 3. Increase the number of "No Fee" schools, funds permitting 4. Improve access to health services at schools through more nutritious feeding and mobile clinics 5. Address safety issues at schools through the safe schools programme and in partnership with other departments 6. Provide effective support in regard to subject choices and career guidance. Equip teachers to respond to needs of the learners with a focus on the individual learner: assist in making appropriate subject choices in grade 9; provide study techniques; other relevant information and ensure parent involvement and communication.

Programme 2: Strategic Objectives	
Strategic Objective 2.4.	Provide social support and the platform for youth development
	1. Implement the Youth Development Strategy through the following: <ul style="list-style-type: none"> - Support for Mass Opportunity and Development Centres, providing after-school support - especially in areas of poor retention - Internships (Premiers Advancement of Youth, Graduate Internship Project, Western Cape Youth Gap Year Project) – develop skills and knowledge aimed at work readiness and income generation. - Skills development (Youth Focus Project and Schools of Skills) - vocational learning and occupational pathways. - Education Safety Management – develop interventions that promote safer schools, supportive school communities and the well-being of learners. - Youth leadership and Representative Council of Learners (RCL) – develop skills and knowledge aimed at leadership development. - Health, care and support – HIV/AIDS and peer education programmes. - School enrichment – develop skills and knowledge not aimed at income generation, e.g. civic education, conflict resolution, finance/debt management, health.

Strategic objectives, performance indicators, planned targets and actual achievements

Enrolment

The population of the Western Cape has grown by 28.7% between 2001 and 2011 and continues to grow. According to the 2011 census released by Statistics South Africa (StatsSA), the Western Cape is home to 5 822 734 people, representing 11% of South Africa's total population.

As can be expected, there has been an increase in the number of learners enrolled at public schools. However the distribution of the numbers is interesting as shown below.

Sector	2013	2014	2015	2016	Difference
					2013 – 2016
Grade R in PO Schools	59 565	63 492	64 648	65 231	5 666
Grade 1 – 7 in PO schools	603 430	617 424	639 197	660 442	57 012
Grade 8–12 in PO Schools	343 616	346 017	344 906	338 483	-5 133
Special Needs' Schools	19 627	18 702 ⁷	18 777	18 854	-773

Source: Annual School Survey 2016

The biggest single factor to influence all planning and provisioning in education is the enrolment of learners. The WCED has increasingly used General Household Survey data and other trend analyses for projections and planning for learner enrolment. Effective teaching and learning depends on having an appropriate teacher: learner ratio, facilities and text books in place. The increase in enrolment of recent years has led to significant accommodation and staffing pressures in large towns and the City of Cape Town. The biggest growth is experienced in primary schools. At the same time, dwindling numbers are experienced in parts of the province.

⁷ The apparent drop in 2014 enrolment numbers is because of the re-classification of three schools as Public Ordinary schools.

There has been an increase in the number of learners enrolled at public schools. The drop in numbers at the high school level between 2014 and 2016 can be partly attributed to the fact that the Grade 12 class of 2015 was exceptionally large as a consequence of the change in enrolment policy for their Grade 1 year.

The biggest growth is experienced in primary schools. A look at the Grade 1 cohort alone indicates the population growth experienced.

Grade 1 cohort periods	Average Grade 1 cohort size
Average Grade 1 cohort 2005 – 2010	92 920
Average Grade 1 cohort 2011 – 2016	104 739

Enrolment planning requires the use of all available data. The increased number of children in the province will continue to place pressure on school accommodation.

Enrolment at Public Ordinary schools													
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
2004 ⁸	104 105	82 130	81 489	76 781	66 060	82 574	89 614	85 053	78 964	80 756	54 199	39 451	921 176
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

Data Source: 2016: Annual Survey for Schools (Public Ordinary schools excluding LSEN unit learners)

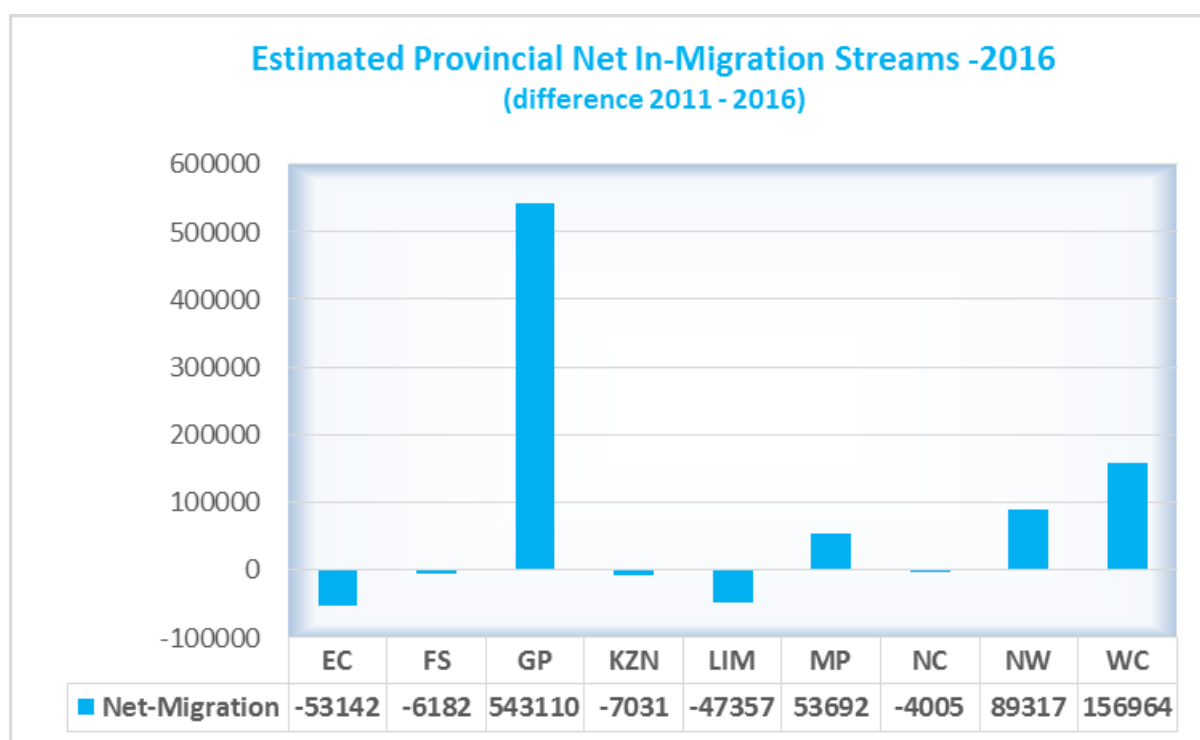
The table above shows an overall increase of 77 749 learners over the 12 year cycle (2004 – 2016). The table illustrates significant growth in the enrolment in Grade 1 and the impact of improved retention between Grades 10 and 12.

In-migration to the province remains a significant contributor to enrolment numbers and increases pressure on all resources.

⁸ Enrolment patterns were influenced by the change, at a national level, in the Grade 1 admission age policy in 2000, which permitted schools to enrol only learners aged seven in the year of first admission. As a result, the Grade 1 intake was lower than in previous years. When the age-requirement was subsequently changed back again in 2004 there was increased enrolment again. This is shown in this table.

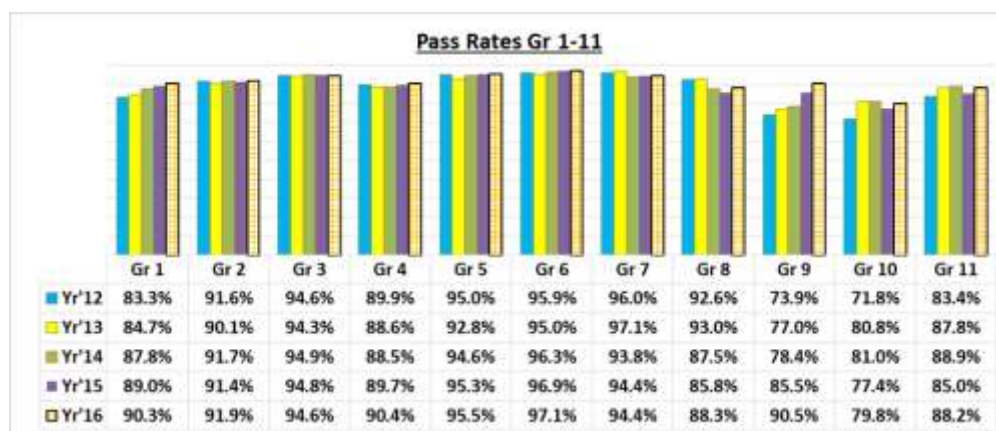
Learners from other Provinces & Countries - Year 2012 to Year 2016						
Province/Origin	Yr '12	Yr '13	Yr '14	Yr '15	Yr '16	Ave
Eastern Cape	18 936	20 990	22 276	22 276	20 168	20 929
Free State	323	351	400	400	609	417
Gauteng	1 223	1 609	1 498	1 498	1 707	1507
Kwazulu-Natal	328	365	390	390	491	393
Limpopo	112	139	136	136	172	139
Mpumalanga	159	171	191	191	185	179
Northern Cape	704	795	788	788	749	765
North-West Province	136	155	165	165	230	170
Other Country	1 614	2 033	2 097	2 097	2 041	1 976
Grand Total	23 535	26 608	27 941	27 941	26 352	26 475

The Western Cape experiences a greater net-migration than most other provinces.



Western Cape adults have completed an average of 9.9 years of schooling. This figure is exceeded only by Gauteng with 10.5 years. The national average is 9.3 years.

The graph below summarises recent progress in pass rates. The increases in Grades 9 – 11 are noteworthy, especially in Grade 9.



There are signs of improvement in regard to learner retention as tracked in the following statistics, with a marginal drop in the most recent cycle.



Quality of learning

Primary schooling

The quality of Primary School education has been tracked via the programme of systemic testing of Grades 3, 6 and 9 Language and Mathematics in the Western Cape over the past 13 years.

From 2002 to 2009, the WCED administered language and mathematics tests to Grade 3 and 6 learners in alternate years in order to track progress and diagnose problems. In 2010, the WCED tested, for the first time, all Grade 3 and 6 learners to establish the state of language and mathematics learning in each school in the province. This was also the first time that Grade 9 learners were tested in a pilot exercise to establish a baseline. In 2011, the WCED increased the level of cognitive challenge in the language tests in order to set new minimum benchmarks for the province. Specifically, longer and more complex texts were included in the tests, in order to make the test items comparable with items used in international tests at these levels.

Tests are written in October each year and the results are supplied to schools in the first week of the first school term. The results are used by schools to plan academic activities for the year and to develop their School Improvement Plans and targets. In addition, the results are used to plan appropriate support for schools.

WCED Grades 3, 6 & 9 Systemic Test Results 2016 - Public Ordinary Schools												
	Grade 3				Grade 6				Grade 9			
	Mathematics		Language		Mathematics		Language		Mathematics		Language	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Pass %	57.6	57.7	42.4	42.5	37.7	40.1	36.8	40.1	22.2	23.6	53	55.1

A pass is 50%. The test scores since 2011 show improvements across all grades and in both subjects.

National Senior Certificate

2016 was the ninth year of the National Senior Certificate (NSC) examination. The WCED achieved an 86% pass rate. There were 43 725 candidates who passed, of whom 20 804 (40.9%) achieved passes which allow them to enter for a Bachelor's degree study programme. 12 036 learners passed Mathematics with an improved pass rate of 77.2%. For Physical Science, the 2016 pass rate was 73.8%. The numbers passing were 8 239.

WCED Comparative NSC results 2010 – 2016						
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	20 804	40.9	19

The WCED aims to increase the numbers of learners taking and passing the National Senior Certificate examinations. The District Improvement Plans focus on this and set out strategies and implementation plans accordingly.

Training

Teachers

In 2016, district support focused on schools and teachers most in need of assistance. Teacher training is supplemented by a programme of classroom-based support.

The Cape Teaching and Leadership Institute (CTLI) provided 14 two-week long training courses and 2 two-day conferences in Languages and Mathematics to 1 896 Grade R, Foundation Phase and Intermediate Phase teachers. In 2016 the CTLI focus shifted in support of the 100 school Grade R – 3 intervention project. Inclusive Education and ICT integration are integral parts of these interventions. The CTLI facilitated 23 ICT integration interventions, reaching 1214 teachers and school leaders in support of the eLearning programme.

School Management (including principals)

In 2016 the WCED provided training and support for school managers who are inexperienced, in need of extra mentoring, or those keen to undertake further professional development. 12 Courses for school managers focused on Roles and Responsibilities of Deputy Principals, Roles and Responsibilities of Heads of Department, Aspiring Principals, Aspiring School Leaders, Induction of Newly Appointed Principals, School Management Team training and Women In and Into Management and Leadership Positions. A total of 526 members of school management teams benefited from the school management and leadership courses offered by the CTLI.

Accredited qualifications

As a result of budget constraints, no bursaries for serving educators were availed in 2016.

Support Provided

Financial

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			
	2014/15	2015/16	2016/17
Quintile 1	R1 059	R1 116	R1 177
Quintile 2	R1 059	R1 116	R1 177
Quintile 3	R1 059	R1 116	R1 177
Quintile 4*	R 831	R 882	R 938
Quintile 5*	R 317	R 334	R 350
* Average cost for all schools			

Fee status	Total number of schools
No fee	879
School fee charging	570
Grand Total	1 449 ⁹

One of the more significant developments for 2014 was the expansion of the ‘no fee’ school programme. In that year 216 schools, with 172 541 learners, in Quintiles 4 and 5, became “No Fee” schools, through applying for ‘no fee’ status. Since then they have been supported in all respects with the same benefits that apply to other ‘no fee’ schools. This number of schools was increased to 218 in 2016 for 1 364 additional learners when 2 additional quintile 4 and 5 schools were declared as no fee schools.

⁹ Note that new schools are accounted for differently

Schools that charge school fees may apply for compensation for fee exemption in cases where parents cannot pay the full school fees. In 2016, R47.5 million was paid to support fee exemptions for 77 557 learners in 551 schools.

Collaboration Schools Pilot

Given the long-term effects of poverty and inequality, many of the public schools in poorer communities need extra support for management, teachers and learners, as well as additional financial resources.

The WCED has linked up with a group of funders and support organisations to test a 'no fee' public school model known as the "Collaboration Schools" project.

Operating partners ensure intensive school-level support to teachers and principals through training, additional resources, monitoring and regular feedback. Support from the WCED is integrated with that provided by the operating partner, with collaboration schools continuing to receive funding, infrastructure and services such as transport and nutrition from the WCED according to prevailing policy.

The Collaboration Schools pilot programme seeks to:

- improve the quality of education at public schools;
- demonstrate effective models of partnerships in education;
- strengthen public school governance and accountability;
- develop educators; and
- implement interventions aimed at the improvement of the quality of public education for learners from low income communities.

The pilot is being carried out across both primary and secondary schools and includes both older and more recently established schools. The pilot started with 5 schools in 2016 and will continue for a period of 5 years, subject to the performance of the partners and the schools. Two additional schools have been added as of 2017.

Language and Mathematics Strategies

The WCED priority is to enhance language and mathematics skills from the earliest years of schooling. An Integrated strategy to improve the foundations of learning was prepared in order to counter fragmented practices. The Languages Strategy 2015-2019 and the Mathematics Strategy 2015-2019 cover the thirteen years of schooling from Grade R up to Grade 12. The strategies examine local and international performance data and map cutting edge research into the major factors leading to learning improvement. The strategies offer a single framework to analyse a school / circuit / district context and to devise a comprehensive plan. The improvement plans address the four major elements that enable learning: people development, the use of productive pedagogies, resource/facility provision and use, and monitoring and evaluation.

Pilot Grade R – 3 project in 103 schools

A key intervention under the Provincial Strategic Plan is a pilot project for Grades R– 3 in 103 schools in which one of the languages of learning is isiXhosa, to strengthen results in English and Mathematics.

A focused intervention was designed and started in 2015/16 and will be implemented, supported and monitored up to 2019.

The design is derived from various studies undertaken in Western Cape Primary Schools, particularly the University of Stellenbosch Grade 3 Study and the University of Cape Town's SPADE project.

The main findings and recommendations which are common to these studies are;

- The need for competency testing and careful selection of Foundation Phase Heads of Department and their ability and time to provide in-class and out-of-class support.
- The presence and integrated use of big books, reading books, textbooks, workbooks and Foundation Phase equipment.
- The development and use of Norms for reading, writing and mathematics progress in each quarter of Grades R – 3.
- Assessing teachers' capacity to teach English First Additional Language and providing training for developmental needs in this regard.

There has been good cooperation from the schools and principals for the project. All of the HoDs participated in the Competency Based Assessment which allowed for the WCED to see exactly what is needed to enhance and/or upskill Departmental Heads and to develop a detailed Intervention Plan. Teachers, members of the School Management Teams and principals attended various well-attended training courses at the Cape Teaching Leadership Institute.

Additional graded readers were secured for each Grade 1 classroom at the 103 schools. 42 schools in the project received 3 tablet trollies with 99 tablets. Software was loaded onto the devices to protect them from theft. Software provides a report on the use of devices. The remaining 61 schools are targeted for slim labs, meaning that existing infrastructure will be enhanced with new technology.

The Early Grade Reading Assessment (EGRA) tool, an oral learner assessment designed to measure the most basic foundation skills for literacy acquisition in the early grades, was implemented in all 103 schools.

The required training was given to both the Education District officials, partner mentors and the teachers in the use of the tablets and in the administration of the EGRA tool.

Well established partnerships were forged with three organisations which have offered mentoring programmes and Family Literacy Workshops to selected schools in the project.

The District Foundation Phase Subject Advisors visited the schools and provided the required support and guidance. All the schools in the project were invited to participate in the Western Cape School Support Programme (WCSSP), whereby at least 92 of the schools employed school assistants in 2016.

Performance on WCED systemic tests and on the quarterly learner assessments is being used as part of the exercise to monitor the impact of the programme.

High School Intervention Programme

The High School Intervention Programme aims to increase the number of learners passing the National Senior Certificate and reduce the number of under-performing schools. The general support programme covers all grades at high schools. In 2016, the High School programme applied a differentiated approach to support for high schools in the province. There was low intensity support for those schools where over 90% of learners passed in the preceding year; moderate support and a subject-specific focus for the schools which obtained 70% – 89% pass rate and a high intensity, and whole school focus for those where fewer than 70% of the learners passed in the previous year.

In January 2017, the WCED analysed the National Senior Certificate results of each school, per subject and per question paper. School-specific and subject-specific plans, with targets, were developed, based on these analyses. Targets per school, and district, were set for numbers passing the NSC and numbers gaining admission to B degree study.

A number of targeted interventions are planned and implemented based on thorough result analysis. These include: Tutoring programmes for learners, using skilled teachers, from inside and outside the WCED; Telematics lessons transmitted to 147 schools and intensive support provided by Subject Advisers to those schools that achieved below the provincial average for high enrolment subjects. A study tips booklet and an examination question pack were supplied to each Grade 12 learner.

In 2017 districts used a common template for District Improvement Plans, with a focus on improved pass rate in the Foundation Phase, in Grades 8 and 9, and in Grades 10, 11 and 12. The plans included response plans for items included in the School Improvement Plans. The schools that fared poorly in subjects with large enrolments were identified for subject-specific support.

eLearning

This project has been classified as a provincial "Game Changer" and is receiving priority attention. The provincial Wide Area Network project provided the basis for an eLearning project that moved into the implementation phase in 2014 with 248 schools benefiting from the first "smart classrooms" in that first year.

The project scope includes:

The Wide Area Network (WAN) Project – project of the Provincial Government. 1038 schools were linked by the end of the 2016/17 year.

The Local Area Network (LAN) Project – project of the WCED. 178 schools were connected by the end of the 2016/17 year.

The Computer Applications Technology, Information Technology and Engineering, Graphic and Design (CAT/IT/EGD) computer Refresh Project 84 schools received 89 Lab refresh instances in 2016/2017 to ensure that those learners enrolled for computer-based National Senior Certificate subjects had the benefit of up to date computer equipment.
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The Slim Lab Project: This project has a number of related aspects to it, enabling two Access Points each in 455 schools: The following has been achieved: enabling technology for learners to access the internet; 205 of these schools have technology either through redeployed means and/or through one-to-many solutions applied in resurrecting older machines.
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The **Smart Classroom Project** provides available and appropriate technology to schools. The technology comprises a teacher computing device, teacher projection device, teacher interactive device and a visualizer device (also known as a document camera). The technology is mainly wireless and has pack-up-and-go mobility. There were, in total, 388 SMART schools with 5 328 SMART classrooms by the end of March 2016/17.

The **e-Resources/ e-Portal Project** is an online digital content project and is being incrementally populated.

The **Learning Management System (LMS) Project** encompasses a digital resources repository and seeks to provide teachers, learners and parents with digital teaching and learning resources.

Texts, including workbooks

The National Department of Basic Education provided workbooks as follows to WCED schools:

Subject	Grade
Home Language (HL), English First Additional Language (FAL), Mathematics and Life Skills	Foundation Phase (Grade R to 3)
Mathematics, Home Language and English First Additional Language	Intermediate Phase (Grade 4 to 6)
Mathematics	Senior Phase (Grade 7 to 9)

The Volume 1 workbooks for terms 1 and 2 for Grade R to 9 for 2017 were delivered to schools by 31 October 2016 and the Volume 2 workbooks for terms 3 and 4 for 2017 for Grade R to 9 were delivered by 24 February 2017. An additional 5% of the 2017 workbooks for Grade R to 9 were ordered in order to address any workbook shortages as a result of enrolment growth experienced by schools. The delivery of the additional workbooks was finalized by 03 March 2017. The use of the workbooks is supported and monitored by WCED officials.

The aim of the WCED is to provide a CAPS aligned textbook for every learner in every subject studied by the learner. In June 2016 all schools were provided with the opportunity to order CAPS top up textbooks for the 2017 school year. A total of 1 043 schools submitted their orders for top-up textbooks. All the ordered textbooks (663 365) were delivered to the applicable schools. The expenditure for top-up textbooks amounted to R73 million during the 2016/17 financial year.

The WCED also procured FET Literature texts for Grade 12 in accordance with the DBE National FET Literature Catalogue of April 2015. A total of 312 schools submitted orders for a total of 178 678 literature texts for Grade 12. All the ordered texts (178 678) were delivered to the applicable schools. The expenditure for the literature texts amounted to R12 million during the 2016/17 financial year.

CAPS2 technology textbooks were also procured for Grade 11 learners in accordance with the DBE CAPS2 Catalogue. A total of 11 389 textbooks were procured for 86 schools. All the ordered textbooks (11 389) were delivered to the applicable schools. The expenditure for the technology textbooks for Grade 11 amounted to R2 million.

The WCED Education Library, EDULIS, provides access to appropriate library resources for WCED educators and officials in support of quality education and facilitates mobile library facilities to a limited number of schools in rural areas.

The WCED norms and standards guidelines suggest that 30% of the total resource allocation should be assigned to purchase LTSM, of which 10% should be targeted for library material. The guidelines further state that each learner should have a textbook for each subject and that the stock of school library material should be augmented annually until the total number of items reflects a standard of 10 items per learner.

A textbook management and retrieval framework has been running since 2013 to ensure that learners return their textbooks at the end of the academic year so that the textbooks can be re-used annually. The retrieval rate is currently reported to be 87% across the province.

Infrastructure

The 2016/17 infrastructure plan prioritised the following areas for development:

- Building new schools to alleviate accommodation pressures
- Replacing existing schools or classrooms that were built of inappropriate materials
- Provision of additional classrooms to expand the capacity of schools to enroll more learners or bring relief to due to the growth in enrolment
- Maintenance and repair
- Provision of Grade R classrooms

In addition, the provision and utilisation of mobile classrooms remained essential to provide for urgent and unexpected accommodation needs.

Because not all learners live within a reasonable walking distance from appropriate schools, 58 217 qualifying learners used learner transport schemes to travel to and from school, as at the end of the financial year under review.

Support and recognition for teachers

The WCED continued to give active support to teachers in areas identified by teachers themselves. At the same time the WCED focused on reducing the pressure on teachers both administratively and in attendance at workshops and meetings. Planning Calendars, that listed key dates, such as those for the start and finish of examinations, and other administrative deadlines, were sent to schools in August 2016 to assist schools with advance planning for 2017.

The *17th Annual Provincial Teaching Awards Ceremony*, to celebrate and recognise the achievements of educators in the Province, was held in November 2016. Awards were made to teachers following a careful screening and interview selection process. The awards give recognition for achievement and innovation in 10 categories – *Teachers of Grade R, Special Needs and Inclusive Teaching, Primary School, Secondary School; Excellence in Technology-Enhanced teaching and learning, Mathematics (GET), Natural Sciences (GET), Primary School Leadership; Secondary School Leadership* and an award for *Lifetime Achievement*. Three Western Cape teachers went on to win awards in the *National Teaching Awards of 2016*.

Marika Smit of Bottelary Primary School, Kraaifontein, was announced as the overall winner for the category *Excellence in Primary School Teaching*, Cecelia Campbell of Erika Primary School, Mossel Bay, took third place nationally for *Excellence in Technology-Enhanced Teaching* and Leon Linz, Deputy Principal of Good Hope Seminary High School, took third place in the *Kader Asmal Award* category, for teachers who have demonstrated the key values represented by Asmal's leadership.

The WCED introduced the *Leadership Excellence Award in After School Programming* as part of the After School Game Changer. This was a new form of recognition of principals excelling in the management of after school programmes. This Award was added to the categories of the Western Cape Provincial chapter of the National Teacher Awards.

School Governing Bodies

A credible provincial SGB election is critical to ensuring accountable governance practices at schools. The WCED has started with the amendment of the Regulations governing the elections of governing bodies in preparation for the 2018 elections.

In collaboration with DBE, school governing bodies were trained in areas such as financial management (DBE), recruitment and selection, school improvement planning, enhancement of the school atmosphere, etc. Functionality survey tools were completed quarterly and sent to the Department of Basic Education (DBE). During January 2017 it was found that there were 211 SGB vacancies that existed across WCED schools. The vacancies came about as a consequence of parents stepping down due to their children completing schooling or moving to grade eight (8) in other schools. Many of these vacancies were filled during the first quarter of 2017 by way of co-option or by-elections.

The WCED continued to implement the provincial three-year SGB training framework that was developed in 2014 with differentiated training approaches. Key focus areas for 2016 were (i) understanding the roles and responsibilities of SGBs, including the difference between management and governance, (ii) the constitution of SGBs and understanding the code of conduct for governing SGBs, (iii) school development planning, budgeting and fundraising, and (iv) recruitment and selection of school staff.

The WCED also conducted three investigations into allegations of the breaching of the principle of separation of powers by principals. During May 2016 Prof. Mervyn King conducted a seminar, attended by approximately 230 principals and chairpersons of governance structures. A pilot programme was initiated with South African Institute of Chartered Accountants (SAICA) involving 20 governing bodies in Metro East and Metro South Education districts. Other partnerships involved the Department of the Premier (Fraud training) and CCMA (drawing up contracts for school employed staff).

The following table represents the number of governors per race, gender and disability.

