



**Western Cape
Government**

Education

Annual Report 2018/2019

Department of Education

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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 with its 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)

2. List of abbreviations/acronyms

AGSA:	Auditor-General of South Africa	MST:	Maths, Science and Technology
ANA:	Annual National Assessments	MTEF:	Medium-Term Expenditure Framework
APP:	Annual Performance Plan	NCF:	National Curriculum Framework
ASD:	Autism Spectrum Disorder	NCS:	National Curriculum Statement
ASS:	Annual School Survey	NEPA:	National Education Policy Act
B-BBEE:	Broad-Based Black Economic Empowerment	NQF:	National Qualifications Framework
CAPS:	Curriculum and Assessment Policy Statement	NSC:	National Senior Certificate
CBA:	Competency-Based Assessment	NSNP:	National School Nutrition Programme
CEMIS:	Central Education Management Information System	PERSAL:	Personnel and Salary Information System
COE:	Compensation of Employees	PFMA:	Public Finance Management Act
CTLI:	Cape Teaching and Leadership Institute	PILIR:	Policy and Procedure on Incapacity Leave and Ill-Health Retirement
DHET:	Department of Higher Education and Training	PPI:	Programme Performance Indicator
DBE:	Department of Basic Education	PPM:	Programme Performance Measure
DIP:	District Improvement Plan	PSG:	Provincial Strategic Goal
DPSA:	Department of Public Service and Administration	PsySSA:	Psychological Society of South Africa
DVD:	Digital Versatile Disc	PTT:	Provincial Training Team
ECD:	Early Childhood Development	RCL:	Representative Council of Learners
EIG:	Education Infrastructure Grant	SACSSP:	South African Council for Social Service Profession
EMIS:	Education Management Information System	SAME:	South African Medical and Education (Foundation)
EPWP:	Expanded Public Works Programme	SAQA:	South African Qualifications Authority
ERM:	Enterprise Risk Management	SASA:	South African Schools Act
ERMCO:	Enterprise Risk Management Committee	SASL:	South African Sign Language
FAL:	First Additional Language	SCM:	Supply Chain Management
FET:	Further Education and Training	SETA:	Sector Education and Training Authority
GET:	General Education and Training	SGB:	School Governing Body
GHS:	General Household Survey	SIAS:	Screening, Identification, Assessment and Support
HEI:	Higher Education Institution	SIM:	School Improvement Monitoring
HPCSA:	Health Professions Council of South Africa	SIP:	School Improvement Plan
ICT:	Information and Communication Technology	SITA:	State Information Technology Agency
IRM:	Infrastructure Reporting Model	SPID:	Severe to Profound Intellectual Disabilities
LAN:	Local Area Network	T(V)ET:	Technical and Vocational Education Training
LSEN:	Learners with Special Education Needs	T2P:	Transform to Perform
LST:	Learning Support Teachers	WAN:	Wide Area Network
LTSM:	Learning and Teaching Support Materials	WCED:	Western Cape Education Department
LURITS:	Learner Unit Record Information and Tracking System	WSE:	Whole School Evaluation
MOD:	Mass participation; Opportunity and Access; Development and Growth Programme		

3. Foreword by the Minister



I have now served a full term as the Provincial Minister of Education, Western Cape. During this time, I have witnessed a great number of successes in Education as well as a great number of challenges. Above all, I am proud of what the Education Department has achieved in this time, against extraordinary odds.

Every decision taken in relation to education in the Western Cape over the last 5 years was informed by the need to improve learner outcomes in this province, and to provide greater access to quality education for all. As the Western Cape Government, we are not only committed to providing a quality education for every learner, in every classroom, in every school in the Western Cape – a quality education that results in greater opportunity for all learners in the province - but we are also committed to improving the lives and chances of our youth.

Our commitment is contained in our Strategic Plan for 2015-2019 and the Provincial Strategic Plan.

Three important objectives seek to:

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

When we look back over the last year and measure the progress that the Western Cape Education Department has achieved as a whole, I am pleased with what we have accomplished, in increasingly difficult circumstances.

An improvement in Language and Mathematics is a key focus area for this government and I am pleased that the 2018 systemic test results in these subjects show a steady improvement since 2011, when we increased the difficulty of these tests. The Systemic Tests provide the most objective picture possible of learner performance in Language and Mathematics, giving us the opportunity to assess whether we are improving the quality of the system in the province. We have used the systemic tests over the years to design our improvement strategies and specific interventions and training programmes for schools and teachers, which are offered at the CTLI. This has led directly to some of the improvements that we see in the system.

Matric results are another key measure of the state of education in our province.

The Western Cape Government has always maintained that indicators of quality go well beyond the overall pass rate. We focus on the quality of the passes and the retention of as many learners as possible in the school system so that we can ensure the best possible opportunities for our young people in the Western Cape.

I am therefore pleased that yet again, our indicators of quality show a sustained improvement in the Western Cape.

Results over the last five years of this administration have built on the progress of our previous administration.

The total percentage of candidates who passed matric has increased from 75.7% in 2009 to 81.5% in 2018 - an increase of 5.8%. This needs to be seen in the light of the increasing learner numbers in the system as a whole – 130 000 over the last five years - increasing class sizes, increasing numbers of Matrics coming to the Western Cape only in Grade 10, and the fact that we have the highest retention rate in the country between Grade 10 to Grade 12 by a long way.

Over the last three years there has also been the Multiple Exam Opportunity (“MEO”) available to Matrics, whereby they can write the exam in two parts. These results are therefore not included in the end of year percentage pass rate. The Western Cape had the lowest percentage of learners out of the matric cohort writing the MEO, which also reflects our commitment to helping our learners finish their schooling, not persuading or forcing them to write the MEO to boost our pass percentage. Other provinces saw an increased pass percentage in the 2018 NSC exam because of this.

Given all the above factors, I am pleased with our performance.

We are continuing to make progress in improving education in schools in our poorest communities. In 2009, the matric pass rate in our Quintile 1 schools was 57.5%. In 2018 it was 70.5%. There have also been pass rate increases of 10.6% in Quintile 2 and 15.6% in Quintile 3 schools during the same period.

I am especially proud that the Western Cape achieved an increase in the percentage of bachelors passes, with 42.3% of learners achieving this quality pass. Since 2009, the Bachelor pass rate has increased from 31.9% to 42.3% - a remarkable increase of 10.4%.

The proportion of Bachelors passes in Quintiles 1 – 3 has more than doubled since 2009. This is most significant in Quintile 1, where the Bachelors percentage increased from 8.7% in 2009 to 24.2% in 2018.

In Mathematics, the Western Cape again achieved the highest pass rate, increasing from 73.9% in 2017 to 76%. The maths pass rate has increased from 64.9% in 2009 to 76% in 2018 – an increase of 11.1%.

In Physical Sciences, the Western Cape achieved a pass rate of 79.5%, an increase from 72.0% in 2017. The Science pass rate increased from 52.9% in 2009 to 79% in 2018 – an impressive increase of 26.1%

I am very pleased that the Western Cape again had 6 candidates in the top positions in the country.

We have continuously placed great emphasis on ensuring that we retain as many learners as possible in the school system for as long as possible. The Western Cape retained 63% of learners in the system from Grade 10 to Matric.

The Western Cape Education Department was awarded a clean audit for its fourth consecutive year for the 2017/18 financial year. Huge congratulations must go to SG, Brian Schreuder, CFO, Mr Leon Ely, and the team.

It is clear that our good governance and management, and committed educators and staff, are indeed making a difference in the lives of all our learners, especially the poor.

In addition, as provincial government we have identified accountability, transparency and innovation as important attributes. I am therefore very excited that in November 2018, the Western Cape Provincial School Education Amendment Bill was passed by the Western Cape Provincial Parliament and assented to by the Premier in December of that year.

The Bill constitutes the biggest public education reform since 1994 and is designed to achieve excellence in education for every child, in every classroom, in every school in the Province, to open up opportunities for our youth, and to enable meaningful partnerships.

The Bill is innovative, in that it represents a real exercise of a province's concurrent legislative competence in basic education.

If we are to be at the forefront of education, it is important that we are open to innovative ways of delivering education, that we have effective and efficient ways of assessing how well schools are performing, and that measures are put in place to improve schooling where this is needed.

The main focus areas of the Bill are:

- the establishment of an evaluation authority to be known as the Western Cape School Evaluation Authority (or "SEA"), which 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. The outcomes of these assessments will be published.
- the specific provision for Collaboration Schools and Donor Funded Schools. The WCED's Collaboration Schools project reflects the commitment of the Western Cape Government to innovation, as we explore all options for improving opportunities for all citizens, especially in poor communities. The project is one of a range of pro-poor initiatives by the WCED designed to improve the quality of education in our poorest schools and is already having a real impact in addressing the ongoing inequalities in education between wealthier and poorer communities.
- the establishment of short-term intervention facilities for learners who have been found guilty of serious misconduct, as an alternative to expulsion;
- the enabling of classroom observation, and;
- providing for an exception to the prohibition of alcohol on school premises, on application to the Head of Department, for adult events after hours.

The WCG also introduced the e-learning game-changer that is assisting in improving opportunities and addressing inequalities that exist within the schooling system.

The WCG has provided high-speed broadband connectivity to almost every school in the province via a wide area network (WAN), and alternative connectivity to schools that cannot connect to the fibre-optic grid. The WCED has also provided local area networks (LANs) in schools, and Wi-Fi connectivity for almost every site. Alternative connectivity is provided to schools that cannot connect to the fibre-optic grid.

A key benefit of eLearning will be reducing the gap between poor and well-resourced schools, by improving access to the best education resources and support and ensuring that our learners are equipped for the 21st century.

I am, however, aware that there is still much to do to address the gap between poor and well-resourced schools and to achieve our vision of One Nation with One Future built on Freedom, Fairness and Opportunity for All, but if we carefully consider our key measures of success, it is evident that the Western Cape is succeeding in providing greater access to opportunity.

We still have a long way to go, but progress to date is undeniable.

I must pay tribute to the SG, Brian Schreuder, and our committed team, for their constructive and innovative approach and ongoing commitment to the learners of the Western Cape and for their commitment in helping our young people to get a quality education. Thank you to each one who puts in so much effort every day.

I also want to pay tribute to all our educators who give so much of themselves to improve the opportunities for others, and for their support and understanding in these difficult financial times.

While we have had a number of successes and difficulties over the last 5 years, there is much to look forward to as we cast our eyes ahead to the next term of office and in particular the 2019/20 financial year.

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



Debbie Schäfer
Provincial Minister of Education
Western Cape Government



Part A

General Information

Report of the Accounting Officer

Overview of the operations of the department:

The WCED developed and published its Five-Year strategic plan for education in the Western Cape in 2014/15. This plan has formed the basis for the Annual Performance Plans for the last five years. The Strategic Objectives developed are reproduced in each of the seven budget programmes reported on in this report.

Our work in 2018/19 was impacted on by the following factors which should be considered in the reading of this Annual Report: continued extremely high learner in migration into the province; severe fiscal constraints which do not keep pace with learner growth and inflow into the province; severe drought conditions threatening the water security of the province and job security of those industries most affected; socio-economic conditions that adversely affect teaching and learning in the classroom; and the scourge of gangsterism in our communities with the resultant psycho-socio impact on learners' performance cannot be underestimated.

All the programmes rely on effective and efficient administration for their success. The need for an efficient and improved administrative support structure was further necessitated by the binding constraints in which the WCED operates. The report on Programme 1 shows that careful planning, reliable data and systems, committed staff combined with constant monitoring and evaluation ensured the continued effectiveness of the department's services to schools and teachers.

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

Programme 2 - Public Ordinary School Education

Programme 3 - Independent School Subsidies

Programme 4 – Public Special School Education

Programme 5 – Early Childhood Development

The increase in learner numbers, improvement in learner retention and the ageing nature of our school infrastructure has led to ongoing budget allocation for new classrooms and schools and the maintenance of existing infrastructure. Programme 6 describes the steps taken in addressing the on-going infrastructure needs to address both maintenance of current and building of new structures.

The WCED uses a variety of internal and external instruments to measure the extent to which our learners are making progress in learning. Programme 7 describes the external examinations and tests administered by the WCED, the internal systemic assessments and the steps taken to further strengthen the services offered in this program.

The WCED strives to retain learners and students in suitable education programmes. There is continued focus on keeping learners in education institutions. Our greatest challenge lies in ensuring that each learner receives quality teaching in a caring and safe environment. Our vision of providing quality education to every child in every classroom in every school in the province is a message that continued to gain traction and energised focus over the reporting period of 2018/19.

Teacher enthusiasm for the eLearning initiative saw many teachers actively participating in ICT integration courses, workshops and seminars across the province. The partnership with the Department of Cultural Affairs and Sport continued to strengthen through the growth of after-school activities which created opportunities for learners to flourish in the areas offered by the Mass participation; Opportunity and access; Development and growth (MOD) Programme.

The 2018/19 reporting year saw the promulgation of the Western Cape Schools Amendment Act which makes provision for, amongst others, the establishment of a School Evaluation Authority, conditions for the establishment of Collaboration Schools and the establishment of Intervention Facilities.

The WCED's renewed drive to focus on improving the culture of teaching and learning through raising the profile of teachers, developing leaders and building strong and stable relationships with stakeholders has had a positive effect on the general morale of the department.

While 2017 had been declared "*2017: The Year of the Teacher*", 2018 had been declared "*2018: The Year of Values-Driven Learning*" with the sub-text, "*Celebrating our excellent Teachers*". This focus continued to raise the profile and morale of our teachers through constant and positive affirmation of the value they add to the education system. 2019 has been declared, "*2019: The Year of the Learner*" with the sub-text, "*Developing a values mindset*". The 2019 theme is a first step towards focussing the learner on the critical role that their personal agency plays in the attainment of improved academic outcomes.

The WCED participated in a monitoring exercise of the Presidency, the Management Performance Assessment Tool (MPAT) in 2018. Whilst the standards and moderating tools have changed, making the attainment of the required standards more difficult, the WCED performed consistently well. This consistency resulted in the department receiving the Silver Award in the category: Best Performing Provincial Department of the Year at the Batho Pele National Service Excellence Awards ceremony held in 2018. This award is particularly prestigious as it recognises the performance of all provincial departments, not only education.

Overview of the financial results of the department:

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

Departmental receipts

	2018/19			2017/18		
	Estimate	Actual Amount Collected	(Over)/Under Collection Expenditure	Estimate	Actual Amount Collected	(Over)/Under Collection Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Departmental receipts						
Sale of goods and services other than capital assets	12,614	13,322	(708)	12,104	12,192	(88)
Fines, penalties and forfeits	1,000	1,927	(927)	945	938	7
Interest, dividends and rent on land	1,393	372	1,021	2,195	1,527	668
Financial transactions in assets and liabilities	12,039	8,133	3,906	16,936	16,057	879
Total	27,046	23,754	3,292	32,180	30,714	1,466

Own revenue generated by the department for the period 2018/19 amounts to 0.12% of the total budget. The Department's main sources of own revenue are:

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

All tariffs are listed in a tariff register and reviewed annually to provide for inflation.

The under-collection on departmental receipts for 2018/19 is R3,292 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, where steps include the tracing of debtors, was used to guide the approach to debts written off.

Programme Expenditure

Programme Name	2018/19			2017/18		
	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	1,563,125	1,556,902	6,223	1,512,598	1,510,372	2,226
2. Public ordinary school education	16,352,197	16,347,764	4,433	15,276,354	15,191,515	84,839
3. Independent school subsidies	113,179	113,179	-	106,912	106,912	-
4. Public special school education	1,258,980	1,258,295	685	1,189,384	1,188,911	473
5. Early childhood development	569,355	569,355	-	525,315	525,315	-
6. Infrastructure development	1,835,544	1,810,370	25,174	1,737,730	1,674,977	62,753
7. Examination and education related services	457,400	456,569	831	374,400	368,834	5,566
Total	22,149,780	22,112,434	37,346	20,722,693	20,566,836	155,857

The Department spent 99.83% of the adjusted budget for 2018/19. The under-expenditure amounted to R37,346 million, or 0.17% of the adjusted budget, which is within the national benchmark of 2%.

Reasons for under-spending are as follows:

- R6,223 million for the Equitable Share. The amount of R6,223 million under-spend was for Programme 1: Administration due to cost containment measures and efficiencies. This amount is uncommitted.
- R2,901 million for the Maths, Science and Technology Grant. This amount is committed and rollovers have been requested.
- R685,000 for the Learners with Severe to Profound Intellectual Disabilities Grant. This amount is committed and rollovers have been requested.
- R25,174 million for the Education Infrastructure Grant. This amount is committed and rollovers have been requested.
- R1,532 million for Education MOD centres. The amount is committed for the purpose of learner equipment and furniture and has been requested for rollover.
- R831,000 for the Graduate Interns for the e-Learning Game Changer. The full amount is uncommitted and is to be surrendered to Provincial Treasury

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

Virements/roll overs

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

- Shifting of R9,171 million to Programme 1: Administration for the higher than anticipated expenditure for compensation of employees, the high school improvement programme and safe schools from Programme 2: Public Ordinary School Education (R918,000), Programme 3: Independent School Subsidies (R208,000), Programme 4: Public Special

School Education (R1,935 million), Programme 5: Early Childhood Development (R723,000), Programme 6: Infrastructure Development (R1,091 million) and Programme 7: Examination and Education Related Services (R4,296 million).

- Shifting of R974,000 to Programme 2: Public Ordinary School Education for the higher than anticipated expenditure for compensation of employees from Programme 4: Public Special School Education.
- Shifting of R11,173 million to Programme 4: Public Special School Education for the higher than anticipated severance package pay-outs and leave gratuities, school lease agreement payments and the increase in the daily vehicle tariffs from Programme 2: Public Ordinary School Education (R9,704 million) and Programme 5: Early Childhood Development (R1,469 million).
- Shifting of R68,126 million to Programme 6: Infrastructure Development for the higher than anticipated expenditure for MOD school halls and sports fields, and maintenance at public ordinary and special schools from Programme 1: Administration (41,657 million), Programme 2: Public Ordinary School Education (R11,181 million), Programme 5: Early Childhood Development (R6,156 million) and Programme 7: Examination and Education Related Services (R 9,132 million).
- Shifting of R3,491 million to Programme 7: Examination and Education Related Services for the higher than anticipated compensation of employees, severance package pay-outs and leave gratuities and security equipment in respect of examinations from Programme 1: Administration (R166,000), Programme 2: Public Ordinary School Education (R758,000), Programme 4: Public Special School Education (R1,332 million) and Programme 5: Early Childhood Development (R1,235 million).

The following rollovers were requested:

- R1,532 million for MOD centre sport equipment is requested for the expenditure not yet delivered by 31 March 2019.
- R685,000 of the Learners with Severe to Profound Intellectual Disabilities Grant for the purpose of learner training and support material (toolkits) and wheelchair training services which could not be completed by year end.
- R25,174 million of the Education Infrastructure Grant received from the National Disaster Management in aid of the storm and fire disasters that occurred for the purpose of refurbishment and repairs of the schools' hostel and maintenance and replacement of the schools roofing features which could not be completed by year end.
- R2,901 million of the Maths, Science and Technology Grant for the purpose of workshop equipment, consumables, tools and machinery 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 R184 000 was reported in 2018/19, mainly resulting from 3 incidences when an insufficient number of quotations were sourced to procure goods and services. This is a marginal increase from the R169 000 reported in 2017/18. The Department reported R29 000 fruitless and wasteful expenditure mainly resulting from catering services.

The WCED has had no unsolicited bid proposals concluded for the year under review. To minimise risk in supply chain management, the department has an Approved Accounting Officer's system in place and applies all the relevant rules and regulations that govern supply chain management. The supply chain champions identified in each directorate underwent training in all aspects of Supply Chain Management (SCM).

Future plans of the department

The future plans of the WCED will be fully articulated in the impending Five-Year Strategic Plan which will be aligned with the provincial strategic goals.

The current three goals will continue to receive focussed attention in the lead up to the next Five-Year Strategic Plan.

The goals are:

- Improve the level of language and mathematics in all schools
- Increase the number and quality of passes in the NSC
- Increase in the quality of education provision in poorer communities.

In the forthcoming year the WCED will continue the roll-out of its eLearning strategy to ensure that learners are given every opportunity to access quality education.

The Transform to Perform Strategy, which commenced in 2018/19, will be rolled-out over the next five years to reach all schools, all teachers and all learners in the province. This entails a growth mindset programme for all learners and a change mindset initiative aimed at addressing the readiness and willingness of adults in the education system to embrace and manage change in our rapidly changing world. Leadership development initiatives for all layers of education leaderships, administrative and school will be implemented as part of the leadership development pillar. The values programme completes the four pillars that underpin the strategy in our pursuit of the vision of the department.

Education offerings will be expanded as greater emphasis is placed on technical and skills education, the Arts, Agriculture, Coding and Computational Skills and the introduction of gaming in the curriculum. The WCED will encourage schools (especially primary schools) to *make learning fun again* in classrooms that attract and stimulate learner attention. Greater emphasis will be placed on the development of skills that learners will require to successfully navigate the world in which they find themselves.

Districts have been charged with the responsibility, over the next three years, to ensure that all schools are *functional* organisations, that *quality teaching* happens in every classroom and that school governing bodies apply their governance role in an *enabling manner*.

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 some agreements, such as for the Collaboration Schools, in which schools have benefited from the support of corporates.

Discontinued activities / activities to be discontinued

None

Gifts and Donations received in kind from non-related parties

The WCED received a sponsorship for Leadership Development to the value of R1.33 million in support of the Transform to Perform Strategy, as well as sponsorships to the value of R177 000 for the NSC awards ceremony to award the 2018 provincial top performers.

Exemptions and deviations received from the National Treasury

None

B-BBEE-Compliance-Reporting

Section 13G (1) of the Broad-Based Black Economic Empowerment Amendment Act, 2013, published on the 27th January of 2014 required that all spheres of government report on their compliance to the Act in their audited annual financial statements.

To note that at that point in time, no regulations were issued. It must be noted that in accordance with Section 10 of this Act, the Act comes into operation on a date fixed by the President by proclamation in the gazette. This proclamation happened on the 24th October 2014.

The Preferential Procurement Regulations of 2017 was published to give effect to the Broad-Based Black Economic Empowerment (B-BBEE) Act and its requirements as it relates to procurement.

The Department provides assurance in the Annual Report that it applies all the relevant rules and regulations that govern supply chain management and has an Approved Accounting Officer's system in place, where the requirements of the Preferential Procurement Regulations, 2017 mentioned to above, is detailed. The WCED Annual Report also assures that progress on the delivery of the approved procurement plan is reported on a quarterly basis.

The total value of payments made by the Department to suppliers registered on the Western Cape Supplier Database (WCSD) & Central Supplier Database (CSD) amounted to R 2.43 billion for the 2018/2019 financial year. 46.77% of this value was paid to suppliers with a B-BBEE Contributor status level and 53.23% of this value was paid to suppliers with a Non-Compliant Contributor B-BBEE status.

According to designated categories as defined in Preferential Procurement Policy Framework Regulations (PPPFR), 51.88% of this value was paid to suppliers with at least 51% Black Ownership and 0.41% of the value could not be allocated to an ownership category due to such payments being made to entities registered on the CSD that did not indicate ownership category. 23.83% of the total value of expenditure for goods and services was paid to Exempted Micro Enterprises (EME's) and 21.37% was paid to Qualified Small Enterprises (QSE's). 35.21% of expenditure was paid to Large Companies. 19.58% of the value could not be allocated to an ownership category due to such payments being made to entities registered on the CSD that did not indicate turnover. The Provincial Treasury is consulting with suppliers to request them to complete their turnover and ownership information on the CSD. In terms of turnover, the percentage not indicated has decreased from 22.10% of the expenditure in the 2017/2018 to 19.58 % of the expenditure in the 2018/2019 financial year.

Part D of the 2018/19 Annual Report reports on People Management matters and employment statistics for both Educators and Public Servants in the department, including employment equity information, by race, gender and disability, indicating the profile of employees whose positions were upgraded due to their posts being upgraded, the number of employees per occupational category as well as recruitment and promotions, resignations, disciplinary actions, skills development interventions and performance rewards information for the period 1 April 2018 to 31 March 2019.

Events after the reporting date

Under section 29 of the Western Cape Provincial School Education Amendment Act, 2018 (Act 4 of 2018), Sections 8 of the Act come into operation on 12 April 2019, this includes the establishment of Schools Evaluation Authority and the appointment of a Chief Evaluator, Lead Evaluators and Evaluators.

Other

There are no material facts or circumstances which may have had an effect on the understanding of the financial affairs of the department for the period under review.

New or proposed activities

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. The focus of the objectives has been the attainment of learner outcomes based primarily on content knowledge (head) with the resultant indication of skills (hand).

While the WCED will continue to focus on the attainment of improved learner outcomes at all levels, the creation of a positive mindset and attitude (heart) of learners, teachers and officials will be accelerated to ensure optimal learning and effective teaching. To this end, the WCED has, through the Transform to Perform Strategy, refocused its vision, raised the importance and status of teachers, will roll-out programmes to give learners hope and to support teachers in understanding their crucial role in inspiring learners. This strategy is funded within the current training budget allocation.

The WCED is constructing its next five-year strategic plan (2020 – 2025) to ensure that its vision of quality teaching for every child in every classroom in every school in the province becomes achievable.

The WCED wishes to acknowledge the hard work and dedication of all its employees who tirelessly served the department and the learners of this province in the 2018/19 reporting period. Two things that we are particularly proud of: the ongoing improvement in the culture of the organization and the openness to embrace innovative thinking.

It is truly appreciated and highly valued.



BK Schreuder
Accounting Officer
Department of Education
Date: 31 May 2019

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 2019.

Yours faithfully



BK Schreuder
Accounting Officer
Department of Education
Date: 31 May 2019

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
- Targeted 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 primary 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 cohort that is professional and dedicated
- Accountability and transparency
- Integrity and excellence in administrative and support functions

In the 2018/19-year, prominence was also given to the following to guide the path of the WCED:

- The six guiding values of the WCG and the Batho Pele Principles received prominence in the WCED
- Caring demonstrated in our behaviour towards all our stakeholders
- Competence through the development of all officials and teachers to ensure high-level service delivery
- Innovation through embracing modern technologies and approaches to systemic improvement
- Accountability and integrity through maintaining stringent control frameworks
- Responsiveness through improving administrative and support functions

7. Legislative and Other Mandates

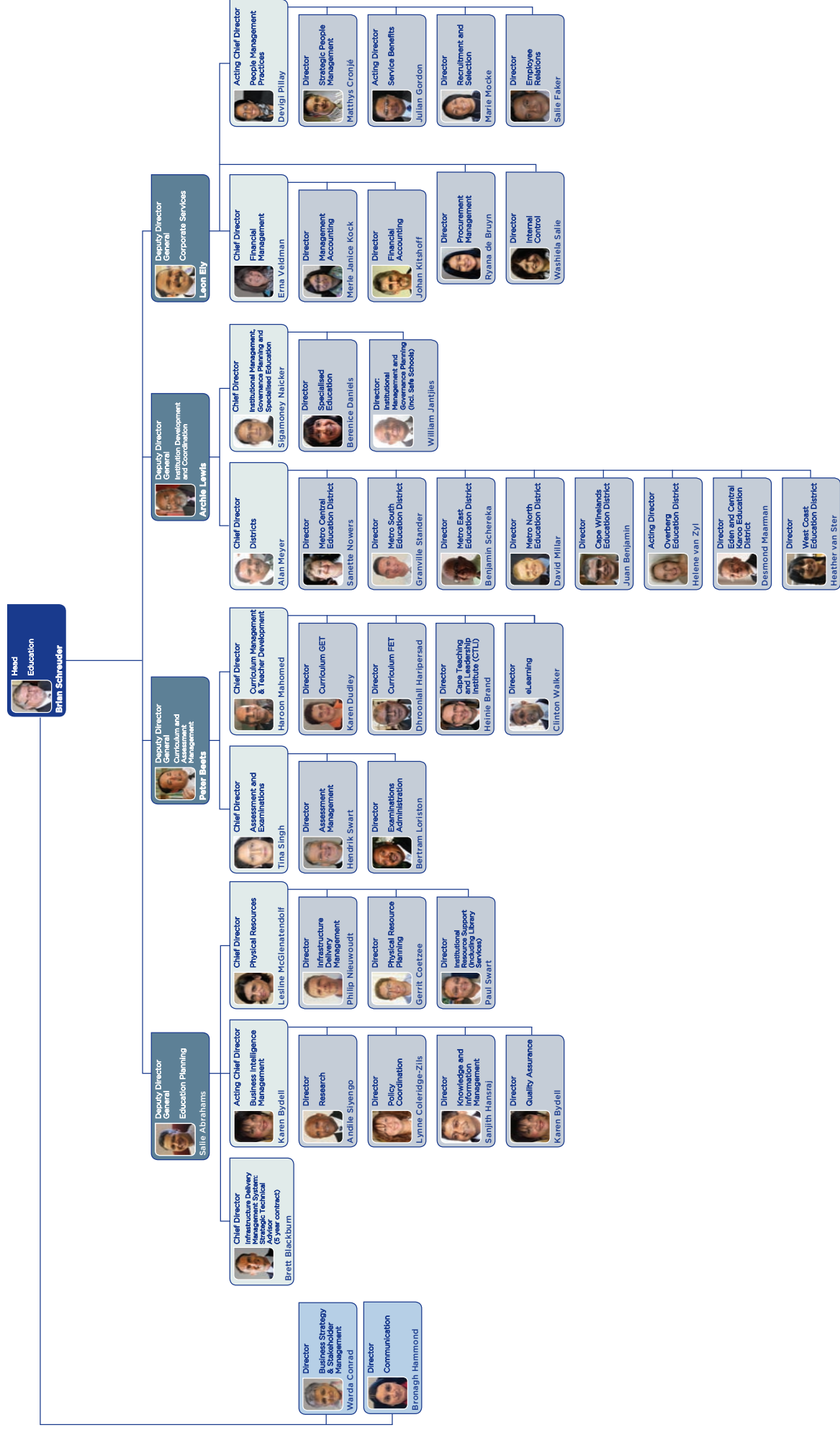
- Constitution of the Republic of South Africa, 1996 (Act 108 of 1996)
- Constitution of the Western Cape Province, 1998 (Act 1 of 1998)
- Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)
- South African Schools Act (SASA), 1996 (Act 84 of 1996)
- National Education Policy Act (NEPA), 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 Teachers Act, 2000 (Act 31 of 2000)

8. Organisational Structure

See overleaf

9. Entities Reporting to the Minister

Not applicable





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 included in the report to management, with material findings 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 163 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. Over the course of 2017/18, an attempt had been made to set milestones for goals 14 to 27 which had been incorporated as Medium-Term Strategic Framework (MTSF) indicators. In the 2018/19 reporting year, these MTSF indicators had been incorporated into sector indicators. The process of refining the indicators to more accurately reflect and monitor sector achievement is ongoing.

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.

The WCED has, in 2018/19, contributed towards the attainment of these national goals and has made strides in learner retention, learner outcomes, improved bachelor passes, improved access to Grade R, attracting and employing young teachers into the system, strengthened managerial and governance structures at schools. The election of new School Governing Bodies (SGB) was concluded at the start of 2019 and the department commenced with the orientation and training of the SGBs.