Provincial SGB Demographics									
Component	Gender		Disability		Race				
	Male	Female	Yes	No	African	White	Coloured	Indian	Not stated
Chairpersons	900	411	5	1,306	239	179	877	11	5
Secretaries	310	1,069	4	1,375	251	257	858	6	7
Treasurers	611	662	2	1,271	206	230	817	12	8
Learners	367	441	1	807	205	115	474	5	9
Other	4,408	4,526	33	8,901	1,491	1,669	5,632	72	70
Total	6,596	7,109	45	13,660	2,392	2,450	8,658	106	99

Nutrition

The Western Cape Education Department fed 478 144 targeted learners at 1 010 schools. This reflects an increase of 8 423 learners from what was reported in the last annual report. The number of schools has reduced to 1 010 schools in the Western Cape due to the closure of small schools. The total number of Quintiles 1-3 National Primary Priority (NPP) schools is 545. For Quintiles 1 – 3 the number of National Priority Secondary (NPS) schools remains 111. 44 Special Schools receive the service. In quintiles 4-5 the overall total of Primary plus Secondary schools was 310 for the last quarter of the 2016/17 financial year. The number of feeding days for NPP, NPS and Special Schools in this financial year was 196 days and for APP (Q4-5) Primary and Secondary was 170 days. The province conducted a number of individual and cluster training workshops 1 570 Volunteers Food Handlers, 490 School Coordinators and 110 Principals were trained. The breakfast programme continues in the Western Cape and 16 schools benefit from the breakfast programmes of Tiger Brands Foundation and five schools benefit from Pioneer Foods breakfast programmes. Steenberg's Cove Primary School won the 1st prize at national level in the Best School Awards for 2016.

Safe Schools

The Safe Schools Programme has a three-pronged approach (i) Crime Control with the provision of core security mechanisms, (ii) Programmes to support behavioral and attitudinal change, (iii) Whole school approaches and networking with relevant agencies that assist with the creation of safe school environments.

The WCED operates a Safe Schools Call Centre which provides free, confidential, telephonic communication to learners, parents and educators needing help, guidance or information. Callers are encouraged to phone the toll-free line 0800 45 46 47 with regard to the following: emergencies/crises, gang violence, trauma, school crime, abuse and general queries.

Callers receive telephonic debriefing in crisis calls and in the case of non-crisis calls they are directed, where necessary, to the counselling agencies of the Western Cape Education Department, non-governmental agencies and community-based organisations. The Safe Schools Call Centre received approximately 8 730 calls in the calendar year of 2016/17. 2 110 of the calls needed further follow up and support. 689 of the calls were crime related

incidents. 395 abuse cases were reported of which 283 calls needed counselling and psychological support. Psychological support for employees is also provided under the department's Employee Wellness Programme which acts as a further support to the Safe Schools Programme.

The Call Centre gathers and analyses data throughout the province. The statistics are used to provide prevention, intervention and reactive strategies.

Fifty additional schools received core security mechanisms (motorized gates; pedestrian monitoring gates; alarm systems linked to armed response; barbed wire and mesh wire; burglar bars) in 2016/17. Fences at high-risk schools were repaired and holiday security was provided where it was needed. Occupational Health and Safety and Disaster Management training was offered, as well as training in drug testing policy and drug testing. Approved drug testing devices were supplied in high-risk cases, combined with search and seizure exercises. Selected schools were supplied with hand held metal detectors. District crime prevention, crime control and specific project plans (substance abuse, youth development, conflict management, safety management) and partnerships with other government departments and NGOs all support WCED attempts to ensure the safety of teachers and learners.

The recent addition of the provincial response to the National Anti-Gang Strategy to Provincial Strategic Goal (PSG) 2 will bring additional integrated transversal support to schools in affected areas.

In addition to the Safe Schools Call Centre and security mechanism support, the WCED offered educational programmes in 2016/17 to learners to encourage positive pursuits such as sports, arts, drama and information about future careers. The programmes focused on attitudinal or behavioral changes; creative and constructive approaches to conflict management; and mediation training. Safety fieldworkers were employed to support schools with school safety committees and school safety plans; to establish support and/or preventative programmes and to act as positive role models and mentors at schools.

School Safety Fieldworkers follow up on truant learners and assess learner problems. They provide mentoring and coaching to learners at risk and ensure that learners access services they need. Safety Fieldworkers facilitated the Safe Schools Youth Clubs as part of the holiday and after-school programme. This project aims to reinforce positive attitudes and behaviour through channeling of learners at risk to appropriate educational structures and to develop skills to implement community projects.

The Department has a formal partnership underpinned by a Memorandum of Understanding with the City of Cape Town. The partnership involved the deployment of thirty six (36) of the City's Law Enforcement Officers, known, in terms of the project, as School Resource Officers (SROs) to eighteen (18) schools in high risk areas in the Metro. The SROs perform a range of functions assisting primarily with behavioural modification programmes as well as safety awareness programmes for learners.

After-School Programme

As part of the Western Cape Government's attempt to reduce anti-social behaviour, and to provide alternative opportunities to the youth, the Department of Cultural Affairs and Sport (DCAS), in collaboration with the WCED, introduced the MOD programme (Mass participation, Opportunity and access and Development) at 180 schools across the eight education districts. 97 of these centres operate at primary schools. The programmes are run after school and provide learners with opportunities to practice sport and participate in enrichment activities. Both the Safe Schools and School Enrichment programmes of the WCED have linked up with the MOD centres and offer a variety of activities. This After-School programme has been identified as a provincial "game changer" and receives priority attention.

In support of the MOD programme the WCED, in 2016:

1. Managed and supported the registration of MOD centres to participate in School Sports' Leagues
2. Supported the implementation of intra- and inter-school sports leagues
3. Provided equipment and facilities
4. Trained coaches
5. Ensured that MOD centres are accessible to surrounding schools
6. Supported the YEBO programme – Maths and Science afternoon classes

An agreement was drawn up between the WCED and the Department of Cultural Affairs and Sport to collaborate on school sport infrastructure projects at MOD Centres. This includes the construction and refurbishment of school halls, sport fields, school sport equipment and the services of graduate tutors.

A portion of the MOD centre funding allocation was prioritised for infrastructure development in the form of school halls during the 2016/17 financial year. Five schools halls were completed in 2016/17 through the DTPW. They are at:

1. Highlands Primary School
2. Greenlands Primary School
3. Firgrove Primary School
4. Riebeeck-Wes Primary School
5. Murraysburg Primary School

MOD centre funding was also allocated for the upgrading of sports fields. Projects were concluded at Intlanganiso Secondary School, Inkwenkwezi Secondary school and Strandfontein Primary school.

The WCED also managed to construct 9 school halls with the assistance of the Archway Foundation at the following ten schools:

Kannemeyer Primary School; Levana Primary School; Hexvallei Secondary School; Beacon Hill Secondary School; Cravenby Secondary School; Fairmount Primary School; Tafelsig Secondary School; Masivuke Primary School; Westville Primary School; Langa Secondary School (completed April 2017)

The Archway Foundation also assisted the WCED in constructing laboratories at five schools namely:

1. Manzomthombo Secondary School
2. Ocean View Secondary School
3. Phakama Secondary School
4. Spes Bona Secondary School
5. York Road Secondary School

Strategic Objectives

Programme 2							
Strategic objectives	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
2.1. Curriculum management strategies developed and implemented	New	New	Strategies developed per district	Implemented	Implemented	None	n/a
2.2. Number of schools visited quarterly for management support	New	1 524	1 522	1 516	1 517	1	All open schools were visited quarterly for management support
2.3. Number of schools benefiting from E-learning roll-out	New	New	63	37 schools 400 Smart Classrooms	80 Schools 1 061 Smart Classrooms	43 schools 661 Smart Classrooms	Additional funding was sourced.
2.4. Provide social and financial support for schools	New	New	757 199	786 603	1 282 928	(496 325)	Spending had to be re-prioritised.

Performance Indicators

Programme 2							
Programme Performance Measure	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
PPM201: Number of full service schools servicing learners with learning barriers	8	40	40	56	40	-16	Attention was paid to consolidating the existing schools and preparing for the next expansion phase. Due to resourcing constraints, 108 schools with "unit"/resource classes are currently being converted into full-service schools. An additional 8 new full-service schools will also be added in 2017/2018.
PPM202: Number of primary schools with an overall pass rate in ANA of 50% and above	New	New	n/a	305	n/a	n/a	The Annual National Assessments were not written in 2016.
PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above	New	New	n/a	35	n/a	n/a	The Annual National Assessments were not written in 2016.

Programme 2							
Programme Performance Measure	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
PPM204: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	New	New	413	360	360	-	
PPM205: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	New	New	68.42%	70%	69.32%	- 0.68%	Although there is an improved throughput statistic on the preceding year the target was not quite met.
PPM 206: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	New	New	61.76%	63%	61.23%	- 1.77%	The target was not met. This is a population-based statistic which is dependent on a large number of variables.
PPM207: Number of schools provided with media resources ¹⁰	New	New	63	37	80	43	Additional funds were allocated.
PPM208: Learner absenteeism rate	5.96%	6.02%	5.82%	7%	4.25%	3.25%	The target was exceeded. There is ongoing responsiveness to improved controls in schools.
PPM209: Teachers absenteeism rate	3%	3%	3%	3%	3%	-	
PPM210: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy	554 523	554523	566 968	571 412	579 844	8 432	More eligible learners registered, including additional growth within the relevant quintiles.
PPM211: Number of educators trained in Literacy/Language content and methodology*	New	New	853	550	561	11	Additional teachers were enrolled
PPM212: Number of educators trained in Numeracy/Mathematics content and methodology*	New	New	1 094	700	654	-46	Teachers attended training for more than one session in support of the Grade R – 3 Intervention project.
PPI 2.1. Percentage of learners retained in the school system from Grades 10 – 12	63%	64%	68%	69%	67%	-2%	The growth is levelling out after an annual growth over a number of years.

*Note that this refers to the formal training provided at the Cape Teaching and Leadership Institute

¹⁰ This refers to schools to be provided with SMART classrooms

Strategy to overcome areas of under performance

- Implement new provincial strategies to improve language and mathematics
- Focus on School and District Improvement Plans.
- Continue with the High School Programme
- Monitor the use of textbooks in class
- Conduct targeted training of educators
- Emphasis on teacher attendance and the full use of all teaching days
- Support financial management of schools
- Optimise role and impact of provincial game changer on e-learning that will bring internet access, smart classes and enhanced learning chances to schools.
- Optimise and support MOD Centres and the after-school youth provincial game changer in partnership with the Departments of Cultural Affairs and Sport and Social Development.
- Institute a Service Learning programme as a way of enhancing youth development leadership involvement in community upliftment
- Work in conjunction with other departments and municipalities to support school safety, learner retention, school attendance and programmes for youth at risk
- Introduction of pilot Collaboration School Programme

Changes to planned targets

None

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	2016/17			2015/16		
	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	8,701,305	8,694,233	7,072	7,801,424	7,771,390	30,034
2.2 Public Secondary Level	5,256,622	5,172,184	84,438	4,874,281	4,789,855	84,426
2.3 Human Resource Development	54,294	54,294	-	81,664	60,777	20,887
2.4 Conditional Grants	351,409	351,379	30	337,611	337,575	36
Total	14,363,630	14,272,090	91,540	13,094,980	12,959,597	135,383

4.3 Programme 3: Independent School Subsidies

Purpose

To support 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 level.

Sub-programme 3.2: Secondary Level

To support independent schools in the Grades 8 to 12 level.

Strategic Objective

Programme 3: Strategic Objective	
Strategic Objective 3	To render support to independent schools in accordance with the relevant legislation to ensure quality education for learners in these schools
Objective statement	<ol style="list-style-type: none"> 1. Ensure, through regular support and monitoring of independent schools, that all learners receive an education in line with the National Curriculum Statement. 2. Ensure that all independent schools are registered and that they satisfy the minimum requirements of the relevant legislation. 3. Provide subsidies to schools that serve poor learners.

Strategic objectives, performance indicators, planned targets and actual achievements

Enrolment

93 out of the 251 Independent ordinary schools were subsidised, and 158 were not subsidised. 17 538 (35%) learners (Grade 1 – 12 plus LSEN), were subsidised of a total of 49 929 learners in Independent Schools. 7 823 learners attended primary or intermediate schools and 9 715 attended high or combined schools. 32 391 learners were enrolled in non-subsidised independent 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 in order to qualify for a subsidy. 82 schools wrote the Grade 3 tests, 68 the Grade 6 tests and 43 the grade 9 tests. In 2016 the writing of the ANAs did not take place as scheduled.

The scores of subsidised and non-subsidised independent schools are provided in the table below. Note that this is not a representative sample as non-subsidised schools choose to participate while for the subsidised schools participation in either these tests or the ANAs is mandatory.

2016 Language Results															
WCED Systemic Grade 3, 6 and 9 Independent School Results of participating schools in 2016															
Grade	Language														
	Schools					Learners					Pass rate				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Gr 3 subsidised	46	50	46	49	61	1 222	1 381	1 416	1 567	1 704	54.9	51.7	56	60	60.9
Gr 3 non-subsidised	27	27	28	18	21	779	844	979	742	995	85.2	88.6	86.7	92.3	90.6
Gr 6 subsidised	41	38	38	40	47	1 009	1 068	1 074	1 036	1 179	67	61.4	65	68	67.5
Gr 6 non-subsidised	22	24	25	17	21	705	80	873	647	757	95.1	91.2	92.1	94	90.9
Gr 9 subsidised	30	30	27	28	27	1 229	1 333	1 155	1 111	1 197	82.3	82.7	84.6	86	82.5
Gr 9 non-subsidised	17	18	16	12	16	799	787	789	513	613	95.1	96.6	97	95	95.8

2016 Mathematics Results															
WCED Systemic Grade 3, 6 and 9 Independent School Results of participating schools in 2016															
Grade	Mathematics														
	Schools					Learners					Pass rate				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Gr 3 subsidised	46	50	46	49	61	1 222	1 381	1 416	1 567	1 705	62.8	65.8	68.6	71	70.1
Gr 3 non-subsidised	27	27	28	18	21	779	844	979	742	995	91.7	93.6	92.5	96.2	95.9
Gr 6 subsidised	41	38	38	40	47	1 009	1 068	1 074	1 036	1 179	47.8	50.2	50.3	61.8	61.5
Gr 6 non-subsidised	22	24	25	17	21	705	80	873	647	755	89.1	86.7	84.3	93.2	92.2
Gr 9 subsidised	30	30	27	28	27	1 229	1 333	1 155	1 111	1 194	26.8	26.2	31.2	48	37.9
Gr 9 non-subsidised	17	18	16	12	16	799	787	789	513	613	73.4	76.1	73.8	86.2	83.2

The results of independent schools on the National Senior Certificate in 2016 were as follows:

Western Cape NSC results for independent schools: 2016				
Wrote	Number Passed	Percentage passed	Number (B. Degree entry)	% (B degree entry)
2 406	2 254	93.7%	1 581	65.7%

Note: These are the learners at independent schools that wrote the NSC examinations through the WCED examination.

Teacher development

In 2016/17, teachers in independent schools attended various curriculum workshops arranged by independent schools' organisations and by the WCED district offices.

Support provided

The WCED visited 225 schools to provide administrative, curriculum and institutional management support during 2016/17.

All subsidised independent schools were visited between April 2016 and March 2017 to monitor:

- 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)
- SACE registration
- Staff turnover
- Performance Management Systems
- Staff development
- Learner performance
- The Grade 3, 6 and 9 WCED systemic test results

Two underperforming independent schools were provided additional support from senior curriculum planners. One of the schools closed at the end of 2016. The other has been required to submit an intervention plan for the 2017 academic year. Both the management and governance challenges experienced by schools visited were addressed.

In addition, 4 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 main support provided to independent schools is the provision of subsidies. 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 2016/17 was R11 160 (Primary schools) and R14 169 (Secondary schools) respectively. In 2016/17 the WCED paid subsidies to 93 schools. Payments were made on time and in accordance with the relevant legislation.

The WCED encouraged all subsidised independent schools to use their subsidies for LTSM (60%); municipal services (20%) and operational needs (20%).

A *Standard Operating Procedure for Subsidisation* was completed with the assistance of the Directorate: Process Design in the Department of the Premier.

Strategic Objectives¹¹

Programme 3							
Strategic objectives	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
Percentage of registered independent schools receiving subsidies	New	New	40%	44%	37%	- 7%	11 new ordinary independent schools were registered.

Programme Performance Indicators

Programme 3							
Programme Performance Measure	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
PPM301: Number of subsidised learners in registered independent schools	18 502	18 024	17 498	20 000	18 316	- 1 684	The enrolment is a factor of parental choice. Independent schools must apply for subsidy every year and the resultant learner enrolment depends on the schools that are approved.
PPM302: Percentage of registered independent schools receiving subsidies	New	New	40%	44%	37%	- 7%	11 new ordinary independent schools were registered.
PPM303: Percentage of registered independent schools visited for monitoring and support	New	New	90%	90%	92%	2%	Additional schools were visited.

¹¹ The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

Strategy to overcome areas of under performance

- Provide dedicated and increased support to the Independent Schools that obtained less than the NSC provincial pass rate
- Support all new Independent Schools and those operating at a less than optimal level.
- Monitor all queries or complaints about the implementation of regulations.

Changes to planned targets

None

Linking performance with budgets

The expenditure incurred in Programme 3 contributed to achievement of the following key output for the WCED:

- Subsidies provided to independent schools which provide quality education to children who need financial support

Sub-programme expenditure

Sub- Programme Name	2016/17			2015/16		
	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	61,143	61,143	-	57,480	57,480	-
3.2 Secondary Level	39,883	39,883	-	37,904	37,904	-
Total	101,026	101,026	-	95,384	95,384	-

4.4 Programme 4: Public Special School Education

Purpose:

To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on Inclusive Education. Including e-learning and inclusive education.

The Public Special School Education programme consists of the following sub-programmes¹²:

Sub-programme 4.1: Schools

To provide specific public special schools with resources. Including e-learning and inclusive education.

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).

Strategic Objective¹³

Programme 4: Strategic Objective	
Strategic Objective	To maximise successful academic and social participation of all learners in the culture and curriculum of educational institutions and minimise barriers to learning (Education White Paper 6)
Objective statement	<ol style="list-style-type: none"> 1. To ensure that learners access the curriculum and optimise their performance in language and mathematics; 2. To ensure that learners who experience barriers to learning or have special educational needs receive a differentiated curriculum and perform at the highest possible level; 3. To develop a continuum of inclusion based on the Screening, Identification, Assessment Management and Support (SIAS) tool so that learners receive an appropriate level and type of support across ordinary, full-service and special schools; 4. To increase learner retention by supporting learners through specialised support services by means of existing teams and structures, inter alia, school/institution-based support teams; circuit-based support teams; district-based support structures; special schools, special schools' resource centres; full-service/inclusive schools. 5. To provide specialised support services – specialised education support, learning support, psychological services, school social work services, medical and therapeutic services. 6. To link with other government departments and sectors for the prevention of and early identification of barriers to learning and the support of learners experiencing barriers to learning or who have special educational needs.

¹² School sport, culture and media services are not included as a sub-programme as in the Western Cape this function resides under the Department of Cultural Affairs and Sport

¹³ The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

Strategic objectives, performance indicators, planned targets and actual achievements

Enrolment

In 2016, the WCED operated 72 Public Special Schools, accommodating 20 361 learners with special educational needs. Two former Youth Care Centres, Wellington and Eureka were converted into Schools of Skills in 2017.

As the support to the mainstream is increased, only learners with high level support needs are being placed at Special Schools and Special School Resource Centres for support programmes. Placement is being reviewed annually to ensure that the learners only remain at the school should they need a high level of support.

Special school test results

In 2016, 9 special schools wrote the National Senior Certificate. Eight of the 9 schools achieved a 100% pass rate and Eros School for Cerebral Palsied, writing the NCS Senior Certificate for the first time, achieved a pass rate of >80%.

In 2015, 120 learners achieved a pass that allowed them access to Higher Education. In 2016 a total of 163 learners achieved a pass that allows access to higher education. There were 57 Bachelor passes, 94 Diploma passes and 12 Higher Certificate passes.

Jan Kriel special school received the accolade of being acknowledged as one of the top 10 most innovative high schools in the country.

Teacher development

The Screening, Identification, Assessment and Support policy was gazetted in December 2014. The SIAS is a tool to determine who needs support, what support is required and how it will be delivered. SIAS will ensure that there is early detection of learning difficulties and that these learners identified as needing support are given appropriate attention as early as possible.

A transversal team from the provinces was trained by the Department of Basic Education in the SIAS and Curriculum Differentiation in 2015. Training in Curriculum Differentiation strategies will equip teachers to respond to diverse teaching and assessment needs of learners. The provincial training team (PTT) for SIAS and Curriculum Differentiation consists of representatives from Curriculum, Assessment, Institutional Management, Teacher Development, Inclusive and Specialised Education Support directorates.

The PTT has embarked on a training programme which in 2015/2016 included training of district-based specialised support staff and representatives of 40 full-service/inclusive schools. The training of schools included training in an anti-bias programme to be used with learners. In 2016/2017, an additional 115 primary schools and 71 special schools were trained in Inclusive Education, SIAS and Curriculum Differentiation. More than 10% of WCED schools have now been trained and will be the flagship schools as the training is rolled out to all schools.

Learning Support Teachers (LSTs) are the first line of additional support at primary schools. 75% of LSTs have been trained in advanced intervention techniques for literacy and numeracy improvement and in 2017/2018 the remaining 25% of LSTs will be trained. The LST interventions are contributing to improved literacy and numeracy competencies of learners in the Foundation Phase particularly grade 1 learners.

The South African Sign Language (SASL) curriculum is being implemented in all five WCED special schools for the Deaf using SASL. In addition to training by the SASL National Training Team, the WCED has arranged for supplementary training. 22 (80%) of the teachers in the above schools have completed SASL linguistics training through either the University of the Free State or Stellenbosch University. Language: Two schools for the Deaf use the oral aural approach.

Special School Resource Centres offered workshops in their area of expertise, e.g. Specific Learning Disability, Attention Deficit Disorder, Alternative Assessment. The Vera Special School Resource Centre for Autism Spectrum Disorder (ASD) Outreach Team has developed an ASD Continuous Professional Development (CPD) course accredited by the Health Professions Council of South Africa and trained 105 psychologists/counsellors based at District Offices, IE Teams and Special Schools. Similarly, the Paarl Special School Resource Centre developed an accredited course on Specific Learning Disability and trained 120 psychologists/counsellors. Both courses focussed on the early identification of barriers to learning in term of both SIAS and the DSM-5. These courses have enabled the specialist staff to acquire most of their annual CPD points required by the Health Professions Council in house.

Social workers were trained on the revised WCED Child Abuse Protocol and latest techniques in post-traumatic intervention with children and families. Post-traumatic stress is an unfortunate consequence of the high levels of violence in many communities and has a negative impact on teaching and learning.

Training of ECD students in South African Sign Language and Autism Spectrum Disorder is continuing at five T(V)ET colleges in the Western Cape.

Support

Increase capacity to address barriers to learning and to become more Inclusive

The focus of Specialised Support Services has shifted to early identification and preventative interventions particularly in Grade R and Grade 1. Psychologists, Social Workers, Learning Support Advisors and Therapists are developing the skills of educators to implement classroom-based interventions. Improving performance in language and mathematics has been a key focus of interventions particularly by the Learning Support Advisors and Learning Support teachers.

District committees have been established to address learning, teaching and assessment to accommodate learner diversity e.g. the use of alternative assessment and concessions. Information regarding barriers to learning has been disseminated via the website, pamphlets and DVDs. An on-line course in Inclusive Education is being developed.

Systems are being developed to track and record learner interventions on CEMIS which will enable trend analysis and improvement in the development of appropriate intervention plans and the deployment of scarce specialist resources.

Development of ordinary schools into Full-service/Inclusive schools

Forty designated full-service/inclusive schools were assisted to develop their capacity to provide additional support for special needs. Training provided was indicated in the human resource development section above.

There are also 115 schools in the province which have "unit classes", which offer additional specialised support. These unit classes are incrementally being converted into "resource classes" for other learners in the schools and also as a resource to other teachers requiring advice.

These schools have all been provided with a full-time learning support teacher and an inclusion facilitator/teaching assistant and are being geared to manage learners with low to moderate support needs. A multi-disciplinary Inclusive Education outreach team based at Special School Resource Centres provides support to these schools.

Over the next few years, all schools will incrementally be developed into inclusive schools with the full-service/inclusive schools being the flagship schools. They are being developed into inclusive hubs in the districts and encouraged to share their good practice and resources with surrounding ordinary schools.

Conversion of Special Schools into Special School Resource Centres

The designated Special School Resource Centres have benefited from human, physical and material resource development to enable them to expand their outreach role to assist other schools. An additional Special School Resource Centre was designated in 2016/2017 and provided with a specialist outreach team for Autism Spectrum Disorder, the incidence of which is increasing. There are now 24 Inclusive Education outreach teams that have been established and better-resourced special schools are doing outreach using their existing resources. Assistive device loan centres have been established at 8 of the Special School Resource Centres, one centre per district. Assistive devices may be loaned to learners in special or full-service/ordinary schools.

Support for Special Schools

Although Special Schools are in a circuit and receive generic support as part of a circuit of schools, special school programme managers at the provincial office provide disability/special need specific support to special schools. This may be individual or via sector-based meetings which enable co-ordination, standardised documentation, sharing of good practice across similar schools and exposure to international best practice.

Provincial staff are assisting DBE in the development of adapted curricula for South African Sign Language, Schools of Skills (Technical Occupational curriculum), Severe Intellectual Disability (adapted Curriculum) and Profound Intellectual Disability. In the past schools were using different curricula so uniform curricula will enable much needed standardisation of programmes across similar schools and centres.

As there has been a dearth of Braille materials nationally, the WCED has embarked on a project with Pioneer Printers to ensure that learners who are blind are not disadvantaged.

The schools for the Blind have agreed to use common textbooks. Braille master copies of textbooks and workbooks have been produced. Electronic files of the books are also installed on Braille laptops.

Athlone School for the Blind has become a leading light with regard to developments in the e-Learning area. This school is a pilot school as part of the eLearning game changer and has wireless connectivity throughout the school. They also possess state of the art high speed internet connectivity which allows them to access digital resources online. This allows blind learners access to people and places as well as information that would have been impossible a short while ago. This has opened up a new world for learners who are visually impaired. They have access to almost everything that is available digitally. Other schools for the blind are also benefiting from the pioneering initiatives.

There was also not enough South African Sign Language (SASL) LTSM available in the country when SASL CAPS was introduced. SASL LTSM being produced in the province and shared nationally has greatly boosted the available SASL LTSM.

Involvement of stakeholders and fostering inter-sectoral partnerships

Support is provided to children not in schools e.g. Children with Severe and Profound Intellectual Disability in Special Care Centres by multi-disciplinary outreach teams based at Special School Resource Centres. A protocol for support has been developed through collaboration amongst the Departments of Education, Health and Social Development. The support includes: (i) development of stimulation programmes, (ii) resource materials for carers (iii) presentation of workshops for centre managers, carers and parents (iv) techniques to address the physical, educational and psycho-social needs of the children, and (v) assessments and referrals of learners who are inappropriately placed and require referral to Special Schools. A national Conditional Grant will be provided for the support of these learners in 2017/2018.