The department continued the eLearning roll-out in 2018/19 with greater emphasis on the integration of digital resources in teaching and learning, including a massive teacher development drive in a **stable labour environment due, in part, to the department's improved relationship with labour unions**. Resultantly, the WCED could focus on its core business of delivering quality education to every learner in every class in every school in the province.

The WCED's renewed drive to focus on improving the culture of teaching and learning through raising the profile of teachers, developing leaders, building strong and stable relationships with stakeholders has had a positive effect on the general morale of the department. The on-going good working relationship with all unions contributed to a stable working environment which is essential for effective teaching and learning.

2018 had been declared *2018: The Year of Values-driven Learning*. Key messages from the WCED leadership emphasised the significant role that values conversations and discussions play in the building and moulding of our children in their becoming good citizens. Sharing best practice around values implementation in districts and schools created widespread enthusiasm for this initiative.

Schools in greatest need of support were prioritised in the allocation of resources, both human and financial.

Successes in 2018/19 included the relaunch of the WCED web and WCEDNews site, the internationally recognised, *Raise your Voice not your Phone*, anti-bullying campaign and the announcement of the department's fourth consecutive clean audit. Additionally, WCED districts fared well at the National Education Excellence Awards that recognised excellence in districts and schools in categories such as Highest NSC passes (2016 – 2018) where they placed second and third, and placed first and third in the category, Highest NSC Mathematics and Physical Science passes (2016 – 2018). The WCED also bagged the award for the Top Performing District: using selected Quality Indicators 2016 – 2018 NSC (Serving up to 400 schools).

Despite the challenges faced by the department through a constrained economic environment, continued in-migration of learners from other provinces without concomitant funding, the threat of drought, increased poverty and increased social unrest, the WCED was able to absorb these pressures and deliver quality learning opportunities. Funds were assigned to provide learner transport and supply meals and norms and standards funding to support learners who needed such assistance. Gangsterism, violence, crime, adverse socio-economic and psycho-social conditions continue to place demands on schools, schooling and the WCED.

2.2 Service Delivery Improvement Plan

The Department completed a Service Delivery Improvement Plan (SDIP) 2016 – 2019, which was duly submitted to the Department of Public Service and Administration (DPSA). The DPSA prescribed tables highlight the service delivery achievements against the submitted SDIP for the period 1 April 2018 till 31 March 2019. See Appendix D: Service Delivery Improvement Plan (SDIP) (Page 292).

2.3 Organisational environment

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

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

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

In respect of the organisation, the Department aims to provide

- officials who are caring, knowledgeable and organised to support schools, teachers and learners
- teachers who are present, prepared and adopting the use of ICT in their teaching
- funding which is deployed to maximise success and to provide targeted poverty-relief
- sufficient and safe schools
- an enabling environment for partners in education to contribute towards quality education: 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 filled vacant posts at senior management level in 2018/19.

These appointments include the following roles:

- Director: Communications
- Director: Infrastructure Delivery Management
- Director: Metro South Education District

In 2018/19 the following shifts in roles occurred:

- Deputy Director General: Education Planning was moved to take up the position of Deputy Director General: Institution Development and Co-ordination.
- Director: Overberg Education District took on the role of Director: Examinations Administration.

In 2018/19 the WCED saw the retirement of key senior management members after many years of loyal and dedicated service. The need to develop leadership within the organisation for leaders to emerge and be appointed from within was bolstered by leadership development opportunities initiated in 2017/18. Leadership Development across the various leadership layers within the WCED remained a priority in 2018/19 and should assist the department to be fully prepared for succession demands over the next few years through strengthening the leadership pipeline.

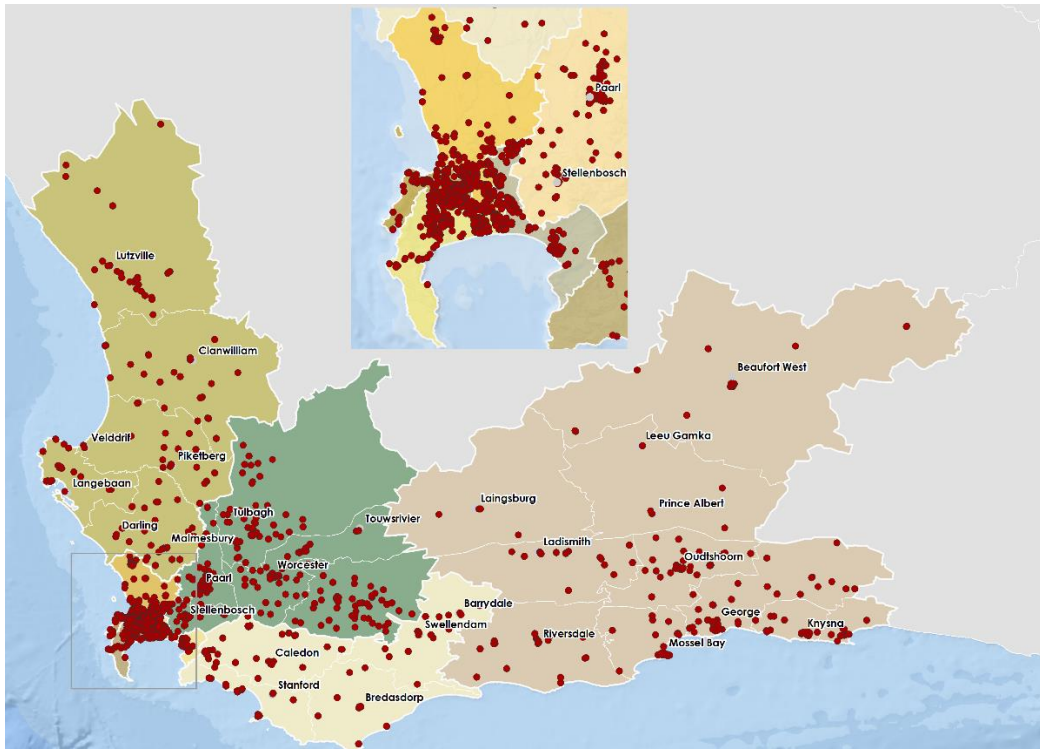
WCED activities – scope and scale

Learners	
Learners in Public Ordinary Schools Grades 1 – 12 inclusive	1 045 476
Learners in Grade R in Public Ordinary Schools	67 492
Learners in Grade R at Independent Sites (ECD)	13 686
Learners in Public Special Needs' Schools	19 087
Learners in Independent Schools Grades 1 – 12	55 315
Total	1 201 056
Institutions	
Public ordinary schools	1 438
Public schools for learners with special needs	72 ¹
District offices	8
Enrolment Source 2018: Annual School Survey: Ordinary Sector; ECD Sector and SNE Sector.	

¹ Includes Hospital schools

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

The current school distribution is shown below



Institutions and learners of the WCED												
District		Circuits										Total
		1	2	3	4	5	6	7	8	9	10	
Cape Winelands	Schools	24	21	26	25	22	22	20	22	37	51	270
	Learners	14 145	16 780	16 207	5 873	18 822	15 308	11 566	16 848	12 460	18 177	146 186
Eden & Central Karoo	Schools	29	24	23	24	22	22	28	25			197
	Learners	11 952	16 986	16 563	19 780	10 441	12 201	14 529	18 366			120 818
Metro Central	Schools	21	21	19	19	22	20	20	19	20	20	201
	Learners	12 955	11 256	11 789	10 977	14 941	13 385	13 564	14 829	14 015	13 423	131 134
Metro East	Schools	18	18	20	20	20	20	19	19	21		175
	Learners	20 325	20 717	20 642	21 785	21 027	20 886	18 468	21 846	22 890		188 586
Metro North	Schools	18	18	19	19	18	17	19	22	20	19	189
	Learners	16 535	13 501	12 517	21 978	19 137	16 108	17 159	16 821	19 376	18 277	171 409
Metro South	Schools	22	22	24	22	20	22	23	23	22		200
	Learners	21 114	20 973	19 752	20 004	20 428	19 161	21 196	19 161	19 493		181 282
Overberg	Schools	29	29	25								83
	Learners	10 518	22 325	10 260								43 103
West Coast	Schools	25	24	24	23	27						123
	Learners	15 421	9 520	19 610	7 836	10 571						62 958
Source: ASS 2018 - Grade 1-12 (including LSEN units in public schools)										Total schools	1 438	
										Total learners	1 045 476	

2.4 Key policy developments and legislative changes

2.4.1 Revisions to Legislative and Other Mandates

The Minister of Basic Education published the Basic Education Laws Amendment Bill in Government Gazette 41178, Notice 1101 dated 13 October 2017 and called for comments from stakeholders and interested parties. The draft Bill proposes amendments to the South African Schools Act, 1996 (Act 84 of 1996) and the Employment of Educators Act, 1998 (Act 76 of 1997).

The Minister of Basic Education published the Draft Policy on Home Education, in Government Gazette 42037, Notice 1239 dated 16 November 2018 and has given notice of the proclamation of this policy. The Policy on Home Education deals with, amongst other things, the application and process for registration of learners for home education, creating clarity in regard to the powers and responsibilities of the Head of Department, providing for the registration of private or independent accredited service providers and the setting of norms and standards for educating a learner at home. It should be read in conjunction with section 3 and 51 of the South African School's Act, 1996 (Act 84 of 1996).

The Minister of Basic Education invited interested parties and stakeholders to provide comments on the Draft Rural Education Policy, published in Government Gazette 41321, Notice 1406 dated 15 December 2017. The draft Rural Education Policy aims to improve access to education, as well as improving the quality of education in rural schools. The Policy also provides a framework for the development of context-specific, relevant and sustainable strategies to deal with the challenges in rural schools.

The Minister of Basic Education, after consultation with the Council of Education Ministers, and in terms of section 3(4)(l) of the National Education Policy Act, 1996 (Act 27 of 1996), has invited stakeholder bodies and members of the public to comment on the draft Curriculum and Assessment Policy Statement for Learners with Severe Intellectual Disability (SID), Grade R-5. This Policy envisages to present knowledge and skills at a more functional and at reduced breadth and depth, while also making available a number of occupational subjects, giving an opportunity to receive an endorsed statement of achievement. WCED submitted its response to DBE on 1 August 2018.

The Minister of Basic Education, after consultation with the Council of Education Ministers, and in terms of sections 3(4)(b), (c), (e), (g) and (o) of the National Education Policy Act, 1996 (Act 27 of 1996), read in conjunction with section 4(1) and (2), section 5(1),(2),(6),(8) and (9) and section 12(4) and (5) of the South African Schools Act, 1996 (Act 84 of 1996), has given her intention to approve the draft Guidelines on Resourcing of an Inclusive Education System, published in Government Gazette 41581 dated 20 April 2018. These guidelines deal with, amongst other things, special schools, resource centres for these schools, full-service schools, ordinary public schools and district-based support teams.

2.4.2 New provincial legislative interventions

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

The Amendment Bill, 2016, aims to amend *the Act*, so as to delete a definition and to insert and substitute others; to amend cross-references to certain statutory provisions; to remove references to adult education; to make provision for goods and services relating to education in the province to be centrally procured; 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 specifically make provision for the establishment of collaboration schools and donor funded public schools; to make provision for the establishment of intervention facilities to which learners may be referred in certain circumstances; to 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 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 at schools with a specialised focus and learners with special education needs; to make provision regarding the consumption or sale of alcoholic liquor on school premises or during school activities upon application and approval; 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.

The Amendment Bill, 2016, and *Memo of Objects* have been published in *Provincial Notice Vol. 239/2016*, in *Provincial Gazette Extraordinary No. 7666* dated 25 August 2016 for public comment. The comment period closed on 23 September 2016 and comments received. All comments have been considered and some have been included in the Amendment Bill. The Bill has been legally vetted and certified by the Chief Directorate: Legal Services in the Office of the Premier.

The Amendment Bill was sent to the Office of the Speaker of the Provincial Parliament on 18 July 2017 for introduction to Provincial Parliament and was withdrawn from Provincial Parliament for further consultation with the Department of Basic Education. The Bill was re-submitted on 15 December 2017.

The Amendment Bill was passed by the House on 15 November 2018 and subsequently assented to by the Premier on 22 November 2018.

Under section 29 of the Western Cape Provincial School Education Amendment Act, 2018 (Act 4 of 2018), the Premier determined that the Amendment Act, except sections 8, 9, 11, 21 and 25 comes into operation on 1 March 2019.

Draft Regulations in terms of the *Western Cape Provincial School Education Amendment Bill*, 2018 on Funding and Governance Models for Collaboration Schools and Donor Funded Public Schools; The Norms and Standards for an Intervention Facility and the Procurement of Goods and Services relating to Education in the Province are being prepared.

The Provincial Minister responsible for Education in the Western Cape Province has published her intention to amend the Regulations relating to the Procedures for the Establishment and Election of Governing Bodies at Public Schools, in Provincial Gazette Extraordinary no. 7852, Notice 216/2017 and invited comments from stakeholders and interested parties. Due date for comments was 15 December 2017.

Amendment of Regulation 2(20) was published in Provincial Gazette Extraordinary 7869, Notice 13/2018 dated 29 January 2018.

Revision of the Regulations relating to the disciplining, suspension and expulsion of learners in public schools, 2018, to inform all stakeholders in education in the Western Cape Province of the Amendments to the Regulations relating to the discipline, suspension and expulsion of learners in public schools provided for by the Western Cape Provincial School Education Act, 1997 9Act 12 of 1997).

The policy on Vetting against Sexual Offenders is intended to put measures in place to protect learners and staff at public schools against sexual offenders.

Guidelines for the consumption or sale of alcoholic liquor on school premises or at a school activity is intended. To inform and to guide governing bodies and principals about the consumption and sale of alcoholic liquor on school premises.

3. Strategic Outcome Oriented Goals²

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: 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 57% in Language and 25% 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

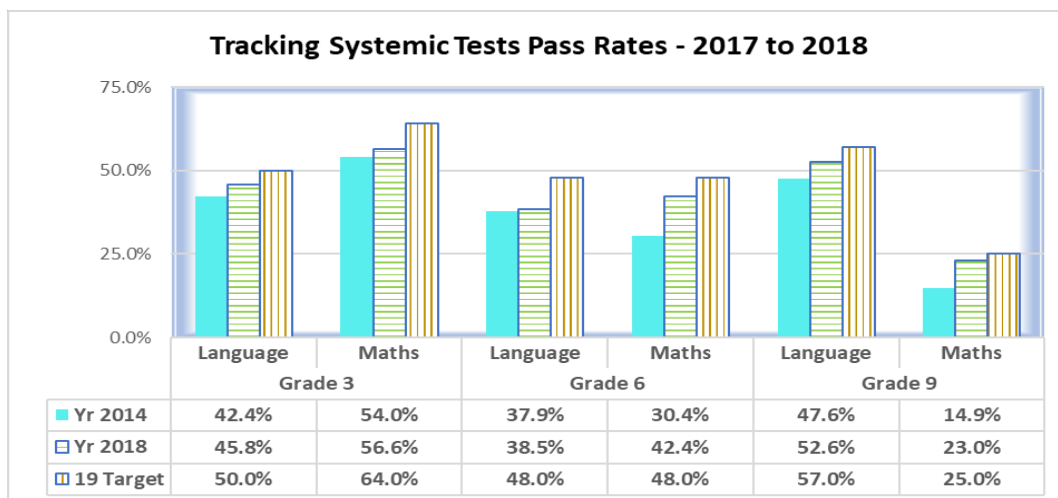
² Note that the targets for the outer years were updated in the Annual Performance Plan of 2016/17.

Goal Statement	Learner academic performance in the national senior certificate (NSC) will improve so that: 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.
Strategic Outcome Oriented Goal 3	Increase in the quality of education provision in poorer communities
Goal Statement	The WCED will invest in support for schools in need so that: There is a decrease in the number of schools with a Grade 12 pass rate of under 70% to 30 by the end of 2019 There is a reduction in under-performance in other grades as measured through 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 69% by the end of 2019 The number of school support visits will be differentiated to match the support required. Infrastructure, social support and funding provision will be skewed to focus in favour of the learners and schools most in need.

Progress towards targets in Strategic Plan

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

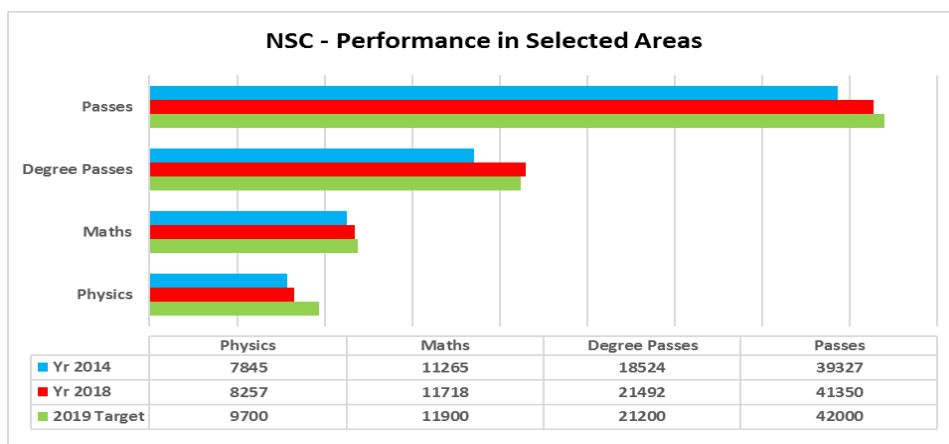
The department focussed on achieving the goals as set out in the five-year strategic plan and continued to make steady progress in that regard. Reflection of the achievements over the five-year period influenced the strategic thinking and planning for the next five-year period. Achievement relative to the Grade 3, 6 and 9 targets, over the period 2014 – 2018, are illustrated below:



Goal 2: Increase in the number and quality of passes in the National Senior Certificate

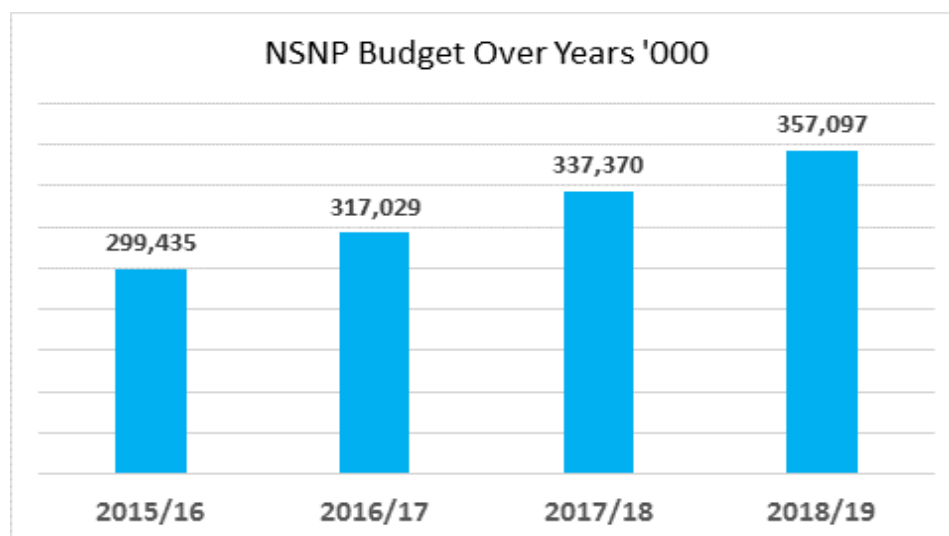
The graphics below illustrates the increase in the number of the NSC passes in Mathematics and Physical Sciences and the overall quality of NSC passes.

NSC Performance in selected areas				
	NSC Pass Numbers	Degree Passes	Mathematics	Physical Sciences
Year 2014	39 327	18 524	11 265	7 845
Year 2016	43 275	20 804	12 036	8 257
Year 2017	40 440	19 101	11 456	8 039
Year 2018	41 350	21 492	11 718	8 257
2019 Target	42 000	21 200	11 900	9 700



Goal 3: Increase in the quality of education provision in poorer schools

The graph below shows the steady increase in NSNP budget from 2015 – 2018 which is indicative of the support provided to poorer schools.



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-programmes³:

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 Objectives⁴

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. Use 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

³ 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.

⁴ 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 Department spent 99.83% of the adjusted budget for 2018/19.

Funds were directed to meet the goals of *Action Plan to 2019 – Towards the Realisation of Schooling 2030* and the three goals of the WCED. 73.83% of the budget was assigned to the compensation of employees (COE), and over R1,517 billion to seven 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 directed for the 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.

WCED continued to focus on good governance. The Auditor General of South Africa concluded in its audit of the 2018/19 Annual Financial Statements that the Financial Statements were a fair presentation in all material aspects of the financial position of WCED.

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 2019 and the distribution of the affordable basket of posts between the Head of Department with Unions and interested parties were concluded on 8 August 2018. A deliberate decision by the WCED to maintain and even expand the affordable basket of posts despite the enormous fiscal challenges it faced, saw the number of posts for 2019 increasing by 842. This increased the 2019 basket of posts from 32 594 to 33 436. Included in this was the allocation of 24 additional posts for waiting lists and learner support needs at Special Schools.

The following table provides the post allocations for the 2011 to 2019 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
2018	32 594
2019	33 436

The Department provided the 2019 academic year's educator staff establishments on 22 August 2018 which enabled schools to plan effectively for the school year and request additional posts where needed.

The conversion of temporary appointments to permanent appointments resulted in 473 post level 1 teachers permanently appointed. This further stabilised schools and impacted on the delivery of quality education.

The management of absenteeism in the WCED is strengthened by the effective implementation of the Policy on Incapacity Leave and Ill Health Retirement (PILIR). This policy supports employees who are suffering from illnesses that prevent them giving their labour in the workplace. The focused monitoring of employees who are accessing temporary incapacity leave, as well as the close partnership with the Health Risk Manager ensures that both the needs of the employee as well as those of the employer are met.

The Department managed to place 361 of the eligible list of 571 Funza Lushaka bursary holders that completed their studies at the end of 2017 for placement in 2018 against vacant substantive posts. This represents a 63.2% placement rate of Funza Lushaka bursary holders. The Department placed 291 of the eligible list of 609 Funza Lushaka bursary holders that completed their studies at the end of 2018 against vacant substantive posts. This represents a 47.8% placement rate of Funza Lushaka bursary holders during the period 1 January 2019 to 31 March 2019.

In 2018, the WCED issued three scheduled vacancy lists for educators as well as two special vacancy lists for principal posts which supported the focus on stabilising the functionality of schools through good leadership and governance. The appointment of suitably qualified and capable principals, deputy-principals and heads of department was strengthened with Competency Based Assessments (CBA). 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 2018 – 31 March 2019 and reflects appointments at all public schools.

Districts	2015	2016	2017	2018	Total
Cape Winelands	25	27	18	26	96
Eden & Central Karoo	17	27	14	24	82
Metro Central	22	26	15	35	98
Metro East	19	27	20	23	89
Metro North	13	33	22	24	92
Metro South	16	23	16	32	87
Overberg	5	2	4	8	19
West Coast	6	11	4	10	31
Total	123	176	113	182	594

Information and Communication

Education Management Information Systems

In 2018/19, the WCED's provincial Central Education Management Information System (CEMIS) remained the primary system for learner enrolment and automated business processes. Enrolment data, used for education planning purposes, were informed by the 10th Day (SNAP) survey and the Annual School Survey (ASS). Similarly, the data derived from the latter business processes enabled the WCED to meet Provincial and National data requirements.

The School Improvement Monitoring (SIM), conducted on a quarterly basis, remains a valuable instrument in providing an overall picture of various critical elements in the running of effective schools. CEMIS was also used by schools to upload their School Improvement Plans (SIPs). The WCED refined the School Admission Management module on CEMIS which assisted schools and districts with the placement of learners in 2018/19.

The WCED's e-Recruitment system for teachers contributed to enhanced efficiencies in the recruitment and the identification of more suitable candidates. All vacancies are published via the online system and applications are made through use of this system. 96 783 users have registered, and 50 228 users have completed profiles on the system.

Communication

The WCED managed four campaigns in 2018/19 to support key strategic objectives and initiatives.

NSC performance

To promote and support better performance in the National Senior Certificate Examinations, the WCED distributed a colourful examination publication to 53 000 NSC candidates in all High schools across the Western Cape. The booklet contained study tips, exemplar examination papers and memoranda for nine high-enrolment subjects to help Grade 12s prepare for the 2018 NSC examinations.

Enrolment

In early 2019, the WCED launched an enrolment campaign. The campaign was aimed at encouraging parents and caregivers of learners entering Grade 1 and Grade 8 in 2020 to apply at more than three schools before the 15th of March 2019. The campaign utilised both traditional and digital media. The traditional campaign included advertising in various newspapers, radio stations and shopping malls in traditionally hotspot enrolment areas. The digital campaign targeted specific audiences via Facebook and online editions of tabloid newspapers. 9 290 posters and 134 100 pamphlets were distributed to 1 066 schools and to Head Office and 8 district offices in January 2019. The paid for campaign ran from 11 February 2019 to 15 March 2019. The targeted reach was over 800 000 listeners on various radio platforms, out of home advertising reaching 33 million people via foot traffic, 300 000 readers through print media and over 900 000 impressions on digital and social media.

Anti-Bullying Campaign

Creating safe spaces for learners is essential to improving learner outcomes and quality education. Any learner or parent of a learner who has gone through such abuse knows the pain and trauma it can bring. It can lead to depression, anxiety, self-harming and in some cases, even suicide. The use of social media has heightened these risks. Learners are now using various social media platforms to either tease, embarrass, intimidate or torment other learners. The WCED therefore launched an anti-bullying campaign to discourage learners from either posting, sharing, or re-tweeting videos, photos or messages that damage the reputation or confidence of other learners. The digital campaign is supported by an anti-bullying roadshow that has visited several schools over the last year. Targeted Facebook posts were promoted in October 2018 and March 2019. The campaign has also won national and international awards.

E-learning

The e-learning campaign, launched in February 2019, is aimed at promoting the use of e-learning in our schools. The main message is to encourage educators to "Bring learning to life" through the use of different apps, images, videos and other online resources. It enhances the traditional ways of teaching and keeping learners engaged and exposes our learners to technology. The WCED arranged for the delivery of 14 610 posters to schools across the Western Cape, promoting the message, as well as providing a QR code that would take educators to a "sidekick" site created for the campaign. The site includes tips for educators, IT support, training options, as well as advice and links to the e-portal. This campaign was also supported by a social media campaign via Facebook and Twitter during February and March 2019. The "sidekick" landing page on *WCEDOnline* has received 13 324 visits since 23 January 2019.

Values Campaign

As part of the *Transform to Perform Strategy* of the Department the WCED launched a series of posters to schools to promote the "Year of the Learner", the WCED values, as well as, the adoption of 12 values per school during the course of the year. 21 250 posters were delivered to schools. A branding page was also created on our website for downloads of various promotional and branding items linked to the campaign for personal procurement.

Safe Schools

In partnership with various Unions, the WCED launched a Safe Schools poster campaign. The campaign aimed at highlighting the Safe Schools hotline number at schools. 3 800 posters were printed.

The e-Learning, Values and Safe Schools posters were all distributed to 1 906 WCED institutions, including, primary, high, special schools and ECD centre, Head Office and the 8 district offices.

Language Services

Translation in, proofreading and editing services are offered to WCED components in Xhosa, English and Afrikaans in-line with the province's language policy, 2 788 documents were translated in the reporting year. This amounted to 11 241 pages.

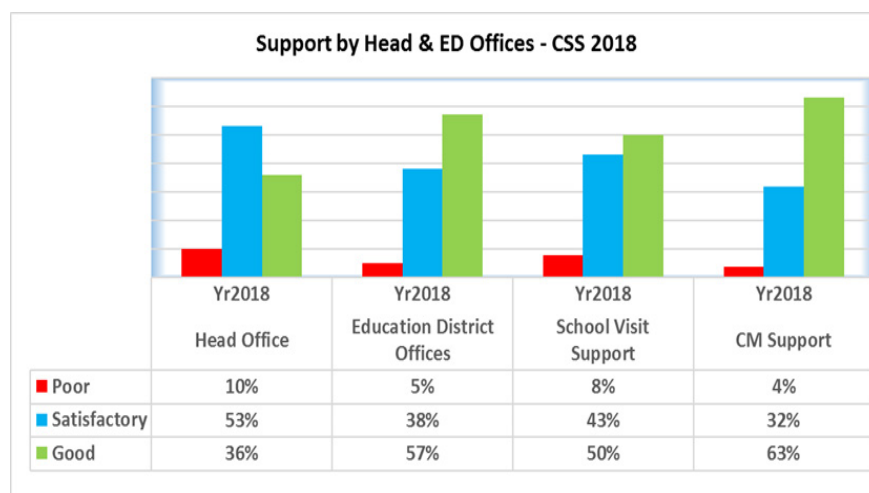
Online projects included the ongoing refinement of the ePortal, a key component of the eLearning Game Changer project. This work is ongoing. The WCED website, *WCEDOnline*, was revamped to be in-line with new trends and to offer a better service to our clients. The website is very popular, and it receives millions of visits to the site each year. Since the launch of the new website, in January 2019, the most viewed pages have been WCED Admissions, WCED exams and vacancies.

The Directorate: Communication also produced or helped to produce a range of publications, including the WCED's Annual Report and Annual Performance Plan. A new online news platform was created with weekly to bi-weekly updates on news within the WCED. This is communicated to all staff within the WCED as well as every public ordinary school.

Edumedia, our production facility, offered 3 839 services to directorates in the department (including; DTP, Maintenance of the WCED online website - wcedonline.westerncape.gov.za, CD/DVD duplication, printing, audio & video production)

The Customer Satisfaction survey was conducted for the eleventh time in 2018. Overall, the ratings show an appreciation of service delivery levels.

Support by Head Office and Education District Managers						
Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Head Office	Yr2016	2%	7%	53%	35%	4%
	Yr2017	2%	10%	52%	32%	3%
	Yr2018	2%	8%	53%	33%	3%
Education District Offices	Yr2016	0%	3%	37%	49%	10%
	Yr2017	1%	5%	39%	45%	10%
	Yr2018	1%	4%	38%	47%	10%
Curriculum School Visit Support	Yr2016	1%	6%	41%	44%	8%
	Yr2017	2%	7%	42%	42%	8%
	Yr2018	2%	6%	43%	42%	8%
CM Support	Yr2016	0%	3%	31%	46%	20%
	Yr2017	2%	4%	34%	43%	18%
	Yr2018	1%	3%	32%	43%	20%



Accountability

The basic tool through which officials are held accountable remains Job Descriptions and performance agreements. The increased focus on the WCG values in 2018, The Year of Values Driven Learning, resulted in an increase in prominence for the value 'accountability' and an increase in focus on the conduct and behaviour expected when holding oneself and others 'accountable'. Because Head Office officials are held responsible for timeous and expert support to districts, it follows then that Districts are held accountable for support to schools, teachers and learners.

School Improvement Plans (SIPs) were completed by all schools in 2018. The SIP specifies steps each school will take to achieve the goals and targets set in their SIPs. The SIP focusses school leadership on the identification of areas of improvement and aligns school focus with that of districts and provincial strategic foci. The SIP also forms part of the accountability system, since signatories to the plan are the principal, the SGB and the WCED Circuit Managers.

In 2018/19, the WCED conducted quarterly School Improvement Monitoring (SIM), linked to the School Improvement Plans. The SIM for 2018/19 tracked key aspects of resourcing and school functionality. Reports were captured online thus enabled the WCED to keep abreast of and respond rapidly to school level matters such as the delivery of textbooks. This tool was used to monitor key compliance and functionality items that was monitored by the Circuit Managers thus extending accountability.

The level of accountability is extended through the oversight role played by Provincial and National Treasury. Directorates within the WCED have counterpart sections at the Department of Basic Education through which streams of reporting, performance analyses and projections are maintained. The Department of the Premier exercises an oversight function on key WCED projects, which are tracked through the Provincial Dashboard and the online Biz projects toolkit. The assurance role played by Internal and External Audit in 2018/19 governed the control environment needed to ensure effective, prudent, functional yet responsive and innovative management displayed in 2018/19. Their role in the performance environment will continue to be strengthened over the next few years.

Quality assurance of the 2018 NSC examination processes was performed by the mandated body, Umalusi. This provided an assurance of consistency across the sector. Oversight monitoring of the 2018 NSC was conducted by the WCED in collaboration with DBE and provided the assurance that the examinations were conducted in accordance with the rules and that the processes and procedures were applied in a fair, valid, reliable and credible manner.

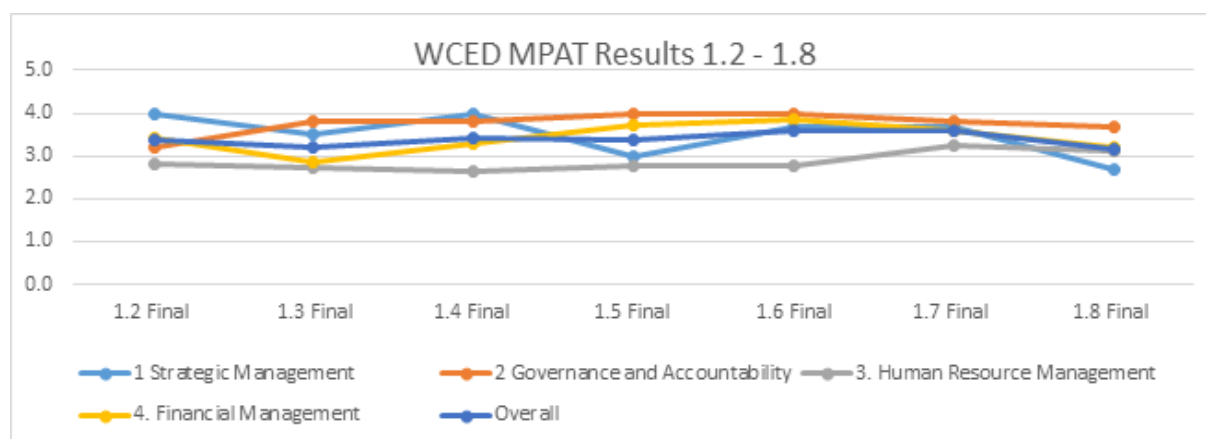
Whole School Evaluations (WSE), conducted over 3 or 5 days depending on the size of the school, are based on nine areas for evaluation specified in the WSE policy: i) Basic functionality; ii) Leadership, management and communication; iii) Governance and relationships; iv) Quality of teaching and learning 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. The School Evaluation Pilot, which was conducted in 2017 on a revised school evaluation model, was strengthened in 2018/19.

School Evaluations (SE) were conducted at 78 schools over two to four days, depending on the size of the school. The sample included the following types of schools: primary, high, combined, intermediate, independent and special schools.

The revised SE model is based on the following five areas of evaluation: i) Learner achievement; ii) Teaching and learning; iii) Behavior and safety; iv) Leadership and management; and v) Governance, parents and community. The evaluation schedule, standards, shorter duration of visits and lesson observations in all classes in small schools and at least 75% in large schools were received well by schools. The findings were shared in detailed individual school reports and trend reports.

The WCED participated in a national monitoring exercise that measured all government departments using the Management Performance Assessment Tool that focused on management practice in four key performance areas (KPA): Strategic Management, Governance and Accountability, Human Resource Management, and Financial Management. The process of self-assessment, moderation and providing evidence to support the assessment ensured a certain degree of objectivity to the assessment process.

The WCED consistently scored above 3.5 out of a possible 4 for its Governance and Accountability management area of MPAT. The graph below depicts the year on year achievements in respect of MPAT, where legislative standards are ever changing, and all government departments are challenged to meet the requirements with available capacity while illustrating doing things smartly continuously. Linked to the consistent MPAT and Audit outcome results, the Department received a Silver Award for the Category: Best Functioning Provincial Department of the Year at the National (Batho Pele) Service Excellence Awards ceremony held in 2018.



The 3rd 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 has been appointed for a period of three years (2018 – 2020) and should provide technical knowledge and expert advice to the Minister. This would include guidance on the strategic priorities of the WCED.

Strategic Objectives

Programme 1							
Strategic objectives	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
1.1.1 Development and Implementation of Teacher Professional Development plan	Plan scoped	Plan initiated	Plan established	Plan recrafted as required	Plan recrafted as required	-	No deviation
1.1.2 Number of teachers attending two-week courses at the Cape Teaching and Leadership Institute ⁵	1 947	1 215	1 504	1 500	1 210	-290	Cancellations due to inability to find substitute teachers to cover 2-week period needed
1.1.3. Number of teachers attending ICT integration training	7 352 in 368 sessions	3 000	3 307	3 000	3 257	257	Registration at these courses surpassed expectations.
2.2. Number of schools using online management services to conduct business ⁶	1 522	1 517	1 505	1 503	1 516	13	Net difference of school closure and new schools opened. Impact of decision to review current approach to school closure.

Performance indicators

Programme 1							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
PPM101: Number of public schools that use the South African schools administration and management systems (SA-SAMS) to electronically provide data.	1 522	1 517	1 505	1 503	1 516	13	Net difference of school closure and new schools opened. Impact of decision to review current approach to school closure.
PPM102: Number of public schools that can be contacted electronically (e-mail)	1 522	1 517	1 505	1 503	1 516	13	Net difference of school closure and new schools opened. Impact of decision to review current approach to school closure.

⁵ Includes School Managers

⁶ Definition expanded to include special schools

Programme 1							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
PPM103: Percentage of education expenditure going towards non-personnel items	18.87%	21.36%	20.99%	20.51%	26.05%	5.54%	Reprioritisation and additional funding made available.
PPM104: Percentage of schools visited at least twice a year by district officials for monitoring and support purposes.	New	100%	100%	100%	99.8%	-0.2%	Closure and opening of schools that had not been factored into planning of visits.
PPM105: Percentage of 7 to 15-year olds attending education institutions.	New	86.58%	98.4%	88.91%	98.2% ⁷	9.49	This is a statistic provided by Stats SA via DBE. Should not have a target.
PPM106: Percentage of learners having access to information through a) Connectivity (other than broadband), and	New	19.1%	2%	0%	4.44%	4.44%	Number of learners at schools not on broadband has increased.
PPM 106: Percentage of learners having access to information through b) Broadband	New	80.9%	98%	100%	95.56%	-4.44%	New schools that have opened are not connected to broadband.
PPM 107: The percentage of school principals rating the support services of districts as being satisfactory	New	96%	97%	97%	97%	-	No deviation

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; further development of current 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

⁷ This figure taken from GHS 2017 p47 table 30 as provided by DBE.

- Fee exemption for needy schools
- Assistance to schools in respect of municipal debt
- Internal Control Directorate feedback to management in respect of non-compliance and internal control deficiencies
- 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 teachers and public servants, staff development and performance management, employee wellness, and labour relations
- The WCED Strategic Plan, quarterly reports on organisational and school performance and the Annual Report of the WCED
- Compilation of financial planning and reporting documents, including the Estimates of Provincial Revenue and Expenditure (EPRE), monthly in-year monitoring (IYM) reports, and the interim and annual financial statements
- Procurement of assets, goods and services, in line with the strategic objectives of the department and as reflected on the approved procurement plan. The approved procurement plan items were executed timeously, and progress is reported on a quarterly basis
- Maintenance of the WCED asset register
- Timeous payments to suppliers
- Maintenance and further enhancement of the Central Education Management Information System

Sub-programme expenditure

Sub-Programme Name	2018/19			2017/18		
	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	7,062	7,062	-	7,396	7,396	-
1.2 Corporate Services	317,717	311,494	6,223	291,129	289,665	1,464
1.3 Education Management	1,222,528	1,222,528	-	1,195,042	1,194,280	762
1.4 Human Resource Development	2,143	2,143	-	1,399	1,399	-
1.5 Education Management Information System (EMIS)	13,675	13,675	-	17,632	17,632	-
Total	1,563,125	1,556,902	6,223	1,512,598	1,510,372	2,226

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-programmes⁸:

Sub-programme 2.1: Public Primary Level

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

Sub-programme 2.2: Public Secondary Level

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

Sub-programme 2.3: Human Resource Development

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

Sub-programme 2.4: Conditional Grants

To provide for projects under programme 2 specified by the Department of Basic Education and funded by conditional grants.⁹

Strategic Objectives¹⁰

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"> 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 ¹¹ 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. Develop and implement a curriculum management plan for the development of Science and Technical subjects Develop and implement a curriculum management plan to address specific needs in the Foundation and Intermediate Phases. Develop and implement a plan of action to support schools in the planning of curriculum offerings.

⁸ 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.

⁹ 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

¹⁰ The Strategic Objectives as per the Strategic Plan for 2015 -2019 are reprinted here in full

¹¹ ANAs have not been conducted nationally since 2016

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
	<p>6. Implement the Youth Development Strategy through the following:</p> <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

According to the latest census released by Statistics South Africa (Stats SA), approximately 11,3% of South Africa's population live in the Western Cape equalling an amount of 6,3 million people. The population growth rate has been steadily increasing since 2010 when the annual population growth rate was 0,84%. According to Stats SA, an estimated 29,6% of the population is aged between 0 - 14 years. The Poverty Trend report published in 2017, states that the number of persons living in extreme poverty increased by 2,8 million since 2011. These figures impact on all aspects of education including education planning and education provisioning.

The increased learner enrolment pressure experienced in our schools has resulted in a bulge in learner numbers which placed additional demands on the WCED in the continued austere fiscal climate experienced in 2018. The distribution of the increase over the period 2014-2018 is shown below.

Enrolment in public ordinary and special schools						
Sector	2014	2015	2016	2017	2018	Difference 2014 – 2018
Grade R	63 492	64 648	65 231	66 601	67 492	4 000
Grade 1 – 7	617 424	639 197	660 442	680 044	695 071	77 647
Grade 8–12	346 017	344 906	338 483	340 598	349 525	3 508
Special Needs Schools	18 702	18 777	18 854	18 870	19 087	217
Source: Annual School Surveys of the respective years						

Despite the lag in Stats SA data, the WCED has increasingly used General Household Survey data and other trend analyses for projections and planning for learner enrolment. Effective teaching and learning depend on having an appropriate teacher: learner ratio, facilities and textbooks in place.

The enrolment of learners remained the biggest single factor to influence all planning and provisioning in education. The biggest growth experienced in primary schools was due to the general population growth and in-migration into the province.

The growth in the Grade 1 cohort, as illustrated below, is indicative of the increased population growth and an early indicator of the pressure that the education environment will face in the coming years given the binding constraints it experiences.

Grade 1 enrolment growth over years	
Grade 1 cohort periods	Average Grade 1 cohort size
Average Grade 1 cohort 2005 – 2010	92 920
Average Grade 1 cohort 2011 – 2016	104 739
Average Grade 1 cohort 2012 – 2017	105 776
Average Grade 1 cohort 2013 – 2018	105 924
Source: Annual School Surveys of respective years	

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 and available budget. Pressure points across the system will be experienced as a result of the increase in learners moving through and entering the system.

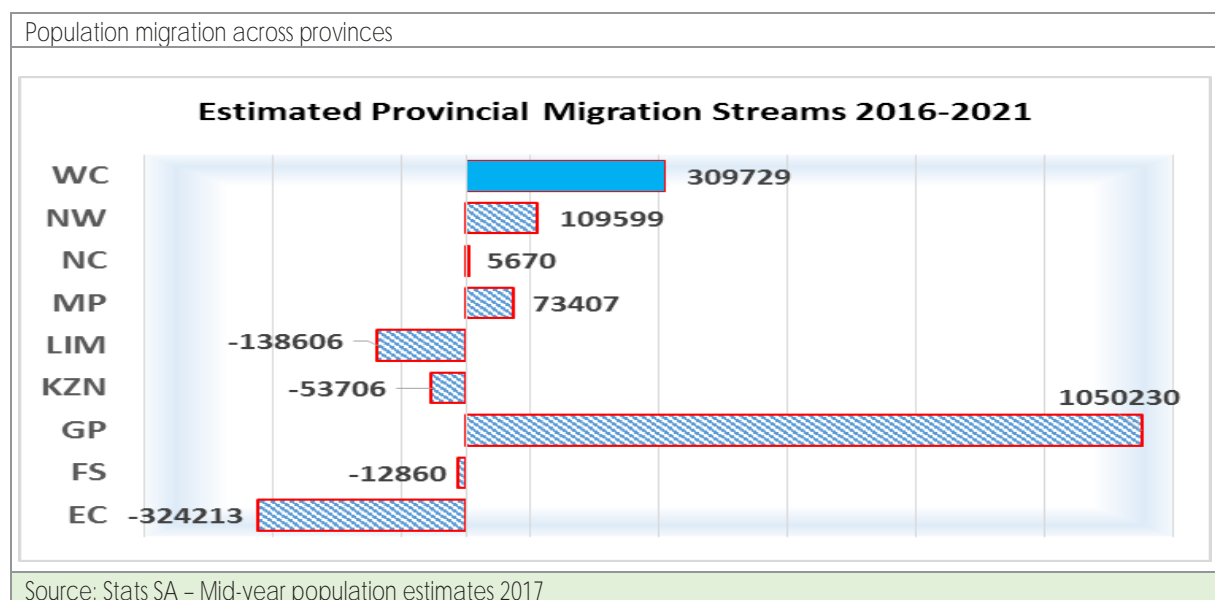
Enrolment at Public Ordinary schools													
Year	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
2005	93 515	94 231	80 695	80 809	74 984	66 141	81 953	88 778	82 169	81 577	56 657	39 303	920 812
2006	87 650	85 972	89 828	80 443	77 811	73 106	65 347	78 926	80 595	83 529	57 536	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	912763
2009	93 601	82 158	80 385	83 150	82 382	85 621	76 262	75 227	79 795	68 405	60 812	45 692	913 490
2010	98 086	83 046	79 155	84 234	80 290	81 402	82 777	75 426	85 114	70 630	53 799	44 876	918 835
2011	100 423	85 216	79 489	83 490	80 205	79 022	78 207	81 312	84 957	73 470	56 995	38 990	921 776
2012	103 444	88 536	81 415	83 922	79 900	78 384	76 432	77 561	90 815	72 714	58 758	43 111	934 992
2013	104 678	93 506	85 762	85 599	79 210	78 437	76 238	75 528	87 132	78 812	56 109	46 035	947 046
2014	106 917	97 647	89 385	90 617	81 441	76 690	74 727	76 000	82 714	75 838	64 619	46 846	963 441
2015	108 233	101 934	94 342	95 212	84 554	79 250	75 641	75 753	79 114	72 430	63 220	54 390	984 073
2016	106 766	105 574	98 439	99 278	89 451	82 479	78 455	78 067	73 006	76 988	59 518	50 904	998 925
2017	104 612	106 088	103 095	103 081	94077	87 403	81 688	80 215	72 723	75 856	62 350	49 454	1 020 642
2018	104 336	103 671	104 357	106 969	97 900	92 044	85 794	83 376	74 613	77 245	62 832	51 459	1 044 596
Data Source: Annual School Survey (Public Ordinary schools excluding LSEN unit learners)													

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

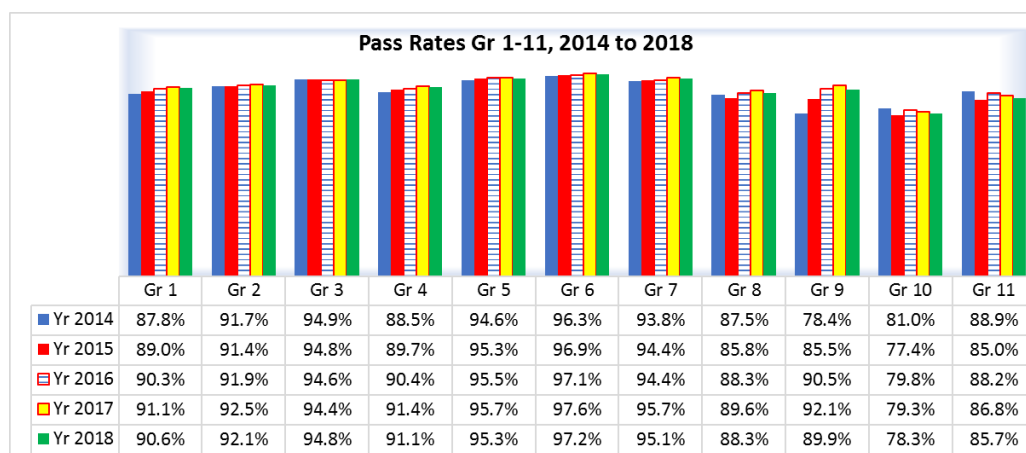
Learners from other Provinces & Countries - Year 2014 to 2018						
Province/Origin	2014	2015	2016	2017	2018	Ave
Eastern Cape	22 276	21 283	20 168	19 667	19 761	20 631
Free State	400	506	609	362	403	456
Gauteng	1 498	1 704	1 707	1 146	1 447	1 500
Kwazulu-Natal	390	589	491	327	398	439
Limpopo	136	225	172	113	133	156
Mpumalanga	191	236	185	134	154	180
Northern Cape	788	834	749	559	612	708
North-West Province	165	187	230	175	216	195
Other Country	2 097	1 812	2 041	2 133	2 341	2 085
Grand Total	27 941	27 376	26 352	24 616	25 465	26 350

Source: Annual School Survey 2018 – First time entries into the WCED from outside per province.

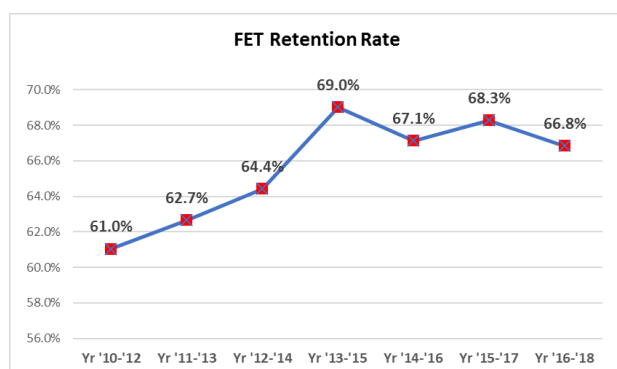
The Western Cape continued to experience a disproportionately high net-migration in comparison with most other provinces. The increased number of children in the province will continue to place pressure on school accommodation and available budget. Pressure points in grade one, five, nine, ten and eleven will be experienced as a result of a combination of the movement of learners through the system and the in-migration points of entry into the system.



The graph below summarises recent grade 1 - 11 pass rates.



Learner retention in the FET band has improved from 64% in 2014 to 66.8% in 2018 which is a slight dip from 2017. The emphasis on values and learner mindset promises to improve the retention rate through the facilitation of a sense of belonging for learners at school.



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 14 years.

Language and mathematics tests were administered to Grade 3 and 6 learners, in alternate years from 2002 to 2009, to track progress and diagnose areas of development. In 2010, all Grade 3 and 6 learners were tested for the first time 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 to set new minimum benchmarks for the province. Specifically, longer and more complex texts were included in the tests, to make the test items comparable with items used in international tests at these levels. This level was increased yet again in 2018 to continue to stretch the system.

Tests are written in October each year and the results are supplied to schools in the first week of the first school term. Detailed analysis of the results was disseminated and discussed with schools. The results and detailed analysis 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. All schools participated in the Grades 3, 6 and 9 systemics in 2018 because of the improved relations between unions and the WCED resulting in an improved understanding of the role and value of the assessments to planning. Teachers expressed an appreciation for the quality and depth of analysis provided.

WCED Grades 3, 6 & 9 Systemic Test Results 2016- 2018 – PO Schools						
	Grade 3					
	Mathematics			Language		
	2016	2017	2018	2016	2017	2018
Pass %	57.7	59.3	56.6	42.5	46.6	45.8
	Grade 6					
	40.1	38.6	42.4	40.1	38.7	38.5
	23.6	22.0	23.0	55.1	53.0	52.6
Pass %						
	Grade 9					
Source: Systemic Results						

National Senior Certificate

2018 was the eleventh year of the National Senior Certificate (NSC) examination. The WCED achieved an 81.5% pass rate. There were 41 350 candidates who passed, of whom 21 492 (42.3%) achieved passes which allow them to enter for a bachelor's degree study programme.

WCED Comparative NSC results 2010 – 2018

Year	Wrote	Passed	% Pass	Access to B. Deg.	% Access to B. Deg.	Schools with pass rate <60%
2010	45 783	35 139	76.8	14 414	31.5	78
2011	39 988	33 146	82.9	15 215	38.1	30
2012	44 700	36 992	82.8	16 319	36.5	26
2013	47 636	40 558	85.1	19 477	40.9	23
2014	47 709	39 237	82.2	18 524	38.8	31
2015	53 721	45 496	84.7	22 379	41.7	27
2016	50 847	43 725	86.0	20 804	40.9	19
2017	48 867	40 440	82.8	19 101	39.1	33
2018	50 754	41 350	81.5	21 492	42.3	43
Source: EIS – NSC Exams Grade 12						

Training

Teachers

In 2018/19 the Cape Teaching and Leadership Institute (CTLI) provided 27 training courses in Languages, Mathematics, Creative Arts, Natural Sciences and Technology, Life Skills and Physical Education to 2053 Grade R, Foundation Phase, Intermediate Phase and Senior Phase teachers. Inclusive Education and eLearning activities are integral parts of these interventions. The CTLI supported the Grade R-3 intervention project.

e-Learning interventions

Thirteen ICT integration interventions were facilitated, reaching 1108 teachers and school leaders in support of the eLearning programme. The eLearning interventions took place at the CTLI training facilities as well as at schools within the various education districts – a de-centralised approach which will continue into 2018/19.

These ICT interventions consisted of:

Management courses: Leadership in Education Management (LEM) and ICT Strategic Management presented by Stellenbosch University

ICT Integration courses for all phases

Smart Classroom training

Computers in Education short course, presented by University of Pretoria

Ed Tech Summit

School Management (including principals)

In 2018/19, 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. 16 Courses for school managers focused on Roles and Responsibilities of Deputy Principals, Roles and Responsibilities of Departmental Heads (DHs), Aspiring Principals, Induction of Newly Appointed Principals, School Management Team training, Aspiring School Leaders and Women In- and Into Management and Leadership Positions were made available with a total of 743 members of school management teams benefiting from the school management and leadership courses offered by the CTLI. 76 DHs attended the specialized course that was designed and facilitated to support 31 DHs of the 100-school project that was further extended to 45 Foundation and Intermediate Phase DHs as part of the CTLI School Management and Leadership Development courses.

Accredited qualifications

The CTLI continued providing support to the 70 bursary holders for the Advanced Certificate in Teaching (ACT) Foundation Phase. Stellenbosch University (US) enrolled 70 for the Advanced Diploma in Teaching (ADE) Mathematics to serving teachers who are teaching out of phase or subject, as per their qualifications, in order to formally re-qualify them for the phase or subject which they are currently teaching. The CTLI provided 69 new bursaries for 43 serving teachers in ACT Intermediate Phase course and 26 serving teachers for the ADE Intermediate Phase course offered through University of Cape Town (UCT) and US respectively. In addition, the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) provided funding for post graduate studies to 27 serving teachers to pursue the B.Ed Hons qualification in the integration of Information Communication Technology (ICT) into the curriculum and teaching practices.

Support Provided

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

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

National target allocations			
	2016/17	2017/18	2018/19
Quintile 1	R1,177	R 1,243	R 1 316
Quintile 2	R1,177	R1,243	R 1 316
Quintile 3	R1,177	R1,243	R 1 316
Quintile 4*	R 938	R993	R 1 069
Quintile 5*	R 350	R369	R 352
* Average cost for all schools			
Fee status	Total number of schools		
No fee	859		
School fee charging	573		
Grand Total	1 432 ¹²		

The expansion of the ‘no fee’ school programme in 2014 to include quintile 4 and 5 schools was one of the more significant developments as 216 schools, with 172 541 learners, in Quintiles 4 and 5, became “No Fee” schools, through applying for ‘no fee’ status. This number has increased to 224 schools in 2019 for 3 806 additional learners. These schools have received the same benefits and support that apply to other ‘no fee’ schools.

Schools that charge school fees may apply for compensation for fee exemption in cases where parents cannot pay the full school fees. In 2018, R55,391 million was paid to support fee exemptions for 81 303 learners in 552 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, good governance as well as additional financial resources to become centres of excellence in their communities.

The WCED partnered 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, offering programmes for holistic development, supporting governance and monitoring and regular feedback. Support from the WCED is integrated with that provided by the operating partner, with collaboration schools continuing to receive

¹² Note that new schools are accounted for differently. Source CEMIS.

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 teachers; 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 existing and newly 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.

There are 12 schools in the pilot comprising five high and seven primary schools and this includes a technical high school. Over the next five years, the pilot will seek to include 20 schools.

The school operating partners had quarterly review meetings with the WCED, while the funders meet regularly with the WCED to track progress and to consolidate the processes for school and policy improvement. The mid-term review illustrated significant improvements particularly in the systemic assessments of almost all the pilot schools in 2018.

Language and Mathematics Strategies

The WCED priority is to enhance language and mathematics skills from the earliest years of schooling. The integrated Languages Strategy 2015-2019 and Mathematics Strategy 2015-2019 cover the thirteen years of schooling from Grade R up to Grade 12. The strategies offer a 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 to strengthen results in English and Mathematics is a pilot project for Grades R– 3 in 103 schools in which one of the languages of learning is isiXhosa.

The intervention design is based on various studies undertaken in Western Cape Primary Schools, particularly the Stellenbosch University 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.

Teachers, members of the School Management Teams and principals attended various training courses at the Cape Teaching Leadership Institute including refresher courses on Shared Reading, Group Guided reading and EGRA. Mentors observed in classroom lessons and provided feedback used to strengthen the lesson and methodology used.

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 pilot schools.

The English First Additional Language (EFAL) programme was implemented in the schools. This programme aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives (*extract from English First Additional Language National Curriculum Statement (NCS), Curriculum and Assessment Policy Statement*).

A particular area of development for 2018 was effective use of teaching and lesson timing to ensure that each key element was achieved through careful planning of each lesson. Lesson demonstration and co-teaching was an effective teacher development tool used in 2018.

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. A differentiated approach was applied for high schools in the province addressing specific areas where support had been identified.

After the 2018 NSC results were analyzed in January of 2019, a more targeted approach and specific intervention plan was developed. School- and subject-specific plans, with targets, were developed, based on the deeper analyses and discussions. Each District and school set targets for numbers passing the NSC and numbers gaining admission to B degree study.

Several targeted interventions were planned and are being implemented based on thorough result analysis. These include: Tutoring programmes for learners, using skilled teachers; Telematics lessons transmitted to schools via satellite and broadband. Subject Advisers provided intensive support 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.

The District Improvement Plans (DIPs) included target setting per grade to maintain and improve on the pass rate in the Foundation Phase, in Grades 8 and 9, and in Grades 10, 11 and 12. The DIPs included the district response to areas of development raised through the School Improvement Plans.

eLearning

The eLearning Program continued to receive priority attention in 2018/19 as one of the provincial Game Changer delivery projects. The WCG Wide Area Network project formed a foundation on which the continuation of implementation of the eLearning program depends.

The achievements of the project for 2018/19 include:

The Wide Area Network (WAN) Project – project of the Provincial Government. 1250 schools were linked to the Western Cape government provided broadband connectivity by the end of 2018/19 year.
The Local Area Network (LAN) Project – project of the WCED. Cumulatively, 460 schools were connected by the end of the 2018/19 year. This then ensures that each of the instructional spaces within these schools has access to the provided broadband internet connectivity as well as inter-connectivity within the school. A further 772 schools have at least similar internet access in at least the teacher administration area and typically a computer lab space.
The Computer Applications Technology, Information Technology and Engineering, Graphic and Design (CAT/IT/EGD). The computer Refresh Project comprised 80 refreshes of technology across 78 schools received Lab refresh instances in 2018/2019 to ensure that those learners enrolled for computer-based National Senior Certificate subjects had the access and benefit of the requisite computer equipment with which to receive teaching, learning and assessments.
The Slim Lab Project: The Slim Lab Project ensures that the schools have a measure of end-user technologies with which to access and leverage the broadband connectivity and digital resources. In providing such technologies, the following has been achieved: 455 schools have received technology injections to their existing ICT Lab infrastructure schools (including the minimum two wireless access points each) enabling teachers and learners to access the internet; The cumulative Slim Lab project has provided similar technologies to 1 160 school sites.
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. In 2018/19, the implementation covered 1 357 Smart Classrooms across 131 schools, exceeding its initial target. The cumulative delivery of the Smart Classroom Project within the last three years is 7 818 Smart Classrooms.
The e-Resources/ e-Portal Project is an online digital content project and is being incrementally populated with curriculum aligned, grade and subject appropriate material. There are more than 12 500 published resources available through the ePortal. Quick Response (QR) codes have been extensively developed in 2018/19. These link the learner directly to the curriculum-aligned material available. The ePortal project makes digital resources available to learners, teachers, parents and administrators through its online platform.
The Learning Management System (LMS) Project enables the management of digital resources within a classroom thus enabling collaborative spaces for teachers and learners. The adoption of the in-classroom utilization of the LMS and the extension to a virtual classroom is being implemented, though in its infancy.

Texts, including workbooks

The WCED's aim is to provide a CAPS aligned textbook for every learner in every subject studied by the learner. In order to achieve this, all schools were provided with the opportunity to order CAPS top-up textbooks for the 2019 school year in June of 2018. A total of 957 schools submitted their orders for top-up textbooks. The ordered textbooks (852 786) were delivered to the relevant schools by 30 November 2018. The expenditure for top-up textbooks amounted to R56.47 million during the 2018/19 financial year.

The WCED also procured FET Literature texts for Grade 11 in accordance with the DBE National FET Literature Catalogue of April 2015. A total of 385 schools submitted orders for a total of 71 141 literature texts for Grade 11. By 8 December 2018 100% of the ordered textbooks were delivered to the schools. The expenditure for the literature texts amounted to R598 970 during the 2018/19 financial year.

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 WCED requested DBE workbooks for the 2019 school year. Volume 1 workbook for 2019 (terms 1 and 2) was delivered to schools by 9 January 2019. Volume 2 workbook for 2019 (terms 3 and 4) was delivered to schools by 11 March 2019. The WCED procured additional workbooks to address shortages which may occur at the commencement of the 2019 school year. The delivery of the additional workbooks was delivered to District offices by 25 January 2019.