Schools are being developed as centres of Care and Support for Teaching and Learning (CSTL) and use the CSTL framework to co-ordinate the support from other sectors for example the Integrated School Health Programme delivered in collaboration with the Department of Health. School health mobiles provide screenings of Grade R and Grade 1 learners. This includes visual, hearing and oral screening. Spectacles are provided should learners have visual acuity problems. Dental care services, such as provision of fillings and tooth extractions can be done on the health mobiles. Health problems which may hinder learning are picked up early and the on-site treatment reduces the need for learners to be out of school to receive these services. All of this contributes to optimising learning in the classroom.

Specialised Support Services have provided input to professional bodies (HPCSA & PsySSA – psychology ; SACSSP – social work) and higher education institutions on the development of their specialist area e.g. psychology and social work in the education context. The Directorate facilitated a very successful WCED Psychology Congress 2016 for 120 psychologists/counsellors at the end of 2016. The theme was the “Early Identification of Barriers to Learning” in alignment with the SIAS policy. The varied programme was also CPD-accredited and featured a number of highly-qualified professional presenters.

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 and the Department of Arts and Culture on cultural and sports opportunities for learners with disabilities.

The support of parents and civil society to include and support children who experience barriers to learning or have a disability is critical and is being harnessed, thus helping to build the desired inclusive South African society. Meetings are held on request to assist individual parents who have children with challenging or complex disabilities and with parent groups. Meetings have also been held with several disability rights' organisations, organisations of people with disability and organisations for inclusive education.

Strategic Objectives

Programme 4							
Strategic objectives	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
Number of full service schools servicing learners with learning barriers	8	40	40	56	40	- 16	It was decided to focus on the consolidation of the existing schools and to prepare for the next phase of development. Due to resourcing constraints, 108 schools with "unit"/resource classes are currently being converted into full-service schools. An additional 8 new full-service schools will also be added in 2017/2018.

Performance Indicators

Programme 4							
Programme Performance Measure	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
PPM401: Percentage of learners with special needs in special schools retained in schools until age 16	New	New	79.8%	70%	76.8%	6.8%	There is variability in this sector, given relatively small samples.
PPM402: Percentage of special schools serving as Resource Centres	New	New	33%	45%	37%	- 8%	Funding constraints prevented the full expansion but development work is under way.

Strategy to overcome areas of under performance

- Address support needs of learners with special education needs by following the WCED support pathway
- Build the capacity of mainstream schools to address barriers to learning so that teachers are better equipped to teach and support a range of learners
- Training with a focus on:
 - Special School staff in the various categories of disability
 - Staff at Full-service/Inclusive Schools in identifying and addressing barriers to learning
 - Staff at Special School Resource Centres in their expanded role
 - District-based Specialised Support staff including Psychologists, Social Workers, Learning Support Advisors, Medical Staff and Therapists regarding their role in support across the Inclusive Education continuum
 - School-based Learning Support teachers in language and mathematics improvement
 - School-based Support Teams in the Screening, Identification, Assessment and Support (SIAS) process
- Additional schools, classrooms provided for learners with high support needs

Changes to planned targets

None

Linking performance with budgets

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

- Providing educators 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	2016/17			2015/16		
	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
4.1 Schools	1,124,477	1,124,477	-	1,059,168	1,033,921	25,247
4.2 Human Resource Development	-	-	-	-	-	-
4.3 Conditional Grants	-	-	-	15,852	15,852	-
Total	1,124,477	1,124,477	-	1,075,020	1,049,773	25,247

4.7 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.

The ECD programme comprises the following 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 of Pre-Grade R practitioners/educators.

Sub-programme 5.4: Human Resource Development

To provide departmental services for the professional development of educators and non-educators in grade R at public schools and 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.

Strategic Objective¹⁴

Programme 5: Strategic Objective	
Strategic Objective 5.1	<ul style="list-style-type: none"> • To provide specific public ordinary schools and identified independent schools with resources required for Grade R and provide conditions that encourage more schools to establish Grade R classes in existing available classrooms or new Grade R classrooms • Improved teacher training
Objective Statement	<p>Improved quality of service delivery in Grade R classes by :</p> <ol style="list-style-type: none"> 1. Payment of Grade R learner subsidies and the effective monitoring thereof. 2. Training for Grade R practitioners and teachers 3. On-going support and training for principals 4. Provision of LTSM and classrooms 5. Early identification of barriers to learning and implementing a support programme to address these developmental delays 6. Establishment of Grade R teacher posts from 2015/16 through to 2019/20 7. Providing bursaries for the upgrading of Grade R practitioners' qualifications to the B. Ed Foundation Phase part-time or the Diploma in Grade R Practices

Strategic objectives, performance indicators, planned targets and actual achievements

Enrolment

ECD centres decreased from 396 in 2015 to 381 in 2016. The reduction resulted in less learners enrolled at the Independent ECD centres and more learners being absorbed into Grade R

¹⁴ The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

Public Schools than before. The on-line ECD Annual Survey was introduced for the first time in 2016. The system ensured that no learners below the appropriate age were captured, thus ensuring that they are not counted as Grade R learners. Also, learners could not be "double counted" as the system flags duplicate learners. There are altogether 65 488 Grade R learners in public schools (ordinary plus special).

Teacher Development

Curriculum Assessment Policy Statement (CAPS) training was offered to Grade R practitioners entering the profession in 2016/17. All Grade R practitioners received intensive training support (43 hours over 6 months), and resource materials on emergent literacy.

A total of 6 633 ECD practitioners were enrolled on either ECD Level 1, 4 or 5 learnership programmes offered at Western Cape T(V)ET Colleges in the course of the year under review.

In addition, 562 unemployed persons were beneficiaries of an ECD Level 1, 4 or 5 twelve month ECD Practitioner Assistant programme provided by the TVET Colleges. Seventeen additional beneficiaries of the Conditional Grant were contracted as administrative support staff. They learned skills "on the job" while also capturing data in support of the ECD programme.

Subsidies

In 2016, the Grade R learner subsidy allocation to 986 public and 514 Independent ECD community sites was increased to align it to the requirements of the National Norms and Standards for Grade R funding. There is an increase in funding in 2016/2017. Refer to Circular 004/2016 effective from 01 April 2017.

Quintile	Fee status of the institution	Amount per annum per learner
1	No fee	R4 800
2	No fee	R4 800
3	No fee	R4 800
4	No fee	R4 800
5	No fee	R4 800
4	School fee charging	R3 600
5	School fee charging	R3 400

Subsidy claim forms are submitted to Head Office electronically twice a year. These are verified in the district before transfer payments to schools are effected. In 2016/2017, 63 153 Grade R learners at public schools and 16 098 Grade R learners at ECD independent schools (as at February 2017) were subsidised.

Head office and district officials monitored the utilisation of subsidies at 380 public and ECD independent schools in 2016. This monitoring will continue in the next financial year.

Technical Vocational Education and Training Colleges (TVETS) Learnerships

The monthly stipend paid to all ECD practitioners increased from R1 605 to R1 701. All ECD practitioners who are currently on learnership programmes have benefited from the increased stipend.

Additional facilities and equipment

69 Grade R classrooms were built in the 2016/17 financial year. 59 Grade R classes at Public Ordinary schools received furniture from the 2016/2017 allocated budget. The Grade R furniture consists of learner tables (5 per class), Learner chairs (30 per class), one carpet, a bookshelf, teacher desk and chair, steel filing cabinet per class.

Grade R at Schools for the Deaf

Five Grade R practitioners and five practitioner assistants are placed at the five Schools for the Deaf. The purpose of appointing these Grade R practitioners was to ensure the implementation of South African Sign Language (SASL) in the Grade R classes at these schools. The schools involved in SASL are Noluthando, Dominican School for the Deaf, Mary Kihn, De La Bat and Nuwe Hoop.

Grade R at Schools for children with Autistic Spectrum Disorder

Six Grade R practitioners and three assistants started at six schools for learners who have the Autism Spectrum Disorder (ASD). The purpose of this project was to identify learners early and to allow for Grade R learning for all learners as stipulated under the South African Constitution. The project was monitored by the officials in Inclusive and Specialised Education Support.

Strategic objectives:

Programme 5							
Strategic objectives	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
Number of public schools that offer Grade R	939	977	974	994	986	-8	Many Public Ordinary Schools lack space to accommodate extra grade R classes.

Performance Indicators

Programme 5							
Programme Performance Measure	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
PPM501: Number of public schools that offer Grade R	939	977	974	994	986	-8	Many Public Ordinary Schools lack space to accommodate extra grade R classes
PPM502: Percentage of Grade 1 learners who have received formal Grade R education	New	New	69.13%	70%	69.91%	- 0.09%	This represents an improvement on the prior year but does not entirely meet the target.
PPM503: Percentage of employed ECD Practitioners with NQF level 4 and above	n/a	n/a	n/a	n/a	n/a	n/a	

Strategy to overcome areas of under performance

- Focus on improved teacher training
- Concentrate on support programmes for Grade R learners who are 'at risk' to ensure that they are school ready
- Ensure that schools are in possession of all LTSM before the commencement of the Grade R academic year.
- Monitor effective use of Grade R subsidies at public ordinary schools and ECD independent schools offering Grade R
- Improved quality of teaching
- Continue the Grade R – 3 Pilot in 103 schools to improve Language and Mathematics results and the acquisition of English

Changes to planned targets

None

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	2016/17			2015/16		
	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	358,737	358,737	-	306,316	300,875	5,441
5.2 Grade R in Early Childhood Development Centres	67,247	67,247	-	68,664	68,664	-
5.3 Pre-grade R Training	99,812	99,812	-	110,661	109,801	860
5.4 Human Resource Development	-	-	-	-	-	-
5.5 Conditional Grants	12,143	12,143	-	2,823	2,823	-
Total	537,939	537,939	-	488,464	482,163	6,301

4.8 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

Strategic Objective¹⁵

Programme 6: Strategic Objective	
Strategic Objective 6	To ensure prioritised, cost-effective and efficient infrastructure maintenance and to ensure that schools are built to match priority demographic trends
Objective statement	1. Develop a reliable, comprehensive database of school infrastructure maintenance requirements. 2. Prioritise interventions based on informed and objective criteria and accurate information systems. 3. Manage the building programme to include the provision of new schools, replacement of structures built of inappropriate material, refurbishment of classrooms and provision of new classrooms and mobile classrooms to meet short term demands. 4. In the context of funding shortages and an aging infrastructure, apply a hierarchy of needs approach as follows: Roof repairs, structural repairs to the building, water supply, electricity supply, sewerage and ablution facilities, gutters and fascia boards, ceilings, perimeter fences, painting. 5. Provide emergency maintenance in the case of natural disasters, structural problems and vandalism.

Strategic objectives, performance indicators, planned targets and actual achievements

Details are provided under Section 6.8. “Capital investment, maintenance and asset management plan”. A summary is provided below.

Building projects completed during 2016/17

New schools

8 new schools were completed and handed over in 2016/17, namely Masakhane Primary School, Tulbagh Primary School, Worcester High School (Somerset High School), Zwelethemba High School, Concordia High School, Sinenjongo High School, Louwville High School and Vuyiseka High School.

¹⁵ The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

Replacement schools (replacement of schools built of inappropriate materials)

- The following Replacement Schools were completed in 2016/17 out of WCED funding:
11 Schools were replaced with new buildings, ACJ Phakade Primary School, Garden Village Primary School, Itsitsa Primary School, Naliekamva Primary School, Steynville Primary School and Pineview Primary School.
- The following Replacement Schools were completed in 2016/17 as part of the Accelerated School Infrastructure Development Initiative (ASIDI) capital infrastructure projects funded by the Department of Basic Education:
Du Noon Primary School, Mount View Secondary School, Red River Primary School, Silverstream Primary School and Vooruitsig Primary School.

Additional classrooms

- Expansion classrooms: 52 classrooms were built at 19 Schools.
- Grade R classrooms: 69 classrooms were completed in 2016/17. 40 of these classrooms are from either the 2013/14 or 2015/16 project list. The balance were provided at new and replacement schools completed during 2016/17
- Mobile units provided: 119 classrooms.

The infrastructure that was scheduled for completion in 2016/17 is set out below, alongside the actual delivery figures.

Category	Targeted	Actual number
New Schools	9	8
Replacement schools (including ASIDI)	13	11
Grade R classrooms	84 classrooms	<p>Completed (69) 40 Classrooms of the 2013/14 and 2015/16 programme were completed and 29 were built at new and replacement schools.</p> <p>Not Completed (15) 4 classrooms at Kuilsriver PS - Although completed and in use, have not yet reached full practical completion as Phase 2 (sportsfields) is still in progress. 2 Classrooms at Hawston PS. Practical completion is expected by 23 May 2017. There are 9 classrooms at schools on the 2015/16 programme that due to labour disputes, theft, vandalism, assault of the contractor's staff and work stoppages could not reach practical completion.</p>
Upgrade and addition	11	0
Expansion Classrooms	124 at 35 schools	<p>Completed 52 classrooms at 19 schools were completed off the 2014/15, 2015/16 and some of the 2016/17 project lists.</p> <p>Cancelled 4 classrooms at 2 schools were cancelled.</p> <p>Practical Completion during 1st quarter of 2017/18 10 Classrooms at 5 schools reached practical completion during the 1st quarter of 2017/18.</p>

Category	Targeted	Actual number
		<p>Not Completed 47 classrooms of the 2016/17 rollout at 8 schools managed by DTPW will be completed during the 2017/18 financial year. Letters of Award were issued for projects at 5 schools whilst projects at the remaining 3 schools were referred back for Bid Evaluation.</p> <p>11 Classrooms at South Peninsula HS are expected to reach practical completion in August 2017</p>
Mobile classrooms	No target set	119 classrooms

Changes to planned targets

(a) New schools

The only permanent school scheduled for completion by 31 March 2017, that was not completed was Rusthof LSEN School. This school has experienced delays, due to the complexity of the project and will be completed in the first quarter of 2017/18. An issue pertaining to the access to the newly constructed school will also affect the opening of this new school

(b) Replacement Schools

At 31 March 2017, the following replacement schools, initially scheduled for completion during the 2016/17 financial year, were at different stages of construction: Kuilsrivier Primary School and Hawston Primary School. Hawston Primary School has structural integrity problems that needed to be repaired before the newly built school can be declared safe for occupation. These repairs are in progress and will be completed early in the 2017/18 financial year. Kuilsrivier Primary School should be completed in May 2017.

(c) Grade R classrooms

Of the 72 classrooms set as target for Grade R only 40 classrooms were completed in the 2016/17 financial year. The rest are in construction and should be completed in the 2017/18 financial year. Reasons for the delays include under-performance by contractors and delays at new schools, which were included in the target.

Strategic objectives:

Programme 6							
Strategic objectives	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
Number of classrooms built in public ordinary schools	265	253	661	319	341	22	Classrooms earmarked for completion in prior years were completed and there were some scope changes agreed. 56 Classrooms at replacement schools, 72 expansion classrooms as well as 11 classrooms for upgrading & additions of the 2016/17 project list will only be completed during the 2017/18 financial year.

Performance Indicators

Programme 6							
Programme Performance Measure	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
PPM601: Number of public ordinary schools provided with water supply	n/a	n/a	n/a	n/a	n/a	n/a	Note that for PPM 601, 602 and 603 no targets were set as all existing schools already have the three basic services listed.
PPM602: Number of public ordinary schools provided with electricity supply	n/a	n/a	n/a	n/a	n/a	n/a	
PPM603: Number of public ordinary schools supplied with sanitation facilities	n/a	n/a	n/a	n/a	n/a	n/a	
PPM604: Number of classrooms built in public ordinary schools	265	253	661	319	341	22	Classrooms earmarked for completion in prior years were completed and there were some scope changes agreed. 56 Classrooms at replacement schools, 72 expansion classrooms as well as 11 classrooms for upgrading & additions of the 2016/17 project list will only be completed

Annual Report for 2016/17 Financial Year
Vote 5: Department of Education
Province of the Western Cape

Programme 6							
Programme Performance Measure	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
							during the 2017/18 financial year.
PPM605: Number of specialist rooms built in public ordinary schools	62	12	96	40	45	5	Rooms earmarked for completion in prior years were completed. 8 specialist classrooms at 2 replacement schools are still under construction as well as an expansion project at South Peninsula High School. This includes 4 multipurpose rooms, 1 workshop and 2 laboratories.
PPM606: Number of new schools completed and ready for occupation (includes replacement schools)	New	New	23	10	19	9	See notes (a) and (b). The schools completed included schools earmarked for completion during the previous financial year.
PPM607: Number of new schools under construction (includes replacement schools)	New	New	28	11	11	-	Target met
PPM608: Number of Grade R classrooms built	New	New	101	72	69	-3	The 69 Grade R classrooms completed include classrooms that were earmarked for completion in 2015/16. Of the classrooms set as targets for Grade R, only 40 were completed in the 2016/17 financial year. 7 classrooms at 2 replacement schools will be completed during 2017/18 and 9 classrooms as part of the 2015/16 roll out will be completed during 2017/18.
PPM609: Number of hostels built	New	New	-	-	n/a	n/a	n/a
PPM610: Number of schools undergoing scheduled maintenance	New	New	107	40	42	2	42 projects reached practical completion. Practical completion certificates for the balance of the schools are still outstanding.

Strategy to overcome areas of under performance

- Direct more funding to maintenance
- Focussed approach to maintenance through variety of partnering options e.g. matched funding
- Address unavailability of sites through coordination between the WCED, the Department of Transport and Public Works (DTPW) and local government sectors.
- Facilitate resolution of zoning applications and related matters through communication between WCED, DTPW (Property management) and the Department of Environmental Affairs and Planning (DEADP).

Changes to planned targets

None

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	2016/17			2015/16		
	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	26,627	18,418	8,209	10,112	10,112	-
6.2 Public Ordinary Schools	1,488,659	1,441,337	47,322	1,455,743	1,455,743	-
6.3 Special Schools	74,584	74,584	-	35,657	35,657	-
6.4 Early Childhood Development	38,689	38,689	-	48,447	48,447	-
Total	1,628,559	1,573,028	55,531	1,549,959	1,549,959	-

4.7. Programme 7: Examination and Education Related Services

Purpose:

To provide the education institutions as a whole 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 educators 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.

Strategic Objective¹⁶

Programme 7: Strategic Objective	
Strategic Objective 7.1	To provide access to all external examinations; ensure the credibility of the examination and assessment processes; ensure that all schools manage examinations and school-based assessment effectively; and support learning
Objective statement	<ol style="list-style-type: none"> 1. To ensure that schools and examination centres implement the necessary examination and assessment policies correctly and consistently so as to strengthen the credibility of the examination and assessment system. 2. Review the assessment procedures and recording and reporting of assessment tasks 2. To ensure that the school-based assessment marks are valid and reliable. 3. To support learner attainment in all schools by providing quantitative and qualitative data, via reports on examinations and other assessments, as well as by rewarding identified schools, adult centres and learners for their performance.

Strategic objectives, performance indicators, planned targets and actual achievements

Examinations

In 2016, the WCED administered five major examinations in accordance with the relevant policies and regulations. These examinations are:

- National Senior Certificate examinations (October/November 2016)
- National Senior Certificate Supplementary examinations (February/March 2017).
- Senior Certificate examinations (May/June 2016);
- ABET Level 1-4 examinations (May/June 2016)
- ABET Level 1-4 examinations (October/November 2016)

¹⁶ The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

Exam	Number registered	Number who wrote	Number of centres
National Senior Certificate examinations (October/November 2016)	53 152	50 847	442
National Senior Certificate Supplementary examinations (February/March 2017)	4 995	3 129	158
Senior Certificate examinations (May/June 2016)	15 732	8 346	95
AET Level 4 examinations (May/June 2016)	557	231	35
AET Level 4 examinations (October/November 2016)	3 892	3 097	95

All examination processes and procedures are managed in terms of 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. Since 2016, the WCED has implemented the Smart Lock System to secure examination question papers distributed to examination centres in weekly consignments. The Smart Lock System will be implemented for all schools by October 2019.

The Annual National Assessments of Language and Mathematics were not written in 2016 as a result of a re-assessment of their role and nature.

The WCED trained 2 500 invigilators during 19 sessions in 2016 to manage the National Senior Certificate examination process at school level.

To improve the quality of the NSC marking, competency tests for markers were conducted in eleven subjects during April - August 2016. All marking officials were trained using a tolerance level system as prescribed by the Department: Basic Education.

School based assessment (SBA) marks form part of the final mark as do various practical tasks, dependent on the rules governing each subject. To ensure that the marks are valid and reliable, teachers are required to submit assessment tasks to the subject head at school level for moderation. Subject advisors performed ongoing moderation of SBA at schools. Moderation of SBA was also done at provincial level prior to the moderation conducted by the Department of Basic Education and Umalusi.

Schools and learners that performed well in the NSC examinations were acknowledged at the annual awards function held in January 2017. Awards were also made to learners with outstanding performance in selected subjects.

The Senior Certificate examinations for adult learners are now based on the CAPS curriculum.

The number of examination centres has decreased over the years as part of a rationalisation exercise that ensures that the highest standards of access and control are maintained and is financially more efficient. All examination centres are audited to ensure that they meet the requirements for the conduct and administration of the examinations.

Strategic objectives

Programme 7							
Strategic objectives	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
Percentage of learners who passed National Senior Certificate (NSC)	85.1%	82.2%	84.7%	85%	86%	1%	The target was exceeded through the efforts of the teachers, learners and support officials concerned.

Performance Indicators

Programme 7							
Programme Performance Measure	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations ¹⁷
PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	85.1	82.2	84.7	85	86	1	The target was exceeded because of the successful preparation work. 43 725 of the 50 847 who wrote passed the NSC.
PPM 702: Percentage of Grade 12 learners passing at bachelor level	40.9	38.8	41.7	42	40.9	- 1.1	The % pass rate was lower than anticipated although 20 804 of the 50 847 who wrote achieved a bachelor level pass.
PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics	New	New	42.2	43	45.3	2.3	7 053, of the 15 564 who wrote Mathematics achieved 50% or more in Mathematics.

¹⁷ Both numerator and denominator are provided in this comment, for audit purposes, as these are indicators taken from the Statistical Tables provided in the Annual Performance Plan of 2016

Programme 7							
Programme Performance Measure	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations ¹⁸
PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science	New	New	40.2	41	41.8	0.8	4 663 of the 11 164 who wrote Physical Sciences achieved 50% or more in Physical Science.
PPM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	New	New	n/a	72	n/a	n/a	The Annual National Assessments did not take place in 2016.
PPM 706: Percentage of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	New	New	n/a	77	n/a	n/a	The Annual National Assessments did not take place in 2016.
PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	New	New	n/a	84	n/a	n/a	The Annual National Assessments did not take place in 2016.
PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	New	New	n/a	53	n/a	n/a	The Annual National Assessments did not take place in 2016.
PPM 709: Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	New	New	n/a	50	n/a	n/a	The Annual National Assessments did not take place in 2016.
PPM 710: Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	New	New	n/a	7	n/a	n/a	The Annual National Assessments did not take place in 2016.

¹⁸ Both numerator and denominator are provided in this comment, for audit purposes, as these are indicators taken from the Statistical Tables provided in the Annual Performance Plan of 2016

Annual Report for 2016/17 Financial Year
 Vote 5: Department of Education
 Province of the Western Cape

Programme 7							
Programme Performance Indicator	Actual Achievement 2013/2014	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Planned Target 2016/2017	Actual Achievement 2016/2017	Deviation from planned target to Actual Achievement for 2016/2017	Comment on deviations
PPI 7.1. % of learners in Grade 3 attaining acceptable outcomes in Language*	37	42.4	42.4	44	42.5	-1.5	The target was not met despite the fact that a slight improvement on the preceding year was measured.
PPI 7.2. % of learners in Grade 3 attaining acceptable outcomes in Mathematics*	55	54	57.6	59	57.7	-1.3	The target was not met despite the fact that a slight improvement on the preceding year was measured.
PPI 7.3. % of learners in Grade 6 attaining acceptable outcomes in Language*	30	37.9	36.8	39	40.1	1.1	The target was exceeded as a consequence of the preparation work.
PPI 7.4. % of learners in Grade 6 attaining acceptable outcomes in Mathematics*	28	30.4	37.7	39	40.1	1.1	The target was exceeded as a consequence of the preparation work.
PPI 7.5. % of learners in Grade 9 attaining acceptable outcomes in Languages*	48	47.6	53	54	55.1	1.1	The target was exceeded as a consequence of the preparation work.
PPI 7.6. % of learners in Grade 9 attaining acceptable outcomes in Mathematics*	14	14.9	22.2	23	23.6	0.6	The target was exceeded as a consequence of the preparation work.
*These are scores on WCED tests							

Strategy to overcome areas of under performance

- Consistent and needs' based interventions across all grades to improve learner performance
- On-going use of data to support interventions
- Training of principals in assessment requirements
- Improvements to marking of scripts
- Continue with, and expand, the administration of competency tests for markers

Changes to planned targets

None

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	2016/17			2015/16		
	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	6,850	6,850	-	6,450	6,450	-
7.2 Professional Services	95,820	95,820	-	29,404	29,404	-
7.3 External Examinations	189,785	189,785	-	189,558	189,558	-
7.4 Special Projects	36,442	36,442	-	33,147	24,735	8,412
7.5 Conditional Grants	18,800	18,789	11	19,631	19,631	-
Total	347,697	347,686	11	278,190	269,778	8,412

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 have to declare and sign a certificate before the next transfer payments are effected. 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 2016 to 31 March 2017

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (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	33 654	33 654	0
		Norms and Standards: Additional growth	yes	1 375	1 375	0
		Boarding subsidy	yes	39 418	39 418	0
		Admin support	yes	9 641	9 641	0
		Private Boarding Subsidy	yes	78	78	0
		Conditional grant: Social Sector EPWP	yes	18 204	18 204	0
		Norms and Standards	yes	865 603	865 603	0
		Conditional grant: NSNP	yes	38 570	38 570	0
		Gr 12 awards	yes	540	540	
		Arts and Culture	yes	1 546	1 546	0

Annual Report for 2016/17 Financial Year
Vote 5: Department of Education
Province of the Western Cape

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity (R'000)	Reasons for the funds unspent by the entity
		Compensation for fee exemption	yes	47 518	47 518	0
		Youth focus	yes	29 463	29 463	0
		External Examination	yes	10 160	10 160	0
		HIV/Aids Conditional: Grant	yes	583	583	0
		Learner transport	yes	61 235	61 235	0
		Mathematics and Language Awards	yes	300	300	0
		Collaboration Schools	yes	24 888	24 888	0
		Private transport subsidy	yes	4 131	4 131	0
		Internet connection	yes	5 955	5 955	0
		E-SA SAMS	yes	1 700	1 700	0
		School enrichment	yes	815	815	0
		Eistedford	yes	286	286	0
		Library services	yes	654	654	0
		World teacher day	yes	55	55	0
		Teacher Development	yes	3 939	3 939	0
		Technical subjects	yes	2 947	2 947	0
		High school improvement programme	yes	1 982	1 982	0
		Church Board Subsidy	yes	333	333	0
		Safe schools security	yes	13 314	13 314	0
		E-education telematics	yes	33	33	0
		Conditional Grant: Mathematics, Sciences and Technology	yes	8	8	0
		SGB memberships and training	yes	1 030	1 030	0
		National Teaching Awards and NCS FET/GET training	yes	1 976	1 976	0
		Top-Up Focus Schools	yes	1 336	1 336	0
		Office Furniture	yes	10	10	
		Mod Centres	yes	1 093	1 093	0
Independent School Subsidies	Non Profit Institutions	Subsidy	yes	101 026	101 026	0
Public Special School Education	Non Profit Institutions	Subsidy	yes	147 331	147 331	0
		iKapa	yes	3 826	3 826	0
		Braille & SASL	yes	1 115	1 115	0
Early Childhood Development Centres	Non Profit Institutions	Subsidy	yes	355 755	355 755	0
		Pre-Grade R stipends	yes	74 369	74 369	0

All payments which were budgeted for in the period 1 April 2016 to 31 March 2017, were transferred.