The WCED Education Library, EDULIS, provides access to appropriate library resources for WCED teachers 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 40% 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 had been introduced in 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 for December 2018 was reported to be 91.43% across the province.

Infrastructure

The 2018/19 infrastructure plan prioritised the following areas for development:

- Ensuring that schools are water secure and remain open after the advent of Day Zero. The drought intervention plan focussed on providing schools with sustainable water solutions such as water tanks and connecting such tanks to alternative water sources where available. This focus area diverted funding away from other priorities during the 2018/19 financial year and will not continue to the same extent in the subsequent financial years.
- Plan and construct new and replacement school buildings.
- Maintenance programmes that target critical components of school buildings. Although the maintenance programme for 2018/19 prioritised maintaining critical components, other non-critical maintenance items were also maintained. This was an effort to avoid the failure of school infrastructure.
- Ensuring that infrastructure developments benefit more learners, through a wider spread of programmes.
- Rationalising and consolidating education provisioning to ensure maximum utilisation of education buildings.
- Reducing Norms and standards backlogs, through the provision of halls, Grade R facilities, laboratories as well as sport facilities at a number of schools.

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

Because not all learners live within a reasonable walking distance from appropriate schools, 61 061 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. In 2018, an Integrated Planning Calendar, that listed key dates from a cross-section of branches of the department, was sent to schools to assist with planning for 2019.

The *19th Annual Provincial Teaching Awards Ceremony*, to celebrate and recognise the achievements of educators in the Province, was held on 3 November 2018. Awards were made to teachers following a careful screening and interview selection process. The awards give recognition for achievement and innovation in 10 categories – *Excellence in Grade R Teaching, Excellence in Special Needs and Inclusive Teaching, Excellence in Primary School Teaching, Excellence in Secondary School Teaching; Excellence in Technology-Enhanced teaching and learning, Excellence in teaching Mathematics (GET), Excellence in Natural Sciences (GET), Excellence in Primary School Leadership; Excellence in Secondary School Leadership* and Nelson Mandela Lifetime Achievement Award. One of the Western Cape teachers went on to win an award in the *National Teaching Awards* of 2018 with the Western Cape being the overall winner in the category Lifetime Achievement Award. A WCED teacher was awarded third place in the Kader Asmal Excellence Award.

Employees in the WCED are paid a once off award for serving the Department for 20, 30 and 40 continuous years as per the Determination on Long Service Recognition issued by the Minister for the Public Service and Administration (DPSA). A total of 411 WCED employees were honoured with the Long Service Award in 2018. 72% of the recipients attended the celebratory event.

The Head of Department, in keeping with the theme for 2018: "The Year of Values-Driven Learning", launched the Transform to Perform strategy with a values program across the organisation and all schools. Values in Education booklets were produced. Values conversations were stimulated by the selection of one value per month. District offices and schools discussed and demonstrated their interpretation of the value in various ways.

A Provincial Learner Forum, comprising of delegates from the district Representative Council of Learners (RCLs), was established in 2018. Delegates pledged their support of and shared ideas around their contribution towards helping the department achieve its vision. The department hosted an inaugural Learner Service Award event in 2018 with learners and schools being acknowledged for their contribution.

School Governing Bodies

A School Governing Body is democratically elected to represent the parents of the learners of the school and the school community. The principal of the school serves as an ex officio member of the SGB. The South African School's Act No 84 of 1996 (SASA) as amended, stipulates that the governance of a school is vested in its SGB. They are expected to play a meaningful role in providing the best possible education for the learners from a school governance perspective. All schools had had concluded the election of their new governing bodies by April 2018. A credible provincial SGB election is critical to ensuring accountable governance practices at schools. The key theme for the SGB elections was, "Have a say in who speaks for your child".

A new provincial three-year SGB training framework (2018-2021) was finalised with a differentiated training approach. Key focus areas for 2018 include (i) understanding the roles and responsibilities of SGBs, as well as the difference between management and governance, (ii) the constitution of SGBs and understanding the code of conduct for governing SGBs, (iii) school development planning and improvement, budgeting and fundraising, and (iv) recruitment and selection of school staff.

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

- Policies legislated by SASA
- Policies implied by SASA
- Meetings of the SGBs and its committees
- Maintenance and procurement of school assets
- Financial planning and management
- Training and information sharing
- Planning

The tool was used to rate the following:

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

The findings emanating from this survey should further strengthen our understanding of the effectiveness and functionality of SGBs.

Nutrition

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

During the year under review, the Western Cape Education Department fed 479 790 targeted learners at 1007 schools. The number of schools increased by 11 schools after No-fee schools were allowed to be additional beneficiaries.

In 2018/19, the WCED offered breakfast programmes through savings from the conditional grant and the support of three partners, namely, Tiger Brands Foundation, Pioneer Foods and Economic Development Solutions.

Safe Schools

Safety and security are critical requirements for the achievement of the WCED educational outcomes. Strategies to address school violence were supported by appropriate training programmes and workshops including topics such as the National School Safety Framework.

The ProvJoints: Priority Committee on School Safety (PPCSS), established in 2017 to create awareness among all role-players impacting on the safety of schools, continued its collaboration across WCG departments to address the safety and security challenges experienced at schools.

An electronic Risk Self-Assessment tool (RSAT) was developed to classify the risk level of schools according to a set of identified criteria. In addition to the 36 School Resource Officers (SRO), employed by the City of Cape Town and deployed at 18 schools, the 21 SROs deployed at 21 Delft schools, a further 18 schools in the Safe Zones received SROs.

Parental and community support, which included prevention and early intervention, proved to be the most reliable and cost-effective ways to support school safety. Participation and collaboration underpin community mobilisation in partnership with the DoCS. Community Policing Forums and Neighbourhood Watches in collaboration with the SAPS yielded good levels of stabilization.

Educational programmes to reduce the risk of pedestrian accidents were implemented. The WCED served on the Provincial Road Traffic Management Coordinating Committee: Education and Communication Sub Work Group.

The Victim Impact Statement (VIS), drafted in collaboration with the WCED, Department of Community Safety (DoCS): Watching Brief Unit and the National Prosecuting Authority (NPA), resulted in harsher sentences in cases that involved school crime.

Violence and crime, when allowed to become a societal norm, affects not only the psyche of the learner who struggled to overcome the impact of these constraints and defy the odds, but also on the teacher who pushed against the learners' expectations of themselves to overcome the limiting beliefs that will continue to pull at the fabric of our system as the WCED strives towards providing quality education for every learner in every classroom in every school in the province.

After-School Programme

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 181 schools across the eight education districts. 97 of these centres operate at primary schools, 84 at high schools. The programmes are run after school and provide learners with opportunities to practice sport and participate in enrichment activities. Additionally, the Safe Schools and School Enrichment programmes of the WCED have linked up with the MOD centres to offer a variety of activities.

In support of the MOD programme the WCED, in 2018/19:

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

The WCED and the Department of Cultural Affairs and Sport collaborate on school sport infrastructure projects at MOD Centres. The construction and refurbishment of school halls, sport fields, school sport equipment and the services of graduate tutors had formed part of this collaboration.

MOD centre funding was allocated for the upgrading of sports fields at two clusters in Kraaifontein and Lavender Hill. The upgrading of the sports fields at Imvumelwano Primary School was completed. Construction at Lavender Hill High School, Prince George Primary School, Hillwood Primary School and Levana Primary School continued over the reporting period.

Finally, WCED provided feeding at MOD Centres, YeBo sites, Grade 4 and in the clusters with the City of Cape Town as part of its support for after school programmes.

Strategic Objectives

Programme 2							
Strategic objectives	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
2.1. Curriculum management strategies developed and implemented	Strategies developed per district	Implemented	Informal Evaluation conducted	Reviewed	Reviewed	-	No deviation
2.2. Number of schools visited quarterly for management support	1 522	1 517	1505	1 503	1 516	13	Net difference between school closure and opening of new schools.
2.3. Number of schools benefiting from E-learning roll-out	63	80 Schools 1 061 Smart Classrooms	79 Schools 1 090 classrooms	80 Schools 1 005 classrooms	131 Schools 1 357 classrooms	51 Schools	Identified schools with available infrastructure making delivery faster thus more could be completed.
2.4. Provide financial support for schools	566 968	579 844	591 936	605 082	608 649	3 567	Increasing numbers of applications for support by schools.

Performance Indicators

Programme 2							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
PPM201: Number of full-service schools servicing learners with learning barriers	40	40	48	56	48	-8	No increase in Learning Support teacher posts and department unable to extend this service.
PPM202: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	68.42%	69.32%	71%	71%	71.81%	0.81%	Increase in enrolment and improvement in quality and number of passes.
PPM 203: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	61.76%	61.23%	62%	63%	62.7%	-0.3%	Increase in retention and improvement in pass rates.

Programme 2							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
PPM204: Number of schools provided with multi-media resources ¹³	63	80	79	80	131	51	Additional funding made available; Identified schools had available infrastructure making delivery faster thus more could be completed.
PPM205: Learner absenteeism rate	5.82%	5.44%	6%	6.5%	5.87%	0.63	High levels of gang related violence led to increased rate of learner absenteeism
PPM206: Teachers absenteeism rate	3%	3%	2%	3%	1.63%	-1.37%	Teacher health and wellbeing impacted as a result pressure of in-migration, raised levels of violence and work stress.
PPM207: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy	566 968	579 844	591 936	605 082	608 649	3 567	Increasing numbers of applications for support by schools.
PPM208: Number of educators trained in Literacy/Language content and methodology*	853	561	847	600	454	-146	Shift of focus to include other subjects such as Creative Arts.
PPM209: Number of educators trained in Numeracy/Mathematics content and methodology*	1 094	654	658	700	437	-263	Shift of focus to include other subjects such as Creative Arts.
PPM210*: The average hours per year spent by teachers on professional development activities. ¹⁴	New	80	80	80	80	-	No Deviation
PPM211*: Number of teachers who have written the Self Diagnostic Assessments. ¹⁵	New	New	n/a	100	0	-100	Delivery dependant on DBE providing the assessment tool. This did not happen.
PPM212*: Percentage of teachers meeting required content knowledge levels after support. ¹⁶	New	New	28.8%	4%	35.04%	31.04%	PPM linked to previous one when target was set. Internal assessments used to report against this indicator.
PPM213*: Percentage of learners in schools with at least one educator with	New	New	8.6%	11%	27.6%	16.6%	Impact of expansion of access to accredited short courses for Learning

¹³ This refers to schools provided with SMART classrooms

¹⁴ This refers to the formal training provided at the Cape Teaching and Leadership Institute

¹⁵ This was dependent on the provision of the assessment tool developed by DBE and DPME.

¹⁶ Self-Assessment is voluntary and required pass rate is 80%.

Programme 2							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
specialist training on inclusion.							Support Teachers. Quality of current cohort improved by additional development.
PPM214*: Number and % of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.	New	359 (50%)	378 (63%)	374 (63%)	361 (63%)	-13	Graduates were offered and took up SGB appointments.
PPM215*: Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year. ¹⁷	New	174	868	175	953	778	Department focussed on employing teachers in this category as a cost-saving measure.
PPM 216*: Percentage of learners who are in classes with no more than 45 learners.	New	New	86.44%	86.4%	84.47%	-1.93%	In-migration of learners impacts on Learner: teacher ratio combined with limited budget to expand the teaching cohort and build more schools
PPM217*: Percentage of schools where allocated teaching posts are all filled.	New	81%	80%	80%	79%	-1%	Impact of closure of small schools and the allocation of additional posts to schools that were not filled in time.
PPM218*: Percentage of learners provided with required textbooks in all grades and in all subjects per annum.	New	99.7%	100%	99.8%	100%	-	No deviation
PPM219*: Number and percentage of learners who complete the whole curriculum each year.	New	New	n/a	n/a	n/a	-	While uncertainty persists at National level to the manner, scope and practicality of reporting against this indicator, the WCED will report n/a while continuing to assist the sector in formulating practical methods of monitoring and reporting against this indicator.

¹⁷ Grade R practitioners are employed by SGBs. This reflects grades 1-12 teachers only.

Programme 2							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
PPM 220*: Percentage of schools producing a minimum set of management documents at a required standard.	New	80%	90%	95%	97.1%	-2.1%	Not all schools sampled had all documents required for compliance.
PPM221*: Number and percentage of SGBs in sampled schools that meet the minimum criteria in terms of effectiveness every year.	New	20% (290)	42%	50%	70.2% (1 011)	20.2%	Sample size increased to improve quality of SGBs.
PPM222*: Percentage of schools with more than one financial responsibility on the basis of assessment.	New	100%	100%	100%	92.5%	-7.5%	Further refinement of definition.
PPM223*: Percentage of learners in schools that are funded at the minimum level.	100%	43%	100%	100%	100%	-	No deviation
PPI 2.1. Percentage of learners retained in the school system from Grades 10 – 12	68%	67%	68%	69%	66.8%	2.2%	Pressure of high levels of learner in-migration impacts on motivation levels and personal agency.
*Note that this refers to the formal training provided at the Cape Teaching and Leadership Institute							
*New PPMs converted from MTSF indicators of 2017/18							

Strategy to overcome areas of under performance

- Continue provincial strategies to improve language and mathematics
- Focus on School and District Improvement Plans
- Refine the High School Programme
- Monitor the use of textbooks in class
- Conduct targeted training of teachers
- Emphasis on teacher attendance and the full use of all teaching days
- Support financial management of schools
- Develop eCulture through optimising e-learning opportunities at 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.
- Work in conjunction with other departments and municipalities to support school safety, learner retention, school attendance and programmes for youth at risk
- Continuation 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	2018/19			2017/18		
	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	10,070,472	10,068,940	1,532	9,320,312	9,314,745	5,567
2.2 Public Secondary Level	5,790,389	5,790,389	-	5,501,883	5,422,619	79,264
2.3 Human Resource Development	85,619	85,619	-	67,637	67,637	-
2.4 Conditional Grants	405,717	402,816	2,901	386,522	386,514	8
Total	16,352,197	16,347,764	4,433	15,276,354	15,191,515	84,839

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

104 out of the 279 Independent ordinary schools were subsidised. 21 905 learners (Grade 1 – 12 plus LSEN), were subsidised. 14 287 learners attended primary or intermediate schools and 7 618 attended high or combined schools.

Test Results

The Regulations Relating to the Registration of, and Subsidies to, Independent Schools (excluding Pre-Primary Schools), require an independent school to participate in the Annual National Assessments and/or the WCED systemic testing in order to qualify for a subsidy.

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

WCED Systemic Grade 3, 6 and 9 Independent School Results of participating schools in 2018															
Grade	Language														
	Schools					Learners					Pass rate				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gr 3 subsidised	46	49	61	63	61	1 416	1 567	1 704	1 860	1859	56	59.9	60.9	60.2	58.4
Gr 3 non-subsidised	28	18	21	20	19	979	742	995	890	917	86.7	92.3	90.6	88.2	86.4
Gr 6 subsidised	38	40	47	49	47	1 074	1 036	1 179	1 200	1305	65	68.2	67.5	67.5	62.9
Gr 6 non-subsidised	25	17	21	19	17	873	647	757	717	742	92.1	94.1	90.9	92.7	90.7
Gr 9 subsidised	27	28	27	28	29	1 155	1 111	1 197	1 251	1288	84.6	86	82.5	82.1	83.6
Gr 9 non-subsidised	16	12	16	12	11	789	513	613	503	563	97	94.5	95.8	94.5	94.8
Source: Systemic Test Results															

WCED Systemic Grade 3, 6 and 9 Independent School Results of participating schools in 2018															
Grade	Mathematics														
	Schools					Learners					Pass rate				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gr 3 subsidised	46	49	61	63	61	1 416	1 567	1 705	1 861	1858	56	59.9	70.1	69.4	63.2
Gr 3 non-subsidised	28	18	21	20	19	979	742	995	889	919	86.7	92.3	95.9	93.6	92.3
Gr 6 subsidised	38	40	47	49	47	1 074	1 036	1 179	1 201	1304	65	68.2	61.5	64.7	58.5
Gr 6 non-subsidised	25	17	21	19	17	873	647	755	717	742	92.1	94.1	92.2	89.3	89.8
Gr 9 subsidised	27	28	27	28	29	1 155	1 111	1 194	1 254	1289	84.6	86	37.9	36.6	34.6
Gr 9 non-subsidised	16	12	16	19	11	789	513	613	505	564	97	94.5	83.2	74.6	76.2
Source: Systemic Test Results															

80 schools wrote the Grade 3 tests, 64 wrote the Grade 6 tests and 40 wrote the grade 9 tests.

The results of independent schools in the National Senior Certificate from 2016 to 2018 were as follows:

Western Cape NSC results for independent schools: 2017 - 2018					
	Wrote	Number Passed	Percentage passed	Number (B. Degree entry)	% (B degree entry)
2016	2 406	2 254	93.7%	1 581	65.7%
2017	2 346	2 202	93.9%	1 503	64.1%
2018	2 453	2 237	91.2%	1 692	69%
Source: EIS – NSC Examination Results Grade 12					

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

Teacher development

In 2018/19, teachers in independent schools attended various curriculum workshops arranged by independent schools' organisations and by the WCED district offices.

Support provided

The WCED visited 258 of the 279 registered schools to provide administrative, curriculum and institutional management support during 2018/19.

All subsidised independent schools were visited between April 2018 and March 2019 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)
- South African Council of Educators (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. These schools were required to submit an intervention plan for the 2018 academic year and follow-up visits were done. Both the management and governance challenges experienced by schools visited were addressed. One (1) school was closed during the 2018 academic year because of underperformance and non-compliance.

In addition, 23 new sites were verified in respect of applications for registration or as schools applying for extension of grades and curriculum. 31 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. We also investigated 26 unregistered independent schools which were operating illegally (mostly Zimbabwean schools).

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 2018/19 was R10 654 (Primary schools) and R14 049 (Secondary schools) respectively. In 2018/19 the WCED paid subsidies to 104 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%).

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

Strategic Objectives¹⁸

Programme 3							
Strategic objectives	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
Percentage of registered independent schools receiving subsidies	40%	37% ¹⁹	40%	40%	37%	-3%	Independent Schools apply for a subsidy annually. Only compliant schools are approved.

Programme Performance Indicators

Programme 3							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
PPM301: Percentage of registered independent schools receiving subsidies	40%	37%	40%	40%	37%	-3%	Independent Schools apply for a subsidy annually. Only compliant schools are approved.
PPM302: Number of learners at subsidised registered independent schools	17 498	18 316	20 056	18 845	22 154	3 309	New sites approved for registration and/or extension of grades.
PPM303: Percentage of registered independent schools visited for monitoring and support	90%	92%	109.5%	90%	95%	5%	Additional seconded staff member assisted with the school M&S visits.

¹⁸ The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

¹⁹ 11 New Independent schools were registered.

Strategy to overcome areas of under performance

- Provide dedicated and improved quality 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	2018/19			2017/18		
	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	65,629	65,629	-	60,469	60,469	-
3.2 Secondary Level	47,550	47,550	-	46,443	46,443	-
Total	113,179	113,179	-	106,912	106,912	-

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-programmes²⁰:

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 teachers and non-teachers 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 Objective²¹

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.

²⁰ 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

²¹ 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 2018, the WCED operated 71 Public Special Schools, accommodating 19 087 learners with special educational needs.

With the implementation of a support pathway based on the Screening, Identification, Assessment and Support procedure and improvements in support to the mainstream, only those 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 2018, 10 Special Schools wrote the National Senior Certificate. Seven of the 10 Schools achieved a 100% pass rate. In 2018, 91 learners achieved a Bachelors pass which is a substantial increase on the 31 learners in 2017.

Teacher development

The Policy on Screening, Identification, Assessment and Support (SIAS) was gazetted in December 2014. The SIAS tool is intended to determine who needs support, what support is required and how it will be delivered. SIAS facilitates early detection of learning difficulties and learners identified as needing support are given appropriate attention as early as possible. Training in SIAS and Curriculum Differentiation strategies is equipping teachers to respond to diverse teaching and assessment needs of learners without necessarily referring them out of the school. The provincial training team (PTT) for SIAS and Curriculum Differentiation consisted of representatives from Curriculum, Assessment, Institutional Management, Teacher Development, Inclusive and Specialised Education Support directorates. The PTT trained district-based staff in the eight districts who are now incrementally training all schools in the districts.

Learning Support Teachers (LSTs) are the first line of additional support at primary schools and have been trained in advanced intervention techniques for literacy and numeracy improvement. Each year, teachers have been trained in a university accredited course and in 2018, 112 were trained. Learning Support teachers in 162 ordinary schools were provided with SMART classroom technology to pilot the use of ICT for learning support. The various LST interventions contributed to improved literacy and numeracy competencies of learners in the Foundation Phase particularly grade 1 learners.

The district psychologists and social workers have trained by the Foundation for Alcohol Related Research (FARR) on the latest research, information and interventions for Foetal Alcohol Spectrum Disorders, which has a high prevalence in certain areas of the Western Cape.

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 through either the University of the Free State or Stellenbosch University. South African Sign Language was offered as a National Senior Certificate subject for the first time in 2018. Learners were able to learn in their home language and were able to offer SASL as a subject on home language level at matric level.

Two new CAPS aligned adapted curricula are being piloted in public special schools, the technical occupational curriculum in Schools of Skills and the Differentiated CAPS in Schools for Severe Intellectual Disability. Teachers at the 22 Schools of Skills and 24 Schools for Severe Intellectual Disability are being trained in the new curricula. A total of 215 teachers from Schools of Skills were trained in the Technical Occupational curriculum and 203 teachers from schools for severe intellectual disability and various other special schools were trained on the Differentiated CAPS curriculum for learners with severe intellectual disability.

Special School Resource Centres offered workshops in their area of expertise, e.g. Specific Learning Disability, Attention Deficit Disorder, Alternative Assessment, Hearing Aid support, etc. The Vera, Glenbride and Noluthando Special School Resource Centres Autism Spectrum Disorder (ASD) Outreach Teams provided training for parents, teachers and specialist staff. The ASD Continuous Professional Development (CPD) course developed has been accredited by the Health Professions Council of South Africa. Psychologists and therapists have all been trained and ASD teams have also trained more than 400 Early Childhood Development practitioners at TVET colleges across the province.

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. Therapists from Special Schools and on outreach teams have provided training to grade R and grade 1 teachers on gross and fine motor skills, perceptual skills, phonological awareness, etc. Improving performance in language and mathematics has been a key focus of interventions particularly by the Learning Support Advisors, and Learning Support teachers. In 2018, total of 120 142 learners in primary schools received support from Learning Support Teachers.

Although the focus is in the early years of schooling, older learners also receive specialised support services e.g. motivational talks and support to grade 12 learners.

Traumatic incidents are very common in certain communities especially where there is gang warfare. A project to build capacity amongst teachers to be trauma-informed has been initiated in selected schools in high risk areas. Teachers learnt about the prevalence and impact of trauma, building resilience, caring for the caregiver, etc. When traumatic incidents occur, a trauma support protocol is followed and support provided by psychologist and social workers in collaboration with Safe Schools, circuit managers and other relevant inter-sectoral role-players.

Social workers have received training in grief support from Khululekha, an organisation that focuses on support for bereaved children and adolescents.

Positive behaviour training in districts has included training in restorative practices, mindfulness, the circle of courage, responsible fatherhood, conflict management, classroom management, anger management, anti-bullying interventions and alternatives to corporal punishment. More than 9 000 teachers have been trained. A behaviour support pathway is being implemented with low level, moderate level and high level interventions. Low level includes capacity building of teachers to intervene at classroom level, moderate level would usually involve interventions by the district-based support team which includes psychologists and social workers. A behaviour outreach team has been established to provide high level support interventions which may be on-site at the school the learner attend or off-site at a behaviour intervention facility.

District committees have been established to address learning, teaching and assessment to accommodate learner diversity e.g. the use of alternative assessment and concessions. Assessment accommodations include adaptation of questions, Braille and Sign Language translation, additional time, computer assisted voice to text and text to voice, scribes and oral assessment. An alternative assessment and accommodations conference have been held where all the psychology officials in the province were exposed to the various alternative assessment options, including the use of ICT options. The Qfrenzy project being piloted at three schools for learners with Specific Learning Difficulties (SLD), is one of these options. Despite an intellectual capacity which is average or above average, these learners still experience challenges with languages (reading, writing, mathematics, etc.) and require special remedial learning and support material. Curriculum differentiation and alternative assessment to support learners are some tools to address their barriers and assist these learners in achieving the desired outcomes. The goal of the project is to research harnessing the potential of specific technology (Qfrenzy) and related software applications at the three schools. This technology, once refined, could be used at ordinary schools reducing the need for placement at special schools.

ICT projects are also underway to assess the potential of specific technology and related software applications at schools for the Deaf, Autism and Schools of Skills.

Information regarding barriers to learning has been disseminated via the website, pamphlets and DVDs. An on-line course in Inclusive Education has been developed and is available on the WCED website. The Inclusive and Specialised Education Support staff have also assisted the University of Cape Town's Teacher Education for Disability Inclusion units with the presentation of courses and the development of a free on-line courses regarding disability inclusion.

Development of ordinary schools into Full-service/Inclusive schools

48 designated full-service/inclusive schools were assisted to develop their capacity to provide additional support for special needs.

There are also 116 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 are being capacitated to manage learners with low to moderate support needs. Multi-disciplinary Inclusive Education outreach teams based at Special School Resource Centres also provide support to these schools.

Ramps are being installed and adaptations are being made at public ordinary schools, as requested, to enable learners in wheelchairs or who have physical challenges to gain access to the school building and facilities. Thirty-three (33) existing schools have been made accessible. All newly built schools have been designed to be accessible.

Assistive devices are being made available to learners at public ordinary schools where appropriate so that they may be able to remain at their local school and not necessarily have to attend a special school.

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. There are 27 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 ordinary schools.

A model Sensory Room has been established at Beacon School designed with tools and equipment to help children regulate their senses especially when they are experiencing sensory overload or a meltdown. Many children with Autism Spectrum Disorder have sensory issues. Sensory interventions at other Special Schools are being planned.

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 have assisted 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 thus a 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 entered into a partnership with Pioneer Braille Printers to ensure that learners who are blind are not disadvantaged. Braille master copies of textbooks and workbooks have been produced. Electronic files of the books are also installed on Braille laptops.

There was also not enough South African Sign Language (SASL) learning and teaching support material (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 was provided to children not in schools e.g. Children with Severe and Profound Intellectual Disability in Special Care Centres by six multi-disciplinary outreach teams based at Special School Resource Centres. A protocol for support had been developed through collaboration between the Departments of Education, Health and Social Development. The support included: (i) the 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. Currently 1720 children with Severe and Profound Intellectual Disability in 72 Special Care Centres have access to the education department's National Learning Programme.

A three-year national Conditional Grant was provided for the support of these learners from 2017/2018 to 2019/2020. A new learning programme/curriculum for children with Profound Intellectual Disability, was introduced. In 2018, 420 ECD practitioners were trained in the National Curriculum Framework (NCF): Birth to Four years at the six TVET Colleges who entered into an agreement with the WCED. The quality of the training was monitored by the ECD managers in the district and Head Office officials. The success of this training has seen an increase in the demand for more training in NCF.

Schools were developed as centres of Care and Support for Teaching and Learning (CSTL) and used 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. Grade R and Grade 1 learners at quintile 1 to 3 schools had been prioritised for screening of vision, hearing and oral health.

Specialised Support Services 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. Assistance has been provided to develop national regulations for school social work as specialisation area. Students in occupational therapy and speech and language therapy at the universities of Cape Town, Western Cape and Stellenbosch were also trained in the Inclusive Education and Specialised Support policies and guideline documents and opportunities are provided for students to do their practical work in schools with supervision by WCED therapists.

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 was identified as critical and was harnessed which helps to build an inclusive South African society. Meetings were held on request to assist parent groups and individual parents who have children with challenging or complex disabilities. Meetings had 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 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
Number of full-service schools servicing learners with learning barriers.	40	40	48	56	48	-8	No increase in Learning Support teacher posts and department unable to extend this service.

Performance Indicators

Programme 4							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
PPM401: Percentage of special schools serving as Resource Centres.	New	37%	36%	38%	38%	-	No deviation
PPM402: Number of learners in public special schools.	New	18 854	18 870	18 750	19 087	337	Impact of increased placement of learners with Autism; Additional teaching posts and expansion of Grade R
PPM403: Number of therapists/specialist staff in special schools	New	275	275	281	303	22	Impact of additional posts allocated.

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

Sub-programme expenditure

Sub-Programme Name	2018/19			2017/18		
	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	1,232,774	1,232,774	-	1,177,510	1,177,510	-
4.2 Human Resource Development	-	-	-	-	-	-
4.3 Conditional Grants	26,206	25,521	685	11,874	11,401	473
Total	1,258,980	1,258,295	685	1,189,384	1,188,911	473

4.5 Programme 5: Early Childhood Development

Purpose:

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

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/teachers.

Sub-programme 5.4: Human Resource Development

To provide departmental services for the professional development of teachers and non-teachers 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 Objective²²

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

²² 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

Grade R was offered at 989 Primary/ Combined schools in the province in 2018/19. A total number of 94 046 learners enrolled in Grade R in the province.

The electronic subsidy process introduced in 2017 and refined in 2018 ensured that claims could be made for the correct aged learners. The CEMIS system was used in the data collection.

Teacher Development

All new incumbents in Grade R received intensive Curriculum Assessment Policy Statement (CAPS) training support (43 hours over 6 months) and resource materials on emergent literacy and Mathematics.

The ECD sub-directorate enrolled 2 220 practitioners in either ECD Level 1, 4 or 5 learnership programmes offered at the Western Cape T(V)ET Colleges. The incentive grant was used to train 630 practitioners in Level 1, 4 and 5 in the year under review.

The conditional grant enabled 31 beneficiaries to receive work opportunities with “on the job” training and exposure to upskilling related to administration duties within the ECD programme.

Subsidies

In 2018, the Grade R learner subsidy allocation to 981 public ordinary schools and 510 independent ECD sites was increased to align it to the requirements of the National Norms and Standards for Grade R funding. There was an increase in funding in 2018/2019. Refer to Circular 0037/2017 effective from 01 April 2018.

Quintile	Fee status of the institution	Amount payable per learner per annum
1	No fee	R 5 400
2	No fee	R 5 400
3	No fee	R 5 400
4	No fee	R 5 400
5	No fee	R 5 400
4	School fee charging	R 4 000
5	School fee charging	R 3 800

Subsidy claim forms are submitted to Head Office electronically twice a year. These are verified in the district before transfer payments to schools are made. In 2018/2019, 67 197 Grade R learners at public schools and 15 251 Grade R learners at ECD independent schools (as at April 2018) were subsidised.

Head office and district officials monitored the utilisation of subsidies at 972 public and 383 ECD independent schools in 2018. This monitoring will continue in the next financial year.

Technical Vocational Education and Training Colleges (TVETS) Learnerships

All ECD practitioners on learnerships benefit from a monthly stipend which was increased from R1 803 to R1 911.

In 2018, 2611 practitioners were trained in the National Curriculum Framework (NCF): Birth to Four years at the six TVET Colleges who entered into an agreement with the WCED. The quality of the training was monitored by the ECD managers in the district and Head Office officials.

Additional facilities and equipment

27 Grade R classrooms were built in the 2018/19 financial year. An additional 57 Grade R classes received furniture from the 2018/2019 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

South African Sign Language (SASL) was implemented in the grade R classes at the following schools: Noluthando, Dominican School for the Deaf, Mary Kihn, De La Bat and Nuwe Hoop. Grade R practitioners and assistants were placed at five Schools for the Deaf to facilitate access to learning through the early identification of barriers.

The ECD sector upskilled 35 ECD level 4 and 5 practitioners in South African Sign Language to ensure early identification of barriers to learning and implementing a support programme to address these developmental delays. The ten-week course proved to be highly beneficial to the practitioners.

Grade R at Schools for children with Autistic Spectrum Disorder

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. The Autism Spectrum Disorder (ASD) programme increased the number of practitioners to twelve who are funded by the programme. The programme will be extended to include more learners over the next few years.

Strategic objectives:

Programme 5							
Strategic objectives	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
Number of public schools that offer Grade R	974	986	989	987	989	2	Additional schools applied and registered

Performance Indicators

Programme 5							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
PPM501: Number of public schools that offer Grade R	974	986	989	987	989	2	Additional schools applied and registered
PPM502: Percentage of Grade 1 learners who have received formal Grade R education	69.13%	69.91%	75%	75%	75%	-	No deviation as target achieved
PPM 503: Number and Percentage of Grade R practitioners with NQF level 6 ²³ and above qualification each year.	New	New	627 (30%)	820 (35%)	364 (29.2%)	-456 (-5.8%)	Suitably qualified graduates accept posts in Grade 1-3 for financial security. Suitably remunerated posts in Grade R not readily available.

Strategy to overcome areas of under performance

- Focus interventions on teacher training for ECD (0-4 years) and Grade R via National Curriculum Framework (NCF) and Curriculum and Assessment Policy Statement (CAPS)
- Concentrate on support programmes for Grade R learners with disabilities
- 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

²³ WCED, guided by Gazette 40610: Recognition and Evaluation of Qualifications for Employment in Education, allows for the accumulation of credits for full and partial qualifications for NQF level attainment.

Sub-programme expenditure

Sub- Programme Name	2018/19			2017/18		
	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	393,149	393,149	-	358,756	358,756	-
5.2 Grade R in Early Childhood Development Centres	74,789	74,789	-	66,777	66,777	-
5.3 Pre-grade R Training	86,569	86,569	-	94,663	94,663	-
5.4 Human Resource Development	-	-	-	-	-	-
5.5 Conditional Grants	14,848	14,848	-	5,119	5,119	-
Total	569,355	569,355	-	525,315	525,315	-

4.6 Programme 6: Infrastructure Development

Purpose:

To provide and maintain infrastructure facilities for schools and non-schools

The infrastructure development programme comprises the following sub-programmes:

Sub-programme 6.1: Administration

To provide and maintain infrastructure facilities for administration

Sub-programme 6.2: Public Ordinary Schools

To provide and maintain infrastructure facilities for public ordinary schools

Sub-programme 6.3: Special Schools

To provide and maintain infrastructure facilities for public special schools

Sub-programme 6.4: Early Childhood Development

To provide and maintain infrastructure facilities for early childhood development

Strategic Objective²⁴

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	<ol style="list-style-type: none"> 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 2018/19

New schools

Five new schools were completed and handed over in 2018/19, namely Vredeloof Primary School, Kraaifontein High School, Jakes Gerwel Technical School, Umyezu Wama Aphile High School and Jonga Street High School.

²⁴ 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)

No replacement schools reached practical completion in 2018/19. Qhayiya High School achieved practical completion in April 2019. Diaz Primary School and Avondale Primary School is anticipated to achieve practical completion during the 1st quarter of 2019/20.

Additional classrooms

- Expansion classrooms: 65 classrooms were built at 15 Schools.
- Grade R classrooms: 27 classrooms were completed in 2018/19.
- Mobile units provided: 173 classrooms

School Halls

The WCED also managed to construct seven (7) school halls with the assistance of the Archway Foundation:

- Witzenberg Primêre Skool
- Masiyile Senior Secondary School
- Percy Mdala High School
- Isalathiso Primary School
- Dr. Van Der Ross Primary School
- West End Primary School
- Harvester Primary School

Laboratories

The WCED in conjunction with the Archway Foundation and the South African Medical and Education Foundation (SAME) refurbished 13 laboratories at the following 12 schools:

- D. Mkize Senior Secondary
- Zimasa Primary School
- Manyano High School
- Vredendal Sekondêr
- Clanwilliam Sekondêr
- P.W. De Bruin Primêre Skool
- Nomzamo High School
- Windermere Primary School
- Pelican Park High School
- Bridgeville Primary School
- Elsie'srivier Sekondêr
- Portia Primary School

Changes to planned targets

No changes to planned targets

Strategic objectives:

Programme 6							
Strategic objectives	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools) ²⁵	661	695	422	274	240	-34	Delays in practical completion due to community unrest and poor performance by contractors.

Performance Indicators

Programme 6							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	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	As per the TID, the WCED has achieved this target and has successfully reported against it for a number of years and can thus indicate 'not applicable'.
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 additional classrooms built in or provided for, existing public ordinary schools (includes replacement schools)	661	695	422	274	240	-34	Delays in practical completion due to community unrest and poor performance by contractors.
PPM605: Number of additional specialist rooms built in public ordinary schools (includes replacement schools)	96	122	56	52	59	7	Donor projects (laboratories) contributed to the completion of more specialist classrooms than planned.

²⁵ The Department includes LSEN schools in tracking these indicators.

Programme 6							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
PPM606: Number of new schools completed and ready for occupation (includes replacement schools)	23	19	11	10	5	-5 ²⁶	Practical completion of 2 new schools not reached as sports field still under construction. 1 replacement school has sports field under construction. 2 replacement schools delayed due to contractor issues.
PPM607: Number of new schools under construction (includes replacement schools)	28	11	13	21	17	-4	Projects are currently in tender stage
PPM608: Number of new or additional Grade R classrooms built (includes those in replacement schools)	101	69	29	28	27	-1	Practical Completion anticipated in Quarter 1 of 2019.
PPM609: Number of hostels built	New	New	0	0	0	0	Department does not build new hostels. It maintains current stock.
PPM610: Number of schools where scheduled maintenance projects were completed	107	42	64	54	60	6	Net difference of 2017/18 projects reaching practical completion and 2018/19 project (1) delayed due to legal matters.

Strategy to overcome areas of under performance

- Closely partner with and monitor DTPW to mitigate DTPW capacity constraints
- Advertise and appoint new Management Contractor depending on the Infrastructure Delivery Management System (IDMS) review

Changes to planned targets

No changes to planned targets were made.

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

²⁶ 3 schools reached PC1 and buildings are occupied while sports fields under construction.

Sub-programme expenditure

Sub-Programme Name	2018/19			2017/18		
	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	26,670	26,670	-	32,025	25,290	6,735
6.2 Public Ordinary Schools	1,776,033	1,750,859	25,174	1,634,824	1,578,806	56,018
6.3 Special Schools	14,913	14,913	-	60,902	60,902	-
6.4 Early Childhood Development	17,928	17,928	-	9,979	9,979	-
Total	1,835,544	1,810,370	25,174	1,737,730	1,674,977	62,753

Progress related to Drought Interventions:

In 2018/19, provision was made for R250 million toward Drought Interventions.

The interventions included the following measures:

1. The installation of water storage tanks (1 308) at 823 schools.
2. Connection of boreholes to ablutions at 282 schools.
3. Connection of boreholes to water tanks at 119 schools.
4. Testing of borehole water quality at 509 schools.
5. Installation of fencing around tanks at 708 schools.
6. The repair of 239 boreholes.
7. The installation of 11 000 fire extinguishers.
8. Six new boreholes drilled.
9. Smart water meters installed

Water Saving measures

A total of 345 water meters were installed in schools across the province. These devices allows for the tracking and management of water consumption in real time, thus enabling rapid response to leakages or water wastage. These devices have not only relieved pressure on our water supply, but also helped to reduce the cost to schools for municipal services.

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 teachers and learners in schools with departmentally managed support services.

Sub-programme 7.3: External Examinations

To provide for departmentally managed examination services.

Sub-programme 7.4: Special Projects

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

Sub-programme 7.5: Conditional Grants

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

Strategic Objective²⁷

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 3. To ensure that the school-based assessment marks are valid and reliable. 4. 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 2018, the WCED administered four major examinations in accordance with the relevant policies and regulations. The National Senior Certificate Supplementary examinations that had been written in February/March of each year, were moved to be written in May/June. The four examinations for the 2018 reporting period are:

- National Senior Certificate examinations (October/November 2018)
- Senior Certificate examinations (May/June 2018)
- ABET Level 1-4 examinations (May/June 2018)
- ABET Level 1-4 examinations (October/November 2018)

²⁷ 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 2018)	53 768	50 754	447
Senior Certificate Exams (May/June 2018)	17 471	9 216	108
AET Level 4 examinations (May/June 2018)	695	688	33
AET Level 4 examinations (October/November 2018)	2 782	2 492	79

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. In 2018, the WCED continued the roll-out of the Smart Lock System which was implemented for the first time in 2016. It has proven to be a reliable means to secure examination question papers distributed to examination centres. The Smart Lock System was implemented by all schools in the October 2018 examinations.

National Senior Certificate (NSC) candidates who had been progressed in the FET phase had the option to complete their NSC over a two-year period. In 2018, a total of 1 470 candidates opted for the Multiple Examination opportunity (MEO). The marked increase in learner registration from 51 735 in 2017, to 53 768 in 2018 resulted in an increase in home languages. Afrikaans Home Language experienced the greatest increase with an additional 926 candidates who registered.

South African Sign Language Home Language NSC examination was conducted for the first time in 2018 along with two new technical subjects, namely, Technical Mathematics and Technical Sciences.

Schools and learners that performed well in the NSC examinations were acknowledged at the annual awards function held in January 2019. Awards were also made to learners with outstanding performance in selected subjects. A total of 24 823 distinctions were achieved across all the subjects written in 2018. The access to bachelor's degree rate increased from 39.1% in 2017 to 42.35% in 2018.

The WCED trained 2 495 invigilators during development sessions in 2018 to manage the National Senior Certificate examinations and ABET processes at exam centre level. Competency tests for markers were conducted in eleven subjects during April - August 2018 to improve the quality of the NSC marking. Marking officials were trained using a tolerance range system as prescribed by the Department: Basic Education.

The number of examinations centres increased to 447, due to, in part, the large number of learners sitting for the 2018 examinations. All examination centres are audited to ensure that they meet the requirements for the conduct and administration of the examinations with the highest standards of access and control maintained.

Strategic objectives

Programme 7							
Strategic objectives	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
Percentage of learners who passed National Senior Certificate (NSC)	84.7%	86%	82.8%	87%	81.5%	-5.5%	External and Internal factors impacted on achievement - gangsterism; personal agency; high learner: teacher ratio, high in-migration with learning backlog.

Performance Indicators

Programme 7							
Programme Performance Measure	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	84.7%	86%	82.8%	87%	81.5%	-5.5%	External and Internal factors impacted on achievement - gangsterism; personal agency; high learner: teacher ratio, high in-migration with learning backlog.
PPM 702: Percentage of Grade 12 learners passing at bachelor level	41.7%	40.9%	39.1%	42%	42.3%	0.3%	Removal of designated subject list and focus on quality of passes contributed to improvement.
PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics	42.2%	45.3%	41.9%	45%	40.1%	-4.9%	External and Internal factors impacted on achievement - gangsterism; personal agency; high learner: teacher ratio, high in-migration with learning backlogs.
PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Sciences	40.2%	41.8%	43.8%	43%	44.5%	1.5%	Impact of focussed opportunities for teaching and learning.
PPM705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above.	413	360	413	430	402	-28	External and Internal factors impacted on achievement - gangsterism; personal agency; high learner: teacher ratio, high in-migration with learning backlogs.

Programme 7							
Programme Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
PPI 7.1. % of learners in Grade 3 attaining acceptable outcomes in Language*	42.4%	42.5%	46.6%	47%	45.8%	-1.2%	External and Internal factors impacted on achievement – gangsterism; personal agency; high learner: teacher ratio, high in-migration with learning backlogs.
PPI 7.2. % of learners in Grade 3 attaining acceptable outcomes in Mathematics*	57.6%	57.7%	59.3%	59%	56.6%	-2.4%	External and Internal factors impacted on achievement – gangsterism; personal agency; high learner: teacher ratio, high in-migration with learning backlogs.
PPI 7.3. % of learners in Grade 6 attaining acceptable outcomes in Language*	36.8%	40.1%	38.7%	45%	38.5%	-6.5%	External and Internal factors impacted on achievement – gangsterism; personal agency; high learner: teacher ratio, high in-migration with learning backlogs.
PPI 7.4. % of learners in Grade 6 attaining acceptable outcomes in Mathematics*	37.7%	40.1%	38.6%	44%	42.4%	-1.6%	External and Internal factors impacted on achievement – gangsterism; personal agency; high learner: teacher ratio, high in-migration with learning backlogs.
PPI 7.5. % of learners in Grade 9 attaining acceptable outcomes in Languages*	53%	55.1%	53%	57%	52.6%	-4.4%	External and Internal factors impacted on achievement – gangsterism; personal agency; high learner: teacher ratio, high in-migration with learning backlogs.
PPI 7.6. % of learners in Grade 9 attaining acceptable outcomes in Mathematics*	22.2%	23.6%	22%	26%	23%	-3%	External and Internal factors impacted on achievement – gangsterism; personal agency; high learner: teacher ratio, high in-migration with learning backlogs.
*These are scores on WCED tests							

Strategy to overcome areas of under performance

- Complete re-view of current interventions to apply focussed and needs based interventions across all grades to improve learner performance
- Incremental roll-out of Transform to Perform strategy to address area of personal agency
- On-going use of data to support interventions
- Training of principals in assessment requirements
- Improvements to marking of scripts
- Continue with the administration of competency tests for markers

No changes were made to planned targets

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	2018/19			2017/18		
	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	9,400	9,400	-	7,268	7,268	-
7.2 Professional Services	146,119	146,119	-	128,418	128,418	-
7.3 External Examinations	211,133	211,133	-	192,355	192,355	-
7.4 Special Projects	67,495	66,664	831	26,331	23,083	3,248
7.5 Conditional Grants	23,253	23,253	-	20,028	17,710	2,318
Total	457,400	456,569	831	374,400	368,834	5,566

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 2018 to 31 March 2019.

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	59 757	59 757	0
		Additional LTSM growth	yes	2 528	2 528	0
		Boarding subsidy	yes	47 320	47 320	0
		Admin support	yes	10 730	10 730	0
		Private Boarding Subsidy	yes	128	128	0
		Conditional grant: Social Sector EPWP	yes	28 721	28 721	0
		Norms and Standards	yes	884 083	884 053	0
		Conditional grant: NSNP	yes	43 117	43 117	0
		Arts and Culture	yes	2 166	2 166	0

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	55 375	55 375	0
		Youth focus	yes	55 140	11 252	0
		External Examination	yes	10 749	10 749	0
		HIV/Aids Conditional Grant	yes	3 003	3 003	0
		Learner transport	yes	79 298	79 298	0
		Mathematics and Language Awards	yes	70	70	0
		Collaboration Schools	yes	50 540	50 540	0
		Private transport subsidy	yes	4 451	4 451	0
		Internet connectivity	yes	4 900	4 885	0
		School enrichment	yes	594	680	0
		Eisteddfod	yes	1 146	1 146	0
		Library services	yes	627	627	0
		Teacher Development	yes	14 778	14 778	0
		Technical subjects	yes	3 521	3 521	0
		High school improvement programme	yes	10 996	10 494	0
		Safe schools security	yes	21 170	20 709	0
		Conditional Grant: Mathematics, Sciences and Technology	yes	4 460	4 460	0
		SGB memberships and training	yes	901	1 940	0
		National Teaching Awards and NCS FET/GET training	yes	851	851	0
		Top-Up Focus Schools	yes	1 223	1 223	0
Independent School Subsidies	Non Profit Institutions	Subsidy	yes	113 179	113 179	0
Public Special School Education	Non Profit Institutions	Subsidy	yes	154 021	154 021	0
		Additional resources for schools of skills	yes	14 302	14 302	0
		Infrastructure (maintenance and upgrades)	yes	3 517	3 517	0
		Conditional grant: Learners with severe profound intellectual disability	yes	9 080	9 080	0
Early Childhood Development Centres	Non Profit Institutions	Subsidy	yes	400 243	400 243	0
		Pre-Grade R stipends	yes	61 372	61 372	0

All payments, which were budgeted for in the period 1 April 2018 to 31 March 2019, 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, 2017, 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 2018/19, 98.10% of Conditional Grant funding allocated, was spent. The remaining 1.90% of R28 760 000 is committed for work that could not be completed by 31 March 2019 and for which a rollover to the 2019/20 financial year has been requested. The balance will be returned to the fiscus. Conditional Grant spending in 2017/18 was 99.82% spent.

Monitoring

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

The tables below detail the conditional grants received for the period 01 April 2018 to 31 March 2019:

Conditional Grant: Learners with Profound Intellectual Disabilities Grant	
Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To provide the necessary support, resources and equipment to identified care centres and schools for the provision of education to children with severe to profound intellectual disabilities (SPID).
Expected outputs of the grant	<p>Training of teachers and officials (capacity building) provision of an accredited training programme for identified teachers and caregivers of children with SPID</p> <p>Training of outreach officials to provide outreach services as part of the district-based support (DBS) teams to care centres as well as to ordinary, full-service and special schools</p> <p>Training of teachers from 104 special/full-service schools to support the special care centres and implement the learning programme</p> <p>Training of teachers at 104 identified schools to support children with SPID enrolled at these schools by delivering the learning programmes</p> <p>Capacity building of 1500 caregivers at 500 centres; 230 transversal itinerant outreach team members, 919 special schoolteachers, 160 in-service therapists and 585 officials.</p> <p>Outreach services provided</p> <p>Assessment of children with severe to profound intellectual disabilities in schools and centres by outreach officials</p>

Conditional Grant: Learners with Profound Intellectual Disabilities Grant	
	<p>Facilitating the use of the Learning Programme by 8000 children with severe to profound intellectual disabilities at 500 centres and 104 designated schools' therapeutic services provided to learners at 500 centres and 104 schools.</p> <p>Psycho-social support services provided to learners at 500 centres and 104 schools</p> <p>Database of selected schools and care centres (national and provincial responsibilities)</p> <p>baseline information available of 500 care centres, 104 selected special/full-service schools that provide support and services to children with SPID</p> <p>Providing learning and teaching support materials (LTSM) to 500 care centres and 104 schools.</p> <p>Providing assistive devices to CSPID when required.</p> <p>Human resources specific to inclusive education through the provision of key additional staff on 3-year contracts, such as:</p> <p>9 deputy chief education specialists as provincial project managers</p> <p>250 Transversal itinerant outreach team members to provide curriculum delivery and therapeutic support in special care centres and selected schools.</p>
Actual outputs achieved	<p>Appointment of 2 additional CSPID itinerant outreach teams, bringing total number of outreach teams to 6 teams supporting 1720 children under 18 and 229 over 18 years of age with severe to profound intellectual disability (SPID) in 72 special care centres in 8 education districts in WC. Retaining of Provincial Programme manager.</p> <p>41 Children accessing the D-Caps/CAPS have been placed in public funded schools.</p> <p>16 Children have been placed in public funded schools having access to the Learning Programme for CSPID.</p> <p>Capacity building and training of 533 carers in the Learning Programme</p> <p>Baseline assessment of 1720 children with SPID in centres by outreach teams</p> <p>Development and review of ISPs of 1720 children with SPID by outreach teams</p> <p>Development of integrated programmes for 1720 children with SPID – implementation of the learning programme</p> <p>1720 children with Severe and Profound Intellectual Disability had access to therapeutic and psycho-social services as needed (Individual Support Plan specific)</p> <p>Baseline information on 72 Special Care Centres for provincial and national survey obtained</p> <p>Advocacy and awareness programmes conducted.</p> <p>Collaboration with other government departments, NGOs, communities and families.</p>
Amount per amended DORA	R26 206
Amount received (R'000)	R26 206
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R25 521
Reasons for the funds unspent by the entity	Delivery and supply of Learner Training and Support Material (LTSM) toolkits and wheelchair training services to special care centres which could not be completed before financial year end and for which rollovers have been requested.
Reasons for deviations on performance	Under expenditure occurred with COE due to difference in HR salary and appointment levels between DBE and WCED.

Conditional Grant: Learners with Profound Intellectual Disabilities Grant	
Measures taken to improve performance	Deviation was approved on under expenditure from COE. Funds utilised for LTSM, administration, training, classroom support and additional resource support for 72 SCCs and 26 selected schools. Focus is put on preparing of the whole education system in becoming more inclusive to accommodate children with SPID. Necessary capacity building of all relevant staff as well as additional support resources to be put in place at schools to support the incremental movement from children in SCCs to public funded schools.
Monitoring mechanism by the receiving department	Provincial annual performance evaluation conducted by members of the Provincial task team for CSPID (Programme Manager and CFO representative) as per instruction received from National Treasury.

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	To create work opportunities in previously disadvantaged areas, especially for youth, women and the disabled people
Actual outputs achieved	580 ECD practitioners were declared competent after the 18-month training course. Each practitioner attended an 18-month either ECD Level 1, 4 or 5 courses at one of the six T(V)ET Colleges in the province. Each ECD practitioner also received First Aid and IT Training Data capturers completed courses in Office Management, Data Security, Know your Rights, Roles and Responsibilities, Introduction to Basic Accounting Systems (BAS) and Sundry payments on BAS 121 Gardeners were appointed in 121 schools that have gardens to produce basic food groups. The gardeners were trained on the Agricultural basic skills. 10 TAS were appointed of which two are at Head Office and one in each district
Amount per amended DORA (R'000)	R30 402
Amount received (R'000)	R30 402
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R30 402
Reasons for the funds unspent by the entity	All the funds were spent on the indicated outputs.
Reasons for deviations on performance	All the funds were spent on the indicated outputs
Measures taken to improve performance	TVET Colleges report on challenges, successes, dropouts and reasons thereof in quarterly reports as well as at bi-monthly meetings
Monitoring mechanism by the receiving department	The WCED and the 6 TVET Colleges entered into a multi-lateral agreement which outlines roles and responsibilities. Head Office officials conduct class visits to ensure quality teaching and learning. TVET Colleges report on visits conducted to the various sites to ensure theoretical knowledge is translated into practice

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 (R' 000)	R357 097
Amount received (R' 000)	R357 097
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R' 000)	R357 097
Reasons for the funds unspent by the entity	All the funds were spent on the indicated outputs.
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 daily.

Conditional Grant: HIV/AIDS (Life Skills Education) Grant	
Department who transferred the grant	Department of Basic Education
Purpose of the grant	To support South Africa's HIV prevention strategy by providing comprehensive sexuality education and access to sexual and reproductive health services to learners and educators. To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators. To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and girls.
Expected outputs of the grant	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. 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 and request for a roll-over to the 2018/2019 financial year.
Amount per amended DORA (R' 000)	R22 043
Amount received (R' 000)	R22 043
Reasons if amount as per DORA was not received	All the funds were spent on the indicated outputs
Amount spent by the department (R' 000)	R22 043
Reasons for the funds unspent by the entity	All the funds were spent on the indicated outputs.
Reasons for deviations on performance	Due to the non-compliance of the service provider the contract to the value of (R1.3m) for the teenage pregnancy could not be concluded in time for the workshops to commence within the financial year. Due to the non-compliance of service providers the contract R1 034 000 for the Substance Abuse training could not be awarded within the financial year.

Conditional Grant: HIV/AIDS (Life Skills Education) Grant	
Measures taken to improve performance	Supply Chain Management will be issued with the correct specifications, requisitions to ensure Bids are done timeously. Specifications will be concluded timeously to ensure that in the even that service providers do not comply, there would be enough time to re-advertise the tender.
Monitoring mechanism by the receiving department	Monthly, as well as quarterly reports are submitted to WCED management for monitoring and sign-off.

Conditional Grant: Education Infrastructure Grant (EIG)	
Department who transferred the grant	Department of Basic Education
Purpose of the grant	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation, To enhance capacity to deliver infrastructure in education, To address damage to infrastructure, To address achievement of the targets set out in the minimum norms and standards for school infrastructure.
Expected outputs of the grant	Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided. Number of existing schools' infrastructure upgraded and rehabilitated. Number of new and existing schools maintained Number of work opportunities created Number of new special schools provided, and existing special and full-service schools upgraded and maintained.
Actual outputs achieved	Maintenance of facilities and refurbishment / extension / addition of various units / facilities.
Amount per amended DORA (R'000)	R1 046 905
Amount received (R'000)	R1 046 905
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R1 021 731
Reasons for the funds unspent by the entity	Due to the funding received from the National Disaster Management during the 2018/19 financial year Adjustment Budget for projects affected by the storm and fire damage for the maintenance and replacement of the schools roofing features and the refurbishment and repairs of the schools' hostel which could not be completed before financial year end and for which rollovers have been requested.
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 using labour-intensive delivery methods in the following identified focus areas, in compliance with the EPWP guidelines: road maintenance and the maintenance of buildings low traffic volume roads and rural roads other economic and social infrastructure tourism and cultural industries sustainable land-based livelihoods waste management
Expected outputs of the grant	Increased number of people employed and receiving income through the EPWP Increased average duration of the work opportunities created
Actual outputs achieved	All outputs were achieved
Amount per amended DORA (R'000)	R2 221
Amount received (R'000)	R2 221
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R2 221
Reasons for the funds unspent by the entity	N/A
Reasons for deviations on performance	None
Measures taken to improve performance	To retain current performance, WCED to offer support to the Department of Transport and Public Works to ensure that contractors are appointed timeously for 2018/19.
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 (DBE)
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	Improved access, equity, efficiency and quality Mathematics, Sciences and Technology education in the country Conduct a needs analysis at each MST School, and where lacking, provide: School Support Information, Communication and Technology (ICT) subject specific resources: 22 schools supplied, with subject specific computer hardware in accordance with the minimum specifications prescribed by CAPS Workshop Equipment and Machinery: 25 Technical Schools' workshop equipment for technology subjects repaired, maintained and or replaced in accordance with the minimum specifications 25 Technical Schools' workshop machinery for technology subjects repaired, maintained and replaced in accordance with the minimum specifications Laboratories and workshop equipment, apparatus and consumables: 50 schools supplied with Mathematics and Science kits 73 laboratories supplied with apparatus for Mathematics and Science subjects in accordance with the minimum specifications

Conditional Grant: Mathematics, Sciences and Technology	
	<p>73 laboratories and workshops supplied with consumables for Mathematics, Sciences and Technology subjects in accordance with the minimum specifications</p> <p>25 schools with workshops supplied with consumables for Technology subjects</p> <p>Learner Support</p> <p>2 744 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</p> <p>Teacher Support</p> <p>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</p> <p>202 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</p> <p>1 432 teachers trained and supported in integrating ICT in the learning and teaching environment.</p>
Actual outputs achieved	All outputs were achieved as per the 2018/2019 MST Business Plan
Amount per amended DORA	R32 583
Amount received (R'000)	R32 583
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R29 682
Reasons for the funds unspent by the entity	Deliveries of workshop equipment, consumables, tools and machinery which could not be completed before financial year end and for which rollovers have been requested.
Reasons for deviations on performance	Performance targets achieved.
Measures taken to improve performance	All requisitions for 2018/2019 were submitted to SCM for procurement timeously.
Monitoring mechanism by the receiving department	<p>All outputs were achieved as per the 2018/2019 Mathematics, Sciences and Technology Business Plan.</p> <p>Weekly meetings with Supply Chain Management staff to ensure that tenders were on track.</p> <p>Monitoring was undertaken and weekly, monthly and quarterly reports were submitted</p>

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:	130,875	129,343	1,532	98.8%	
MOD Centres	126,204	124,672	1,532	98.8%	Provision of school halls and sports fields; funds for equipment and maintenance and for graduate tutors largely achieved.
After school Game Changer	4,671	4,671	-	100%	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	363,300	362,469	831	99.8%	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	124,640	124,640	-	100%	
E-Learning (Other)	236,532	236,532	-	100%	
E-Education Earmarked Funds: Graduate Interns	2,128	1,297	831	60.9%	e-Learning graduate interns
TOTAL: Earmarked and Specific Funds	494,175	491,812	2363	99.5%	

7. Donor Funds

7.1. Donor Funds Received

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

8. Capital Investment

8.1. Capital investment, maintenance and asset management plan

New schools

Five new schools reached practical completion during the 2018/19 financial year.

- Thembaletu HS (Jonga Street HS)
- Umyezo Wama Apile HS
- Kraaifontein HS
- Jakes Gerwel Technical HS
- Vredeloof PS

Replacement Schools

No replacement schools reached practical completion in 2018/19. Qhayiya SS only achieved practical completion in April 2019 and Diaz PS and Avondale PS is anticipated to achieve practical completion during the first quarter of 2019/20.

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 2018/19 R'000	Estimated final cost R'000
60 (reached practical completion status)	396,834	390,327

A summary of the maintenance shortfall figures is presented below.

Maintenance Shortfall				
Financial Year	Asset Value	1,5% Needed for Maintenance	Budget Provided	Shortfall
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	328,518	31,976
2016	21,966,473	329,497	326,826	-2,671
2017	21,966,473	329,497	412,719	83,222
2018	22,266,473	333,997	396,834	62,837

Infrastructure Projects	2018/19			2017/18		
	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	531,347	658,267	-126,920	639,019	630,638	8,381
Existing infrastructure assets	1,240,922	1,088,828	152,094	927,255	840,959	86,296
Upgrades and additions	593,376	466,456	126,920	323,326	255,138	68,188
Rehabilitation, renovations and refurbishments	19,453	322	19,131	-	-	-
Maintenance and repairs	628,093	622,050	6,043	603,929	585,821	18,108
Infrastructure transfer	63,274	63,274	0	136,300	163,209	-26,909
- Current	2,000	0	2,000	24,800	38,009	-13,209
- Capital	61,274	63,274	-2,000	111,500	125,200	-13,700
Total	1,835,543	1,810,369	25,174	35,157	40,171	5,014

Asset Management

Immovable assets

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

Major movable assets

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

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

The following measures were put in place in 2018/19 to ensure an up-to-date asset register, to maintain accounting standards and to ensure an effective, efficient and accurate reconciliation of information:

- Annual stocktaking 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 standardise asset management activities.
- Procurement procedures for assets documented in the Accounting Officer's System.
- Monthly reconciliation of purchases on LOGIS and expenditure on BAS.
- Maintenance of an asset register containing all the information required in Treasury Regulations.

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

- Assets were bar-coded, marked "RSA" and recorded on inventories.
- Assets were recorded in the movable asset register in all asset categories and were allocated unique numbers (bar codes).
- Responsibility managers are held responsible for the safeguarding of assets.
- Movable 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. In terms of the South African Schools Act, 1996 (Act No 84 of 1996), these are inventory items of schools and do not form part of the WCED Asset Register. Schools must, therefore, report on these inventory items in their Annual Financial Statements. The WCED Asset Register reflects the inventories for Head Office, the education districts and their respective service points.