6. Conditional Grants

6.1. Conditional grants and earmarked funds paid

Not applicable

6.2. Conditional grants and earmarked funds received

All the requirements according to the Division of Revenue Act, 2016, 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.

In 2016/17, 96.34% of Conditional Grant funding allocated, were spent. The remaining 3.66% (R55.531 million) is committed for ASIDI projects, for work that could not be completed by 31 March 2017 and for which a rollover to the 2017/18 financial year has been requested. A nominal amount of R41k, attributable to residual balances will be returned to the fiscus. Conditional Grant spending in 2015/16 was 99.99% spent.

Monitoring

Monitoring of each of the grants was undertaken through monthly reporting, checks and site visits by the relevant officials. Controls and improvements were effected on an ongoing basis. The procurement processes for the Mathematics, Science and Technology Conditional Grant (MST) were centralised with increased monitoring to ensure that all conditions were met and there were no wasteful expenditure.

The tables below detail the conditional grants and earmarked funds received for the period 1 April 2016 to 31 March 2017.

Conditional Grant: HIV/AIDS (Life Skills Education) Grant	
Department who transferred the grant	Department of Basic Education
Purpose of the grant	<ul style="list-style-type: none"> • 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.

Conditional Grant: HIV/AIDS (Life Skills Education) Grant	
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, in particular for vulnerable children. • Decrease in risky sexual behaviour among learners, educators and officials • Schools, districts and provinces have integrated all HIV and AIDS Life Skills Education Programme into their evaluation and reporting systems • Management, administration and support delivered to districts and schools
Actual outputs achieved	All outputs achieved as per business plan.
Amount per amended DORA	R18,728 million
Amount received (R'000)	R18,728 million
Reasons if amount as per DORA was not received	N/a
Amount spent by the department	R18,717 million
Reasons for the funds unspent by the entity	R11 000 will be surrendered to National Treasury.
Reasons for deviations on performance	Incorrect responsibility codes utilised which are in the process of being rectified
Measures taken to improve performance	All requisitions for the 2016/17 financial year were submitted to Supply Chain Management in advance.
Monitoring mechanism by the receiving department	Monthly, as well as quarterly reports are submitted to WCED management for monitoring and sign-off.

Conditional Grant: National School Nutrition Programme Grant	
Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To provide nutritious meals to targeted learners
Expected outputs of the grant	Nutritious meals served to learners
Actual outputs achieved	Learners fed nutritious meals
Amount per amended DORA	R315,305 million
Amount received (R'000)	R317,029 million
Reasons if amount as per DORA was not received	Additional funding (R1.724 million) was received from the National Department.
Amount spent by the department (R'000)	R316,999 million
Reasons for the funds unspent by the entity	R30 000 will be surrendered to National Treasury.
Reasons for deviations on performance	N/A
Measures taken to improve performance	Service providers are requested to submit claims on a weekly basis and this has improved service delivery
Monitoring mechanism by the receiving department	NSNP Provincial office monitors expenditure and district officials monitor the programme on a daily basis

Conditional Grant: Education Infrastructure Grant (EIG)	
Department who transferred the grant	Department of Basic Education
Purpose of the grant	To maintain, refurbish, extend or create new infrastructure
Expected outputs of the grant	To ensure that existing infrastructure is maintained as prescribed by the PFMA or to create additional capacity at educational institutions as approved
Actual outputs achieved	Maintenance of facilities and refurbishment / extension / addition of various units / facilities
Amount per amended DORA	R992.212 million
Amount received (R'000)	R1.134 704 billion
Reasons if amount as per DORA was not received	Additional funding (R142.492 million) was received from the National Department.
Amount spent by the department (R'000)	R1.079 173 billion
Reasons for the funds unspent by the entity	The amount of R55.531 million, for ASIDI projects, was requested as a rollover to the 2017/18 financial year.
Reasons for deviations on performance	None
Measures taken to improve performance	Monthly Inter-Departmental meetings with Department of Transport and Public Works
Monitoring mechanism by the receiving department	Infrastructure Reporting Model (IRM) and monitoring of monthly progress reports from DTPW

Conditional Grant: EPWP Integrated Grant for Provinces – Education (Infrastructure)	
Department who transferred the grant	Public Works
Purpose of the grant	To incentivise provincial departments to expand work creation efforts through the use of labour intensive delivery methods in the following identified focus areas, in compliance with the EPWP guidelines: <ul style="list-style-type: none"> • 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 • waste management
Expected outputs of the grant	<ul style="list-style-type: none"> • Increased number of people employed and receiving income through the EPWP • Increased average duration of the work opportunities created
Actual outputs achieved	Broad facilities management program as rolled out by DTPW – Mr. Refiloe Monare. Entails the cleaning of grounds at schools and bathrooms.
Amount per amended DORA	N/A
Amount received (R'000)	R2,520 million
Reasons if amount as per DORA was not received	R2,520 million
Amount spent by the department (R'000)	R2,520 million
Reasons for the funds unspent by the entity	N/A
Reasons for deviations on performance	See above.
Measures taken to improve performance	Offer support to the Department of Transport and Public Works to ensure that contractors are appointed timeously for 2017/18.
Monitoring mechanism by the receiving department	Monthly and quarterly reports

Conditional Grant: Mathematics, Sciences and Technology	
Department who transferred the grant	Department of Basic Education
Purpose of the grant	To provide support and resources to schools, teachers and learners for the improvement of Mathematics, Sciences and Technology teaching and learning at selected public schools.
Expected outputs of the grant	<p>Improved access, equity, efficiency and quality Mathematics, Sciences and Technology education in the country</p> <p>Conduct a needs analysis at each MST School, and where lacking, provide:</p> <ul style="list-style-type: none"> - School Support - Information, Communication and Technology (ICT) subject specific resources: <p>22 schools supplied, with subject specific computer hardware in accordance with the minimum specifications prescribed by CAPS</p> <ul style="list-style-type: none"> - Workshop Equipment and Machinery : <ul style="list-style-type: none"> o 22 Technical Schools' workshop equipment for technology subjects repaired, maintained and or replaced in accordance with the minimum specifications o 28 Technical Schools' workshop machinery for technology subjects repaired, maintained and replaced in accordance with the minimum specifications - Laboratories and workshop equipment, apparatus and consumables: <ul style="list-style-type: none"> o 50 schools supplied with Mathematics and Science kits o 73 laboratories supplied with apparatus for Mathematics and Science subjects in accordance with the minimum specifications o 73 laboratories and workshops supplied with consumables for Mathematics, Sciences and Technology subjects in accordance with the minimum specifications o 24 Number of schools with workshops supplied with consumables for Technology subjects - Learner Support <ul style="list-style-type: none"> o 2 754 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 and support material such as study guides - Teacher Support <ul style="list-style-type: none"> o 170 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 - 194 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 - 248 Number of Teachers involved in 1+4 Intervention Model.

Conditional Grant: Mathematics, Sciences and Technology	
	- 1595 Number of teachers trained and supported in integrating ICT in the learning and teaching environment.
Actual outputs achieved	All outputs were achieved as per the 2016/17 MST Business Plan
Amount per amended DORA	R27.841 million
Amount received (R'000)	R27.841 million
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R27.841 million
Reasons for the funds unspent by the entity	The 2016/17 Financial Year budget was fully spent.
Reasons for deviations on performance	N/A
Measures taken to improve performance	All requisitions for 2016/17 were submitted to SCM for procurement. 100% expenditure of the 2015/16 budget
Monitoring mechanism by the receiving department	All outputs were achieved as per the 2016/17 Mathematics, Sciences and Technology Business Plan. Weekly meetings with Supply Chain Management staff to ensure that tenders were on track. Monitoring was undertaken and weekly reports submitted

Conditional Grant: Social Sector EPWP Incentive Grant to Provinces – Education	
Department who transferred the grant	Department of Transport and Public Works
Purpose of the grant	To create work opportunities for youth, women and the disabled in the ECD sector.
Expected outputs of the grant	Train 420 ECD practitioners in the field of Early Childhood Development. Train 17 previously unemployed matriculants to be data capturers.
Actual outputs achieved	563 ECD practitioners were declared competent after the 12 month training course. Each practitioner attended a 12 month ECD Level 1 course at one of the six T(V)ET Colleges in the province. Each ECD practitioner also received training in First Aid 10 data capturers completed courses in office management, Microsoft Office, Human Resource Management and Project Management.
Amount per amended DORA	R18.677 million
Amount received (R'000)	R18.677 million
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R18.677 million
Reasons for the funds unspent by the entity	N/A
Reasons for deviations on performance	N/A
Measures taken to improve performance	Colleges notified weekly of any outstanding invoices.
Monitoring mechanism by the receiving department	An external service provider was contracted to conduct the monitoring of training offered by colleges. A monitoring report is on file. Regular monthly meetings with TVETS to report on dropouts, database and accreditation of students.

Spending on the earmarked and specific funds was as follows:

Game Changer Including Earmarked Funding	Amount received R'000	Amount spent R'000	Funds unspent R'000	Performance	Actual outputs achieved
After school game changer of which	106,844	98,691	8,153	92.4%	
MOD Centres	104,622	98,604	6,018	94.2%	Provision of school halls and sports fields; funds for equipment and maintenance and for graduate tutors largely achieved.
After school game changer	2,222	87	2,135	3.9%	Provide meals to learners who are attending an academic and eLearning leg to the MOD Programme to diversify the offering in the existing after school programme and tablets at YeBo Sites.
E-Learning Of which	345,844	313,393	32,451	90.6%	The stated goal of the eLearning Game Changer is to enhance teaching and learning, particularly in Mathematics and Languages, through the use of technology. Effective integration of ICTs into teaching and learning activities that promotes deep learning experiences for learners that will lead to Improved learning outcomes and better prepared learners for the 21st Century world of work and life-long learning
E-Education (LAN) Earmarked Funds	70,000	70,000	-	100%	
E-Learning (Other)	275,844	243,393	32,451	88.2%	
TOTAL: Earmarked and Specific Funds	452,688	412,084	40,604	91.0%	

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

Variances in respect of targets are discussed under Programme 6, in relation to the Programme Performance Measures. Some projects were delayed and alternative arrangements had to be made for accommodation.

Capital Projects in construction

New schools

The only permanent school scheduled for completion by 31 March 2017, that was not completed was Rusthof LSEN School. This school has experienced delays due to the complexity of the project and will be completed in the first quarter of 2017/18. An issue pertaining to the access to the newly constructed school will also affect the opening of this new school

Replacement Schools

At 31 March 2017, the following replacement schools, initially scheduled for completion during the 2016/17 financial year, were at different stages of construction: Kuilsrivier Primary School and Hawston Primary School. Hawston Primary School has structural integrity problems that needed to be repaired before the newly built school could be declared safe for occupation. These repairs are in progress and will be completed early in the 2017/18 financial year. Kuilsrivier Primary School should be complete in May 2017.

Expenditure is in keeping with industry norms. The department's Implementing Agents (Department of Transport and Public Works and the Project Implementation Unit) handle all tender procedures on new buildings and projects in accordance with the Public Finance Management Act and other regulatory prescripts.

Maintenance

Scheduled maintenance projects undertaken during the period under review include:

Number of projects	Budget for 2016/17 R'000	Estimated final cost R'000
50 (of which 8 have not yet reached practical completion status)	326,862	383,594

A summary of the maintenance shortfall figures is presented below.

Maintenance Shortfall				
Financial Year	Asset Value	1,5% Needed for Maintenance	Budget Provided	Shortfall
2004	10,560,000	158,400	73,719	84,681
2005	12,000,000	180,000	76,174	103,826
2006	12,000,000	180,000	90,037	89,963
2007	15,052,800	225,792	37,192	188,600
2008	15,052,800	225,792	52,363	173,429
2009	15,052,800	225,792	73,719	152,073
2010	17,357,885	260,368	102,363	158,005
2011	18,225,779	273,387	108,413	164,974
2012	18,225,779	273,387	114,725	158,662
2013	19,683,841	295,257	168,673	126,584
2014	19,769,521	296,542	191 323	105,219
2015	19,969,521	296,542	32,8518	-31,976
2016	21,966,473	329,497	326,826	-2,671
Total backlog since 2004		3,220,756		

There was some impact on the maintenance backlog in 2015/16, with the aim to sustainably improve the presentation of WCED schools at scale. Research in many parts of the world shows that there is a positive link between the physical environment in which learners are taught and the learning outcomes achieved.

Infrastructure Projects	2016/17			2015/16		
	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	786,629	716,871	69,758	903,726	903,726	-
Existing infrastructure assets	812,195	832,948	-20,753	576,768	576,768	-
Upgrades and additions	263,828	238,883	24,945	168,986	168,986	-
Rehabilitation, renovations and refurbishments	-	-	-	-	-	-
Maintenance and repairs	548,367	594,065	-45,698	407,782	407,782	-
Infrastructure transfer	29,736	23,209	6,527	69,465	69,465	-
- Current	8,174	489	7,685	4,627	4,627	-
- Capital	21,562	22,720	-2,721	64,838	64,838	-
Total	1,628,560	1,573,028	55,532	1,549,959	1,549,959	-

Asset Management

Immoveable assets

The WCED uses the Education Management Information System (EMIS) and the Schools' Register of Needs Information System (SRNIS) in managing immovable assets.

Major moveable assets

The WCED has an asset management unit which is part of the Supply Chain Unit and is responsible for moveable assets.

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

The following measures were put in place in 2016/17 to ensure an up-to-date asset register and to maintain accounting standards and ensure an effective, efficient and accurate reconciliation of information:

- Annual stocktaking by the department, 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 the Treasury Instructions.
- Issuing of standard operating procedures to standardize 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.

The mechanisms implemented to ensure an efficient system of identification, safeguarding, monitoring and record-keeping of moveable assets were as follows:

- Assets were bar-coded, marked "RSA" and recorded on inventories.
- Assets were recorded in the moveable asset register in all asset categories and were allocated unique numbers (bar codes).
- Responsibility managers are held responsible for the safeguarding of assets.
- Moveable assets were recorded on an inventory per cost centre and location. Inventories were certified as correct by the cost centre managers and kept at each location.

Schools

The WCED purchased furniture and labour saving devices for schools. These items do not, however, form part of the WCED Asset Register. In terms of the South African Schools Act, 1996 (Act No 84 of 1996), these are considered to be inventory items of schools. Schools must, therefore, report on these inventory items in their annual financial statements. The WCED Asset Register reflects the inventories for Head Office and the education districts and their respective service points.

Plans regarding moveable assets, such as motor vehicles

The Provincial Department of Transport and Public Works (Government Motor Transport) manages the provision, withdrawal and replacement of old and/or damaged Government Garage (GG) motor vehicles. It also formulates provincial policy with regard to the use of GG vehicles and maintains an asset register on the Fleetman system. The WCED is responsible for the licensing, maintenance and re-fuelling of vehicles.

The WCED ensures that the provincial policy is applied. It also maintains a register of vehicles used by the WCED and monitors vehicle use by means of log sheets. The WCED is responsible for the maintenance, servicing, washing and cleaning and the re-fuelling of GG-vehicles. The WCED ensures that vehicles licenses are annually renewed by GMT via the e-Natis system and arranges for the collection thereof.

The WCED ensures that provincial and departmental policies are applied. It also maintains a register of vehicles used by the WCED and monitors vehicle use by means of log sheets and tracker reports. The present vehicle fleet meets the current needs of the WCED but if additional vehicles are required due to an increase in vehicle demand, GG-vehicles are hired from GMT's General Hiring Section to supplement the vehicle fleet.



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 effectively, efficiently and economically utilise state resources.

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 2014. 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

All officials are held accountable through job descriptions and performance agreements. Head Office officials are held responsible for timeous and expert support to districts. Schools and districts are held accountable for support to schools and the performance of learners.

Accountability at the school level was strengthened from 2011 through the Western Cape Provincial School Education Amendment Act No 7 of 2010, which came into effect in January 2011.

Accountability is extended through the oversight roles played by Provincial and National Treasury in terms of the mandatory elements of the planning and reporting cycles and which cover both financial and non-financial matters. Reporting intervals are monthly (e.g. financial), quarterly or annual. All sections within the WCED have counterpart sections at the Department of Basic Education or Department of Higher Education and Training through which streams of reporting, performance analyses and projections are maintained. The Department of the Premier exercises an oversight function on key WCED projects. Both Internal and External Audit processes additionally govern controls and assist in assuring functionality and prudent management.

Substantive accountability resides in the formal relationship between the WCED and UMALUSI, the national quality assurance body for learning outcomes. This relationship is predicated on internal moderation of assessment processes and the provision of an acceptable examination process.

In common with all government departments countrywide, the WCED participated in a monitoring innovation of the Presidency, the Management Performance Assessment Tool (MPAT) that studied the 4 areas of governance, namely Strategic Planning, HR, Governance and Accountability and Financial Management. The exercise remains a valuable one.

Whole School Evaluation continues to give insights not only into the support needs at individual schools but also into systemic issues. In 2016, focused evaluations were introduced to determine if there is a correlation between school leadership and management, and learner achievement. A report on the findings at the 54 schools served as a useful management tool for district support, follow up and monitoring. Differentiation in the length of visits has allowed for additional schools to be visited. The findings were shared in trend reports in addition to the extensive reports provided to the schools and education districts concerned.

All schools completed online School Improvement Plans (SIPs), with targets for 3 years, for academic performance; management efficiencies (such as teacher and learner absenteeism and academic planning); resourcing and maintenance. The indicators correspond with national targets and match the 9 focus areas of whole school evaluation. The value of an improvement plan like this is that all schools are focused on driving key improvement interventions. The SIP also forms part of the accountability system, since signatories to the plan include the principal, the SGB and the WCED. Schools also provided Action Plans to specify steps they would take to meet the targets set.

In 2016/17 quarterly School Improvement Monitoring, by which key aspects of resourcing and school functionality e.g. preparedness for the new year was conducted. Because the reports were captured online, the data could be drawn and used to improve support. In particular, for example, the data enabled the WCED to keep abreast of deliveries of workbooks.

2. Risk Management

The Accounting Officer (AO) for the Western Cape Department of Education 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 strategic support service to the Department.

In compliance with the National Treasury Public Sector Risk Management Framework (PSRMF) and to further embed risk management within the Department, the Western Cape Government (WCG) has adopted an ERM Policy Statement which sets out the WCG's overall intention with regard to ERM. The Department adopted an ERM Policy for the period 2016/17 – 2017/18, approved by the Accounting Officer on 26 April 2016; and an ERM Strategy and Implementation Plan for 2016/17, approved by the Accounting Officer on 26 April 2016. The ERM Implementation Plan gave effect to the departmental ERM Policy and Strategy and outlines the roles and responsibilities of management and staff in embedding risk management in the department.

The Department assessed significant risks that could have an impact on the achievement of its objectives, both strategically and on a programme level, on a quarterly basis. Risks were prioritised based on their likelihood and impact (inherently and residually) and additional mitigations were agreed upon to reduce risks to acceptable levels. New/emerging risks were identified during the quarterly review processes.

The Department established an Enterprise Risk Management Committee (ERMCO) to assist the Accounting Officer in executing his responsibilities relating to risk management. The Committee operated under a Terms of Reference approved by the Accounting Officer on 19 February 2016. ERMCO in the main evaluated the effectiveness of the mitigating strategies implemented to address the risks of the department and recommended further action where relevant.

The Education Audit Committee furthermore monitors the risk management process independently as part of its quarterly review of the Department.

Impact on institutional performance

The benefits of Enterprise Risk management are continuously being realised. Executive management is aware of their duties as risk owners for their various portfolios. Regular and consistent reporting assists to mitigate risk where it may arise. Reports assist management to focus on important areas and results in time efficiency. The department has realised improvements in performance to a varied degree, as a result of growing risk management maturity.

The following key risks and mitigation steps were identified for the year under review:

Risk		Mitigation
1	Budget constraints will have a negative impact on department's (HO / Districts) resources to delivery its services	Ongoing prioritization of budget according to immediate needs, implementing strict budget management and instituted austerity measures in accordance with the relevant NT directives Gaining efficiencies through economies of scale Gaining efficiencies through the adoption of a flatter personnel structure and streamlined HRM processes to fit in the affordable basket
2	Unsustainability of pro-poor policy	Quintiles 1-3 funding has been equalized Additional 218 schools have been classified as no fee schools Implement compensation fee exemption for needy learners
3	Excessive demand for schooling affects resource planning and admission	WCED conducts an early enrolment campaign and developed a learner enrolment and placement framework, compelling schools to plan more effectively Advance planning for potential high risk enrolment areas informs resource allocation to accommodate learner growth
4	Poor performance of learners in high schools and primary school	Language and Mathematics Strategy is implemented District officials monitor schools to ensure educators implement the required training Officials visit schools to monitor the use of textbooks and schools report on textbook utilisation through the School Improvement Monitoring process on a quarterly basis

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 Western Cape Government (WCG) adopted an Anti-Corruption Strategy which confirms the Province's zero tolerance stance towards fraud and corruption. In line with this strategy the Department is committed to zero-tolerance with regard to corrupt or fraudulent 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 Prevention Plan and a Fraud Prevention Implementation Plan which gives effect to the Fraud Prevention Plan.

Various channels for reporting allegations of fraud and corruption exist and these are described in detail in the Provincial Anti-Corruption Strategy and the Departmental Fraud 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 generating statistics for the Province and Department.

Employees 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 e.g. was made in good faith). In this regard a transversal Whistle-blowing Policy was approved on 24 February 2016 to provide guidelines to employees 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 within 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.

Once fraud or corruption is confirmed after completion of an investigation, the relevant employee who participated in these acts is subjected to a disciplinary hearing. In all such instances, 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, the PFS issued a Case Movement Certificate for the Department noting the following:

Open cases as at 1 April 2016	11
New cases (2016/17)	28
Closed cases (2016/17)	(17)
Referred cases (2016/17)	(10)
Open cases as at 31 March 2017	12

The following table further analyses the closed cases indicated above:

Outcome of cases closed	
Outcome	Number
Allegations substantiated	6
Only preliminary investigation with no adverse findings	8
Only preliminary investigation with no findings but with recommendations	3

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.

6. Health Safety and Environmental Issues

Safety of learners and educators at schools is a major challenge and the Department has formed partnerships with other relevant provincial departments to deal with the issue. Community involvement remains a key aspect in the fight against violence that affects some high-risk schools. The Department also has CCTV cameras in certain schools to enable school principals to monitor threatening activities.

7. Portfolio Committees

Not applicable

8. Scopa Resolutions

The Report of the Public Accounts Committee (PAC) dated 28 November 2016, having considered as part of its oversight role the 2015/2016 Annual Report of the Western Cape Education Department for the year ended 31 March 2016, is summarised below.

The Committee noted the Auditor-General's audit opinion regarding the Department's Annual Financial Statements for the 2015/16 financial year, having obtained a clean audit. This audit opinion remains unchanged from the 2014/15 financial year.

The Western Cape Education Department spent R17,637 billion of a budget of R17,899 billion, resulting in an overall under-expenditure of R262,027 million (1.46%), as reflected on page 163 of the 2015/16 Annual Report. As disclosed in note 24.3 to the financial statements, fruitless and wasteful expenditure amounting to R8 000 was identified during the 2015/16 financial year.

The Department also had departmental receipts of R22,833 million which consists of revenue generated from the following sources:

- Sales of goods and services other than capital assets;
- Fines, penalties and forfeits;
- Interest, dividends, rent on land; and
- Transactions in financial assets and liabilities.

The Committee notes that the under-expenditure relates to the following factors:

- Compensation of employees;
- Goods and services; and
- Transfers and subsidies.

The Committee made no recommendations to the Department.

The Western Cape Education Department provided the following information to the Committee as requested:

- A report that highlights the amount of funds that was spent on remedial work to schools during the 2015/16 financial year, which emanated from Programme 6, as indicated on pages 176 and 177 of the 2015/16 Annual Report.
- A comprehensive list of schools which received donations from the Western Cape Education Department during the 2015/16 financial year.

9. 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
Audit report information not accurate as per schedule provided by the department	2015/16	A template for a register was designed and was distributed to all Districts and Schools, in order to capture and identify shortcomings to be able to assist schools with their financial management of funds.
Learning and Teaching Support Material (LTSM) at section 21 Schools- procurement processes not followed	2015/16	The Department to verify and ensure that all Schools have functional LTSM processes with reference to Circular 0015/2017 and the Framework for Learning and Teaching Support Material
S21 schools - Price paid for text-books exceeds catalogue price as stipulated by the Department of Basic Education (DBE)	2015/16	The introduction of centralised LTSM procurement process by the Department impacted positively with regards to the procurement processes.
Support provided to school governing bodies	2015/16	Districts are busy training SGBs on aspects of financial management. SGBs were also supported on developing budgets for 2017. Plans are in place to train selected SGBs on fraud and corruption.
Overcrowding of classrooms in the WCED	2015/16	The department is addressing the overcrowding of classrooms by providing mobile units to schools and the allocation of additional educator posts.
Status of findings and corrective measures regarding the performance audit on the curriculum support and monitoring provided by education districts	2015/16	As per the District Improvement Plan, Schools are classified in terms of their previous year performance, and monitoring and support is planned in terms of poor performing schools to high performing schools.

10. Internal Control Unit

The Internal Control Directorate undertook the following functions:

1. Implemented a process to support proper governance
2. Supported the Integrated Internal Control System: maintained and updated a database of Legal Frameworks and monitored the proper implementation of legal frameworks
3. Maintained the Forensic Investigation register: Co-ordinated departmental Fraud Awareness Training, provided progress reports on FIU cases for Head Office and Districts and reported the updated departmental FIU register to Department of the Premier.
4. Developed policies, procedures and processes pertaining to the Directorate Internal Control.
5. Monitored compliance against prescripts: managed and developed a compliance working tool; updated the tool in line with current legislation, tested internal control procedures in order to detect trends to determine weaknesses within the internal control system.
6. Evaluated the effectiveness and the implementation of financial prescripts: completed inspections within the department; monitored performances of SCM Champions.
7. Evaluated the departmental risks registers: maintained and kept a record of risk reports; liaised with ERM unit and Internal Audit on the departmental risks.
8. Combined Assurance Services
9. Facilitated the Internal and External Audits: Monitored progress on recommendations in management report and internal audit reports; analysed and ensured implementation of responses of management; provided inputs and advice.
10. Reported matters to the Audit Committee: provided comment on status of financial management improvement plan to the Audit Committee
11. Ensured implementation of corrective controls: Completed inspections and provided reports and registers on irregular, fruitless and wasteful expenditure and unauthorized expenditure; completed the post auditing process in respect of payment vouchers; completed the verification of the MPAT documentation

11. 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 assists 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.

The following assurance engagements were approved and completed in the 2016/17 Internal Audit Plan:

- DPSA Directive
- District Support to Schools
- Teacher Absenteeism
- HR Planning - Schools Principals
- Transfer Payment - (Norms and Standards Funding of Public Schools)
- Specialised Support
- Conditional Grant - (Education Infrastructure Grant)

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 responsibilities relating to:

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

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 Ronnie Kingwill	CA(SA); CTA; BCom	External	N/a	01 January 2014 (2 nd term)	Contract ended 31 December 2016	7
Ms Zulpha Abrams	CA(SA) & FIIA SA, CIA		N/a	07 April 2014 (2 nd term)	Contract ended 31 December 2016	7
Ms Rozan Jaffa	CA (SA); CIA; Hons B Compt (CTA); Bcom (Acc)		N/a	01 October 2014	N/a	8

Name	Qualifications	Internal or external	If internal, position in the department	Date appointed	Date Resigned	No. of Meetings attended
Mr Linda Nene	CCSA; CRMA; CCP; FIIA SA; Post Grad Diploma in Management – Corporate; Governance; BComm (Acc)		N/a	01 April 2014 (2 nd term)	Contract ended 31 March 2017	7
Mr Nick Buick	B Comm, CTA, CA (SA)		N/a	1 January 2017 (1 st term)	N/a	1
Ms Merle Kinnes	BA; LLB; Certificate Forensic Examination; Attorney of the High Court of SA.		N/a	1 January 2017 (1 st term)	N/a	1

12. Audit Committee Report

We are pleased to present our report for the financial year ended 31 March 2016.

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 3.1.13. 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

In line with the PFMA and Treasury Regulations, 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 work was completed during the year under review:

- DPSA Directive
- District Support to Schools
- Teacher Absenteeism
- HR Planning - Schools Principals
- Transfer Payment - (Norms and Standards Funding of Public Schools)
- Specialised Support
- Conditional Grant - (Education Infrastructure Grant)

The areas for concern and improvement will be completed by the Audit Committee subsequent to the fourth quarter meeting and evaluation of financial statements.

In-Year Management and Monthly/Quarterly Report

The department has reported monthly and quarterly to the Treasury as is required by the PFMA.

Evaluation of Financial Statements

The Audit Committee has not yet reviewed annual financial statements and will provide commentary subsequent to the relevant meeting.

Compliance

- The Audit Committee has reviewed the Department's processes for compliance with legal and regulatory provisions.

Performance Information

- The Audit Committee has reviewed the information on predetermined objectives as reported in the Quarterly Performance Report.

Auditor General's Report

The Audit Committee has reviewed the department's implementation plan for audit issues raised in the previous year and we are satisfied that the matters have been adequately resolved. Further commentary will be provided subsequent to the final audit report.

Mr N Buick
Chairperson of the Education Audit Committee
(Date)



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.

Consultations between the Minister for Education in the Western Cape on the affordable basket of educator posts for 2017 and the distribution of the affordable basket of posts between the Head of Department with Unions and interested parties were concluded on 01 August 2016. Given the fiscal challenges on the compensation of employee budget for the 2016/2017 MTEF and 2017/2018 MTEF, the WCED's main objective was to not reduce the number of educator posts at education institutions. The aforementioned was achieved by introducing cost containment measures. The affordable basket of posts for 2016 was maintained at 32 039 for the 2017 academic year with the objective of maintaining stability at education institutions. A re-prioritisation of certain post allocations was made within the 32 039 post allocation for the 2017 academic year in order to allocate 49 posts for waiting lists and learner support needs at Special Schools. Steps were taken to ensure an educator/learner ratio of 1: 37 in primary schools and 1:33 in high schools.

The department issued 2 vacancy lists for educators, as scheduled in 2016 as well as three special vacancy lists, on demand, for posts of principal and deputy principal.

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

1. School leadership and management:

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 special vacancy lists and prioritised to ensure swift processing of the applications.

The WCED continued to strengthen the appointment criteria and selection processes for principals, deputy principals and departmental heads. Competency-Based Assessment (CBA) tools were used to assist in the recruitment and selection process for promotion posts 2016/17. Where governing bodies did not make use of the CBA tool as part of the recruitment and selection process, the delegated authority approved the nomination on condition that the newly appointed educator be subjected to a CBA 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 number of temporary teachers:

The department appointed 1 126 Post Level1 teachers in a permanent capacity with effect from 1 January 2017.

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

This was prioritised in order 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 a caring and responsible employer, the WCED is analyzing 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.

Workforce planning and key strategies to attract and recruit a skilled and capable workforce

The department took advantage of the services and availability of the graduates of the Funza Lushaka Bursary scheme as administered by the National Department of Basic Education. The Department managed to place 358 of the eligible list of 717 Funza Lushaka bursary holders that completed their studies at the end of 2015 for placement in 2016 against vacant substantive posts. This represents a 49.9% placement rate of Funza Lushaka bursary holders.

The Department managed to place 331 of the eligible list of 737 Funza Lushaka bursary holders that completed their studies at the end of 2016 for placement in 2017 against vacant substantive posts. This represents a 44.9% placement rate of Funza Lushaka bursary holders during the period 1 January 2017 to 31 March 2017.

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 in respect of performance management and ensured that all staff, both educators and public service staff, were informed of the expectations of the Employer. Whilst top performers are rewarded with performance bonuses, poor performers are obliged to enter into personal improvement programmes.

Employee wellness programmes

A single external service provider rendered a service in respect of the Western Cape provincial government.

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 Employee Health and Wellness Awareness Days. The aim of these awareness days is to promote healthy lifestyles and raise the profile of services which the WCED offers to its employees. In addition, Health Promotion Awareness takes place according to days noted in the Department of Health's Health Calendar. The WCED hosted 45 Health and Wellness Awareness Days, created awareness by arranging 25 advocacy sessions on the employee wellness program offered to WCED employees during the reporting period, and provided support during 8 Trauma debriefing sessions.

Achievements and challenges

The department provided the 2017 school staff establishments before the end of August 2016. This enabled schools to commence timeously with their planning for 2017 and also created sufficient opportunity for schools to appeal for more posts where necessary. School staff establishments for 2017 were based on verified learner numbers as at 31 July 2016.

The WCED's e-Recruitment system for teachers is proving to be a success and has contributed to enhanced efficiencies in the system and more competent teachers to be appointed. All vacancies are published via the on-line system and applications can only be made via this system. To date 63 074 users have registered on the system and 34 749 users completed profiles on the system. Phase II (automation of the governing body process) was successfully piloted in 2016 with full roll-out scheduled for 2017.

The WCED has migrated to the new and improved Pension Case Management (PCM) system. This allows for the electronic processing of pension applications aimed at attaining a zero error rate and reducing the time taken to pay pensions.

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

With the assistance of Internal Audit, the department developed a Stakeholder Framework to improve the working relationship with external stakeholders such as unions, principals' forums and school governing body associations.

Future People Management plans/goals

The WCED piloted Phase II of the E-Recruit System in 2016; Phase II is currently being rolled out for full implementation by the end of 2017. Phase II includes the automation of the SGB process (short listing, scoring and nominations), as well as the electronic provision of online applications to schools and SGB's.

A service provider has been sourced and it is envisaged that the WCED will roll out the on-line system for Office-Based Educators and Public Service employees, with the publication of the vacancy bulletin 2/2017.

The profiling of all teachers in terms of subject and phase specialisation and subject or phase teaching in order to affect proper people planning for future teacher needs will be concluded

3. Human Resources Oversight Statistics

3.1 Personnel related expenditure

The following tables summarise the final audited personnel related expenditure by programme and by salary bands. In particular, they provide an indication of 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 2016 to 31 March 2017

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	1 344 991	777 702	1 359	0	4.03	439.38	1 770
Programme 2	14 272 090	12 150 946	23 256	0	62.95	342.05	35 524
Programme 3	101 026		0	0	0	0	0
Programme 4	1 124 477	894 943	0	0	4.64	315.90	2 833
Programme 5	537 939	61 129	0	0	0.32	433.54	141
Programme 6	1 573 028	18 246	0	0	0.09	506.83	36
Programme 7	347 626	***152 467	0	0	0.79	496.64	307
		**78 308	0	0	0.41	0	0
Total	19 301 177	14 133 741	24 615	0	73.23	348.03	40 611

Notes:

* District-based employees were moved from Programme 9 to Programme 1, hence the increase in the number of employees.

** Programme 6 includes Occupation Specific Dispensation (OSD) posts, which is largely funded through DORA posts.

*** The personnel expenditure in respect of Programme 7 (Examination and Education Related Services) amounting to R152.467m is in respect of the permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.

**** The amount of R78.308m reflects the amount in respect of the expenditure of Examiners/Moderators/Markers and temporary administrative support staff (for the 2016-Matric examinations) as well as HIV/AIDS support staff.

Table 3.1.2 Personnel costs by salary band for the period 1 April 2016 to 31 March 2017

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)	368 162	2.60	116.51	3 160
Skilled (level 3-5)	912 984	6.44	179.51	5 086
Highly skilled production (levels 6-8)	8 193 801	57.78	345.23	23 734
Highly skilled supervision (levels 9-12)	4 651 418	32.80	541.87	8 584
Senior and Top management (levels 13-16)	54 156	0.38	1 152.26	47
Total	14 180 521	100.00	349.18	40 611

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 provides an indication of the percentage of the personnel budget that was used for these items.

Table 3.1.3 Salaries, Overtime, Home Owners Allowance and Medical Aid by programme for the period 1 April 2016 to 31 March 2017

Programme	Salaries		Overtime		Home Owners 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	517 441	3.65	1 982	0.01	17 799	0.13	31 167	0.22
Programme 2	9 095 009	64.14	102	0.00	311 534	2.20	524 208	3.70
Programme 3	0	0.00	0	0.00	0	0.00	0	0.00
Programme 4	661 542	4.67	54	0.00	25 118	0.18	40 871	0.29
Programme 5	46 253	0.33	0	0.00	1 151	0.01	2 412	0.02
Programme 6	10 607	0.07	0	0.00	213	0.00	389	0.00
Programme 7	168 273	1.19	1 828	0.01	4 076	0.03	7 594	0.05
Total	10 499 125	74.04	3 966	0.03	359 891	2.54	606 641	4.28

Table 3.1.4 Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2016 to 31 March 2017

Salary band	Salaries		Overtime		Home Owners 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)	259 875	1.83	47	0.00	19 843	0.14	17 712	0.12
Skilled (level 3-5)	645 416	4.55	1 295	0.01	42 801	0.30	56 896	0.40
Highly skilled production (levels 6-8)	6 078 936	42.87	1 953	0.01	201 485	1.42	359 157	2.53
Highly skilled supervision (levels 9-12)	3 479 485	24.54	671	0.00	95 646	0.67	172 113	1.21
Senior management (level 13-16)	35 413	0.25	0	0.00	116	0.00	763	0.01
Total	10 499 125	74.04	3 966	0.03	359 891	2.54	606 641	4.28

3.2 Employment and Vacancies

The tables in this section summarise the position with regard to 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 2017

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	2 015	25	1 740	13.65	30	1 770
	Programme 2	35 336	11	35 234	0.29	290	35 524
	Programme 4	2 845	0	2 797	1.69	36	2 833
	Programme 5	9	0	141**	0.00	0	141**
	Programme 6	53	0	32	39.62	4	36
	Programme 7	379	3	304	19.79	3	307
	Total	40 637	39	40 248	0.96	363	40 611
Educators	Programme 1	581	3	581	0.00	14	595
	Programme 2	29 144	0	29 128	0.05	182	29 310
	Programme 4	1 821	0	1 835	0.00	8	1 843
	Programme 5	9	0	141**	0.00	0	141**
	Programme 6	6	0	5	16.67	0	5
	Programme 7	163	0	140	14.11	3	143
	Total	31 724	3	31 830	0.00	207*	32 037
Public Service Personnel	Programme 1	1 434	22	1 159	19.18	16	1 175
	Programme 2	6 192	11	6 106	1.39	108	6 214
	Programme 4	1 024	0	962	6.05	28	990
	Programme 5	0	0	0	0.00	0	0
	Programme 6	47	0	27	42.55	4	31
	Programme 7	216	3	164	24.07	0	164
	Total	8 913	36	8 418	5.55	156	8 574

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 are 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 in an effort to create more learning sites for pre-primary learners (Early Childhood Development). 141 Educators in Programme 5 are Pre-Primary Personnel. These personnel are carried in additional posts.

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 are sufficiently capacitated.

Table 3.2.2 Employment and vacancies by salary band as on 31 March 2017

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)	3 315	8	3 413	0.00	45	3 458
	Skilled (Levels 3-5)	4 418	13	4 718	0.00	81	4 799
	Highly skilled production (Levels 6-8)	28 778	11	28 494	0.99	202	28 696
	Highly skilled supervision (Levels 9-12)	4 080	7	3 578	12.30	33	3 611
	Senior Management (Levels 13-16)	46	0	45	2.17	2	47
	Total	40 637	39	40 248	0.96	363	40 611
Educators	Lower Skilled (Levels 1-2)	0	0	0	0.00	0	0
	Skilled (Levels 3-5)	353	0	998	0.00	1	999**
	Highly skilled production (Levels 6-8)	27 563	0	27 471	0.33	179	27 650
	Highly skilled supervision (Levels 9-12)	3 808	3	3 361	11.74	27	3 388
	Senior Management (Levels 13-16)	0	0	0	0.00	0	0
	Total	31 724	3	31 830	0.00	207	32 037
Public Service Personnel	Lower Skilled (Levels 1-2)	3 315	8	3 413	0.00	45	3 458
	Skilled (Levels 3-5)	4 065	13	3 720	8.49	80	3 800
	Highly skilled production (Levels 6-8)	1 215	11	1 023	15.80	23	1 046
	Highly skilled supervision Levels 9-12)	272	4	217	20.22	6	223
	Senior Management (Levels 13-16)	46	0	45	2.17	2	47
	Total	8 913	36	8 418	5.55	156	8 574

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 999 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 2017

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Not applicable				
Total				
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 2017

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 16, but not HOD	0	0	0	0.00	0	0.00
Salary Level 15	4	0	3	75.00	1	25.00
Salary Level 14	8	0	8	100.00	0	0.00
Salary Level 13	33	0	35	106.06	0	0.00
Total	46	0	47	102.17	1	2.17

Note: Two (2) SMS members carried above the WCED establishment plus one (1) SMS member in the Office of the Minister of Education in the Western Cape.

Table 3.3.2 SMS post information as on 30 September 2016

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	0	0.00	1	100.00
Salary level 16, but not HOD	0	0	0	0.00	0	0.00
Salary Level 15	4	0	3	75.00	1	25.00
Salary Level 14	8	0	9	112.50	0	0.00
Salary Level 13	33	0	35	106.06	0	0.00
Total	46	0	47	102.17	2	4.35

Note: Two (2) SMS members carried above the WCED establishment plus one (1) SMS member in the Office of the Minister of Education in the Western Cape.

Table 3.3.3 Advertising and filling of SMS posts for the period 1 April 2016 to 31 March 2017

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 16, but not HOD	0	0	0
Salary Level 15	1	1	1
Salary Level 14	1	1	0
Salary Level 13	4	4	0
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 2016 to 31 March 2017

Reasons for vacancies not advertised within six months
The Department contemplated revisiting the composition of the functions of the SL15 post when it became vacant. After deliberation it was decided that the functions assigned are sufficient and the post was advertised during February 2017.

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 2016 to 31 March 2017

Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months
Please see comments above.

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, an executing authority 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 2016 to 31 March 2017

Salary Band	Total number of posts as on 31 March 2017	Number of posts evaluated	% of posts evaluated by Salary Bands	Posts Upgraded		Posts Downgraded	
				Number		Number	% of number of posts
Lower skilled (Levels 1-2)	3 315	0	0.00	0	0	0	0
Skilled (Levels 3-5)	4 418	4	0.09	0	0	0	0
Highly skilled production (Levels 6-8)	28 778	2	0.01	0	0	0	0
Highly skilled supervision (Levels 9-12)	4 080	0	0.00	0	0	0	0
Senior Management Service Band A (Level 13)	33	1	3.03	0	0	0	0
Senior Management Service Band B (Level 14)	8	0	0.00	0	0	0	0
Senior Management Service Band C (Level 15)	4	0	0.00	0	0	0	0
Senior Management Service Band D (Level 16)	1	0	0.00	0	0	0	0
Total	40 637	7	0.02	0	0	0	0

Note: Only public service posts are subjected to job evaluation procedures.

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 2016 to 31 March 2017

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 2016 to 31 March 2017

Total number of Employees whose salaries exceeded the grades determine by job evaluation	0
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The following table summarises the beneficiaries of the above in terms of race, gender, and disability.

Table 3.4.4 Profile of employees who have salary levels higher than those determined by job evaluation for the period 1 April 2016 to 31 March 2017

Total number of Employees whose salaries exceeded the grades determine by job evaluation	0
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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 2016 to 31 March 2017

Personnel Group	Salary Band	Number of employees per band as on 31 March 2016	Appointments	Transfers into the department	Appointments and transfers into the department	Terminations	Transfers out of the department	Terminations and transfers out of the department	Turn-over rate %
All Personnel	Lower skilled (Levels 1-2)	3 122	2 608	0	2 608	2 421	0	2 421	5.99
	Skilled (Levels 3-5)	5 003	4 585	10	4 595	2 969	5	2 974	32.40
	Highly skilled production (Levels 6-8)	23 289	11 321	22	11 343	11 854	45	11 899	0.00
	Highly skilled super-vision (Levels 9-12)	8 844	578	1	579	1 276	5	1 281	0.00
	Senior Management Service Band A (Level 13)	35	3	1	4	2	0	2	5.71
	Senior Management Service Band B (Level 14)	8	1	0	1	1	0	1	0.00
	Senior Management Service Band C (Level 15)	3	0	0	0	1	0	1	0.00
	Senior Management Service Band D (Level 16)	1	0	0	0	0	1	1	0.00
	Total	40 305	19 096	34	19 130	18 524	56	18 580	1.36
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0	0	0.00
	Skilled (Levels 3-5)	1 070	3 540	0	3 540	1 857	0	1 857	157.29
	Highly skilled production (Levels 6-8)	22 089	11 174	15	11 189	11 653	37	11 690	0.00
	Highly skilled supervision (Levels 9-12)	8 621	556	1	557	1 254	3	1 257	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	31 780	15 270	16	15 286	14 764	40	14 804	1.52
Public Service	Lower skilled (Levels 1-2)	3 122	2 608	0	2 608	2 421	0	2 421	5.99
	Skilled (Levels 3-5)	3 933	1 045	10	1 055	1 112	5	1 117	0.00
	Highly skilled production (Levels 6-8)	1 200	147	7	154	201	8	209	0.00
	Highly skilled super-vision (Levels 9-12)	223	22	0	22	22	2	24	0.00
	Senior Management Service Band A (Level 13)	35	3	1	4	2	0	2	5.71
	Senior Management Service Band B (Level 14)	8	1	0	1	1	0	1	0.00
	Senior Management Service Band C (Level 15)	3	0	0	0	1	0	1	0.00
	Senior Management Service Band D (Level 16)	1	0	0	0	0	1	1	0.00
	Total	8 525	3 826	18	3 844	3 760	16	3 776	0.87

Personnel Group	Salary Band	Number of employees per band as on 31 March 2016	Appointments	Transfers into the department	Appointments and transfers into the department	Terminations	Transfers out of the department	Terminations and transfers out of the department	Turn-over rate %
Notes:									
Column 3 (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 particular 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.									

Table 3.5.2 Annual turnover rates by critical occupation for the period 1 April 2016 to 31 March 2017

Critical occupation	Number of employees at beginning of period- April 2015	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Not applicable				

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 2016 to 31 March 2017

Group	Termination type	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as at 31 March 2016
All Personnel	Death / Demise	105	0.57	0.26
	Resignation	1 403	7.56	3.48
	Expiry of contract*	15 869	85.46	39.37
	Dismissal - operational changes	3	0.02	0.01
	Dismissal - misconduct	68	0.37	0.17
	Dismissal - inefficiency	0	0.00	0.00
	Discharged due to ill-health	88	0.47	0.22
	Discharged due to incapacity	0	0.00	0.00
	Retirement	986	5.31	2.45
	Employee initiated severance package	0	0.00	0.00
	Transfer to other Public Service Departments	56	0.30	0.14
Total		18578	100.00	46.09
Educators	Death/ Demise	72	0.49	0.23
	Resignation	1 201	8.12	3.78
	Expiry of contract *	12 628	85.34	39.74
	Dismissal – operational changes	3	0.02	0.01
	Dismissal – misconduct	37	0.25	0.12
	Dismissal – inefficiency	0	0.00	0.00
	Discharged due to ill-health	60	0.41	0.19
	Discharged due to incapacity	0	0.00	0.00
	Retirement	762	5.15	2.40
	Employee initiated severance package	0	0.00	0.00
	Transfers to other Public Service departments	40	0.27	0.13
Total		14 803	100.00	46.58

Group	Termination type	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as at 31 March 2016
Public Service Staff	Death/ Demise	33	0.88	0.39
	Resignation	202	5.36	2.37
	Expiry of contract *	3 241	85.97	38.02
	Dismissal – operational changes	0	0.00	0.00
	Dismissal – misconduct	31	0.82	0.36
	Dismissal – inefficiency	0	0.00	0.00
	Discharged due to ill-health	28	0.74	0.33
	Discharged due to incapacity	0	0.00	0.00
	Retirement	224	5.94	2.63
	Employee initiated severance package	0	0.00	0.00
	Transfers to other Public Service departments	16	0.42	0.19
	Total	3775	100.00	44.28

Note:

* The "Expiry of Contract" number may seem to be high in comparison to other state departments and employers. The high figure is because the WCED has a policy by which employees are appointed on contract for short periods. These posts are regularly advertised within the framework of applicable collective agreements with a view to the permanent filling thereof at the earliest opportunity. Furthermore, substitute educators are appointed in the place of educators who utilise leave or are seconded. The shortest period for contract appointment in respect of an educator is two weeks.

Table 3.5.3.2 Reasons why staff resigned, 1 April 2016 to 31 March 2017

Group	Termination type	All Personnel Number	% of Total Exits
All Personnel	Age	3	0.21
	Bad health	14	1.00
	Better remuneration	54	3.85
	Contract expired	6	0.43
	Domestic problems	14	1.00
	Emigration	41	2.92
	Further studies	4	0.29
	Marriage	6	0.43
	Nature of work	79	5.63
	No Reason	22	1.57
	Other Occupation	85	6.06
	Own Business	4	0.29
	Personal Grievances	37	2.64
	Resigning of Position	1 024	72.99
	Transport Problem	0	0.00
	Pregnancy	0	0.00
	Housewife	0	0.00
	Transfer(Spouse)	5	0.36
	Reduction Of Posts	0	0.00
	Other Education Department	5	0.36
	Transfer Other System	0	0.00
	Misconduct	0	0.00
Grand Total	1 403	100	

Group	Termination type	All Personnel Number	% of Total Exits
Educators	Age	2	0.17
	Bad Health	11	0.92
	Better Remuneration	45	3.75
	Contract Expired	6	0.50
	Domestic Problems	12	1.00
	Emigration	40	3.33
	Further Studies	4	0.33
	Marriage	5	0.42
	Nature of Work	71	5.91
	No Reason	20	1.67
	Other Occupation	65	5.41
	Own Business	3	0.25
	Personal Grievances	31	2.58
	Resigning Of Position	876	72.94
	Transport Problem	0	0.00
	Pregnancy	0	0.00
	Housewife	0	0.00
	Transfer(Spouse)	5	0.42
	Reduction Of Posts	0	0.00
	Other Education Department	5	0.42
	Transfer Other System	0	0.00
Misconduct	0	0.00	
Total	1 201	10	
Public Service Staff	Age	1	0.50
	Bad Health	3	1.49
	Better Remuneration	9	4.46
	Contract Expired	0	0.00
	Domestic Problems	2	0.99
	Emigration	1	0.50
	Further Studies	0	0.00
	Marriage	1	0.50
	Nature of Work	8	3.96
	No Reason	2	0.99
	Other Occupation	20	9.90
	Own Business	1	0.50
	Personal Grievances	6	2.97
	Resigning Of Position	148	73.27
	Transport Problem	0	0.00
	Pregnancy	0	0.00
	Housewife	0	0.00
	Transfer(Spouse)	0	0.00
	Reduction Of Posts	0	0.00
	Other Education Department	0	0.00
	Transfer Other System	0	0.00
Misconduct	0	0.00	
Total	202	100.00	

Table 3.5.3.3 Age groups of staff who resigned, 1 April 2016 to 31 March 2017

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	60	4.28	59	4.91	1	0.50
Ages 25 to 29	255	18.18	241	20.07	14	6.93
Ages 30 to 34	145	10.33	128	10.66	17	8.42
Ages 35 to 39	106	7.56	87	7.24	19	9.41
Ages 40 to 44	153	10.91	131	10.91	22	10.89
Ages 45 to 49	239	17.03	207	17.24	32	15.84
Ages 50 to 54	181	12.90	147	12.24	34	16.83
Ages 55 to 59	153	10.91	121	10.07	32	15.84
Ages 60 to 64	107	7.63	78	6.49	29	14.36
Ages 65 >	4	0.29	2	0.17	2	0.99
Total	1 403	100.00	1 201	100.00	202	100.00

Table 3.5.3.4 Granting of employee initiated severance packages: 1 April 2016 to 31 March 2017

Total number of employee initiated severance packages in 2016/ 2017	0
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Table 3.5.4 Promotions by critical occupation for the period 1 April 2016 to 31 March 2017

Occupation	Employees 1 April 2016	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					

Table 3.5.5 Promotions by salary band for the period 1 April 2016 to 31 March 2017

Personnel Group	Salary Band	Employees as at 31 March 2016	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)	3 362	221	6.57	1 776	52.83
	Skilled (Levels 3-5)	4 579	149	3.25	3 309	72.26
	Highly skilled production (Levels 6-8)	2 604	733	28.15	16 451	631.76
	Highly skilled supervision (Levels 9-12)	29 713	726	2.44	7 968	26.82
	Senior management (Levels 13-16)	47	4	8.51	29	61.70
	Total	40 305	1 833	4.55	29 533	73.27
Educators	Lower Skilled (Levels 1-2)	0	0	0.00	0	0.00
	Skilled (Levels 3-5)	754	3	0.40	134	17.77
	Highly skilled production (Levels 6-8)	1 530	676	44.18	16 009	1046.34
	Highly skilled supervision (Levels 9-12)	29 496	712	2.41	7 822	26.52
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00
	Total	31 780	1 391	4.38	23 965	75.41
Public service	Lower Skilled (Levels 1-2)	3 362	221	6.57	1 776	52.83
	Skilled (Levels 3-5)	3 825	146	3.82	3 175	83.01
	Highly skilled production (Levels 6-8)	1 074	57	5.31	442	41.15
	Highly skilled supervision (Levels 9-12)	217	14	6.45	146	67.28
	Senior Management (Levels 13-16)	47	4	8.51	29	61.70
	Total	8 525	442	5.18	5 568	65.31