Plans regarding movable 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 regarding 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. A register of vehicles used by the WCED is maintained. Vehicle mileage is monitored 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. When additional vehicles are required due to an increase in 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 2018. 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, followed by the Western Cape School Education Amendment Act, 2018 9Act 4 of 2018) assented on 22 November 2018.

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.

The School Evaluation Pilot, which was conducted in 2017 on a revised school evaluation model, was strengthened in 2018/19.

School Evaluations (SE) were conducted at 78 schools over two to four days, depending on the size of the school. The sample included the following types of schools: primary, high, combined, intermediate, independent and special schools.

School Improvement Plans (SIPs) focusing on school functionality, quality teaching and good governance, were completed online by all schools. Schools focused on improvement of their academic performance; management efficiencies (such as teacher and learner absenteeism and academic planning); resourcing and maintenance. The school improvement focus areas were mapped to the focus areas of the department. The SIP served to strengthen accountability as it is signed off by the principal, the SGB and the WCED.

Quarterly School Improvement Monitoring was conducted in 2018/19. Each quarter focused on a particular area of school readiness and delivery for that particular quarter, for example, the ordering and delivery of textbooks. The online capture enables immediate responsiveness and support to schools. This tool will continue to be strengthened to enable good governance and monitoring at school level.

2. Risk Management

The Department established an Enterprise Risk Management Committee (ERMCO) to assist the Accounting Officer in executing his responsibilities relating to risk management.

ERMCO responsibility

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

ERMCO members

The ERMCO comprises of selected members of the Department's senior management team. As per its Terms of Reference the ERMCO met at least four times (quarterly) during the year under review.

The table below discloses relevant information on ERMCO members:

Member	Position	Scheduled Meetings	Attended	Date Appointed
Mr B Schreuder	Accounting Officer (ERMCO Chairperson)	4	4	01/02/2016
Mr L Ely	DDG: Corporate Services – Departmental Risk Champion	4	4	30/05/2014
Mr A Lewis	DDG: Institutional Development & Co- Ordination	4	3	27/01/2016
Dr P Beets	DDG: Curriculum and Assessment Management	4	2	19/04/2017
Mr T Matseliso	DDG: Education Planning	4	0	19/04/2017
Ms W Conrad	Director: Business Strategy and Stakeholder Management	4	2	21/09/2018
Ms B Hammond	Director: Communications	4	2	01/10/2018
Mr I Carolus	Chief Director: People Management Practices	4	3	27/01/2016
Mr S Abrahams	Chief Director: Business Intelligence Management	4	3	03/05/2017

Other Attendees (Standing Invitees)	Position	Scheduled Meetings	Attended
Mr R Chibvongodze	Chief Risk Advisor: Enterprise Risk Management (DotP)	4	3
Ms W Hansby	Director: Provincial Forensic Services (DotP)	4	3
Mr R Janse van Rensburg	CD: Provincial Forensic Services (DotP)	4	3
Ms A Haq	Director: Enterprise Risk Management (DotP)	4	3
Mr P Swartbooi	Director: Internal Audit (DotP)	4	4
Ms H Robson	DDG: Corporate Assurance	4	3
Ms W Salie	Director: Internal Control	4	4

ERMCO key activities

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

- Assessed the effectiveness of implementation of the risk management policy, strategy and implementation plan.
- Evaluated the effectiveness of mitigating strategies to address material risks of the Department, including information technology and economic crime risks;
- Reviewed all risks outside the tolerance levels for further action/attention;
- Evaluated the effectiveness of the implementation of the fraud prevention plan;
- Reviewed any material findings and recommendations by assurance providers on the system of risk management and monitored that appropriate action is instituted to address the identified weaknesses;
- Evaluated the extent and effectiveness of integration of risk management within the Department.

Key risks considered and addressed during the year

The following are the key strategic risks for the Department that were considered and addressed during the year:

- Budget constraints
- Excessive demand for schooling
- Unsustainability of pro-poor policy

Each programme's risks were deliberated/debated at the quarterly ERMCO meetings. Programme managers were required to provide feedback on progress with implementation of action plans to reduce the likelihood of risks materialising and/or the impact should they materialise. ERMCO also referred risks back that should be analysed more extensively and recommended additional mitigations or actions to manage risks.

Key emerging risks for the following financial year

The department will consider any applicable emerging risks in the next financial year after considering its internal and external environmental contexts.

Conclusion

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 Maintenance prioritization due to shift from funding new projects to maintenance Schools are installed with water restrictors and water monitors to reduce cost
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-Fraud and Corruption Strategy which confirms the Province's zero-tolerance stance towards fraud, theft and corruption. In line with this strategy the Department is committed to zero-tolerance with regard to corrupt, fraudulent or any other criminal activities, whether internal or external, and vigorously pursues and prosecutes by all legal means available, any parties who engage in such practices or attempt to do so.

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

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

Employees and workers who blow the whistle on suspicions of fraud, corruption and theft are protected if the disclosure is a protected disclosure (i.e. meets statutory requirements e.g. was made in good faith). Following amendments by the Protected Disclosures Amendment Act, No 5 of 2017 the transversal Whistle-blowing Policy was reviewed and the revised Whistle-blowing Policy was approved on 18 July 2018. The Policy provides guidelines to employees and workers on how to raise concerns with the appropriate line management, specific designated persons in the WCG or external institutions, where they have reasonable grounds for believing that offences or improprieties have been or are being perpetrated 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, theft 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, PFS issued a Case Movement Certificate for the Department noting the following:

Open cases as at 1 April 2018	14
New cases (2018/19)	5
Closed cases (2018/19)	(7)
Referred cases	(1)
Open cases as at 31 March 2019	11

The following table further analyses the closed cases indicated above:

Nature and investigation outcome of 7 cases closed
--

Allegations were substantiated in the following 5 cases:

- 2 cases of corruption / irregularity and/or non-compliance (cases were reported to SAPS);
- 1 case of fraud and/or theft, irregularity and/or non-compliance (this case was reported to SAPS); and
- 2 cases of irregularity and/or non-compliance.

In 2 cases the investigations were concluded with no adverse findings.

4. Minimising Conflict of Interest

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

5. Code of Conduct

The department adheres to the Public Service Code of Conduct.

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

6. Health Safety and Environmental Issues

Safety of learners and teachers at schools is a major challenge and the Department has formed partnerships with other relevant provincial departments to deal with the issue. Community involvement remains a key aspect in the fight against violence that affects some high-risk schools.

7. Portfolio Committees

Not applicable

8. Scopa Resolutions

The Committee noted the audit opinion of the AGSA regarding the annual financial statements of the Department for the 2017/18 financial year, having obtained an unqualified audit report with no findings on pre-determined objectives. This audit opinion remains unchanged from the 2016/17 financial year.

Audit Opinion

The AGSA raised no findings with the Department on compliance with laws and regulations, predetermined objectives nor the detection of any deficiencies in the scope of internal control.

Financial Management

The Western Cape Department of Education spent R20,567 billion of a budget of R20,723 billion, which resulted in an overall under-expenditure of R155,857 million (0,08%).

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

Programme 1: Administration (R2,2 million)

The underspending can mainly be attributed to the Compensation of Employees due to the fact that the earmarked funding on MOD centres for graduate tutors was not utilised and paid over to Provincial Treasury. In addition, the underspending was due to cost containment measures under Goods and Services.

Programme 2: Public Ordinary School Education (R84,8 million)

The underspending was due to the Compensation of employees in that fewer temporary appointment vacancies across educators, public servants' vacancies within the department due to slow filling of vacant posts, and savings from allowances that were paid to lower level employees acting in higher vacant posts.

Under Goods and Services, the Department incurred an underspending due to the delivery of furniture and equipment which could not be completed before the financial year end and for which rollovers which have been requested, earmarked funding on the After School game changer project, including the Mass participation; Opportunity and access; Development and Growth Programme (MOD) feeding scheme at MOD centres, which were not fully utilised and were paid over to Provincial Treasury.

Programme 4: Public Special School Education (R473 000)

The underspending can mainly be attributed to Goods and Services due to the delivery and supply of tool kits, including Learner Training and Support Material (LTSM) to special care centres which could not be completed before financial year end and for which rollovers have been requested.

Programme 6: Infrastructure Development (R62,7 million)

The underspending can mainly be attributed to Goods and Services due to the delays in the drought implementation as well as invoices for drought projects which could not be completed before financial year end and for which rollovers have been requested.

In addition, another cause for the underspending was due to buildings and other fixed structures, in that there were delays in the procurement of mobile units related to the mobile unit implementation project which could not be completed before financial year end and for which rollovers have been requested.

Programme 7: Examination and Education Related Services (R5,5 million)

The underspending can mainly be attributed to Compensation of Employees due to the fact that fewer appointments of interns were made.

In addition, another cause of underspending within the Programme was against the line item of Goods and Services, due to the HIV/AIDs Conditional Grant as a result of compliance delays experienced with the supplier which caused the workshop dates to be rescheduled to the new financial year 2018/19.

The Department's estimated revenue budget of R32,180 million was under-collected by R1,466 million, which resulted in a Departmental receipt of R30,714 million.

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

- Fines, penalties and forfeits;
- Interest, dividends and rent on land; and
- Financial transactions in assets and liabilities.

The Committee made the following recommendations to the Department:

Background/ Concerns	Resolutions	Progress
<p>Page: 169 of the Annual Report</p> <p>Heading: " Appropriation Statement for the year ended 31 March 2018"</p> <p>Description:</p> <p>The Committee notes the virements which occurred between programmes, and more specifically, sub-programmes during the 2017/18 financial year. The Committee also takes cognisance of the virements and rollover explanations on page 13 of the Annual Report. However, the Committee would want to see a footnote explaining between/within which programmes the virements occurred.</p>	<p>1. That the Department provide footnotes in all its future annual reports which indicates between which programmes the virements occurred.</p>	<p>To be monitored by the Committee in the 2018/19 Annual Report of the Western Cape Education Department, including annually thereafter.</p>
<p>Page: None</p> <p>Heading: None</p> <p>Description:</p> <p>The Committee notes that the contact details of the district offices of the Department is not contained within its Annual Report.</p>	<p>2. That the Department includes the contact details of its district offices in all future annual reports.</p>	<p>To be monitored by the Committee in the 2018/19 Annual Report of the Western Cape Education Department, including annually thereafter.</p>

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

1. A list of the hotspot areas in which the Department has installed CCTV cameras in certain schools which enable school principals to monitor threatening activities, as indicated under Heading 6 on page 116 of the Annual Report.
 2. A report which highlights the action that the Department has taken in order to address the major areas for improvement that were identified by Internal Audit during their investigations, such as the Districts Financial Modelling, the Directive on Public Administration, Quality Marking, Misrepresentation of Learner Numbers for Funding, Early Childhood Development Transfer Payments and the National Schools Nutrition Programme, as reflected on page 121 of the Annual Report.
 3. A list of the farm school properties that were leased by the Department in the 2017/18 financial year, as reflected under Note 21 on page 217 of the Annual Report.
 4. A list of the district offices of the Department, including the contact details of these offices.
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
Curriculum and content coverage - monitoring, support and reporting on curriculum coverage.	2017/18	A joint Circular, Directorate Assessment and GET and FET Curriculum, to be drafted to all district heads of Curriculum, Assessment Co-ordinators, Circuit managers and District Directors highlighting: (a) school internal moderations systems, (b) Internal moderations systems which include curriculum coverage (c) Lesson Planning as per CAPS requirements
Retention and retrieval of Learning and Teaching Support Material: Provincial level	2017/18	Instruction issued to Heads of Management and Governance of affected Districts, to address gaps with identified schools. Heads: M&G to provide support to implement systems.
Overcrowding of classrooms	2017/18	This exercise has been undertaken and vacant functional classrooms were identified. These vacant under-utilised classrooms were allocated for filing with unplaced learners.
Misstatement of performance indicators	2017/18	DPSA has a draft guideline for the framework that will impact on the internal processes for Monitoring and Reporting. Once that has been finalised, more robust Monitoring and Reporting processes will be developed.
Web application assessment	2017/18	Controls has been tested and implemented as described within the recommendation of the AGSA. Session scheduled with SITA / IT Governance / Ce-I to address the remedial action.

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
Additional remunerative work outside employment	2017/18	The CE-I in the Department of the Premier indicated the following: "The RWOPS solution request will form part of the demand planning process scheduled for the end of October 2018. This will then determine the approach and way forward accordingly." Feedback is being requested from CE-I to indicate further proposals.
Commitments: Current expenditure inaccurate.	2017/18	Management will continue to verify the contract file against that of the commitment register. This will be on a continuous basis to ensure the accuracy and completeness of the information.
Lease Commitments: Operating Lease Contract has expired.	2017/18	Efforts to renew the lease are ongoing. WCED is contacting the owner on a monthly basis in order to get the owner to sign and renew the lease.

10. Internal Control Unit

The Internal Control Directorate undertook the following functions:

1. Assurance Services:

- **Monitoring of Compliance against pre-scripts**
Managed and reviewed compliance monitoring tool: The tool was developed for transversal usage and is currently being introduced at various provincial departments, this tool is utilised by WCED to report possible irregular, fruitless and wasteful and non-compliance expenditure.
- **Evaluated the effectiveness and the implementation of financial prescripts**
Provided internal support to management by performing internal inspections, ensured implementation of corrective controls, identified root cause of non-compliance, issued reports on findings and made recommendations.
- **Combined Assurance:**
Reported matters to the audit committee and provided comment on status of financial management improvement plan, monitored progress on recommendations in the management report and internal audit reports from the external auditors and provided advice and inputs. Completed the standard of records review for AGSA and Audit Committee by gathering the required evidence based on the progress made by management on key control areas.
- **Co-ordinated and evaluated responses to stakeholders**
Ensured effective and timely responses for SCOPA, MPAT and Public Service Commission, monitored responses from management to stakeholders for CGRO.

2. Risk, Governance and Fraud and Losses Management:

- Supported Fraud and Losses Management
Ensure departmental fraud cases are managed and followed up timely, co-ordinated the departmental fraud awareness training, updated the departmental fraud registers and reported it to the Provincial Forensic Services and the Public Service Commission.
- Supported Effective Risk Management
Rolling out of departmental operational risk registers, co-ordinated and initiated risk awareness training, attended and participated in risks workshops, participated and provided inputs at ERMCO meetings.
- Implemented a process to support proper governance
Developed and drafted standard operating procedures pertaining to the key responsibilities of the directorate, reviewed the departmental gift policy and collated the gift register.

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 should assist the Department to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of Governance, Risk Management and Control processes. The following key activities are performed in this regard:

- Assess and make appropriate recommendations for improving the governance processes in achieving the department's objectives;
- Evaluate the adequacy and effectiveness and contribute to the improvement of the risk management process;
- Assist the Accounting Officer in maintaining efficient and effective controls by evaluating those controls to determine their effectiveness and efficiency, and by developing recommendations for enhancement or improvement.

Internal Audit work completed during the year under review for the Department included seven assurance engagements and eight follow-up areas. The details of these engagements are included in the Audit Committee report.

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

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

- Ethics 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 Nick Buick	B Com, CTA, CA (SA)	External	N/a	1 January 2017 (1st term)	N/a	7
Ms Rozan Jaftha	CA (SA); CIA; Hons B Compt (CTA); BCom (Acc)	External	N/a	1 October 2017 (2nd term)	N/a	7
Ms Merle Kinnes	BA; LLB; Certificate Forensic Examination; Attorney of the High Court of SA.	External	N/a	1 January 2017 (1st term)	N/a	7
Ms Greshna Le Hane	B Com (Acc), B Com (Hon), CA (SA)	External	N/a	1 April 2017 (1st term)	N/a	6

12. Audit Committee Report

We are pleased to present our report for the financial year ended 31 March 2019.

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 (PFMA) and National Treasury Regulations 3.1.13. The Audit Committee also reports that it has adopted an appropriate formal Terms of Reference, has regulated its affairs in compliance with these Terms and has discharged all its responsibilities as contained therein.

The Effectiveness of Internal Control

In line with the PFMA and the King IV Report on Corporate Governance requirements, Internal Audit provides the Audit Committee and Management with reasonable assurance that the internal controls are adequate and effective. This is achieved by an approved risk-based internal audit plan, Internal Audit assessing the adequacy of controls mitigating the risks and the Audit Committee monitoring implementation of corrective actions.

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

Assurance Engagements:

- DPSA Directive Delegations
- Learner Transport Scheme
- Functionality of School of Governance Bodies
- Performance Information
- Contingency Planning for Unregister Learners – Consulting Engagement
- Conditional Grant (ELSEN)
- Transfer Payment (ELSEN)

Follow-ups:

- Learner Transport Scheme
- National School Nutrition Programme
- Presentation of Learner Numbers
- Early Childhood Development
- Quality of Marking (Matric)
- District Offices Financial Monitoring
- Learner Support
- Specialised Support

The internal audit plan was completed for the year. The areas for improvements, as noted by internal audit during performance of their work, were agreed to by management. The Audit committee continues to monitor the actions on an on-going basis. The Audit Committee has expressed concern regarding the slow progress in implementing agreed action plans in response to internal audit findings.

Provincial Forensic Services

The Audit Committee reviews the Provincial Forensic Services reports on a quarterly basis. There were no matters brought to the attention of the Audit Committee that require further reporting.

In-Year Management and Monthly/Quarterly Report

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

Evaluation of Financial Statements

The Audit Committee has:

reviewed and discussed the Audited Annual Financial Statements to be included in the Annual Report, with the Auditor-General South Africa (AGSA) and the Accounting Officer;

- reviewed changes to accounting policies and practices as reported in the Annual Financial Statements; and
- reviewed material adjustments resulting from the audit of the Department.

Compliance

The Audit Committee has reviewed the Department's processes for compliance with legal and regulatory provisions. The audit committee notes that no material matters of non-compliance were reported.

Performance Information

The Audit Committee has reviewed the information on predetermined objectives as reported in the Quarterly Performance Report and has made recommendations for improvement. The Audit Committee will continue to monitor progress in this area.

Report of the Auditor-General South Africa

The Audit Committee has:

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

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

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

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



Nick Buick

Chairperson of the Western Cape Education Audit Committee

Date: 2 August 2019



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 2019 and the distribution of the affordable basket of posts between the Head of Department with Unions and interested parties were concluded on 08 August 2018. Given the fiscal challenges on the compensation of employee budget for the 2018/2019 MTEF and 2019/2020 MTEF, the WCED's main objective was not to reduce the number of educator posts at education institutions. The aforementioned was achieved by introducing cost containment measures. The affordable basket of posts for 2019 was increased from 32 594 to 33 095 for the 2019 academic year with the objective of maintaining stability at education institutions and to address the increased number of learners migrating to the Western Cape. A re-prioritisation of certain posts allocations was made within the 33 095 posts allocation for the 2019 academic year in order to allocate 24 additional posts for waiting lists and learner support needs at Special Schools. A further 341 additional posts were added in February 2019 to take the total posts for 2019 to 33 436. Steps were taken to ensure an educator/learner ratio of 1: 37 in primary schools and 1:35 in high schools is maintained.

The department issued 3 scheduled vacancy lists for educators, in 2018 as well as two special vacancy lists on demand for principal posts.

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 heads of department. Competency-Based Assessment (CBA) tools were used to assist in the recruitment and selection process for promotion posts. 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 is 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 PL1 conversion process is open throughout the year, school can therefore apply for the conversion of teachers from temporary to permanent appointment at any time. This process resulted in the permanent appointment of 473 PL1 teachers with effect from 01 January 2019.

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

This was prioritised to ease the financial strain on the department and to ensure that learners benefit from optimal teaching and learning conditions. The WCED is managing the Policy on Incapacity Leave and Ill-health Retirement (PILIR) by ensuring that only those who are entitled to temporary incapacity leave with pay are granted this, and that there is no unnecessary delay in assessing their eligibility or over-payments for those not entitled to such leave. Rapid processing of these cases also contributed to restoring stability to schools and increased quality learning. As 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 361 of the eligible list of 571 Funza Lushaka bursary holders that completed their studies at the end of 2017 for placement in 2018 against vacant substantive posts. This represents a 63.2% placement rate of Funza Lushaka bursary holders.

The Department managed to place 291 of the eligible list of 609 Funza Lushaka bursary holders that completed their studies at the end of 2018 for placement in 2019 against vacant substantive posts. This represents a 47.8% placement rate of Funza Lushaka bursary holders during the period 1 January 2019 to 31 March 2019.

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

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

Employee performance management framework

The department embraced and subscribed to the prescribed policies in respect of performance management and ensured that all staff, both educators and public service staff, was well 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. The department introduced a Guideline on the Management of Performance and Incapacity in the Workplace that serves to guide line managers to identify various forms of incapacity and how to address it.

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 51 Health and Wellness Awareness Days, created awareness by arranging 22 advocacy sessions on the employee wellness program offered to WCED employees during the reporting period, and provided support during 30 Trauma debriefing sessions.

Achievements and challenges

The department provided the 2019 school staff establishments on 24 August 2018. This enabled schools to commence timeously with their planning for 2019 and also created sufficient opportunity for schools to appeal for more posts where necessary. School staff establishments for 2019 were based on verified learner numbers as at 31 July 2018.

The WCED's e-Recruitment system has contributed to enhanced efficiencies in the system and more competent teachers to be appointed. The recruitment and selection process for Office-Based Educators and Public Services posts was moved to the same platform.

All vacancies are published via the on-line system and applications can only be made via said on-line system. To date a total number of 96 783 users have registered on the system and 50 228 users have completed profiles on the system. Phase II (automation of the governing body process) was successfully piloted in 2016/2017 and fully rolled-out by the end of 2018.

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

3. Human Resources Oversight Statistics

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 2018 to 31 March 2019

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	1 556 902	906 167	2 136	0	4.10	476.93	1 900
Programme 2	16 347 762	14 030 846	25 678	0	63.45	386.44	36 308
Programme 3	113 179	0	0	0	0	0	0
Programme 4	1 258 296	1 025 772	0	0	4.64	360.17	2 848
Programme 5	569 355	57 815	38 954	0	0.26	502.74	115
Programme 6 *	1 810 369	26 089	-	0	0.12	555.09	47
Programme 7	456 571	201 640**	9 400	0	0.91	374.10	539
		103 990***		0	0.47	0	
Total	22 112 434	16 352 319	76 168	0	73.95	391.61	41 757

Notes:

* 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 R201.640 million is in respect of permanent and contract employees. The indicated average personnel cost is therefore only in respect of these employees.

***The amount of R103.990 million reflects the amount in respect of the expenditure of Examiners/Moderators/Markers and temporary administrative support staff (for the 2018-Matric examinations).

Table 3.1.2 Personnel costs by salary band for the period 1 April 2018 to 31 March 2019

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)	420 497	2.56	127.12	3 308
Skilled (level 3-5)	1 077 812	6.57	208.51	5 169
Highly skilled production (levels 6-8)	9 983 737	60.83	392.15	25 459
Highly skilled supervision (levels 9-12)	4 866 665	29.65	625.86	7 776
Senior and Top management (levels 13-16)	62 651	0.38	1 392.24	45
Total	16 411 362	100.00	393.02	41 757
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 2018 to 31 March 2019

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	715 082	4.36	6 285	0.04	21 263	0.13	41 059	0.25
Programme 2	10 481 553	63.87	66	0.00	307 559	1.87	581 853	3.55
Programme 3	0	0.00	0	0.00	0	0.00	0	0.00
Programme 4	756 760	4.61	7	0.00	24 169	0.15	44 019	0.27
Programme 5	43 771	0.27	0	0.00	1 015	0.01	2 248	0.01
Programme 6	17 060	0.10	15	0.00	353	0.00	761	0.00
Programme 7	171 903	1.05	1 553	0.01	3 759	0.02	7 310	0.04
Total	12 186 129	74.25	7 926	0.05	358 118	2.18	677 250	4.13

Table 3.1.4 Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2018 to 31 March 2019

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)	298 637	1.82	47	0.00	18 673	0.11	18 127	0.11
Skilled (level 3-5)	767 092	4.67	2 196	0.01	43 293	0.26	63 912	0.39
Highly skilled production (levels 6-8)	7 441 545	45.34	4 427	0.03	206 645	1.26	413 999	2.52
Highly skilled supervision (levels 9-12)	3 638 875	22.17	1 256	0.01	89 409	0.54	180 530	1.10
Senior management (level 13-16)	39 980	0.24	0	0.00	98	0.00	682	0.00
Total	12 186 129	74.25	7 926	0.05	358 118	2.18	677 250	4.13

3.2 Employment and Vacancies

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

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

This information is presented in terms of two key variables:

- programme (Table 3.2.1) and
- salary band (Table 3.2.2).

Table 3.2.1 Employment and vacancies by programme as on 31 March 2019

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	2 114	15	1 883	10.93	17	1 900
	Programme 2	36 301	0	36 116	0.51	192	36 308
	Programme 4	2 830	0	2 822	0.28	26	2 848
	Programme 5	9	0	115**	0.00	0	115**
	Programme 6	52	0	43	17.31	4	47
	Programme 7	600	3	535	10.83	4	539
	Total	41 906***	18	41 514	0.94	243	41 757
Educators	Programme 1	587	1	587	0.00	9	596
	Programme 2	30 144	0	30 039	0.35	92	30 131
	Programme 4	1 896	0	1 889	0.37	5	1 894
	Programme 5	9	0	115**	0.00	0	115**
	Programme 6	6	0	6	0.00	0	6
	Programme 7	161	0	162	0.00	4	166
	Total	32 803	1	32 798	0.02	110*	32 908

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
Public Service Personnel	Programme 1	1 527	14	1 296	15.13	8	1 304
	Programme 2	6 157	0	6 077	1.30	100	6 177
	Programme 4	934	0	933	0.11	21	954
	Programme 5	0	0	0	0.00	0	0
	Programme 6	46	0	37	19.57	4	41
	Programme 7	439	3	373	15.03	0	373
	Total	9 103	17	8 716	4.25	133	8 849

Notes:

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

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

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

*** Included in the Funded Posts are 201 Temporary Posts for Interns (previously reported as Abnormal Appointments).

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 2019

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)	3 524	0	3 593	0.00	45	3 638
	Skilled (Levels 3-5)	4 295	7	4 602	0.00	68	4 670
	Highly skilled production (Levels 6-8)	29 949	8	29 733	0.72	111	29 844
	Highly skilled supervision (Levels 9-12)	4 091	3	3 542	13.42	18	3 560
	Senior Management (Levels 13-16)	47	0	44	6.38	1	45
	Total	41 711	18	41 514	0.47	243	41 757
Educators	Lower Skilled (Levels 1-2)	0	0	0	0.00	0	0
	Skilled (Levels 3-5)	195	0	788**	97.26	0	788**
	Highly skilled production (Levels 6-8)	28 785	0	28 703	0.00	96	28 799
	Highly skilled supervision (Levels 9-12)	3 823	1	3 307	0.00	14	3 321
	Senior Management (Levels 13-16)	0	0	0	0.00	0	0
	Total	32 608	1	32 798	0.00*	110	32 908

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
Public Service Personnel	Lower Skilled (Levels 1-2)	3 524	0	3 593	0.00	45	3 638
	Skilled (Levels 3-5)	4 100	7	3 814	6.98	68	3 882
	Highly skilled production (Levels 6-8)	1 164	8	1 030	11.51	15	1 045
	Highly skilled supervision (Levels 9-12)	268	2	235	12.31	4	239
	Senior Management (Levels 13-16)	47	0	44	6.38	1	45
	Total	9 103	17	8 716	4.25	133	8 849

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 788 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 2019

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

3.3 Filling of SMS Posts

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

Table 3.3.1 SMS post information as on 31 March 2019

SMS Level	Number of SMS posts per level		Number of SMS posts filled per level	% of SMS posts filled per level	Number of SMS posts vacant per level	% of SMS posts vacant per level
	Funded	Unfunded				
Director-General/ Head of Department	1	0	1	100.00	0	0.00
Salary Level 15	4	0	3	75.00	1	25.00
Salary Level 14	8	0	8	100.00	0	0.00
Salary Level 13	34	0	33	97.06	1	2.94
Total	47	0	45	95.74	2	4.26
Note: One (1) SMS member carried above the WCED establishment plus one (1) SMS member in the Office of the Minister of Education in the Western Cape. The number of posts filled on salary level 14 includes one (1) DORA-funded post.						

Table 3.3.2 SMS post information as on 30 September 2018

SMS Level	Number of SMS posts per level		Number of SMS posts filled per level	% of SMS posts filled per level	Number of SMS posts vacant per level	% of SMS posts vacant per level
	Funded	Unfunded				
Director-General/ Head of Department	1	0	1	100.00	0	0.00
Salary Level 15	4	0	4	100.00	0	0.00
Salary Level 14	8	0	9	112.50	0	0.00
Salary Level 13	34	0	33	97.06	1	2.94
Total	47	0	47	100.00	0	0.00
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. The number of posts filled on salary level 14 includes one (1) DORA-funded post.						

Table 3.3.3 Advertising and filling of SMS posts for the period 1 April 2018 to 31 March 2019

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	0	0	0
Salary Level 15	1	0	0
Salary Level 14	1	0	0
Salary Level 13	1	1	0
Total	3	1	0

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 2018 to 31 March 2019

Reasons for vacancies not advertised within six months
not applicable

Reasons for vacancies not filled within six months
not applicable

Note:

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

Table 3.3.5 Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2018 to 31 March 2019

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

Note:

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

3.4 Job Evaluation

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

Table 3.4.1 Job Evaluation by Salary band for the period 1 April 2018 to 31 March 2019

Salary Band	Total number of posts as on 31 March 2019	Number of posts evaluated	% of posts evaluated by Salary Bands	Posts Upgraded		Posts Downgraded	
				Number	Posts upgraded as a % of total posts	Number	Posts downgraded as a % of total posts
Lower skilled (Levels 1-2)	3 308	0	0.00	0	0.00	0	0.00
Skilled (Levels 3-5)	5 169	14	0.27	0	0.00	0	0.00
Highly skilled production (Levels 6-8)	25 459	12	0.05	0	0.00	0	0.00
Highly skilled supervision (Levels 9-12)	7 776	24	0.31	0	0.00	0	0.00
Senior Management Service Band A (Level 13)	33	1	3.03	0	0.00	0	0.00
Senior Management Service Band B (Level 14)	8	0	0.00	0	0.00	0	0.00
Senior Management Service Band C (Level 15)	3	0	0.00	0	0.00	0	0.00
Senior Management Service Band D (Level 16)	1	0	0.00	0	0.00	0	0.00
Total	41 757	50	0.12	0	0.00	0	0.00

Note: There were no post upgrades as all job evaluation results confirmed the current level of the posts.

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 2018 to 31 March 2019

Gender	African	Coloured	Indian	White	Total
Female	64	207	0	2	273
Male	73	292	0	4	369
Total	137	499	0	6	642
Employees with a disability					0

Note: Six hundred and thirty-six (636) public service posts were upgraded as a result of a National Co-ordination process done by DPSA in 2015 in the respect of general workers, handyman, photo copy operators and switchboard operators. Six (6) public service posts on salary level 7 were upgraded to SL 8 following a job evaluation conducted in the previous financial year, which due to budgetary constraints the Western Cape Education Department could only implement in the 2018/19.