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 2017

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	1	6	1	2	0	0	1	1	0	0	12
Senior management (Level 13)	2	10	1	7	2	9	1	3	0	0	35
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	134	557	8	239	68	175	6	111	0	0	1 298
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	654	3 402	34	833	1 639	4 835	57	1 997	6	5	13 462
Semi-skilled and discretionary decision making (Levels 4-7)	1 252	2 562	9	651	4 078	8 076	71	3 404	64	37	20 204
Unskilled & defined decision making (Levels 1-3)	648	2 121	3	120	494	2 022	1	163	17	11	5 600
Total	2 691	8 658	56	1 852	6 281	15 117	137	5 679	87	53	40 611

Table 3.6.2 Total number of employees (with disabilities) in each of the following occupational bands as on 31 March 2017

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	0	0	1	0	1	0	0	0	0	2
Skilled technical and academically qualified workers, junior management, super-visors, foremen, and superintendents (Levels 8-10)	2	4	0	1	0	3	0	3	0	0	13
Semi-skilled and discretionary decision making (Levels 4-7)	1	0	0	1	1	2	0	2	0	0	7
Unskilled and defined decision making (Levels 1-3)	2	3	0	0	2	3	0	0	0	0	10
Total	5	7	0	3	3	9	0	5	0	0	32

Table 3.6.3 Recruitment for the period 1 April 2016 to 31 March 2017

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	1	0	0	0	0	0	0	0	0	1
Senior management (Level 13)	0	1	0	0	0	1	1	0	0	0	3
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	21	43	1	22	12	26	0	23	0	0	148
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	110	674	1	86	699	1 046	16	133	2	0	2 767
Semi-skilled and discretionary decision making (Levels 4-7)	687	1 403	7	236	2 307	4 318	39	1 556	129	59	10 741
Unskilled and defined decision making (Levels 1-3)	504	1 500	5	151	714	2 108	10	340	65	39	5 436
Total	1 322	3 622	14	495	3 732	7 499	66	2 052	196	98	19 096

Table 3.6.4 Promotions for the period 1 April 2016 to 31 March 2017

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	1	1	0	2	0	0	0	0	0	0	4
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)	14	51	0	22	5	19	0	16	0	0	127
Skilled technical and academically qualified workers, junior management, super-visors, foremen, and superintendents (Levels 8-10)	85	292	1	81	191	405	6	161	0	0	1 222
Semi-skilled and discretionary decision making (Levels 4-7)	8	27	0	3	22	63	0	6	0	0	129
Unskilled and defined decision making (Levels 1-3)	36	143	1	1	18	147	0	5	0	0	351
Total	144	514	2	109	236	634	6	188	0	0	1 833

Table 3.6.5 Terminations for the period 1 April 2016 to 31 March 2017

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	2	0	0	0	0	0	0	0	0	2
Senior management (Level 13)	0	1	0	1	0	0	0	0	0	0	2
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	22	99	1	67	22	36	1	33	0	0	281
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	153	924	4	124	827	1 420	15	278	0	0	3 745
Semi-skilled and discretionary decision making (Levels 4-7)	657	1 411	9	236	2 253	4 361	38	1 597	133	71	10 766
Unskilled and defined decision making (Levels 1-3)	396	1 215	2	103	400	1 397	3	136	49	27	3 728
Total	1 228	3 652	16	531	3 502	7 214	57	2 044	182	98	18 524

Table 3.6.6 Disciplinary action for the period 1 April 2016 to 31 March 2017

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
All types	95	181	1	14	148	84	3	13	539

Table 3.6.7 Skills development for the period 1 April 2016 to 31 March 2017

Occupational Levels	Male				Female				Total
	A	C	I	W	A	C	I	W	
Top management (Levels 14-16)	0	0	0	0	0	0	0	0	0
Senior management (Level 13)	0	21	0	1	0	2	0	0	24
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	1 725	4 660	72	1 111	4 020	7 524	109	2 656	21 877
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	16	67	0	1	28	98	0	15	225
Semi-skilled and discretionary decision making (Levels 4-7)	71	160	0	3	169	589	0	46	1 038
Unskilled and defined decision making (Levels 1-3)	66	233	0	8	30	112	0	5	454
Grand Total	1 878	5 141	72	1 124	4 247	8 325	109	2 722	23 618

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.

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 is presented here.

Table 3.7.1 Signing of Performance Agreements by SMS members as on 31 May 2016

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 16, but not HOD	0	0	0	100.00
Salary Level 15	4	3	3	100.00
Salary Level 14	9	8	8	100.00
Salary Level 13	32	31	31	100.00
Total	46	43	43	100.00

Table 3.7.2 Reasons for not having concluded Performance agreements for all SMS members as on 31 May 2016

Reasons
Not applicable

Table 3.7.3 Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 May 2016

Reasons
Not applicable

3.8 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 2016 to 31 March 2017

Salary Band	Employees as at 31 March 2016	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2)	3 362	1 776	52.83
Skilled (Levels 3-5)	4 579	3 309	72.26
Highly skilled production (Levels 6-8)	2 604	16 451	631.76
Highly skilled supervision (Levels 9-12)	29 713	7 968	26.82
Senior management (Levels 13-16)	47	29	61.70
Total	40 305	29 533	73.27

Table 3.8.2 Notch progressions by critical occupation, 1 April 2016 to 31 March 2017

Critical Occupations	Employees as at 31 March 2016	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Not applicable			
Total			

Table 3.8.3 Performance Rewards by race, gender and disability for the period 1 April 2016 to 31 March 2017

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	238	1 708	13.93	2 053	8.63
	Male	99	804	12.31	771	7.79
	Female	139	904	15.38	1 281	9.22
	Coloured	1 089	5 990	18.18	10 989	10.09
	Male	388	2 596	14.95	3 589	9.25
	Female	701	3 394	20.65	7 400	10.56
	Indian	6	25	24.00	74	12.40
	Male	1	8	12.50	15	15.15
	Female	5	17	29.41	59	11.85
	White	250	783	31.93	3 170	12.68
	Male	27	163	16.56	401	14.87
	Female	223	620	35.97	2 769	12.42
	Disabled	3	19	15.79	30	10.08
Grand Total		1 586	8 525	18.60	16 316	10.29

Table 3.8.4 Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2016 to 31 March 2017

Group	Salary bands	Beneficiary Profile			Cost (R'000)		
		Number of beneficiaries	Total number of employees in group	% of total within salary bands	Cost (R'000)	Average cost (R'000) per beneficiary	Cost as a % of the total personnel expenditure
Public Service	Lower Skilled (Levels 1-2)	256	3 362	7.61	1 366	5.34	0.37
	Skilled (Levels 3-5)	864	3 825	22.59	7 482	8.66	0.82
	Highly skilled production (Levels 6-8)	396	1 074	36.87	5 531	13.97	0.07
	Highly skilled supervision (Levels 9-12)	62	217	28.57	1 497	24.14	0.03
	Total	1 578	8 478	18.61	15 875	10.06	0.11

Table 3.8.5 Performance Rewards by critical occupation for the period 1 April 2016 to 31 March 2017

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
Not applicable					

Table 3.8.6 Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2016 to 31 March 2017

Salary Bands	Beneficiary Profile			Cost		
	Number of beneficiaries	Total number of employees in group	% of 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)	10	35	28.57	388	38.77	0.72
Senior Management Service Band B (Level 14)	1	8	12.50	54	53.55	0.10
Senior Management Service Band C (Level 15)	0	3	0.00	0	0.00	0.00
Senior Management Service Band D (Level 16)	0	1	0.00	0	0.00	0.00
Total	11	47	23.40	441	40.11	0.81

Note:
The SMS allocation of performance related rewards is over the 20% distribution curve, but it is attributed to a senior manager who was transferred into the department at the end of the performance cycle and who received a high performance rating at a previous department and similarly with a seconded senior manager.

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 2016 to 31 March 2017

Personnel Group	Salary Band	1 April 2016		31 March 2017		Change	
		Number	% of total	Number	% of total	Number	% in Salary Band
All Personnel	Lower skilled (Levels 1-2)	2	1.48	2	1.43	0	0.00
	Skilled (Levels 3-5)	33	24.44	33	23.57	0	0.00
	Highly skilled production (Levels 6-8)	93	68.89	98	70.00	5	100.00
	Highly skilled supervision (Levels 9-12)	7	5.19	7	5.00	0	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total	135	100.00	140	100.00	5	100.00
Educators	Lower skilled (Levels 1-2)	0	0.00	0	0.00	0	0.00
	Skilled (Levels 3-5)	31	23.66	30	22.22	-1	0
	Highly skilled production (Levels 6-8)	93	70.99	98	72.59	5	125.00
	Highly skilled supervision (Levels 9-12)	7	5.34	7	5.19	0	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total	131	100.00	135	100.00	4	100.00
Public Service	Lower skilled (Levels 1-2)	2	50.00	2	40.00	0	0.00
	Skilled (Levels 3-5)	2	50.00	3	60.00	1	100.00
	Highly skilled production (Levels 6-8)	0	0.00	0	0.00	0	0.00
	Highly skilled supervision (Levels 9-12)	0	0.00	0	0.00	0	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total	4	100.00	5	100.00	1	100.00

Table 3.9.2 Foreign workers by major occupation for the period 1 April 2016 to 31 March 2017

	Major Occupation	1 April 2016		31 March 2017		Change	
		Number	% of total	Number	% of total	Number	% change
All Personnel	Labourers and related workers	20	14.81	27	19.29	7	140.00
	Clerks	1	0.74	1	0.71	0	0.00
	Technicians and associated professionals	0	0.00	0	0.00	0	0.00
	Professionals	114	84.44	112	80.00	-2	0.00
	Total	135	100.00	140	100.00	5	100.00
Educators	Labourers and related workers	17	12.98	23	17.04	6	150.00
	Clerks	0	0.00	0	0.00	0	0.00
	Technicians and associated professionals	0	0.00	0	0.00	0	0.00
	Professionals	114	87.02	112	82.96	-2	0.00
	Total	131	100.00	135	100.00	4	100.00
Public Service	Labourers and related workers	3	75.00	4	80.00	1	100.00
	Clerks	1	25.00	1	20.00	0	0.00
	Technicians and associated professionals	0	0.00	0	0.00	0	0.00
	Professionals	0	0.00	0	0.00	0	0.00
	Total	4	100.00	5	100.00	1	100.00

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 2016 to 31 December 2016

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)	16 244	13 805	84.99	2 031	6.82	8	5	5 387
	Skilled (Levels 3-5)	28 637	23 766	82.99	3 369	11.32	9	5	14 612
	Highly skilled production (Levels 6-8)	142 679	112 200	78.64	18 040	60.61	8	6	139 655
	Highly skilled supervision (Levels 9-12)	54 296	44 556	82.06	6 290	21.13	9	4	79 959
	Senior Management (Levels 13-16)	146	109	74.66	33	0.11	4	3	386
	Total	242 002	194 436	80.34	29 763	100.00	8	5	240 000
Educators	Lower skilled (Levels 1-2)	0	0	0.00	0	0.00	0	0	0
	Skilled (Levels 3-5)	2 691	1 935	71.91	484	2.05	6	3	1 599
	Highly skilled production (Levels 6-8)	132 214	103 715	78.44	17 030	72.15	8	6	130 482
	Highly skilled supervision (Levels 9-12)	52 323	42 937	82.06	6 090	25.80	9	4	77 112
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00	0	0	0
	Total	187 228	148 587	79.36	23 604	100.00	8	5	209 193
Public service	Lower skilled (Levels 1-2)	16 244	13 805	84.99	2 031	32.98	8	5	5 387
	Skilled (Levels 3-5)	25 946	21 831	84.14	2 885	46.84	9	6	13 013
	Highly skilled production (Levels 6-8)	10 465	8 485	81.08	1 010	16.40	10	7	9 174
	Highly skilled supervision (Levels 9-12)	1 973	1 619	82.06	200	3.25	10	7	2 847
	Senior Management (Levels 13-16)	146	109	74.66	33	0.54	4	3	386
	Total	54 774	45 849	83.71	6 159	100.00	9	6	30 807

Table 3.10.2 Disability leave (temporary and permanent) for the period 1 January 2016 to 31 December 2016

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)	1 301	1 300	100	40	6	33	0	438
	Skilled (Levels 3-5)	2 729	2 722	100	63	10	43	1	1 269
	Highly skilled production (Levels 6-8)	14 990	14 889	99	371	56	40	1	14 832
	Highly skilled supervision (Levels 9-12)	8 277	8 264	100	189	29	44	1	12 096
	Senior Management (Levels 13-16)	0	0	0.00	0	0	0	0	0
	Total	27 297	27 175	100	663	100	41	1	28 636

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
Educators	Lower skilled (Levels 1-2)	0	0	0.00	0	0	0	0	0
	Skilled (Levels 3-5)	57	57	100	4	1	14	0	37
	Highly skilled production (Levels 6-8)	13 802	13 716	99	344	65	40	1	13 813
	Highly skilled supervision (Levels 9-12)	7 842	7 829	100	185	35	42	1	11 532
	Senior Management (Levels 13-16)	0	0	0.00	0	0	0	0	0
	Total	21 701	21 602	100	533	100	41	1	25 383
Public service	Lower skilled (Levels 1-2)	1 301	1 300	100	40	31	33	0	438
	Skilled (Levels 3-5)	2 672	2 665	100	59	45	45	1	1 232
	Highly skilled production (Levels 6-8)	1 188	1 173	99	27	21	44	1	1 019
	Highly skilled supervision (Levels 9-12)	435	435	100	4	3	109	1	564
	Senior Management (Levels 13-16)	0	0	0.00	0	0	0	0	0
	Total	5 596	5 573	100	130	100	43	1	3 253

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 2016 to 31 December 2016

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)	2 1049	11	1 928
	Skilled (Levels 3-5)	37 275	13	2 842
	Highly skilled production (Levels 6-8)	21 561	13	1 625
	Highly skilled supervision (Levels 9-12)	24 699	13	1 860
	Senior Management (Levels 13-16)	1 155	24	49
	Total	105 739	13	8 304
Educators	Lower skilled (Levels 1-2)	0	0	0
	Skilled (Levels 3-5)	8	4	2
	Highly skilled production (Levels 6-8)	1 333	2	576
	Highly skilled supervision (Levels 9-12)	19 261	12	1 627
	Senior Management (Levels 13-16)	0	0	0
	Total	20 602	9	2 205
Public service	Lower skilled (Levels 1-2)	21 049	11	1 928
	Skilled (Levels 3-5)	37 267	13	2 840
	Highly skilled production (Levels 6-8)	20 228	19	1 049
	Highly skilled supervision (Levels 9-12)	5 438	23	233
	Senior Management (Levels 13-16)	1 155	24	49
	Total	85 137	14	6 099

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 at schools.

Table 3.10.4 Capped leave for the period 1 January 2016 to 31 December 2016

Group	Salary Band	Total capped leave available as at 24 Dec 2015	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 2016	Total capped leave available as at 24 Dec 2016
All personnel	Lower skilled (Levels 1-2)	8 948	386	11	35	152	3 813
	Skilled (Levels 3-5)	77 061	5 056	107	47	1 272	71 268
	Highly skilled production (Levels 6-8)	261 570	19 251	823	23	4 680	222 795
	Highly skilled supervision (Levels 9-12)	471 035	35 714	1 362	26	6 614	428 830
	Senior Management (Levels 13-16)	2 788	485	4	121	22	2 533
	Total	821 402	60 892	2 307	26	12 740	729 238
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0
	Skilled (Levels 3-5)	1 174	132	5	26	13	781
	Highly skilled production (Levels 6-8)	216 445	15 841	752	21	3 938	181 165
	Highly skilled supervision (Levels 9-12)	464 803	35 330	1 358	26	6 523	423 016
	Senior Management (Levels 13-16)	0	0	0	0	0	0
	Total	682 422	51 303	2 115	24	10474	604 962
Public service	Lower skilled (Levels 1-2)	8 948	386	11	35	152	3 813
	Skilled (Levels 3-5)	75 887	4 924	102	48	1 259	70 487
	Highly skilled production (Levels 6-8)	45 125	3 410	71	48	742	41 629
	Highly skilled supervision (Levels 9-12)	6 232	384	4	96	91	5 814
	Senior Management (Levels 13-16)	2 788	485	4	121	22	2 533
	Total	138 980	9 589	192	50	2 266	124 275

The following table summarise payments made to employees as a result of leave that was not taken.

Table 3.10.5 Leave payouts for the period 1 April 2016 to 31 March 2017

Reason	Total Amount (R'000)	Number of Employees	Average payment per employee
Leave pay-outs for 2016/17 due to non-utilisation of leave for the previous cycle	0	0	0
Capped leave pay-outs on termination of service for 2016/17	57 459	602	95
Current leave pay-outs on termination of service 2016/17	1 410	122	11
Total	58 869	724	106
Note * A nett total of 122 employees received annual leave pay-outs, 93 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)	Brochures with procedures to follow on occupational exposure. 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		The WCED has two specific programmes that focus on the HIV/AIDS Life Skills Orientation Programme (LSOP) and Employee Health and Wellness Programme (EHWP). These two programmes support each other in terms of training and advocacy. The WCED Employee Health & Wellness Programme has three officials responsible for this programme; 1x Deputy Director, 1 x Assistant Director, 1 x Human Resource Practitioner and 1 x Human Resource Clerk. Budget = R1 895 000
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		The programme was implemented to address health awareness, promote healthy lifestyles and to provide support to psycho-social challenges among employees. It is an Employee Health and Wellness Management Programme focusing on preventative measures, but also focusing amongst others, on HIV and AIDS, stress, financial management, relationships, legal, family matters, substance abuse, trauma and online- Care Service. These services are provided by the Independent Counselling Advisory Service (ICAS) health and wellness service providers to ensure confidentiality. This programme also addresses health and wellness issues of employees through the following aspects of consideration: <ul style="list-style-type: none"> • Advocacy and Awareness to promote holistic wellbeing of employees. • Focusing on managers in order to do the necessary referrals of employees at risk. • Focusing on emerging psycho-social problem trends, inclusive of trauma incidences. Hosted 45 Wellness days (Broad Health assessment) at Head office, district offices under performing schools and clusters, advocacy sessions , 25 employee information sessions and 8 trauma debriefing sessions (1 April 2016 – 31 March 2017).
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 Director: Strategic People Management established an EHW Advisory Committee during 2014. The Committee comprises of members from respective head office directorates, district managers and employee parties. Regular feedback and discussions are held during engagements with employee parties.
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 & Wellness Transversal policy of the Western Cape Government.

Question	Yes	No	Details, if yes
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 WCED provides regular advocacy via Registry, WCED news bulletin and during wellness events to mainstream HIV and AIDS/STI and TB into core activities of the EHW Programme. The Department disseminates articles on TB, STIs, Healthy eating, Importance of exercising and HIV/AIDS to raise awareness and implement information sessions as well in districts, schools and head office and commemorate HIV and Aids events in line with Health Calendar. Create posters, flyers and booklets and exhibit health related information. Promote Human Rights with regards to HIV/AIDS/TB through articles and publish via Registry and WCED news bulletin. The WCED provides TB & HIV/AIDS testing to all employees in the sites whereby the target is 30% HCT coverage. Employees who are in need are also referred for pre and post counselling. The department is cognisant about the employees who are affected and infected by HIV, referred them to the Employee Health and Wellness Programme for effective support and care whilst others preferred to use private practitioners for confidentiality purposes..
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have you achieved.	x		HIV Counselling Testing (HCT) is integrally part of health screenings conducted in conjunction with Health and Wellness Days. The targeted number of employees to be tested for WCED was 11 792, however only 3823 employees were tested. According to the statistics for 1 April 2016 – 31 March 2017, 12 males and 17 females tested positive for HIV/Aids. Participation to the programme is voluntary. They were all referred to EWP for support and care.
8. Has the department developed measures/ indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.			<p>Distribute communication to WCED employees situated at Head Office, District offices and Institutions. Market Employee Health and Wellness Programme extensively via Registry and WCED news bulletin. This is integrated with Health Calendar of the Department of Health.</p> <p>In districts where the trends in terms of stress/depression, relationship issues and organisational issues are higher, targeted interventions are communicated with managers of the specific district/school. This is conducted through health and wellness articles/newsflash and as per need driven.</p> <p>Monthly and quarterly reports are received from the Employee Health and Wellness service provider indicating the utilisation of the services offered. The department source the sick leave data on Persal .</p> <p>Conduct employee health and productivity trend analyses in order to timeously guide managers and identify risks that could impact on the functioning of the department. 4 Approved Health and Productivity reports and approved trends articles tailor made for each district.</p> <p>The objective is also to reduce absenteeism within the organisation.</p> <p>Arrange Training interventions on the following programmes:</p> <ul style="list-style-type: none"> • Onsite counselling • Financial training • Resilience for employees • Substance Abuse • Trauma Management • Conflict & Relationship management training • Stress and work balance • Planning for retirement
9. Has the department developed measures/ indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.			

3.12 Labour Relations

Table 3.12.1 Collective agreements for the period 1 April 2016 to 31 March 2017

Total number of Collective agreements	None
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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 2016 to 31 March 2017

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	9	1.2
Verbal warning	3	0.4
Written warning	12	1.6
Final written warning	372	50.3
Suspension without pay	63	8.5
Fine	201	27.2
Demotion	0	0
Dismissal/ Abscondence	64	8.6
Not guilty	15	2
Case withdrawn	1	0.2
Total	740	100.00

Note: Outcomes of disciplinary hearings refer to formal cases only.

Table 3.12.3 Types of misconduct addressed at disciplinary hearings for the period 1 April 2016 to 31 March 2017

Type of misconduct	Number	% of total
Theft, bribery, fraud or act of corruption in regard to examinations	1	0.2
Sexual assault on learner	8	1.5
Sexual assault on other employee	3	0.5
Sexual relationship with learner of the same school	1	0.2
Serious assault with intention to cause grievous bodily harm to a learner or student	2	0.4
Serious assault with intention to cause grievous bodily harm to another employee	0	0
Illegal possession of an intoxicating illegal or stupefying substance	0	0
Fails to comply with or contravenes an Act or any other statute, regulation or legal obligation	8	1.5
Wilfully or negligently mismanages the finances of the State	23	4.3
Misuse of state property	6	1.1
Unjustifiably prejudices the administration, discipline or efficiency of the Department	5	1.0
Misuses his or her position in the Department of Education to promote or to prejudice the interests of any person	1	0.2
Accepts second employment and / or compensation without written approval from the Employer	0	0.0
Fails to carry out a lawful order and / or routine instruction	15	2.8
Absenteeism	26	4.8
Discrimination	2	0.4
Poor performance, for reasons other than incapacity	15	2.7
While on duty, is under the influence of intoxicating substance	4	0.7
Improper, disgraceful and unacceptable conduct	73	13.5
Assaults, or attempt to or threatens to assault	192	35.6
Victimisation and / or intimidation	1	0.2
Give false statements or evidence in the execution of duties, and / or falsification of records	0	0.0
Unlawful industrial action	116	21.5
Common law or statutory offence (theft, fraud and corruption)	12	2.2
Dishonesty	1	0.2
Abscondment	24	4.5
Total	539	100.00

Note: The number of all reported and finalised cases dealt with for the period 1 April 2016 -31 March 2017 is 982.

Table 3.12.4 Grievances logged for the period 1 April 2016 to 31 March 2017

Grievances lodged	Number	% of Total
Number of grievances resolved	136	44.8
Number of grievances not resolved	167	55.2
Total number of grievances lodged	303	100.00

Note: Grievances lodged refers to cases that were finalised within the reporting period.

Table 3.12.5 Disputes logged with Councils for the period 1 April 2016 to 31 March 2017

Disputes lodged with Councils	Number	% of Total
Number of disputes upheld	8	9.6
Number of disputes dismissed	75	90.4
Total number of disputes lodged	83	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 2016 to 31 March 2017

Strike actions	Number
Total number of person working days lost	630
Total cost (R'000) of working days lost	451 130.27
Amount (R'000) recovered as a result of no work no pay	451 130.27

Table 3.12.7 Precautionary suspensions for the period 1 April 2016 to 31 March 2017

Precautionary suspensions	Number
Number of Public Servants suspended	6
Number of Educators suspended	17
Number of public servants whose suspension exceeded 30 days	6
Number of educators whose suspension exceeded 90 days	12
Average number of days suspended	113.96
Cost (R'000) of suspensions	2 754 372.40

Note: Precautionary suspensions refer to staff being suspended with pay whilst the case is being investigated.

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 2016 to 31 March 2017

Occupational Categories	Gender	Number of employees as at 1 April 2016	Training needs identified at start of reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	3 091	0	2 490	0	2 490
	Male	3 131	0	2 829	0	2 829
Professionals	Female	17 111	0	12 897	0	12 897
	Male	10 395	0	10 786	0	10 786
Technicians and associate professionals	Female	36	0	64	0	64
	Male	29	0	12	0	12
Clerks	Female	2 104	0	1 029	0	1 029
	Male	512	0	1 121	0	1 121
Service and sales workers	Female	454	0	167	0	167
	Male	395	0	54	0	54
Skilled agriculture and fishery workers	Female	0	0	16	0	16
	Male	0	0	4	0	4
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	8	0	4	0	4
Labourers and related workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	1 216	0	193	0	193
	Male	2 021	0	343	0	343
Sub Total	Female	24 012	0	16 856	166	16 856
	Male	16 491	0	15 205	97	15 205
Total		40 503	0	32 061	263	32 061
Employees with disabilities**	Female					
	Male					

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 2016 to 31 March 2017

Occupational Categories	Gender	Number of employees as at 31 March 2017	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	3 193	0	2 254	0	2 254
	Male	3 609	0	2 686	0	2 686
Professionals	Female	18 935	0	12 057	0	12 057
	Male	6 439	0	4 904	0	4 904
Technicians and associate professionals	Female	151	0	141	0	141
	Male	116	0	84	0	84
Clerks	Female	2 141	0	794	0	794
	Male	422	0	232	0	232
Service and sales workers	Female	1 094	0	10	0	10
	Male	231	0	2	0	2
Skilled agriculture and fishery workers, craft and related trades workers	Female	2	0	1	0	1
	Male	23	0	0	0	0
Plant and machine operators and assemblers	Female	3	0	0	0	0
	Male	38	0	11	0	11
Labourers and related workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	1 269	0	146	0	146
	Male	2 557	0	296	0	296
Sub Total	Female	26 788	0	15 403	0	15 403
	Male	13 435	0	8 215	0	8 215
Total		40 223	0	23 618	0	23 618
Employees with disabilities*	Female					
	Male					

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.