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 2018 to 31 March 2019

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 2018 to 31 March 2019

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 2018 to 31 March 2019

Personnel Group	Salary Band	Number of employees per band as on 31 March 2018	Appointments	Transfers into the department	Transfers out of the department	Terminations	Transfers out of the department	Terminations and transfers out of the department	Turnover rate %
All Personnel	Lower skilled (Levels 1-2)	3 149	3 228	1	3 229	2 962	1	2 963	8.45
	Skilled (Levels 3-5)	5 084	4 473	6	4 479	3 582	9	3 591	17.47
	Highly skilled production (Levels 6-8)	24 478	15 235	25	15 260	14 606	58	14 664	2.43
	Highly skilled supervision (Levels 9-12)	8 229	365	3	368	1 073	9	1 082	0.00
	Senior Management Service Band A (Level 13)	35	5	0	5	8	0	8	0.00
	Senior Management Service Band B (Level 14)	9	0	0	0	1	0	1	0.00
	Senior Management Service Band C (Level 15)	4	0	0	0	1	0	1	0.00
	Senior Management Service Band D (Level 16)	1	0	0	0	0	0	0	0.00
	Total	40 989	23 306	35	23 341	22 233	77	22 310	2.52
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0	0	0.00
	Skilled (Levels 3-5)	1 070	2 980	0	2 980	2 096	2	2 098	82.43
	Highly skilled production (Levels 6-8)	23 273	15 034	19	15 053	14 358	53	14 411	2.76
	Highly skilled super-vision (Levels 9-12)	7 981	338	3	341	1 045	4	1 049	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	32 324	18 352	22	18 374	17 499	59	17 558	2.52
Public Service	Lower skilled (Levels 1-2)	3 149	3 228	1	3 229	2 962	1	2 963	8.45
	Skilled (Levels 3-5)	4 014	1 493	6	1 499	1 486	7	1 493	0.15
	Highly skilled production (Levels 6-8)	1 205	201	6	207	248	5	253	0.00
	Highly skilled supervision (Levels 9-12)	248	27	0	27	28	5	33	0.00
	Senior Management Service Band A (Level 13)	35	5	0	5	8	0	8	0.00
	Senior Management Service Band B (Level 14)	9	0	0	0	1	0	1	0.00
	Senior Management Service Band C (Level 15)	4	0	0	0	1	0	1	0.00
	Senior Management Service Band D (Level 16)	1	0	0	0	0	0	0	0.00
	Total	8 665	4 954	13	4 967	4 734	18	4 752	2.48

Notes:

Column 1 (number of employees) includes all Nature of Appointments and Excess Personnel and excludes the Minister.

Public Servants and Educators who do not occupy permanent positions are appointed on contract for closed periods. This includes employees appointed to substantive vacancies which arise as a result of natural attrition, deaths, promotions, etc., and employees (educators) appointed as substitutes in the place of those absent from duty because of sick leave, maternity leave, etc. This implies that the same employee can be appointed up to four times in a 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 2018 to 31 March 2019

Critical occupation	Number of employees at beginning of period-April 2018	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Not applicable The Western Cape Education Department has not identified any critical occupations.				

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

Table 3.5.3.1 Reasons why staff left the department for the period 1 April 2018 to 31 March 2019

Termination type	All personnel			Educators			Public Service		
	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as at 31 March 2018	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as at 31 March 2018	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as at 31 March 2018
Death / Demise	101	0.45	0.25	69	0.39	0.21	32	0.67	0.37
Resignation	1 367	6.13	3.34	1 142	6.50	3.53	225	4.73	2.60
Expiry of contract	19 606	87.88	47.83	15 401	87.72	47.65	4 205	88.49	48.53
Dismissal - operational changes	18	0.08	0.04	2	0.01	0.01	16	0.34	0.18
Dismissal - misconduct	84	0.38	0.20	51	0.29	0.16	33	0.69	0.38
Discharged due to ill-health	53	0.24	0.13	37	0.21	0.11	16	0.34	0.18
Retirement	1 003	4.50	2.45	796	4.53	2.46	207	4.36	2.39
Transfer to other Public service Departments	78	0.35	0.19	60	0.34	0.19	18	0.38	0.21
Total	22 310	100.00	54.43	17 558	100.00	54.32	4 752	100.00	54.84

Table 3.5.3.2 Reasons why staff resigned, 1 April 2018 to 31 March 2019

Termination type	All Personnel		Educators		Public Service	
	Number	% of Total Exits	Number	% of Total Exits	Number	% of Total Exits
Absconded	1	0.07	1	0.09		
Age	5	0.37	5	0.44		
Bad health	7	0.51	7	0.61		
Better remuneration	70	5.12	57	4.99	13	5.78
Contract expired	1	0.07	1	0.09		
Domestic problems	13	0.95	13	1.14		
Emigration	52	3.80	52	4.55		
Further studies	13	0.95	7	0.61	6	2.67
Marriage	3	0.22	3	0.26		
Nature of work	90	6.58	71	6.22	19	8.44
No reason	60	4.39	55	4.82	5	2.22
Other education department	1	0.07	1	0.09		
Other occupation	104	7.61	59	5.17	45	20.00
Own business	3	0.22	3	0.26		
Personal grievances	31	2.27	28	2.45	3	1.33
Pregnancy	1	0.07	1	0.00		
Resigning of position	912	66.72	778	68.1	134	59.56
Total	1 367	100	1 142	100.00	225	100.00

Table 3.5.3.3 Age groups of staff who resigned, 1 April 2018 to 31 March 2019

Ages	Resignations All Staff	All Staff %	Resignations Educators	Educators %	Resignations Public Service staff	Public Service staff %
Ages 20 <	21	1.54	0	0.00	21	9.33
Ages 20 to 24	57	4.17	49	4.29	8	3.56
Ages 25 to 29	310	22.68	296	25.92	14	6.22
Ages 30 to 34	196	14.34	179	15.67	17	7.56
Ages 35 to 39	101	7.39	73	6.39	28	12.44
Ages 40 to 44	102	7.46	79	6.92	23	10.22
Ages 45 to 49	196	14.34	160	14.01	36	16.00
Ages 50 to 54	158	11.56	132	11.56	26	11.56
Ages 55 to 59	123	9.00	92	8.06	31	13.78
Ages 60 to 64	97	7.10	80	7.01	17	7.56
Ages 65 >	6	0.44	2	0.18	4	1.78
Total	1 367	100.00	1 142	100.00	225	100.00

Table 3.5.3.4 Granting of employee-initiated severance packages: 1 April 2018 to 31 March 2019

Total number of employee-initiated severance packages in 2018/ 2019	0
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Table 3.5.4 Promotions by critical occupation for the period 1 April 2018 to 31 March 2019

Occupation	Employees 1 April 2019	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Not applicable The Western Cape Education Department has not identified any critical occupations.					

Table 3.5.5 Promotions by salary band for the period 1 April 2018 to 31 March 2019

Personnel Group	Salary Band	Employees as at 31 March 2018	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)	3 149	638	20.26	1 570	49.86
	Skilled (Levels 3-5)	5 084	112	2.20	3 277	64.46
	Highly skilled production (Levels 6-8)	24 478	767	3.13	18 290	74.72
	Highly skilled supervision (Levels 9-12)	8 229	582	7.07	7 291	88.60
	Senior management (Levels 13-16)	49	1	2.04	35	71.43
	Total	40 989	2 100	5.12	30 463	74.32
Educators	Lower Skilled (Levels 1-2)	0	0	0.00	0	0.00
	Skilled (Levels 3-5)	1 070	2	0.19	161	15.05
	Highly skilled production (Levels 6-8)	23 273	706	3.03	17 824	76.59
	Highly skilled supervision (Levels 9-12)	7 981	568	7.12	7 124	89.26
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00
	Total	32 324	1 276	3.95	25 109	77.68
Public service	Lower Skilled (Levels 1-2)	3 149	638	20.26	1 570	49.86
	Skilled (Levels 3-5)	4 014	110	2.74	3 116	77.63
	Highly skilled production (Levels 6-8)	1 205	61	5.06	466	38.67
	Highly skilled supervision (Levels 9-12)	248	14	5.65	167	67.34
	Senior Management (Levels 13-16)	49	1	2.04	35	71.43
	Total	8 665	824	9.51	5 354	61.79

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 2019

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	5	2	2	0	1	1	1	0	0	12
Senior management (Level 13)	1	9	2	6	1	10	1	3	0	0	33
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	128	498	8	208	74	182	5	121	0	0	1 224
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	707	3 191	31	756	1 818	4 686	54	1 876	8	5	13 132
Semi-skilled and discretionary decision making (Levels 4-7)	1 422	2 693	11	669	4 304	8 834	78	3 568	61	35	21 675
Unskilled and defined decision making (Levels 1-3)	677	2 138	3	118	533	2 046	1	143	11	11	5 681
Total	2 935	8 534	57	1 759	6 730	15 759	140	5 712	80	51	41 757

Table 3.6.2 Total number of employees (with disabilities) in each of the following occupational bands as on 31 March 2019

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	0	0	1	0	0	0	0	1
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	3	5	0	2	1	2	3	0	0	0	16
Semi-skilled and discretionary decision making (Levels 4-7)	0	1	0	1	1	6	6	0	0	0	15
Unskilled and defined decision making (Levels 1-3)	1	1	0	0	2	1	0	0	0	0	5
Total	4	7	0	3	4	10	9	0	0	0	37

Note: The disclosure of a disability is a voluntary process, however, due to perceived victimization and stigmas, many employees have not disclosed their status.

Table 3.6.3 Recruitment for the period 1 April 2018 to 31 March 2019

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	1	1	0	1	0	0	2	0	0	5
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	3	31	0	7	14	30	0	40	0	0	125
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	104	671	1	63	798	1 197	9	156	2	1	3 002
Semi-skilled and discretionary decision making (Levels 4-7)	1 062	1 955	20	350	2 971	6 156	59	2 056	152	77	14 858
Unskilled and defined decision making (Levels 1-3)	572	1 582	5	113	610	2 091	2	247	48	46	5 316
Total	1 741	4 240	27	533	4 394	9 474	70	2 501	202	124	23 306

Table 3.6.4 Promotions for the period 1 April 2018 to 31 March 2019

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	1	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	6	60	1	22	12	25	2	17	0	0	145
Skilled technical and academically qualified workers, junior management, super-visors, foremen, and superintendents (Levels 8-10)	79	233	3	59	182	357	9	172	0	0	1 094
Semi-skilled and discretionary decision making (Levels 4-7)	14	31	0	4	26	60	0	6	0	1	142
Unskilled and defined decision making (Levels 1-3)	81	329	0	3	70	231	0	3	1	0	718
Total	180	653	4	89	290	673	11	198	1	1	2 100

Table 3.6.5 Terminations for the period 1 April 2018 to 31 March 2019

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	0	0	0	0	0	0	0	2
Senior management (Level 13)	1	1	0	3	2	0	0	1	0	0	8
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	13	101	0	36	16	45	0	49	0	0	260
Skilled technical and academically qualified workers, junior management, super-visors, foremen, and superintendents (Levels 8-10)	124	887	3	108	855	1 550	13	323	0	1	3 864
Semi-skilled and discretionary decision making (Levels 4-7)	939	1 803	15	319	2 714	5 717	50	1 969	137	75	13 738
Unskilled and defined decision making (Levels 1-3)	489	1 437	4	94	435	1 683	1	142	42	34	4 361
Total	1 567	4 230	22	560	4 022	8 995	64	2 484	179	110	22 233

Table 3.6.6 Disciplinary action for the period 1 April 2018 to 31 March 2019

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
All types	60	244	2	25	55	144	1	17	548

Table 3.6.7 Skills development for the period 1 April 2018 to 31 March 2019

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)	625	2 564	19	517	1 018	2 524	57	551	7 875
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	904	2 225	34	322	3 241	7 518	97	2 087	16 428
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	71	130	1	9	77	213	0	33	534
Semi-skilled and discretionary decision making (Levels 4-7)	205	501	0	26	391	1 323	26	92	2 564
Unskilled and defined decision making (Levels 1-3)	38	161	0	0	40	142	0	1	382
Grand Total	1 843	5 581	54	874	4 767	11 720	180	2 764	27 783

Note:

1. 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.
 2. The OFO codes are classified into 8 major groups, one of them being Managers, irrespective of salary levels. The Managers category as per OFO code description includes all the following ranks:
 - a. Superintendent-General
 - b. Deputy Director General
 - c. Chief Director
 - d. Director
 - e. Deputy Director
 - f. Assistant Director
 - g. Principal
 - h. Deputy Principal
 - i. Departmental Head (Teacher)
 - j. Office Manager
- SL 14-16 attended training interventions, and this was reported to SETA as such, per OFO code. The data provided was from SETA's Variance Report that summarizes the planned VS trained categorical beneficiaries, in terms of the occupational groups.

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 2018

SMS Level	Number of funded SMS posts per level	Number of SMS members per level	Number of signed Performance Agreements per level	Signed Performance Agreements as % of SMS members per level
Director- General/ Head of Department	1	1	1	100.00
Salary Level 15	4	4	4	100.00
Salary Level 14	9	9	9	100.00
Salary Level 13	35	35	33	94.30
Total	49	49	47	95.91

Table 3.7.2 Reasons for not having concluded Performance agreements for all SMS members as on 31 May 2018

Reasons
Senior Managers must conclude on Performance Agreements within 3 months of date of appointment. A Director in the Minister's Office was appointed with effect from 23 April 2018 and had until 22 July 2018 to conclude on her Performance Agreement. Director: Education District Office Metro South was appointed on 1 May 2018 and had until 31 July 2018 to conclude on his Performance Agreement.

Table 3.7.3 Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 May 2018

Reasons
not applicable

Performance Rewards

To encourage good performance, the department has granted the following performance rewards, allocated to personnel for the performance period 2014/15, but paid during the year under review. The information is presented in terms of race, gender and disability (Table 3.8.3) and salary bands (Table 3.8.4).

Table 3.8.1 Notch progressions by salary band, 1 April 2018 to 31 March 2019

Salary Band	Employees as at 31 March 2018	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2)	3 149	1 570	49.86
Skilled (Levels 3-5)	5 084	3 277	64.46
Highly skilled production (Levels 6-8)	24 478	18 290	74.72
Highly skilled supervision (Levels 9-12)	8 229	7 291	88.60
Senior management (Levels 13-16)	49	35	71.43
Total	40 989	30 463	74.32

Table 3.8.2 Notch progressions by critical occupation, 1 April 2018 to 31 March 2019

Critical Occupations	Employees as at 31 March 2018	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
not applicable The Western Cape Education Department has not identified any critical occupations.			

Table 3.8.3 Performance Rewards by race, gender and disability for the period 1 April 2018 to 31 March 2019

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	264	1 800	14.67	1 946.95	7.37
	Male	100	838	11.93	676.79	6.77
	Female	164	962	17.05	1 270.15	7.74
	Coloured	1 121	6 096	18.39	8 805.65	7.86
	Male	400	2 624	15.24	2 743.78	6.86
	Female	721	3 472	20.77	6 061.87	8.41
	Indian	8	26	30.77	76.96	9.62
	Male	1	8	12.50	10.81	10.81
	Female	7	18	38.89	66.15	9.45
	White	247	727	33.98	2 502.55	10.13
	Male	37	157	23.57	455.30	12.31
	Female	210	570	36.84	2 047.25	9.75
	Disabled	0	16	0.00	0.00	0.00
	Grand Total	1 640	8 665	18.93	13 332.10	8.13

Table 3.8.4 Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2018 to 31 March 2019

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
All Personnel	Lower Skilled (Levels 1-2)	264	3 149	8	1 097.67	4.15	0.26
	Skilled (Levels 3-5)	923	5 084	18	6 524.76	7.07	0.61
	Highly skilled production (Levels 6-8)	359	24 478	1	3 969.56	11.06	0.04
	Highly skilled supervision (Levels 9-12)	80	8 229	1	1 222.52	15.28	0.03
	Total	1 626	40 940	4	12 814.5	7.88	0.08
Educators	Lower Skilled (Levels 1-2)	0	0	0	0	0.00	0.00
	Skilled (Levels 3-5)	3	1 070	0	23.36	7.79	0.00
	Highly skilled production (Levels 6-8)	0	23 273	0	0	0	0.00
	Highly skilled supervision (Levels 9-12)	0	7 981	0	0.00	0.00	0.00
	Total	3*	32 324	0	23.36	7.79	0.00
Public Service	Lower Skilled (Levels 1-2)	264	3 149	8	1 097.67	4.16	0.26
	Skilled (Levels 3-5)	920	4 014	23	6 501.40	7.07	0.60
	Highly skilled production (Levels 6-8)	359	1 205	30	3 969.57	11.06	0.04
	Highly skilled supervision (Levels 9-12)	80	248	32	122.53	15.28	0.00
	Total	1 623	8 616	19	12 791.17	7.88	0.08

Note: The 3 educators reflected were previously employed as public service staff.

Table 3.8.5 Performance Rewards by critical occupation for the period 1 April 2018 to 31 March 2019

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 The Western Cape Education Department has not identified any critical occupations.					

Table 3.8.6 Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2018 to 31 March 2019

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)	15	35	43	452.09	30.14	0.72
Senior Management Service Band B (Level 14)	1	9	11	35.37	35.37	0.06
Senior Management Service Band C (Level 15)	0	4	0	0.00	0	0.00
Senior Management Service Band D (Level 16)	1	1	100	53.48	53.48	0.09
Total	17	49	35	540.93	31.82	0.86
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 2018 to 31 March 2019

Personnel Group	Salary Band	1 April 2018		31 March 2019		Change	
		Number	% of total	Number	% of total	Number	% of total
All Personnel	Lower skilled (Levels 1-2)	2	1.87	2	1.53	0	0.00
	Skilled (Levels 3-5)	17	15.89	22	16.79	5	20.83
	Highly skilled production (Levels 6-8)	81	75.70	100	76.34	19	79.17
	Highly skilled supervision (Levels 9-12)	7	6.54	7	5.34	0	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total	107	100.00	131	100.00	24	100.00
Educators	Lower skilled (Levels 1-2)	0	0.00	0	0.00	0	0.00
	Skilled (Levels 3-5)	15	14.56	20	15.87	5	21.74
	Highly skilled production (Levels 6-8)	81	78.64	99	78.57	18	78.26
	Highly skilled supervision (Levels 9-12)	7	6.80	7	5.56	0	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total	103	100.00	126	100.00	23	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	2	40.00	0	0.00
	Highly skilled production (Levels 6-8)	0	0.00	1	20.00	1	100.00
	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 2018 to 31 March 2019

	Major Occupation	1 April 2018		31 March 2019		Change	
		Number	% of total	Number	% of total	Number	% of total
All Personnel	Labourers and related workers	4	3.74	5	3.82	1	4.17
	Clerks	0	0.00	0	0.00	0	0.00
	Technicians and associated professionals	0	0.00	0	0.00	0	0.00
	Professionals	103	96.26	126	96.18	23	95.83
	Total	107	100.00	131	100.00	24	100.00
Educators	Labourers and related workers	0	0.00	0	0.00	0	0.00
	Clerks	0	0.00	0	0.00	0	0.00
	Technicians and associated professionals	0	0.00	0	0.00	0	0.00
	Professionals	103	100.00	126	100.00	23	100.00
	Total	103	100.00	126	100.00	23	100.00
Public Service	Labourers and related workers	4	100.00	5	100.00	1	100.00
	Clerks	0	0.00	0	0.00	0	0.00
	Technicians and associated professionals	0	0.00	0	0.00	0	0.00
	Professionals	0	0.00	0	0.00	0	0.00
	Total	4	100.00	5	100.00	1	100.00

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 2018 to 31 December 2018

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)	10 203	8 631	84.59	1 525	6.82	7	3	3 844
	Skilled (Levels 3-5)	19 307	16 188	83.85	2 479	11.09	8	4	11 690
	Highly skilled production (Levels 6-8)	107 767	88 079	81.73	13 927	62.28	8	4	121 850
	Highly skilled supervision (Levels 9-12)	40 468	34 745	85.86	4 396	19.66	9	5	69 296
	Senior Management (Levels 13-16)	250	202	80.80	35	0.16	7	5	764
	Total	177 995	147 845	83.06	22 362	100.00	8	4	207 445
Educators	Lower skilled (Levels 1-2)	0	0	0.00	0	0.00	0	0	0
	Skilled (Levels 3-5)	1 854	1 348	72.71	384	2.18	5	2	1 226
	Highly skilled production (Levels 6-8)	100 043	81 855	81.82	13 020	74.05	8	4	113 949
	Highly skilled supervision (Levels 9-12)	38 701	33 363	86.21	4 179	23.77	9	5	66 293
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00	0	0	0
	Total	140 598	116 566	82.91	17 583	100.00	8	4	181 468
Public service	Lower skilled (Levels 1-2)	10 203	8 631	84.59	1 525	31.91	7	3	3 844
	Skilled (Levels 3-5)	17 453	14 840	85.03	2 095	43.84	8	4	10 464
	Highly skilled production (Levels 6-8)	7 724	6 224	80.58	907	18.98	9	6	7 900
	Highly skilled supervision (Levels 9-12)	1 767	1 382	78.21	217	4.54	8	7	3 003
	Senior Management (Levels 13-16)	250	202	80.80	35	0.73	7	5	764
	Total	37 397	31 279	83.64	4 779	100.00	8	4	25 976

Note: Table 3.10.1 includes the information as displayed in Table 3.10.2.

Table 3.10.2 Incapacity leave (temporary and permanent) for the period 1 January 2018 to 31 December 2018

Group	Salary Band	Total Days	Days with medical certification	% days with medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per (sick) employee	Average days per (all) employee	Estimated Cost (R'000) on 261 days
All personnel	Lower skilled (Levels 1-2)	2 642	2 633	100	102	6	26	1	1 041
	Skilled (Levels 3-5)	5 513	5 501	100	193	12	29	1	3 327
	Highly skilled production (Levels 6-8)	30 626	30 404	99	931	58	33	1	35 261
	Highly skilled supervision (Levels 9-12)	14 371	14 352	100	367	23	39	2	24 244
	Senior Management (Levels 13-16)	16	16	100	3	0	5	0	44
	Total	53 168	52 906	100	1 596	100	33	1	63 916
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0	0	0
	Skilled (Levels 3-5)	212	212	100	4	0	53	0	158
	Highly skilled production (Levels 6-8)	28 622	28 400	99	834	70	34	1	33 321
	Highly skilled supervision (Levels 9-12)	14 027	14 008	100	348	29	40	2	23 695
	Senior Management (Levels 13-16)	0	0	0	0	0	0	0	0
	Total	42 861	42 620	99	1 186	100	36	1	57 173
Public service	Lower skilled (Levels 1-2)	2 642	2 633	100	102	25	26	1	1 041
	Skilled (Levels 3-5)	5 301	5 289	100	189	46	28	1	3 169
	Highly skilled production (Levels 6-8)	2 004	2 004	100	97	24	21	2	1 940
	Highly skilled supervision (Levels 9-12)	344	344	100	19	5	18	1	550
	Senior Management (Levels 13-16)	16	16	100	3	1	5	0	44
	Total	10 307	10 286	100	410	100	25	1	6 743

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 2018 to 31 December 2018

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)	15 830	9	1 670
	Skilled (Levels 3-5)	29 504	12	2 391
	Highly skilled production (Levels 6-8)	21 835	17	1 289
	Highly skilled supervision (Levels 9-12)	26 373	17	1 521
	Senior Management (Levels 13-16)	1 176	23	52
	Total	94 718	14	6 923
Educators	Lower skilled (Levels 1-2)	0	0	0
	Skilled (Levels 3-5)	21	21	1
	Highly skilled production (Levels 6-8)	837	3	269
	Highly skilled supervision (Levels 9-12)	20 097	16	1269
	Senior Management (Levels 13-16)	0	0	0
	Total	20 955	14	1 539
Public service	Lower skilled (Levels 1-2)	15 830	9	1 670
	Skilled (Levels 3-5)	29 483	12	2 390
	Highly skilled production (Levels 6-8)	20 998	21	1 020
	Highly skilled supervision (Levels 9-12)	6276	25	252
	Senior Management (Levels 13-16)	1 176	23	52
	Total	73 763	14	5 384

Note:

- The annual leave entitlements and measures in respect of office-based educators make provision for office-based educators to qualify for annual leave of between 22 and 30 days per annum, based on the number of years of service. All institution-based educators are regarded as being on annual leave during institution closure periods.
- The above table excludes Public Service employees who have taken 22 days during school holidays.

Table 3.10.4 Capped leave for the period 1 January 2018 to 31 December 2018

Group	Salary Band	Total capped leave available as at 23 Dec 2017	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 22 Dec 2018	Total capped leave available as at 22 Dec 2018
All personnel	Lower skilled (Levels 1-2)	1 397	93	4	23	40	608
	Skilled (Levels 3-5)	63 760	7 122	112	64	1 070	55 013
	Highly skilled production (Levels 6-8)	194 412	15 706	513	31	3 804	173 670
	Highly skilled supervision (Levels 9-12)	384 817	34 107	1000	34	5 501	342 683
	Senior Management (Levels 13-16)	2 374	432	3	144	19	1 989
	Total	646 760	57 460	1 632	35	10 434	573 963
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0
	Skilled (Levels 3-5)	693	0	0	0	9	676
	Highly skilled production (Levels 6-8)	158 280	13 113	440	30	3 193	141 038
	Highly skilled supervision (Levels 9-12)	379 178	33 693	982	34	5 415	337 471
	Senior Management (Levels 13-16)	0	0	0	0	0	0
	Total	538 151	46 806	1 422	33	8 617	479 185
Public service	Lower skilled (Levels 1-2)	1 397	93	4	23	40	608
	Skilled (Levels 3-5)	63 067	7 122	112	64	1 061	54 338
	Highly skilled production (Levels 6-8)	36 132	2 593	73	36	611	32 632
	Highly skilled supervision (Levels 9-12)	5 639	414	18	23	86	5212
	Senior Management (Levels 13-16)	2 374	432	3	144	19	1 989
	Total	1086 09	10 654	210	51	1 817	94 778

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

Table 3.10.5 Leave pay-outs for the period 1 April 2018 to 31 March 2019

Reason	Total Amount (R' 000)	Number of Employees	Average payment per employee
Leave pay-outs for 2018/19 due to non-utilisation of leave for the previous cycle	0	0	0
Capped leave pay-outs on termination of service for 2018/19	69 676	639	109
Current leave pay-outs on termination of service 2018/19	2 771	225	12
Total	72 447	864	121

Note: A nett total of 225 employees received annual leave payouts. 137 employees received both capped and current leave payouts.

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		<p>The WCED Employee Health & Wellness Programme has four officials responsible for this programme;</p> <p>1x Deputy Director, 1 x Assistant Director, 1 x Human Resource Practitioner and 1 x Human Resource Clerk</p> <p>The sub-directorate has THREE officials responsible for this programme on Assistant-director level, Practitioner, Admin Clerk who must co-ordinate delivery and arrange interventions and services against the objectives of the programme across all districts of the WCED. There is no counterpart in the education district offices</p> <p>Budget = R3 011 000</p>
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	x		<p>Employee morale has several factors of which remuneration is but one factor. It is the objective of the Employee Health and Wellness Programme to address factors that impact on the personal health and wellbeing of employees that prevent them from performing at their optimal level. This programme has a major focus to minimize the factors impacting on employees' morale and performance. Factors, amongst others, relate to relationships (personal and at work), financial management, emotional stability, stress and anxiety, trauma, HIV prevalence, substance abuse, bereavement, suicide ideations, etc.</p> <p>This programme also addresses health and wellness issues of employees through the following aspects of consideration:</p> <ul style="list-style-type: none"> • Access to a 24-hour telephone counseling service • Face to face counseling, based on short term solution-based therapy (for employees in need) • Trauma debriefing • Group therapy focusing on stress management or personal financial management • Training to line managers (inclusive of school management teams) • Focused Employee Health and Wellness Awareness Days in districts <p>Ongoing information on health impacting diseases and the maintenance of a healthy lifestyle</p>

Question	Yes	No	Details, if yes																
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme. (continued)			The WCED hosted 48 Health and Wellness Awareness Days, created awareness by arranging 18 advocacy sessions on the employee wellness program offered to WCED employees during the reporting period, 23 training sessions and supported employees during 64 Trauma debriefing sessions. The utilization of the programme is at 6%, which is above the 5% target set and is positive as employees and line managers are taking note of this support service.																
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		<p>EHW Advisory Committee was established in 2014. The committee met on a six – monthly basis and comprise of the WCED officials and union representatives:</p> <p>Director x1 - Chairperson Deputy Director x 2 Coordinator: Occupational Safety Forum Head: Management and Governance per district (x8) Union Representatives: SADTU x 2; ATU x 2; NEHAWU x 1; PAWUSA x 1; PSA x1)</p> <p>Regular feedback and discussions are held during engagements with employee parties. Advisory Committee was interrupted due to the restructuring of the Districts. Employee Health and Wellness Component will re-establish the Committee in the new Financial year.</p>																
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		<p>The WCED implemented the Employee Health and Wellness Transversal Policy of the Western Cape Government.</p> <p>Employees are referred to the Employee Health and Wellness Programme for further assistance with regards to discrimination and their rights. WCED continuously using the WCG Transversal Policy. Distribute information relating to stigma and discrimination via registry and electronically as well. Arranged 51 Focus Wellness days.</p>																
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		<p>The Employee Wellness Unit (EWU) invited all employees to access broad health screening and HIV Counselling and Testing (HCT) screening sessions. The table below provides an overview of the types, and numbers, of tests and screenings that were conducted.</p> <p>Raise awareness on self-stigmatisation in the workplace through online communication. Promote referral mechanism with HCT service providers to reduce HIV, and TB infections and related diseases</p>																
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have you achieved.	x		<p>According to the Western Cape Government the HCT target has been dropped from 30% to 15% of departments' population. Arrange health screenings to inform employees on diseases and chronic illnesses. During the period under review there were 1 626 individuals who participated in the HCT screening sessions. This represents 4.1% of the total employee population. Arranged stigma and discrimination sessions in conjunction with broad health screening. Increase access to male and female condoms to all employees by dispensing condoms at Head Office; district office and via wellness days</p> <p>Health Counselling Tests:</p> <table><tr><td>TB</td><td>1 614</td></tr><tr><td>Referral</td><td>1</td></tr><tr><td>STI</td><td>1 614</td></tr><tr><td>Referral</td><td>4</td></tr><tr><td>Blood Pressure</td><td>1 229</td></tr><tr><td>Referral</td><td>77</td></tr><tr><td>Diabetes</td><td>1 227</td></tr><tr><td>Referral</td><td>47</td></tr></table>	TB	1 614	Referral	1	STI	1 614	Referral	4	Blood Pressure	1 229	Referral	77	Diabetes	1 227	Referral	47
TB	1 614																		
Referral	1																		
STI	1 614																		
Referral	4																		
Blood Pressure	1 229																		
Referral	77																		
Diabetes	1 227																		
Referral	47																		

Question	Yes	No	Details, if yes
8. Has the department developed measures/ indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	x		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. 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.
Other advocacy initiatives were; nutrition, absenteeism in the workplace, cancer awareness, EHW services presentation during the Interns induction and in sites as well. Government Employee Provident Fund presentation. Developed a draft PILIR Protocol incorporating Employee Wellness support services. Developed Standard Operation Procedures (SOPS) for Employee Health and Wellness Program. Review and amend EHW Strategy. Provide TB and HIV/AIDS screening to all employees situated at district office, clustering school and schools affected by gang and violence. Road show (promotion of EHW services & how to access wellness program) was conducted in Rural especially, Piketberg, Wellington and Vredenberg and Caledon. Promote registration of employee on E-care, and profile their health assessment as well. Provide training intervention on the following aspects: Stress Management; Managerial session; Mental Health; Team Wellness Audit; Conflict Resolution Training; Time and Stress Management			

3.12 Labour Relations

Table 3.12.1 Collective agreements for the period 1 April 2018 to 31 March 2019

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 2018 to 31 March 2019

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	15	1.8
Verbal warning	3	0.4
Written warning	3	0.4
Final written warning	398	48.8
Suspension without pay	50	6.1
Fine	229	28.1
Demotion	1	0.1
Dismissal/ Abscondence	96	11.8
Not guilty	11	1.3
Case withdrawn	9	1.1
Total	815	100.0
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 2018 to 31 March 2019

Type of misconduct	Number	% of total
Theft, bribery, fraud or act of corruption in regard to examinations	15	2.7
Sexual assault on learner	15	2.7
Sexual assault on another employee	1	0.2
Sexual relationship with learner of the same school	3	0.5
Serious assault with intention to cause grievous bodily harm to a learner or student	1	0.2
Serious assault with intention to cause grievous bodily harm to another employee	0	0.0
Illegal possession of an intoxicating, illegal or stupefying substance	0	0.0
Fails to comply with or contravenes an Act or any other statute, regulation or legal obligation	3	0.5
Wilfully or negligently mismanages the finances of the State	29	5.3
Misuse of state property	2	0.4
Unjustifiably prejudices the administration, discipline or efficiency of the Department	2	0.4

Type of misconduct	Number	% of total
Misuses his or her position in the Department of Education to promote or to prejudice the interests of any person	0	0.0
Accepts second employment and / or compensation without written approval from the Employer	1	0.2
Fails to carry out a lawful order and / or routine instruction	17	3.1
Absenteeism	35	6.4
Discrimination	4	0.7
Poor performance, for reasons other than incapacity	16	2.9
While on duty, is under the influence of intoxicating substance	7	1.3
Improper, disgraceful and unacceptable conduct	71	13.0
Assaults, or attempt to or threatens to assault	259	47.3
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	2	0.4
Common law or statutory offence (theft, fraud and corruption)	27	4.9
Dishonesty	6	1.1
Abscondment	31	5.7
Total	548	100.0

Note: The number of all reported and finalised cases dealt with for the period 1 April 2018 -31 March 2019 is 1200. The figure of 548 are the cases that were referred for formal disciplinary hearings.