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 2016 to 31 March 2017

	All Personnel			Educators		
	Nature of injury on duty	Number	% of total	Nature of injury on duty	Number	% of total
	Required basic medical attention only:	67	89.33			
	Back Injury	9	12.00	Wrist	5	6.67
	Ankle	6	8.00	Finger/Thumb	6	8.00
	Foot	2	2.67	Head	4	5.33
	Chest	2	2.67	Hand	3	4.00
	Shoulder	4	5.33	Body	3	4.00
	Arm	3	4.00	Abdomen	1	1.33
	Eye	1	1.33	Hip	1	1.33
	Neck	1	1.33	Soft Tissue	1	1.33
	Leg Injury	6	8.00	Traumatic Amputation	0	0.00
	Knee	9	12.00			
	Temporary disablement	8	10.67			
	Ankle	1	1.33	Leg Injury	1	1.33
	Back Injury	1	1.33	Finger/Thumb	1	1.33
	Knee	1	1.33	Traumatic Amputation	1	1.33
	Shoulder	1	1.33	Head	1	1.33
	Permanent disablement	0	0.00			
	Fatal	0	0.00			
	Total	75	100.00			
	Percentage of total employment		0.18			
	Nature of injury on duty	Number	% of total	Nature of injury on duty	Number	% of total
	Required basic medical attention only:	33	84.62			
	Back Injury	4	10.26	Wrist	2	5.13
	Ankle	3	7.69	Finger/Thumb	5	12.82
	Foot	1	2.56	Head	2	5.13
	Chest	1	2.56	Hand	2	5.13
	Shoulder	2	5.13	Body	2	5.13
	Arm	2	5.13	Abdomen	1	2.56
	Eye	0	0.00	Hip	0	0.00
	Neck	0	0.00	Soft Tissue	0	0.00
	Leg Injury	1	2.56	Traumatic Amputation	0	0.00
	Knee	5	12.82			
	Temporary disablement	6	15.38			
	Ankle	1	2.56	Leg Injury	0	0.00
	Back Injury	1	2.56	Finger/Thumb	0	0.00
	Knee	1	2.56	Traumatic Amputation	1	2.56
	Shoulder	1	2.56	Head	1	2.56
	Permanent disablement	0	0.00			
	Fatal	0	0.00			
	Total	39	100.00			
	Percentage of total employment	0.10				

Annual Report for 2016/17 Financial Year
Vote 5: Department of Education
Province of the Western Cape

	All Personnel			All Personnel		
	Nature of injury on duty	Number	% of total	Nature of injury on duty	Number	% of total
	Required basic medical attention only:	34	94.44			
	Back Injury	5	13.89	Wrist	3	8.33
	Ankle	3	8.33	Finger/Thumb	1	2.78
	Foot	1	2.78	Head	2	5.56
	Chest	1	2.78	Hand	1	2.78
	Shoulder	2	5.56	Body	1	2.78
	Arm	1	2.78	Abdomen	0	0.00
	Eye	1	2.78	Hip	1	2.78
	Neck	1	2.78	Soft Tissue	1	2.78
	Leg Injury	5	13.89	Traumatic Amputation	0	0.00
	Knee	4	11.11			
	Temporary disablement	2	5.56			
	Ankle	0	0.00	Leg Injury	1	2.78
	Back Injury	0	0.00	Finger/Thumb	1	2.78
	Knee	0	0.00	Traumatic Amputation	0	0.00
	Shoulder	0	0.00	Head	0	0.00
	Permanent disablement	0	0.00			
	Fatal	0	0.00			
	Total	36	100.00			
	Percentage of total employment		0.09			

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:

- (a) The rendering of expert advice;
- (b) The drafting of proposals for the execution of specific tasks; and
- (c) 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 2016 to 31 March 2017

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 2016 to 31 March 2017

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 2016 to 31 March 2017

Project title	Total Number of consultants that worked on project	Duration (Work days)	Donor and contract value in Rand
Not applicable			
Total number of projects	Total individual consultants	Total duration Work days	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 2016 to 31 March 2017

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

TO BE PROVIDED



Appendices

Appendix A: Programme Performance Measures (National) – Technical Indicators

A. Programme 1: Administration	
Indicator title	PPM101: Number of public schools that use the schools administration and management systems to electronically provide data to the national learner tracking system
Short definition	The South African Schools Administration and Management System (SA-SAMS) was introduced to assist schools in managing their administrative systems. Public schools in all provinces are expected to phase in usage of the system to record and report on their data. The system could include third party or other providers. This performance indicator measures the number of public schools that use electronic systems to provide data to the national learner tracking system. Public Schools: Refers to ordinary and special schools. It excludes independent schools.
Purpose/importance	To measure improvement in the provision of data from schools
Policy linked to	National Education Information Policy
Source/collection of data	Provincial EMIS database Primary Evidence: Provincial EMIS database Database of the SA SAMS downloads onto LURITS Secondary Evidence: Database with the list of schools that use any school admin system to download onto LURITS
Means of verification	Snapshot of schools providing information to LURITS (This should include EMIS no., District and name of schools).
Method of calculation	Total number of public schools that use schools administration and management systems to provide data to learner tracking system.
Data limitations	Uploading of incomplete information
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public ordinary schools must be able to collect and submit data electronically. On or above target.
Indicator responsibility	EMIS Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM102: Number of public schools that can be contacted electronically (e-mail)
Short definition	Number of public schools that can be contacted electronically particularly through emails or any other verifiable means e.g. Human Resource Management systems. Public Schools: Refers to ordinary and special schools. It excludes independent schools.
Purpose/importance	This indicator measures accessibility of schools by departments through other means than physical visits, This is useful for sending circulars, providing supplementary materials and getting information from schools speedily.
Policy linked to	National Education Information Policy
Source/collection of data	Provincial EMIS database
Means of verification	EMIS No, Name of a schools and email address e.g. HRMS user access reports.
Method of calculation	Record total number of public schools that can be contacted electronically
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public schools to be contactable through emails or any other verifiable means. On or above target.
Indicator responsibility	EMIS directorate / IT Directorate (province may insert the more relevant Responsibility Manager)

Indicator title	PPM103: Percentage of education current expenditure going towards non-personnel items
Short definition	Total expenditure (budget) on non-personnel items expressed as a percentage of total current expenditure in education. Education Current Expenditure: Refers to all government non-personnel education expenditure (inclusive of all sub-sectors of education including special schools, independent schools and conditional grants). This indicator looks at the total budget.
Purpose/importance	To measure education expenditure on non-personnel items.
Policy linked to	PFMA
Source/collection of data	Basic Account System (BAS) system
Means of verification	Annual Financial Reports
Method of calculation	Divide the total education expenditure (budget) on non-personnel items by the total expenditure as at the end of the financial year in education and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items. On or below target i.e. more funds spent on non-personnel items than anticipated.
Indicator responsibility	Responsible Manager (Finance Section) (province may insert the more relevant Responsibility Manager)
Indicator title	PPM104: Number of schools visited by district officials for monitoring and support purposes.
Short definition	Number of schools visited by Circuit Managers or Subject Advisors in a quarter for monitoring, and support. This includes visits to public ordinary schools, special schools and excludes visits to independent schools. Circuit Manager: this is a manager who oversees and supports a cluster/group of schools on behalf of the District manager. Subject Advisor is a district based official possessing knowledge, skills and values on a field who visits schools and support educators with the implementation of curriculum and assessment policies. Therefore, district officials include all officials from education district office and circuits visiting schools for monitoring and support purposes (this is not a social visit but focuses on issues relating to learning and teaching at school).
Purpose/importance	To measure support given to schools by the district officials including Circuit Managers and/or Subject Advisors
Policy linked to	SASA and MTSF
Source/collection of data	Circuit Managers and/or Subject Advisors signed schools schedule and schools visitor records or schools visit form.
Means of verification	Quarterly reports (on the number of schools visited by district officials including the Circuit Managers and/or Subject advisers).
Method of calculation	Record total number of schools that were visited by district officials per quarter for support and monitoring.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools that need assistance to be visited per quarter by district officials for monitoring, support and liaison purposes. On or above target.
Indicator responsibility	Institutional Support Management and Governance (province may insert the more relevant Responsibility Manager)

B. Programme 2: Public Ordinary School Education	
Indicator title	PPM201: Number of full service schools servicing learners with learning barriers
Short definition	Number of public ordinary schools that are full service schools. Full-service schools: are public ordinary schools that are specially resourced and orientated to address a range of barriers to learning in an inclusive education setting. These schools serve mainly learners with moderate learning barriers.
Purpose/importance	To measure access to public ordinary schools by learners with learning barriers
Policy linked to	White Paper 6
Source/collection of data	Inclusive Education schools database Primary Evidence: Inclusive Education schools database Database of identified schools with progress against national criteria. Secondary Evidence: List of schools and progress with regard to the conversion of the schools based on the criteria stipulated in the Guidelines for Full Service Schools/Inclusive Schools, 2009.
Means of verification	List of public ordinary schools converted to full service schools or public schools provided with assistive devices or appropriate infrastructure.
Method of calculation	Count the total number of full service schools
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To ensure that all special needs learners have access to schooling system and that selected public ordinary schools are able to accommodate these learners. On or above target.
Indicator responsibility	Inclusive Education Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM202: Number of primary schools with an overall pass rate in ANA of 50% and above
Short definition	Total number of primary public ordinary schools that have achieved an average pass rate of 50% and above in the Annual National Assessment (ANA). The Annual National Assessment (ANA) is a South African literacy and numeracy assessment. It was initiated by the Department in an attempt to improve literacy and numeracy in the country's schools. The tests are administered to all Grades 1- 9 learners in public schools nationally.
Purpose/importance	This indicator measures the quality aspects of the provision of education in the schooling system with special focus on learner competency in language and numeracy skills.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	Primary Evidence: National Assessments, ANA database and ANA Technical Report Provincial database reconstructed to mirror national results. Secondary Evidence: ANA results as calculated by DBE in the ANA Report
Means of verification	ANA database
Method of calculation	Record the number of primary schools with an average pass rate of 50% and above in the ANA examinations.
Data limitations	None
Type of indicator	Output

Indicator title	PPM202: Number of primary schools with an overall pass rate in ANA of 50% and above
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All primary ordinary schools to perform at 50% and above in the Annual National Assessment (ANA). On or above target.
Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above
Short definition	Total number of secondary schools that has achieved an average passes of 40% and above in the Annual National Assessment (ANA). The Annual National Assessment (ANA) is a South African literacy and numeracy assessment. It was initiated by the Department's in an attempt to improve literacy and numeracy in the country's schools. The tests are administered to all Grades 1- 9 learners in public schools nationally.
Purpose/importance	This indicator measures the quality aspects of the provision of education in the schooling system with special focus on learner competency in language and mathematics skills.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	Primary Evidence: National Assessments, ANA database and ANA Technical Report Provincial database reconstructed to mirror national results. Secondary Evidence: ANA results as calculated by DBE in the ANA Report
Means of verification	ANA database
Method of calculation	Record the number of secondary schools with an overall pass rate of 40% and above in the ANA examinations.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All secondary ordinary schools to perform at 40% and above in the Annual National Assessment (ANA). On or above target.
Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM204: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above
Short definition	Total number of secondary schools that have achieved a pass rate of 60% and above in the National Senior Certificate (NSC).
Purpose/importance	This indicator measures the quality of NSC passes as the sector wants to ensure that more Grade 12 learners obtain an NSC qualification.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	Primary Evidence: National Senior Certificate database Provincial database reconstructed to mirror national results. Secondary Evidence: NSC results as calculated by DBE in the NSC Report.
Means of verification	National Senior Certificate database
Method of calculation	Record the total number of schools with a pass rate of 60% and above in the NSC examinations. On or above target.
Data limitations	None

Indicator title	PPM204: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All public ordinary schools to perform at 60% and above in the NSC
Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM205: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)
Short definition	The appropriate age for children enrolled in Grade 4 is 10 years old. The number of learners who turned 9 in the previous year, are equal to the children aged 10 in the current year, who are currently enrolled in Grade 4 and higher, expressed as percentage of the total number of 10 year old learners enrolled in public ordinary schools.
Purpose/importance	This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1, grade repetition, and dropping out. Data on the grade attained and age of learners has been available for many years, through EMIS. Stats SA surveys such as the General Household Survey has started to collect information on grade enrolment from 2009.
Policy linked to	SASA and MTSF
Source/collection of data	Primary Evidence: EMIS Annual Schools Survey (ASS) or LURITS Actual survey forms completed by schools and accurately captured onto database. Secondary Evidence: Percentage reported from the EMIS Annual School Survey database.
Means of verification	Snapshot or screenshot of the EMIS Annual Schools Survey database
Method of calculation	Divide the number of 10 year old learners enrolled in Grade 4 and higher in public ordinary schools by the total number of 10 year old learners attending these schools regardless of grade and multiply by 100 as at source date.
Data limitations	Lack of accurate date of birth
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools. On or above target.
Indicator responsibility	EMIS Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM 206: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)
Short definition	The appropriate age for children enrolled in Grade 7 is 13 years old. The number of learners who turned 12 in the previous year, is equal to the children aged 13 in the current year, who are currently enrolled in Grade 7 and higher expressed as percentage of the total number 13 year old learners enrolled in public ordinary schools.
Purpose/importance	This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1, grade repetition, and dropping out. Data on the grade attained and age of learners has been available for many years, through EMIS.

Indicator title	PPM 206: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)
Policy linked to	SASA and MTSF
Source/collection of data	Primary Evidence: EMIS Annual Schools Survey (ASS) or LURITS Actual survey forms completed by schools and accurately captured onto database. Secondary Evidence: Percentage reported from the EMIS Annual School Survey database.
Means of verification	Snapshot or screenshot of the EMIS Annual Schools Survey database
Method of calculation	Divide the number of 13 year old learners enrolled in Grade 7 and higher in public ordinary by the total number of 13 year old learners attending these schools regardless of grade and multiply by 100 as at source date.
Data limitations	None
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools. On or above target.
Indicator responsibility	EMIS Directorate (provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM207: Number of schools provided with media resources
Short definition	Learners need access to a wider range of materials such as books other than textbooks, and newspapers, materials which would typically be found in a library or multimedia centre. This is particularly important in poorer communities, where such materials are not readily available at home. Without access to, for instance, children's encyclopaedias, the learning experience becomes severely limited. Provinces to identify a service which is formally programmed and measurable. This could include an e-learning programme.
Purpose/importance	To measure the percentage of learners with access to media resources. Access to quality library resources are essential to developing lifelong reading habits, particularly in poor communities where children do not have access to private reading material.
Policy linked to	SASA and Library Information Service
Source/collection of data	Primary Evidence: Library Information Service database Delivery notes kept at schools and district offices of media resources provided. Secondary Evidence: Database with list of schools and media resources provided.
Means of verification	List of schools provided with media resources including proof of deliveries (PODs) or other means of proof as defined at a provincial level
Method of calculation	Record the total number of schools that received the media resources
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All schools to be provided with media resources. On or above target.
Indicator responsibility	Curriculum Branch (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM208: Learner absenteeism rate
Short definition	Learner absenteeism is defined as a situation where a learner is not at schools for an entire day.
Purpose/importance	This indicator examines the systems to identify the extent of learner absenteeism and ensure that systems exist to monitor and reduce learner absenteeism. The aim is to measure the number of learning days lost within a quarter.
Policy linked to	SASA
Source/collection of data	Primary Evidence: Database of learners absent from schools, according to the data capture method available in that province Consolidated database indicating absenteeism rate per district/per school.
Means of verification	Reportage from the schools (summary of totals only)
Method of calculation	Divide the total number of working days lost due to learners absenteeism by the number of schools days in a quarter and multiply by 100
Data limitations	Delay in the submission of the summary list of absent learners by schools without internet connections. Inadequate record-keeping by schools.
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	High percentage of learners to attend schools regularly. On or below target i.e. fewer learners are absent than anticipated.
Indicator responsibility	EMIS Directorate (provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM209: Teachers absenteeism rate
Short definition	Absence may be due to authorised leave of absence due to sickness or family responsibility.
Purpose/importance	To measure the extent of teachers absenteeism in schools in order to develop systems to reduce and monitor the phenomenon regularly. The aim is to count learner days lost due to educator absenteeism.
Policy linked to	SASA
Source/collection of data	PERSAL and EMIS data systems
Means of verification	Database of educators recorded as absent from work (based on PERSAL leave forms submitted)
Method of calculation	Divide the total number of working days lost due to teachers absenteeism by the total number of possible working days in a quarter and multiply by 100.
Data limitations	Delay in the submission of leave forms and the updating of PERSAL
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	High percentage of teachers to be teaching at schools during schools hours. On or below target i.e. absenteeism to be less than anticipated
Indicator responsibility	Human Resource Management and Provisioning ((provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM210: Number of learners in public ordinary schools benefiting from the “No Fee Schools” policy
Short definition	Number of learners attending public ordinary schools who are not paying any schools fees in terms of “No fee schools policy”. The government introduced the no-fee schools policy to end the marginalisation of poor learners. This is in line with the country's Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources.
Purpose/importance	To measure access to free education
Policy linked to	Constitution, SASA and No fee schools Policy
Source/collection of data	Resource target and EMIS database
Means of verification	Resource targeting table (this could be known by different names in various other provinces)
Method of calculation	Record all learners that are not paying schools fees in line with “No Fee Schools Policy”
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All eligible learners to benefit from No Fee Schools Policy. Target met or exceeded.
Indicator responsibility	Budget Manager (provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM211: Number of educators trained in Literacy/Language content and methodology
Short definition	Teachers training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. “Training” is defined as a course with defined content and assessment with a minimum duration of 5 days.
Purpose/importance	Targets for teacher development include: consistently attracting increased numbers of young qualified teachers; filling vacant posts; achieving the appropriate number of hours teachers spend in professional development activities; reducing teacher's absenteeism and ensuring the full coverage of the curriculum.
Policy linked to	Strategic Planning Framework for Teachers Education and Development
Source/collection of data	Human Resource Development or other provincial Database
Means of verification	Registers of teachers trained in the province
Method of calculation	Record the total number of teachers formally trained in content and methodology in Literacy/Language
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All teachers in all phases, notably Foundation and Intermediate to be trained in Literacy/Language content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM2012: Number of educators trained in Numeracy/Mathematics content and methodology
Short definition	Teachers training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content and assessment with a minimum duration of 5 days.
Purpose/importance	Targets for teacher development include: consistently attracting increased numbers of young qualified teachers; filling vacant posts; achieving the appropriate number of hours teachers spend in professional development activities; reducing teachers' absenteeism and ensuring the full coverage of the curriculum.
Policy linked to	Strategic Planning Framework for Teachers Education and Development
Source/collection of data	Human Resource Development or other provincial Database
Means of verification	Registers of teachers trained in the province
Method of calculation	Record the total number of teachers formally trained on content and methodology in Literacy/Language
Data limitations	None. Depends on definition of "training" used and accurate completion and storage of registers.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All teachers in all phases to be trained in Numeracy/Mathematics content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (provinces may insert the more relevant Responsibility Manager)

C. Programme 3 : Independent School Subsidies

Indicator title	PPM301: Number of subsidised learners in registered independent schools
Short definition	Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Purpose/importance	To improve access to education
Policy linked to	Compliance with schools funding norms and standards for independent schools
Source/collection of data	Schools Funding Norms and standards database
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation).
Method of calculation	Count the total number of learners in independent schools that are subsidised
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners in qualifying independent schools to be subsidised. Target for year to be met or exceeded.
Indicator responsibility	Institutional Support Management and Governance: Independent Schools or Independent Schools Programme Manager

Indicator title	PPM302: Percentage of registered independent schools receiving subsidies
Short definition	Number of registered independent schools that are subsidised expressed as a percentage of the total number of registered independent schools. Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Purpose/importance	To improve access to education
Policy linked to	Compliance with schools funding norms and standards for independent schools
Source/collection of data	Schools Funding Norms and standards database
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation).
Method of calculation	Divide the total number of registered independent schools that are subsidised by the total number of registered independent schools and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating Independent schools. Target for year to be met or exceeded.
Indicator responsibility	Institutional Support Management and Governance: Independent Schools or Independent Schools Programme Manager
Indicator title	PPM303: Percentage of registered independent schools visited for monitoring and support
Short definition	Number of registered independent schools visited by provincial education department officials for monitoring and support purposes expressed as a percentage of the total number of registered independent schools. These include schools visits by Circuit Managers, Subject Advisors and any official from the Department for monitoring and support.
Purpose/importance	To measure monitoring and oversight of independent schools by provincial education departments.
Policy linked to	SASA and MTSF
Source/collection of data	Provincial education department officials, Circuit Managers and Subject Advisors signed schools schedule and schools visitor records or schools visit form.
Means of verification	Provincial education departments reports on the number of independent schools visited
Method of calculation	Divide the number of registered independent schools visited by provincial education department officials for monitoring and support purposes by the total number of registered independent schools and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All registered independent schools to be visited by provincial education departments for oversight, monitoring, support and liaison purposes at least once a year.
Indicator responsibility	Institutional Support Management and Governance: Independent Schools or Independent Schools Programme Manager

D. Programme 4 : Public Special School Education	
Indicator title	PPM401: Percentage of learners with special needs in special schools retained in schools until age 16
Short definition	According to the Constitution and SASA, Education in South Africa is mandatory between the ages of 7 and 15, this includes Grades 1 to 9 and the government aims to ensure that no child is denied this right.
Purpose/importance	To measure access to education for special needs children and retention of these learners in the schooling system.
Policy linked to	White Paper 6
Source/collection of data	EMIS database Annual Schools Survey for Special Schools
Means of verification	Signed-off of declaration by Principal or District manager (electronic or hardcopy)
Method of calculation	Divide the total number of 7 to 16 year old learners enrolled in public Special Schools by the 7 to 16 year old learners with disability in the population and multiply by 100 as at source date.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners with disabilities of compulsory schools going age to attend some form of educational institution. Target for year to be met or exceeded.
Indicator responsibility	Inclusive Education Programme Manager (provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM402: Percentage of special schools serving as Resource Centres
Short definition	Education White Paper 6 speaks of the "qualitative improvement of special schools for the learners that they serve and their phased conversion to special schools resource centres that provided special support to neighboring schools and are integrated into district based support team".
Purpose/importance	To measure support that the special schools resource centres offer to mainstream and full service schools as a lever in establishing an inclusive education system.
Policy linked to	White Paper 6 and Guidelines to Ensure Quality Education and Support in Special Schools and Special Schools Resource Centres
Source/collection of data	Inclusive education database
Means of verification	List of Special Schools serving as resource centres
Method of calculation	Divide the number of special schools serving as resource centres by the total number of special schools and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All special schools to serve as resource centres. Target for year to be met or exceeded.
Indicator responsibility	Inclusive Education Directorate (provinces may insert the more relevant Responsibility Manager)

E. Programme 5 : Early Childhood Development	
Indicator title	PPM501: Number of public schools that offer Grade R
Short definition	Total number of public schools (ordinary and special) that offer Grade R.
Purpose/importance	To measure the expansion and provision of Grade R in public schools.
Policy linked to	White Paper 5
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy) or other formal record as determined by the Province.
Method of calculation	Record the number of public schools (ordinary and special) that offer Grade R
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public schools with Grade 1 to offer Grade R. Target for year to be met or exceeded.
Indicator responsibility	EMIS Directorate
Indicator title	PPM502: Percentage of Grade 1 learners who have received formal Grade R education
Short definition	Number of Grade 1 learners who have attended Grade R expressed as a percentage of total number of learner enrolled in Grade 1 for the first time excluding learners who are repeating.
Purpose/importance	This indicator measures the readiness of learners entering the schooling system and assesses children who are exposed to Early Childhood Development stimuli.
Policy linked to	White Paper 5 and MTSF
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy)
Method of calculation	Divide the number of learners enrolled in public ordinary schools in Grade R by the total number of learners enrolled in Grade 1 for the first time excluding learners who are repeating and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All eligible children to attend Grade R in a given year. Target for year to be met or exceeded.
Indicator responsibility	EMIS Directorate
Indicator title	PPM503: Percentage of employed ECD Practitioners with NQF level 4 and above
Short definition	Number of ECD practitioners with NQF level 4 and above employed expressed as a percentage of the total number of ECD practitioners employed in public schools or public ECD Centres. National Qualification Framework (NQF) level 4 is equivalent to the ECD practitioners with at least National Senior Certificate (NSC).
Purpose/importance	To measure some quality aspects of the provision of early childhood development education.
Policy linked to	MTSF and White Paper 5
Source/collection of data	ECD Programme Manager

Indicator title	PPM503: Percentage of employed ECD Practitioners with NQF level 4 and above
Means of verification	Database of ECD practitioners and their qualifications
Method of calculation	Divide the number of ECD practitioners that have level 4 (NSC Certificate) and above by the total number of ECD practitioners employed in the public schools or public ECD Centres and multiply by 100.
Data limitations	Some ECD practitioners are not in the PERSAL system
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All practising ECD practitioners to have NQF level 4 and above. Target for year to be met or exceeded.
Indicator responsibility	Early Childhood Development Programme Manager

F. Programme 6: Infrastructure Development

Indicator title	PPM601: Number of public ordinary schools provided with water supply
Short definition	Total number of public ordinary schools provided with water. This includes water tanks or boreholes or tap water. This measure applies to existing schools and excludes new schools.
Purpose/importance	To measure the plan to provide access to water in the year concerned
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Completion certificates
Method of calculation	Record all public ordinary schools that have been provided with water.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to water. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM602: Number of public ordinary schools provided with electricity supply
Short definition	Total number of public ordinary schools provided with electricity. This measure applies to existing schools and excludes new schools. Definition: Schools with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators.
Purpose/importance	To measure access to electricity
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Completion certificate
Method of calculation	Record all public ordinary schools that were provided with electricity.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual

Indicator title	PPM603: Number of public ordinary schools supplied with sanitation facilities
New indicator	No
Desired performance	All public ordinary schools to have access to electricity. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit
Short definition	Total number of public ordinary schools provided with sanitation facilities. This measure applies to existing schools and excludes new schools. Sanitation facility: Refers to all kinds of toilets such as: pit latrine with ventilated pipe at the back of the toilet, Septic Flush, Municipal Flush, Enviro Loo, Pit-latrine and Chemical.
Purpose/importance	To measure access to sanitation facilities
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Completion certificate
Method of calculation	Record all public ordinary schools provided with sanitation facilities
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to sanitation facilities. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate/ Infrastructure Development Unit
Indicator title	PPM604: Number of classrooms built in public ordinary schools
Short definition	Number of classrooms built and provided to public ordinary schools. These include additional classrooms or mobile classes in existing schools and new schools. Classrooms: Rooms where teaching and learning occurs, but which are not designed for special instructional activities. This indicator excludes specialist rooms.
Purpose/importance	To measure access to the appropriate learning environment and infrastructure in schools
Policy linked to	Guidelines Relating to Planning for Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database Completion certificates of schools supplied with classrooms. List of schools indicating classrooms delivered per school
Means of verification	Completion certificate or practical completion certificate plus snag list
Method of calculation	Record the total number of classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have adequate numbers of classrooms. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

Indicator title	PPM605: Number of specialist rooms built in public ordinary schools
Short definition	Total number of specialist rooms built in public ordinary schools. These include additional specialist rooms in the existing schools and new schools. Specialist room is defined as a room equipped according to the requirements of the curriculum. Examples: technical drawing room, music room, metalwork room. It excludes administrative offices and classrooms (as defined in PPM 604) and includes rooms such as laboratories.
Purpose/importance	To measure availability and provision of specialist rooms in schools in order to provide the appropriate environment for subject specialisation through the curriculum.
Policy linked to	Guidelines Relating To Planning For Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database or Completion certificates of schools supplied with specialist rooms or List of schools indicating classrooms delivered per school.
Means of verification	Completion Certificate
Method of calculation	Record the total number of specialist rooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have libraries, resource centre etc. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM606: Number of new schools completed and ready for occupation (includes replacement schools)
Short definition	Total number of public ordinary schools built in a given year. These include both new and replacement schools built and completed through Accelerated Schools Infrastructure Development Initiative (ASIDI) programme or through Education Infrastructure Grant (EIG) programme
Purpose/importance	To measure access to education through provision of appropriate schools infrastructure.
Policy linked to	Guidelines Relating To Planning For Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Completion Certificate or practical completion certificate plus snag list
Method of calculation	Count the total number of new schools completed
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All children to have access to public ordinary schools with basic services and appropriate infrastructure. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

Indicator title	PPM607: Number of new schools under construction (includes replacement schools)
Short definition	Total number of public ordinary schools under construction includes replacement schools and schools being built through Accelerated Schools Infrastructure Development Initiative (ASIDI) programme or through Education Infrastructure Grant (EIG) programme. Under construction means any kind of work started towards building a school such as laying of a building foundation.
Purpose/importance	To measure availability and provision of education through provision of more schools in order to provide the appropriate learning and teaching.
Policy linked to	Guidelines Relating To Planning For Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database or Completion certificates of new schools
Means of verification	Supply Chain Management Documents or Procurement Documents
Method of calculation	Record the total number of schools under construction including replacement schools
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Public ordinary schools to cater for learner numbers and meet required standards. In the year concerned the building targets should be met or exceeded so there are no lags in the provision of adequate accommodation.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM608: Number of Grade R classrooms built
Short definition	Total number of classrooms built to accommodate Grade R learners.
Purpose/importance	To measure expansion of the provision of early childhood development
Policy linked to	Guidelines on Schools Infrastructure
Source/collection of data	NEIMS or Infrastructure database Completion certificates of new schools
Means of verification	Completion Certificate or practical completion certificate plus snag list
Method of calculation	Record the total number of Grade R classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools with Grade 1 to have a Grade R classroom(s).
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM609: Number of hostels built
Short definition	Number of hostels built in the public ordinary schools.
Purpose/importance	To measure access to education for learners who travel long distances
Policy linked to	Guidelines on Schools Infrastructure
Source/collection of data	NEIMS or Infrastructure database Completion certificates of new schools
Means of verification	Completion Certificate or practical completion certificate plus snag list
Method of calculation	Count the total number of hostels built in public ordinary schools

Indicator title	PPM609: Number of hostels built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All children to have access to education regardless of geographical location. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM610: Number of schools undergoing scheduled maintenance
Short definition	The South African Schools Act (SASA), No 84 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, Schools Governing Body and Schools Principal) to maintain and improve the schools property and buildings and grounds occupied by the schools, including schools hostels.
Purpose/importance	Routine maintenance of schools facilities in our country is generally unacceptable, resulting in further deterioration over time. The ongoing neglect exposes learners to danger, de-motivates educators and cost the state more and more over time as buildings collapse.
Policy linked to	SASA
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Database of schools undergoing scheduled maintenance
Method of calculation	Record total number of schools undergoing scheduled maintenance
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Schools to be conducive for learning and teaching
Indicator responsibility	NEIMS/ Schools Infrastructure Directorate / Infrastructure Development Unit

G. Programme 7: Examination and Education Related Services	
Indicator title	PPM 701: Percentage of learners who passed National Senior Certificate (NSC)
Short definition	Total number of NSC learners who passed in the National Senior Certificate (NSC) examination expressed as a percentage of the total number of learners who wrote the National Senior Certificate.
Purpose/importance	To measure the efficiency of the schooling system
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate learners
Method of calculation	Divide the number of learners who passed NSC examinations by the total number of learners who wrote the National Senior Certificate (NSC) and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No

Indicator title	PPM 701: Percentage of learners who passed National Senior Certificate (NSC)
Desired performance	To increase the number of Grade 12 learners that are passing the NSC examinations.
Indicator responsibility	Examinations and Assessments Directorate
Indicator title	PPM 702: Percentage of Grade 12 learners passing at bachelor level
Short definition	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC). Bachelor passes enables NSC graduates to enroll for degree courses in universities expressed as a percentage of the total number of learners who wrote NSC examinations.
Purpose/importance	To measure quality aspects of NSC passes
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate learners
Method of calculation	Divide the number of Grade 12 learners who achieved a Bachelor pass in the National Senior Certificate by the total number of Grade 12 learners who wrote NSC examinations and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics
Short definition	Number of Grade 12 learners passing Mathematics with 50% or above in the NSC examinations expressed as a percentage of the total number of learners who wrote Mathematics in the NSC examinations.
Purpose/importance	To measure efficiency in the schooling system with a focus on Mathematics as a key gateway subject.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate learners
Method of calculation	Divide number of Grade 12 learners who passed Mathematics in the National Senior Certificate with 50% and more by the total number of learners who wrote Mathematics in the NSC examinations and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of NSC learners who are passing Mathematics with 50% and above
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science
Short definition	Number of Grade 12 learners passing Physical Science with 50% or more in the NSC examinations expressed as a percentage of the total number of learners who wrote Physical Science in the NSC examinations.
Purpose/importance	To measure efficiency in the schooling system with a focus on Physical Science as a key gateway subject.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate learners
Method of calculation	Divide number of Grade 12 learners who passed Physical Science in the National Senior Certificate with 50% and above by the total number of learners who wrote Physical Science in the NSC examinations and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of NSC learners who are passing Physical Science at 50% and above
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)
Short definition	Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 3 learners who wrote ANA language test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	Annual National Assessment database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 3 learners who passed ANA Language examinations at 50% and above by the total number of learners who wrote ANA Language test and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 3 learners who are passing ANA Language examinations.
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	PPM 706: Percentage of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)
Short definition	Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 3 learners who wrote ANA Mathematics test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	Annual National Assessment database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 3 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote ANA Mathematics test and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 3 learners who are passing ANA Maths examinations.
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)
Short definition	Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Languages as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 6 learners who wrote ANA Language test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	Annual National Assessment database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 6 learners who passed ANA Language examinations at 50% and above by the total number of learners who wrote Grade 6 ANA Language test and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 6 learners who are passing ANA Language examinations.
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)
Short definition	Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 6 learners who wrote ANA Mathematics test. .
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	Annual National Assessment database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 6 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 6 ANA Mathematics test and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 6 learners who are passing ANA Mathematics examinations.
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 709: Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)
Short definition	Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 9 learners who wrote ANA Language test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linked to	MTSF and Examinations and Assessments
Means of verification	List of learners who passed ANA tests
Source/collection of data	Annual National Assessment database
Method of calculation	Divide the number of Grade 9 learners who passed ANA Language examinations by the total number of Grade 9 learners who wrote ANA Language test and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 9 learners who are passing ANA Home Language examinations.
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	PPM 710: Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)
Short definition	Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 9 learners who wrote ANA Mathematics test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	Annual National Assessment database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 9 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 9 ANA Mathematics test and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 9 learners who are passing ANA Mathematics examinations.
Indicator responsibility	Examinations and Assessment Directorate

Appendix B: Programme Performance Indicators (Provincial) – Technical Indicators

Programme 2	
Indicator title	PPI 2.1. Percentage of learners retained in the school system from Grades 10 – 12
Short definition	Measure of the degree (%) to which learners that enter grade 10 continue to grade 12 in Public Ordinary Schools for the same cohort.
Purpose/ importance	A higher % of learners remain in the system until grade 12. Leads to an academically better prepared work force; better opportunity for learners; access to tertiary education enhanced. Reduces the vulnerability rate amongst learners.
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended
Means of verification	Data from EduInfosearch
Source/collection of data	Annual School Survey Directorate Knowledge and Information Management: Extracted from ASS data sets.
Method of calculation	The number of Grade12 learners divided by the number of Grade10 learners for the same cohort (2 years earlier) as a percentage.
Data limitations	The calculation is for Public Ordinary schools only and is dependent on the unit record administration at schools. It does not reflect all learners in all education sectors. This excludes in and out migration of learners, deaths, and other factors.
Type of indicator	Output; Efficiency; Economy; Equity
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Higher than target desirable.
Indicator responsibility	Coordinated by Chief Director Districts; data collected and reported by Directorate Knowledge Management; Collaborative effort including many role players.

Programme 7	
Indicator title	PPI 7.1 % of learners in Grade 3 attaining acceptable outcomes in Language
Short definition	This measures the proportion of learners participating in the Grade 3 systemic tests (Language), who pass the tests. The pass mark for the tests is 50%
Purpose/ importance	The indicator shows the general level of proficiency of learners who are attending school at the foundation phase. This indicator is important as it measures the effectiveness of the education system at the foundation phase
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. Directorate: Research It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 5 learners in Grade 3 do not take part in the systemic tests.
Type of indicator	Outcomes
Calculation type	Non-cumulative

Indicator title	PPI 7.1 % of learners in Grade 3 attaining acceptable outcomes in Language
Reporting cycle	Annual
New indicator	No
Desired performance	Lower than target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.
Indicator title	PPI 7.2. % of learners in Grade 3 attaining acceptable outcomes in Mathematics
Short definition	This measures the proportion of learners participating in the Grade 3 systemic tests (Mathematics), who pass the tests. The pass mark for the tests is 50%
Purpose/ importance	The indicator shows the general level of proficiency of learners who are attending school at the foundation phase. This indicator is important as it measures the effectiveness of the education system at the foundation phase
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. Directorate: Research It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 5 learners in Grade 3 do not take part in the systemic tests.
Type of indicator	Outcomes
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Lower than target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.
Indicator title	PPI 7.3. % of learners in Grade 6 attaining acceptable outcomes in Language
Short definition	This measures the proportion of learners participating in the Grade 6 systemic tests (Language), who pass the tests. The pass mark for the tests is 50%
Purpose/ importance	The indicator shows the general level of proficiency of learners who are attending school at the intermediate phase. This indicator is important as it measures the effectiveness of the education system at the intermediate phase
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. Directorate: Research It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 5 learners in Grade 6 do not take part in the systemic tests.
Type of indicator	Outcomes

Indicator title	PPI 7.3. % of learners in Grade 6 attaining acceptable outcomes in Language
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Lower than target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.
Indicator title	PPI 7.4. % of learners in Grade 6 attaining acceptable outcomes in Mathematics
Short definition	This measures the proportion of learners participating in the Grade 6 systemic tests (Mathematics), who pass the tests. The pass mark for the tests is 50%
Purpose/importance	The indicator shows the general level of proficiency of learners who are attending school at the intermediate phase. This indicator is important as it measures the effectiveness of the education system at the intermediate phase
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. Directorate: Research It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 5 learners in Grade 6 do not take part in the systemic tests.
Type of indicator	Outcomes
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Lower than target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.

Indicator title	PPI 7.5. % of learners in Grade 9 attaining acceptable outcomes in Languages
Short definition	This measures the proportion of learners participating in the Grade 9 systemic tests (Language), who pass the tests. The pass mark for the tests is 50%
Purpose/importance	The indicator shows the general level of proficiency of learners who are attending school at the senior phase. This indicator is important as it measures the effectiveness of the education system at the senior phase
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. Directorate: Research It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 5 learners in Grade 9 do not take part in the systemic tests.
Type of indicator	Outcomes

Indicator title	PPI 7.5. % of learners in Grade 9 attaining acceptable outcomes in Languages
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Lower than target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.
Indicator title	PPI 7.6. % of learners in Grade 9 attaining acceptable outcomes in Mathematics
Short definition	This measures the proportion of learners participating in the Grade 9 systemic tests (Mathematics), who pass the tests. The pass mark for the tests is set at 50%
Purpose/importance	The indicator shows the general level of proficiency of learners who are attending school at the senior phase. This indicator is important as it measures the effectiveness of the education system at the senior phase
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. Directorate: Research It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 5 learners in Grade 9 do not take part in the systemic tests.
Type of indicator	Outcomes
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Lower than target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.

Appendix C: Technical Indicators for Annual Targets for Five Year Strategic Objectives

Technical Indicators for Annual Targets for Strategic Objectives

Indicator title SO 1.1.1.	Development and Implementation of Teacher Development Plan
Short definition	This tracks the inception, implementation, review and improvement of a provincial Teacher Development Plan.
Purpose/ importance	The indicator will track the development and implementation of a new Teacher Development Plan. This indicator measures the inception of a plan that links with the functions of a newly re-defined Chief Directorate and the period of consolidation and growth that marks the end of the period of curriculum review and change.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Provision of approved plan. Meeting of the milestones to be developed. In accordance with the timeframe the provision of milestones will be confirmed during 2016/17.
Source/collection of data	The plan will be available for scrutiny once it is developed and approved. Implementation steps will be noted and tracked. Evidence of the implementation steps will be kept on file.
Method of calculation	Evidence maintained on file.
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Meets milestones
Indicator responsibility	Management of the indicator is a function of the Curriculum and Teacher Development Chief Directorate.
Indicator title SO 1.1.2.	Number of teachers attending two week courses at the Cape Teaching and Leadership Institute
Short definition	This tracks a significant component of the provincial Teacher Development Plan.
Purpose/importance	The indicator will track the attendance of teachers undergoing training for periods of two weeks in residence at the Cape Teaching and Leadership Institute (CTLI) as part of the Teacher Development Plan. This indicator is important as it measures the participation of teachers in a systematic and funded programme to upgrade skills in areas of identified need.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Records of notification of selection for the programme; substitute teachers at schools; attendance records
Source/collection of data	Evidence retained at the CTLI
Method of calculation	Evidence maintained on file.
Data limitations	None
Type of indicator	Input

Indicator title SO 1.1.2.	Teachers attending two week courses at the Cape Teaching and Leadership Institute
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Attendance at courses
Indicator responsibility	Director: Cape Teaching and Leadership Institute
Indicator title SO 1.2.	Number of schools using online management services to conduct business
Short definition	Schools update information, conclude plans and make requests online to assist with planning and provisioning of resources.
Purpose/importance	The indicator will indicate the extent of compliance with data collection requirements, School Improvement Plans, requests for teaching posts, leave reporting and other administrative matters. This indicator tracks the ability of the department to conduct business with quick turnaround times and to work on the basis of reliable, current data.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	School compliance is tracked on the Central Education Management Information System (CEMIS).
Source/collection of data	CEMIS sign-offs.
Method of calculation	Evidence available online through current data as well as the School Improvement Monitoring (SIM) programme.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Ongoing (current)
New indicator	Yes
Desired performance	Compliance. On target.
Indicator responsibility	Director: Knowledge and Information Management

Indicator title SO 2.1.	Curriculum management strategies developed and implemented
Short definition	A set of new strategies and interventions is proposed to ensure the effectiveness of teaching and the achievement of the 3 Goals of the WCED.
Purpose/importance	The indicator will track the inception, initiation, implementation, review, and refresh (over the 5 year period) of i. A provincial Language Strategy with specified focuses and targets. ii. A provincial Mathematics strategy with specified focuses and targets iii. A curriculum management plan for the development of Science and Technical subjects

Indicator title SO 2.1.	Curriculum management strategies developed and implemented
Purpose/importance	iv. A curriculum management plan to address specific needs in the Foundation and Intermediate Phases. v. A plan of action to support schools in the planning of curriculum offerings. This indicator specifies and ensures a targeted programme of action to ensure curriculum management and development to the benefit of schools and learners and which will map and ensure improvement in academic performance.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Finalisation of plans with implementation schedule, including milestones and reports.
Source/collection of data	Copies of plans and records of implementation processes e.g. communication with schools, inception of training processes, steps taken in respect of curriculum offerings at schools.
Method of calculation	Evidence maintained on file.
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Approval of plans; meeting milestones; improved academic performance and curriculum management at schools.
Indicator responsibility	Management of the indicator is a function of the Curriculum and Teacher Development Chief Directorate.

Indicator title SO 2.2.	Number of schools visited quarterly for management support
Short definition	Officials will visit schools to provide management support based on key management indicators and the needs of the schools concerned.
Purpose/importance	The indicator will track the support rendered to schools on a continuum of need and against key management indicators. This indicator tracks support on management matters, including curriculum management. The measure corresponds with national Programme Performance Measure PPM104: Number of schools visited by district officials for monitoring and support purposes . It supports the interventions under Strategic Objective 2.1.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	School Improvement Monitoring (SIM) reports; Reports on District Education Management Information System; Records kept at school or by officials concerned.
Source/collection of data	School Improvement Monitoring (SIM) reports; Reports on District Education Management Information System; Records kept at school.
Method of calculation	Evidence maintained on CEMIS, on DEMIS and by officials and schools.
Data limitations	The data sources will vary but will, cumulatively provide ample evidence of support

Indicator title SO 2.2.	Number of schools visited quarterly for management support
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Similar to national PPM.
Desired performance	100% of schools supported by Circuit Managers and/or a Curriculum or Administrative support official
Indicator responsibility	Chief Director: Districts

Indicator title SO 2.3.	Number of schools benefiting from E-learning rollout
Short definition	To benefit from the provincial Wide Area Network (WAN) the WCED will provide Local Area Network (LAN) support and arranging for SMART classrooms. Apart from the provision of buildings, texts, teachers, funds, parental support and other social partnerships this is a specific innovation/gamechanger that will impact on achieving the three goals of the WCED.
Purpose/importance	The Objective is Ensure optimal education provision for all with a special focus on the most needy . "Provision" encompasses a range of elements from infrastructure and resources to subject materials and opportunity. The purpose of this objective is to ensure a focus on the most needy across all the elements that contribute to success. While attention will be given to all the elements (See also Programme 6 and the national Programme Performance Measure PPM207: Number of schools provided with media resources) the discrete indicator chosen for this objective is "Number of schools benefiting from E-learning rollout" The indicator will track the provision of a LAN and related equipment, software and support for schools. This indicator measures a systematic programme to enhance teaching and learning in schools.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Records of allocation and support provided to schools
Source/collection of data	Evidence retained by Project Manager.
Method of calculation	Evidence maintained on file.
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Target met or exceeded.
Indicator responsibility	Director: eLearning

Indicator title SO 2.4.	Provide social and financial support for schools
Short definition	Ensure support for "No Fee" schools and fee exemptions
Purpose/importance	The indicator will track the funding and social support provided to schools to strengthen the focus on learners and schools in need. This indicator is important as it measures the explicit support provided to ensure access to education.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	This corresponds with PPM PPM210: Number of learners in public ordinary schools benefiting from the "No Fee School" policy . Records of transfers in support of the fee-exemption candidates.
Source/collection of data	Directorate records (Funds: Management Accounting)
Method of calculation	Evidence maintained on directorate records
Data limitations	None. The number of applicants for fee exemption cannot be predicted accurately as this is a factor of need and of enrolment.
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Compliance
Indicator responsibility	Funds: Management Accounting
Indicator title SO 3	See PPM302: Percentage of registered independent schools receiving subsidies
Short definition	Number of registered independent schools that are subsidised expressed as a percentage of the total number of registered independent schools. Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Purpose/importance	To improve access to education
Policy linkage	Compliance with school funding norms and standards for independent schools
Means of verification	School Funding Norms and Standards database
Source/collection of data	Budget transfer documents (these documents list schools, number of learners and budget allocation).
Method of calculation	Divide the total number of registered independent schools that are subsidised by the total number of registered independent schools.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All qualifying independent schools to be subsidised.
Indicator responsibility	Institutional Management and Governance Planning

Indicator title SO 4	See PPM201: Number of full service schools servicing learners with learning barriers
Short definition	Number of public ordinary schools that are full service schools. Full-service schools: are public ordinary schools that are specially resourced and orientated to address a range of barriers to learning in an inclusive education setting. These schools serve mainly learners with moderate learning barriers.
Purpose/importance	To measure access to public ordinary schools by learners with learning barriers. Although this objective has a number of other elements this one has been chosen as an important indicator of effectiveness of the programme overall.
Policy linkage	White Paper 6
Means of verification	Inclusive Education schools database
Source/collection of data	List of public ordinary schools converted to full service schools or public school provided with assistive devices or appropriate infrastructure.
Method of calculation	Count the total number of full service schools
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To ensure that all special needs learners have access to school and that selected public ordinary schools are able to accommodate these learners.
Indicator responsibility	Inclusive Education Directorate
Indicator title SO 5	See PPM501: Number of public schools that offer Grade R
Short definition	Total number of public schools (ordinary and special) that offer Grade R.
Purpose/importance	To measure the provision of Grade R in public schools. Although this strategic objective has a number of other elements the indicator has been chosen as an important indicator of effectiveness of the programme overall.
Policy linkage	White Paper 5
Means of verification	EMIS database
Source/collection of data	Signed-off declaration by Principal and District Manager (electronic or hardcopy) or other evidence as per file material.
Method of calculation	Record the number of public schools (ordinary and special) that offer Grade R
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public schools with Grade 1 to offer Grade R.
Indicator responsibility	EMIS Directorate

Indicator title SO 6	See PPM604: Number of classrooms built in public ordinary schools
Short definition	Number of classrooms expected to be built and provided to public ordinary schools. These include additional classrooms or mobile classes in existing schools and new schools. Classrooms: Rooms where teaching and learning occurs, but which are not designed for special instructional activities. This indicator excludes specialist rooms.
Purpose/importance	To measure access to the appropriate learning environment and infrastructure in schools. Although this strategic objective has a number of other elements this one has been chosen as an important indicator of effectiveness of the programme overall.
Policy linkage	Guidelines on School Infrastructure (to be updated)
Means of verification	NEIMS/ Infrastructure database
Source/collection of data	Completion certificate
Method of calculation	Record the total number of classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have adequate numbers of classrooms.
Indicator responsibility	School Infrastructure Directorate / Infrastructure Development Unit
Indicator title SO 7	See PPM 701: Percentage of learners who passed National Senior Certificate (NSC)
Short definition	Total number of NSC learners who passed the National Senior Certificate (NSC) examination expressed as a total number of learners who wrote the National Senior Certificate.
Purpose/importance	To measure the efficiency of the schooling system. Although this strategic objective has a number of other elements this one has been chosen as an important indicator of effectiveness of the programme overall.
Policy linkage	MTSF and Examinations and Assessments
Means of verification	NSC database and technical reports
Source/collection of data	List of NSC learners
Method of calculation	Divide the number of learners who passed NSC examinations by the total number of learners who wrote the national Senior Certificate (NSC).
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 12 learners who pass the NSC examinations.
Indicator responsibility	Examinations and Assessments Directorate

Appendix D: Statistical Table

Statistical Table (Current Data)				
	Programme 1	Jan 2016	March 31 2016	March 31 2017
ST101	Percentage of learners in schools that are funded at a minimum level	100%	100%	100%
ST102	Percentage of schools with full set of financial management responsibilities on the basis of assessment	79.95%	79.82%	80.30%
ST103	Percentage of women in SMS positions. (Percentage of office based women in Senior Management Service)	36.17%	30.43%	36.17%
ST104	Percentage of women in Principals' posts.	29.41%	29.15%	28.97%
ST105	Percentage of women employees	66.62%	66.8%	67.14%
ST106	Number of schools compensated in terms of the fee exemption policy	548	548	551
	Programme 2	Jan 2016	March 31 2016	March 31 2017
ST201	Number of learners enrolled in public ordinary schools (Grades 1 – 12 including learners with special needs)	985 315	985 315	999 914
ST202	Number of educators employed in public ordinary schools	28 474	28 284	28 543
ST203	Number of non-educator staff employed in public ordinary schools	6 233	6 093	6 125
ST205	Number of learners with access to the National School Nutrition Programme (NSNP).	465 480	469 721	478 144
ST206	Number of learners eligible to benefit from learner transport	58 252	57 517	58 217
ST207	Number of learners with special education needs identified in public ordinary schools	4 638	4 880	4 987
ST208	Number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time	1 217	764	913
ST209	Percentage of learners who are in classes with no more than 45 learners	86.44%	86.44%	95.52%
ST210	The percentage of youths who obtained a National Senior Certificate from a school ¹⁹	Not available	76.3%	71.9%
ST211	The percentage of learners in schools with at least one educator with specialist training on inclusion ²⁰	11%	Not available	10%

¹⁹ StatsSA data is used for the denominator

²⁰ Refers to training in the Screening, Identification, Assessment and Support (SIAS) policy

Statistical Table (Current Data)				
ST212	Percentage of learners having access to workbooks per grade	100%	100%	100%
ST213	Percentage of schools where allocated teaching posts are all filled	51% current	82% ²¹	19%
ST214:	Percentage of learners having access to the required textbooks in all grades and all subjects	100%	100%	100%
ST215	Number of secondary schools with an overall pass rate for the school of 60 and above in ANA (excluding Grade 12)	8 (2014)	n/a	n/a
ST216	Number of learners screened through the Integrated School Health Programme ²²	Not available	147 189	137 356
	Programme 4	Jan 2016	March 31 2016	March 31 2017
ST401	Number of learners enrolled in public special schools	18 783	18 783	18 854
ST402	Number of educators employed in public special schools	1 816	1 840	1 592
ST403	Number of professional support staff employed in public special schools	Pending	38	233
ST404	Number of non-professional and non-educator staff employed in public special schools	1 000	948	923
ST405	Number of special schools	72	72	72
ST406	Number of learners in special schools provided with assistive devices	Not available	Not available	Not ²³ available
	Programme 5 (ECD)	Jan 2016	March 31 2016	March 31 2017
ST501	Number of learners enrolled in Grade R in public schools	64 648	65 183	65 488
ST502	Number of Grade R practitioners employed in public ordinary schools per quarter	Employed by SGB and not by the WCED		
ST503	Number of ECD practitioners trained	5 380	805 (Level 5 graduates)	463 (Level 5 graduates)
ST504	Number of learners enrolled in Pre-grade R	15 267	1 663 (Public schools only)	1 351 (Public schools only)

²¹ Includes permanent and contract

²² Responsibility of Department of Health

²³ Assistive devices are provided by the Department of Health

Statistical Table (Current Data)				
	Programme 7	Jan 2016	March 31 2016	March 31 2017
ST701	Number of learners in Grade 12 who wrote National Senior Certificate (NSC) examinations	53 721	53 721	50 847
ST702	Number of learners who passed the National Senior Certificate (NSC)	45 496	45 496	43 725
ST703	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC)	22 379	22 379	20 804
ST704	Number of learners who passed Maths in the NSC examinations	12 397	12 397	12 036
ST705	Number of Grade 12 achieving 50% or more in Mathematics	6 982	6 982	7 053
ST706	Number of learners who passed Physical Science in the NSC examinations	8 813	8 813	8 239
ST707	Number of Grade 12 achieving 50% or more in Physical Science	4 840	4 840	4 663
ST708	Number of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	56 243 (2014)	n/a	n/a
ST709	Number of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	59 634 (2014)	n/a	n/a
ST710	Number of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	45 946 (2014)	n/a	n/a
ST711	Number of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	36 117 (2014)	n/a	n/a
ST712	Number of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	25 317 (2014)	n/a	n/a
ST713	Number of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	4 441 (2014)	n/a	n/a
NOTE that the Annual National Assessments (ANA) were not written in the year under review.				
NOTE that in the case of the National Senior Certificate results the results as at the date of the January 2016 announcement of results are used.				