Table 3.12.4 Grievances logged for the period 1 April 2018 to 31 March 2019

Grievances lodged	Number	% of Total
Number of grievances resolved	113	49.1
Number of grievances not resolved	117	50.9
Total number of grievances lodged	230	100.0

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 2018 to 31 March 2019

Disputes lodged with Councils	Number	% of Total
Number of disputes upheld	39	60.9
Number of disputes dismissed	25	39.1
Total number of disputes lodged	64	100.0

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 2018 to 31 March 2019

Strike actions	Number
Total number of persons working days lost	0
Total cost (R'000) of working days lost	0
Amount (R'000) recovered as a result of no work no pay	0

Table 3.12.7 Precautionary suspensions for the period 1 April 2018 to 31 March 2019

Precautionary suspensions	Number
Number of Public Servants suspended	6
Number of Educators suspended	16
Number of public servants whose suspension exceeded 30 days	6
Number of educators whose suspension exceeded 90 days	10
Average number of days suspended	211.97
Cost (R'000) of suspensions	R 1 721 193.90

Note: Precautionary suspensions refer to staff being suspended with pay whilst the case is being investigated or in progress or on appeal.

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 2018 to 31 March 2019

Occupational Categories	Gender	Number of employees as at 1 April 2018	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	3 367	0	2 767	0	2 767
	Male	3 295	0	2 836	0	2 836
Professionals	Female	19 355	0	12 945	0	12 945
	Male	6 464	0	9 589	0	9 589
Technicians and associate professionals	Female	189	0	367	0	367
	Male	129	0	257	0	257
Clerks	Female	2 177	0	987	0	987
	Male	429	0	553	0	553
Service and sales workers	Female	1 189	0	22	0	22
	Male	1 256	0	82	0	82
Skilled agriculture and fishery workers	Female	0	0	5	0	5
	Male	17	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	3	0	0	0	0
	Male	20	0	2	0	2
Labourers and related workers	Female	1 128	0	555	0	555
	Male	1 537	0	582	0	582
Elementary occupations	Female	3 367	0	2 767	0	2 767
	Male	3 295	0	2 836	0	2 836
Sub Total	Female	27 408	0	17 648	0	17 648
	Male	131 747	0	13 905	0	13 905
Total		40 555	0	31 553	0	31 553
Employees with disabilities**	Female	0	0	0	0	0
	Male	0	0	0	0	0

Note:

*There is no alignment between the Organising Framework for Occupations (OFO) reported to the SETAs and the occupation categories listed under the Code of Remuneration (CORE). The Department has aligned the CORE occupation categories with the OFO occupation categories for reporting purposes in respect of the number of employees.

**Disability breakdown cannot be provided as the PSETA Quarterly Monitoring Report, Annual Training Report and the Work Skills Plan does not accommodate a breakdown between female and male. The above-mentioned reports only stipulate total disability.

Table 3.13.2 Training provided for the period 1 April 2018 to 31 March 2019

Occupational Categories	Gender	Number of employees as at 31 March 2019	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	3 459	0	4 150	0	4 150
	Male	3 202	0	3 725	0	3 725
Professionals	Female	19 977	0	12 943	0	12 943
	Male	6 653	0	3 485	0	3 485
Technicians and associate professionals	Female	185	0	323	0	323
	Male	104	0	211	0	211
Clerks	Female	1 258	0	1 710	0	1 710
	Male	1 505	0	401	0	401
Service and sales workers	Female	1 043	0	122	0	122
	Male	252	0	328	0	328
Skilled agriculture and fishery workers, craft and related trades workers	Female	1	0	0	0	0
	Male	45	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Labourers and related workers	Female	2	0	0	0	0
	Male	22	0	0	0	0
Elementary occupations	Female	1 298	0	183	0	183
	Male	2 525	0	202	0	202
Sub Total	Female	27 223	0	19 431	0	19 431
	Male	14 308	0	8 352	0	8 352
Total		41 531	0	27 783	0	27 783
Employees with disabilities *	Female	0	0	0	0	0
	Male	0	0	0	0	0

Note:

*Disability breakdown cannot be provided as the PSETA Quarterly Monitoring Report, Annual Training Report and the Work Skills Plan does not accommodate a breakdown between female and male. The above-mentioned reports only stipulate total disability.

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 2018 to 31 March 2019

Personnel Group	Nature of injury on duty	Number	% of total	Nature of injury on duty	Number	% of total
All Personnel	Required basic medical attention only	70	97.22			
	Back Injury	12	16.67	Hand	5	6.94
	Ankle	5	6.94	Body	1	1.39
	Foot	7	9.72	Soft Tissue	5	6.94
	chest	1	1.39	multiple injuries	1	1.39
	Shoulder	3	4.17	Temporary disablement	2	2.78
	Arm	2	2.78	Back Injury	1	1.32
	Neck	3	4.17	Shoulder	1	1.32
	Leg Injury	7	9.72	Permanent disablement	0	0.00
	knee	9	12.50	Fatal	0	0.00
	Wrist	4	5.56	Total	72	100
	Finger/Thumb	2	2.78	Percentage of total employment		0.17
	Head	3	4.17			

Educators	Nature of injury on duty	Number	% of total
	Required basic medical attention only	42	89.36
	Back Injury	5	10.64
	Ankle	3	6.38
	Foot	6	12.77
	Shoulder	1	2.13
	Arm	1	2.13
	Neck	3	6.38
	Leg Injury	4	8.51
	knee	3	6.38
	Finger/Thumb	2	4.26
	Head	3	6.38
	Hand	7	14.89
	Body	1	2.13
	Abdomen	2	4.26
	Soft Tissue	1	2.13
	Temporary disablement	5	10.64
	Back Injury	3	6.38
	Shoulder	2	4.26
	Permanent disablement	0	0.00
	Fatal	0	0.00
	Total	47	100.00
	Percentage of total employment		0.11

Public Service Personnel	Nature of injury on duty	Number	% of total
	Required basic medical attention only	36	92.31
	Back Injury	3	7.69
	Ankle	2	5.13
	Foot	4	10.26
	chest	1	2.56
	Shoulder	5	12.82
	Arm	1	2.56
	Neck	3	7.69
	Leg Injury	4	10.26
	Knee	3	7.69
	Finger/Thumb	3	7.69
	Head	3	7.69
	Hand	2	5.13
	Body	1	2.56
	Soft Tissue	1	2.56
	Temporary disablement	3	7.69
	Back Injury	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		0.09

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 2018 to 31 March 2019

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 2018 to 31 March 2019

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 2018 to 31 March 2019

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 2018 to 31 March 2019

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
not applicable			



Part E

Financial Information

Report of the auditor-general to the Western Cape Provincial Parliament on vote no. 5: Western Cape Department of Education

Report on the audit of the financial statements

Opinion

1. I have audited the financial statements of the Western Cape Education Department (WCED) set out on pages 170 to 235, which comprise the appropriation statement, the statement of financial position as at 31 March 2019, the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as the notes to the financial statements, including a summary of significant accounting policies.
2. In my opinion, the financial statements present fairly, in all material respects, the financial position of the WCED as at 31 March 2019, and its financial performance and cash flows for the year then ended in accordance with the Modified Cash Standard (MCS) prescribed by the National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and the Division of Revenue Act of South Africa, 2018 (Act No. 1 of 2018) (Dora).

Basis for opinion

3. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the auditor-general's responsibilities for the audit of the financial statements section of this auditor's report.
4. I am independent of the department in accordance with sections 290 and 291 of the International Ethics Standards Board for Accountants' *Code of ethics for professional accountants* and parts 1 and 3 of the International Ethics Standards Board for Accountants' *International code of ethics for professional accountants (including International Independence Standards)* (IESBA codes), as well as the ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA codes.
5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Emphasis of matter

6. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Restatement of corresponding figures

7. As disclosed in note 31 to the financial statements, the corresponding figures for 31 March 2018 were restated as a result of errors discovered during the 2018-19 financial year in the financial statements of the department at, and for the year ended, 31 March 2019.

Other matter

8. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Unaudited supplementary schedules

9. The supplementary information set out on pages 236 to 245 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and, accordingly, I do not express an opinion thereon.

Responsibilities of the accounting officer for the financial statements

10. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with the MCS prescribed by the National Treasury and the requirements of the PFMA and Dora, and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.
11. In preparing the financial statements, the accounting officer is responsible for assessing the WCED's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the appropriate governance structure either intends to liquidate the department or to cease operations, or has no realistic alternative but to do so.

Auditor-general's responsibilities for the audit of the financial statements

12. My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.
13. A further description of my responsibilities for the audit of the financial statements is included in the annexure to this auditor's report.

Report on the audit of the annual performance report

Introduction and scope

14. In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) and the general notice issued in terms thereof, I have a responsibility to report material findings on the reported performance information against predetermined objectives for selected programmes presented in the annual performance report. I performed procedures to identify findings but not to gather evidence to express assurance.
15. My procedures address the reported performance information, which must be based on the approved performance planning documents of the department. I have not evaluated the completeness and appropriateness of the performance indicators/measures included in the planning documents. My procedures also did not extend to any disclosures or assertions relating to planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, my findings do not extend to these matters.
16. I evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected programmes presented in the annual performance report of the department for the year ended 31 March 2019:

Programmes	Pages in the annual performance report
Programme 2 – public ordinary school education	63 – 66
Programme 5 – early childhood development	83 – 84
Programme 6 – infrastructure development	88 – 89
Programme 7 – examination and education related services	93 – 94

17. I performed procedures to determine whether the reported performance information was properly presented and whether performance was consistent with the approved performance planning documents. I performed further procedures to determine whether the indicators and related targets were measurable and relevant, and assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.

18. The material findings in respect of the usefulness and reliability of the selected programmes are as follows:

Programme 2 – public ordinary school education

PPM 218: Percentage of learners provided with required textbooks in all grades and in all subjects per annum

19. I was unable to obtain sufficient appropriate audit evidence for the reported achievement of the target. This was due to limitations on the scope of my work. I was unable to confirm the reported achievement by alternative means. Consequently, I was unable to determine whether any adjustments were required to the reported achievement of 100% of learners provided with required textbooks in all grades and in all subjects per annum.

Various indicators

20. The reported achievements in the annual performance report did not agree to the supporting evidence provided for the indicators listed below. The supporting evidence provided indicated that the achievements of these indicators were as follows:

Indicator description	Reported achievement	Audited value
PPM 205: Learner absenteeism rate	5,87%	7,03%
PPM 206: Teachers absenteeism rate	2%	3%

21. I did not raise any material findings on the usefulness and reliability of the reported performance information for these programmes:
- Programme 5 – early childhood development
 - Programme 6 – infrastructure development
 - Programme 7 – examinations and education related services

Other matter

22. I draw attention to the matter below.

Achievement of planned targets

23. Refer to the annual performance report on pages 46 to 67; 81 to 85; 86 to 90; and 91 to 95 for information on the achievement of planned targets for the year and explanations provided for the under- or overachievement of a number of targets. This information should be considered in the context of the material findings on the reliability of the reported performance information in paragraphs 19 and 20 of this report.

Report on the audit of compliance with legislation

Introduction and scope

24. In accordance with the PAA and the general notice issued in terms thereof, I have a responsibility to report material findings on the compliance of the department with specific matters in key legislation. I performed procedures to identify findings but not to gather evidence to express assurance.
25. I did not raise material findings on compliance with the specific matters in key legislation set out in the general notice issued in terms of the PAA.

Other information

26. The accounting officer is responsible for the other information. The other information comprises the information included in the annual report. The other information does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported in this auditor's report.
27. My opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and I do not express an audit opinion or any form of assurance conclusion thereon.
28. In connection with my audit, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report, or my knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work I have performed, I conclude that there is a material misstatement in this other information, I am required to report that fact.
29. I have nothing to report in this regard.

Internal control deficiencies

30. I considered internal control relevant to my audit of the financial statements, reported performance information and compliance with applicable legislation; however, my objective was not to express any form of assurance on it. The matters reported below are limited to the significant internal control deficiencies that resulted in the findings on the performance report.
31. Management did not have appropriate record-keeping processes in place to ensure that reported performance information was supported by credible supporting evidence.

32. The reviewing and monitoring controls implemented by management to ensure that the annual performance report was accurate and complete in compliance with the reporting framework were not adequate, as internal review procedures did not identify and correct material misstatements in the annual performance report and the underlying records.

Auditor-General

Cape Town
31 July 2019



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

Annexure – Auditor-general's responsibility for the audit

1. As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements, and the procedures performed on reported performance information for selected programmes and on the department's compliance with respect to the selected subject matters.

Financial statements

2. In addition to my responsibility for the audit of the financial statements as described in this auditor's report, I also:
 - identify and assess the risks of material misstatement of the financial statements whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control
 - obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the department's internal control
 - evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the accounting officer
 - conclude on the appropriateness of the accounting officer's use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the WCED's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify the opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor's report. However, future events or conditions may cause a department to cease continuing as a going concern
 - evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation

Communication with those charged with governance

3. I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.
4. I also confirm to the accounting officer that I have complied with relevant ethical requirements regarding independence, and communicate all relationships and other matters that may reasonably be thought to have a bearing on my independence and, where applicable, related safeguards.

Appropriation Statement for the year ended 31 March 2019

Appropriation per programme									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Voted funds and direct charges	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Programme									
1. Administration	1 595 777	-	(32 652)	1563 125	1 556 902	6 223	99.6%	1 512 598	1 510 372
2. Public Ordinary School Education	16 373 784	-	(21 587)	16 352 197	16 347 764	4 433	100.0%	15 276 354	15 191 515
3. Independent School Subsidies	113 387	-	(208)	113 179	113 179	-	100.0%	106 912	106 912
4. Public Special School Education	1 252 049	-	6 931	1 258 980	1 258 295	685	99.9%	1 189 384	1 188 911
5. Early Childhood Development	578 937	-	(9 582)	569 355	569 355	-	100.0%	525 315	525 315
6. Infrastructure Development	1 768 509	-	67 035	1 835 544	1 810 370	25 174	98.6%	1 737 730	1 674 977
7. Examination and Education Related Services	467 337	-	(9 937)	457 400	456 569	831	99.8%	374 400	368 834
Total	22 149 780	-	-	22 149 780	22 112 434	37 346	99.8%	20 722 693	20 566 836
Reconciliation with Statement of Financial Performance									
Add:									
Departmental receipts									
Actual amounts per Statement of Financial Performance (Total Revenue)				22 149 780				20 722 693	
Actual amounts per Statement of Financial Performance Expenditure					22 112 434				20 566 836

Virements

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

- Shifting of R9,171 million to Programme 1: Administration for the higher than anticipated expenditure for compensation of employees, the high school improvement programme and safe schools from Programme 2: Public Ordinary School Education (R918,000), Programme 3: Independent School Subsidies (R208,000), Programme 4: Public Special School Education (R1,935 million), Programme 5: Early Childhood Development (R723,000), Programme 6: Infrastructure Development (R1,091 million) and Programme 7: Examination and Education Related Services (R4,296 million).
- Shifting of R974,000 to Programme 2: Public Ordinary School Education for the higher than anticipated expenditure for compensation of employees from Programme 4: Public Special School Education.

- Shifting of R11,173 million to Programme 4: Public Special School Education for the higher than anticipated severance package pay-outs and leave gratuities, school lease agreement payments and the increase in the daily vehicle tariffs from Programme 2: Public Ordinary School Education (R9,704 million) and Programme 5: Early Childhood Development (R1,469 million).
- Shifting of R68,126 million to Programme 6: Infrastructure Development for the higher than anticipated expenditure for MOD school halls and sports fields, and maintenance at public ordinary and special schools from Programme 1: Administration (41,657 million), Programme 2: Public Ordinary School Education (R11,181 million), Programme 5: Early Childhood Development (R6,156 million) and Programme 7: Examination and Education Related Services (R 9,132 million).
- Shifting of R3,491 million to Programme 7: Examination and Education Related Services for the higher than anticipated compensation of employees, severance package pay-outs and leave gratuities and security equipment in respect of examinations from Programme 1: Administration (R166,000), Programme 2: Public Ordinary School Education (R758,000), Programme 4: Public Special School Education (R1,332 million) and Programme 5: Early Childhood Development (R1,235 million).

Appropriation Statement - for the year ended 31 March 2019

Economic classification	Appropriation per economic classification								
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	18 780 294	(58 089)	(28 696)	18 693 509	18 675 616	17 893	99.9%	17 631 523	17 523 898
Compensation of employees	16 349 134	4 015	-	16 353 149	16 352 318	831	100.0%	15 263 076	15 178 886
Salaries and wages	14 247 424	62 065	3 011	14 312 500	14 311 669	831	100.0%	13 325 571	13 241 118
Social contributions	2 101 710	(58 050)	(3 011)	2 040 649	2 040 649	-	100.0%	1 937 505	1 937 768
Goods and services	2 431 160	(62 104)	(28 696)	2 340 360	2 323 298	17 062	99.3%	2 368 447	2 345 012
Administrative fees	1 061	(659)	-	402	402	-	100.0%	957	957
Advertising	21 048	(9 403)	(4 379)	7 266	7 266	-	100.0%	9 962	9 962
Minor assets	5 636	(742)	(1 287)	3 607	3 607	-	100.0%	4 827	4 827
Audit costs: External	15 682	-	(2 170)	13 512	11 927	1 585	88.3%	14 135	14 135
Bursaries: Employees	2 538	(34)	(1 431)	1 073	1 073	-	100.0%	835	835
Catering: Departmental activities	17 107	(3 738)	(17)	13 352	13 352	-	100.0%	13 477	13 477
Communication (G&S)	12 793	(2 366)	(2 773)	7 654	7 654	-	100.0%	8 664	8 664
Computer services	22 705	(624)	(2 912)	19 169	19 169	-	100.0%	19 732	19 732
Consultants: Business and advisory services	45 269	(2 138)	-	43 131	43 131	-	100.0%	43 015	43 015
Infrastructure and planning services	-	80 160	32 683	112 843	112 843	-	100.0%	95 656	95 656
Legal services	7 766	2	(1 502)	6 266	6 266	-	100.0%	4 772	4 772
Contractors	12 080	(974)	(75)	11 031	11 031	-	100.0%	9 130	9 130
Agency and support / outsourced services	437 490	4 853	-	442 343	440 641	1 702	99.6%	417 578	414 123
Entertainment	197	(163)	-	34	34	-	100.0%	50	50
Fleet services (including government motor transport)	24 198	2 420	3 603	30 221	27 285	2 936	90.3%	29 464	29 464
Inventory: Learner and teacher support material	189 831	(31 754)	(15 275)	142 802	142 117	685	99.5%	193 125	191 313
Inventory: Materials and supplies	768	(642)	-	126	126	-	100.0%	710	710
Inventory: Other supplies	459 983	(41 411)	(12 792)	405 780	401 347	4 433	98.9%	466 892	456 480
Consumable supplies	6 217	(210)	(999)	5 008	5 008	-	100.0%	5 578	5 578
Consumable: Stationery printing and office supplies	22 945	(1 465)	(1 764)	19 716	19 716	-	100.0%	17 651	17 651
Operating leases	74 088	(7 732)	2 416	68 772	68 772	-	100.0%	63 838	63 838
Property payments	614 521	(36 080)	(9 430)	569 011	563 290	5 721	99.0%	589 847	582 092
Transport provided: Departmental activity	319 836	(11 158)	(908)	307 770	307 770	-	100.0%	267 398	267 398
Travel and subsistence	41 561	1 280	(3 273)	39 568	39 568	-	100.0%	35 360	35 359
Training and development	32 125	(4 035)	(6 209)	21 881	21 881	-	100.0%	14 214	14 214
Operating payments	37 480	2 824	(65)	40 239	40 239	-	100.0%	37 451	37 451
Venues and facilities	5 721	1 837	(137)	7 421	7 421	-	100.0%	3 650	3 650
Rental and hiring	514	(152)	-	362	362	-	100.0%	479	479
Transfers and subsidies	2 206 616	47 519	6 419	2 260 554	2 260 554	-	100.0%	2 074 086	2 074 117
Departmental agencies and accounts	9 431	(21)	-	9 410	9 410	-	100.0%	7 278	7 278
Departmental agencies (non-business entities)	9 431	(21)	-	9 410	9 410	-	100.0%	7 278	7 278
Non-profit institutions	2 098 188	50 823	3 429	2 152 440	2 152 440	-	100.0%	1 980 347	1 980 378
Households	98 997	(3 283)	2 990	98 704	98 704	-	100.0%	86 461	86 461
Social benefits	82 976	1 700	3 237	87 913	87 913	-	100.0%	84 364	84 364
Other transfers to households	16 021	(4 983)	(247)	10 791	10 791	-	100.0%	2 097	2 097

Appropriation Statement - for the year ended 31 March 2019 (continued)

Appropriation per economic classification									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Payments for capital assets	1 157 135	8 999	22 277	1 188 411	1 168 958	19 453	98.4%	1 006 359	958 096
Buildings and other fixed structures	1 113 419	9 800	20 154	1 143 373	1 123 920	19 453	98.3%	931 888	883 625
Buildings	524 347	34 898	16 323	575 568	575 568	-	100.0%	678 901	630 638
Other fixed structures	589 072	(25 098)	3 831	567 805	548 352	19 453	96.6%	252 987	252 987
Machinery and equipment	42 595	(871)	2 139	43 863	43 863	-	100.0%	74 408	74 408
Transport equipment	26 476	2 202	2 123	30 801	30 801	-	100.0%	60 138	60 138
Other machinery and equipment	16 119	(3 073)	16	13 062	13 062	-	100.0%	14 270	14 270
Software and other intangible assets	1 121	70	(16)	1 175	1 175	-	100.0%	63	63
Payment for financial assets	5 735	1 571	-	7 306	7 306	-	100.0%	10 725	10 725
Total	22 149 780	-	-	22 149 780	22 112 434	37 346	99.8%	20 722 693	20 566 836

Appropriation Statement
for the year ended 31 March 2019

Programme 1: Administration									
Sub programme		2018/19						2017/18	
		Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation
		R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
1.	Office of the MEC	7 705	(643)	-	7 062	7 062	-	100.0%	7 396
2.	Corporate Services	332 504	(2 843)	(11 944)	317 717	311 494	6 223	98.0%	291 129
3.	Education Management	1 227 975	5 702	(11 149)	1 222 528	1 222 528	-	100.0%	1 195 042
4.	Human Resource Development	4 934	-	(2 791)	2 143	2 143	-	100.0%	1 399
5.	Education Management Information System (EMIS)	22 659	(2 216)	(6 768)	13 675	13 675	-	100.0%	17 632
Total		1 595 777	-	(32 652)	1 563 125	1 556 902	6 223	99.6%	1 512 598

Appropriation Statement
for the year ended 31 March 2019

Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	1 495 546	2 571	(36 991)	1 461 126	1 454 903	6 223	99.6%	1 416 967	1 414 741
Compensation of employees	892 854	8 647	4 667	906 168	906 168	-	100.0%	831 747	830 985
Salaries and wages	763 536	16 337	4 667	784 540	784 540	-	100.0%	720 698	719 936
Social contributions	129 318	(7 690)	-	121 628	121 628	-	100.0%	111 049	111 049
Goods and services	602 692	(6 076)	(41 658)	554 958	548 735	6 223	98.9%	585 220	583 756
Administrative fees	965	(587)	-	378	378	-	100.0%	353	353
Advertising	20 839	(9 445)	(4 379)	7 015	7 015	-	100.0%	9 605	9 605
Minor assets	5 361	(736)	(1 287)	3 338	3 338	-	100.0%	3 931	3 931
Audit costs: External	15 682	-	(2 170)	13 512	11 927	1 585	88.3%	14 135	14 135
Bursaries: Employees	1 238	(34)	(420)	784	784	-	100.0%	835	835
Catering: Departmental activities	6 705	(3 178)	(17)	3 510	3 510	-	100.0%	3 402	3 402
Communication (G&S)	11 206	(1 488)	(2 773)	6 945	6 945	-	100.0%	7 527	7 527
Computer services	22 697	(627)	(2 912)	19 158	19 158	-	100.0%	19 679	19 679
Consultants: Business and advisory services	45 111	(2 158)	-	42 953	42 953	-	100.0%	42 628	42 628
Legal services	7 766	-	(1 502)	6 264	6 264	-	100.0%	4 772	4 772
Contractors	11 367	(1 282)	(75)	10 010	10 010	-	100.0%	8 100	8 100
Agency and support / outsourced services	33 848	5 293	-	39 141	37 439	1 702	95.7%	23 808	22 344
Entertainment	195	(161)	-	34	34	-	100.0%	49	49
Fleet services (including government motor transport)	16 250	1 314	(18)	17 546	14 610	2 936	83.3%	17 041	17 041
Inventory: Learner and teacher support material	7 821	5	(5 237)	2 589	2 589	-	100.0%	761	761
Inventory: Materials and supplies	572	(478)	-	94	94	-	100.0%	506	506
Inventory: Other supplies	305 748	9 701	(3 509)	311 940	311 940	-	100.0%	371 121	371 121
Consumable supplies	2 291	596	(3)	2 884	2 884	-	100.0%	1 699	1 699
Consumable: Stationery printing and office supplies	11 649	743	(1 764)	10 628	10 628	-	100.0%	8 275	8 275
Operating leases	3 406	4	(2)	3 408	3 408	-	100.0%	2 780	2 780
Property payments	32 207	(1 407)	(6 940)	23 860	23 860	-	100.0%	18 245	18 245
Transport provided: Departmental activity	2 156	(1 469)	(19)	668	668	-	100.0%	1 098	1 098
Travel and subsistence	20 215	(344)	(3 255)	16 616	16 616	-	100.0%	15 859	15 859
Training and development	8 065	(259)	(5 174)	2 632	2 632	-	100.0%	2 280	2 280
Operating payments	6 120	(1 703)	(65)	4 352	4 352	-	100.0%	5 539	5 539
Venues and facilities	3 059	1 548	(137)	4 470	4 470	-	100.0%	978	978
Rental and hiring	153	76	-	229	229	-	100.0%	214	214
Transfers and subsidies	58 630	(4 142)	4 505	58 993	58 993	-	100.0%	51 631	51 631
Departmental agencies and accounts	28	(20)	-	8	8	-	100.0%	8	8
Departmental agencies (non-business entities)	28	(20)	-	8	8	-	100.0%	8	8
Non-profit institutions	36 172	19	4 505	40 696	40 696	-	100.0%	41 323	41 323
Households	22 430	(4 141)	-	18 289	18 289	-	100.0%	10 300	10 300
Social benefits	7 430	296	-	7 726	7 726	-	100.0%	8 266	8 266
Other transfers to households	15 000	(4 437)	-	10 563	10 563	-	100.0%	2 034	2 034
Payments for capital assets	35 866	-	(166)	35 700	35 700	-	100.0%	33 275	33 275
Machinery and equipment	34 761	(70)	(166)	34 525	34 525	-	100.0%	33 227	33 227
Transport equipment	21 765	2 414	-	24 179	24 179	-	-	22 458	22 458
Other machinery and equipment	12 996	(2 484)	(166)	10 346	10 346	-	-	10 769	10 769
Software and other intangible assets	1 105	70	-	1 175	1 175	-	-	48	48
Payment for financial assets	5 735	1 571	-	7 306	7 306	-	-	10 725	10 725
Total	1 595 777	-	(32 652)	1 563 125	1 556 902	6 223	99.6%	1 512 598	1 510 372

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Subprogramme: 1.1: Office of the MEC									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	7 402	(658)	-	6 744	6 744	-	100.0%	7 087	7 087
Compensation of employees	5 855	(98)	-	5 757	5 757	-	100.0%	6 036	6 036
Goods and services	1 547	(560)	-	987	987	-	100.0%	1 051	1 051
Transfers and subsidies	-	5	-	5	5	-	100.0%	-	-
Non-profit institutions	-	-	-	-	-	-	-	-	-
Households	-	5	-	5	5	-	100.0%	-	-
Payments for capital assets	303	10	-	313	313	-	100.0%	309	309
Machinery and equipment	303	10	-	313	313	-	100.0%	309	309
Total	7 705	(643)	-	7 062	7 062	-	100.0%	7 396	7 396

Subprogramme: 1.2: Corporate Services									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	304 626	(661)	(11 944)	292 021	285 798	6 223	97.9%	272 789	271 325
Compensation of employees	239 088	340	-	239 428	239 428	-	100.0%	220 938	220 938
Goods and services	65 538	(1 001)	(11 944)	52 593	46 370	6 223	88.2%	51 851	50 387
Transfers and subsidies	16 645	(4 304)	-	12 341	12 341	-	100.0%	3 497	3 497
Departmental agencies and accounts	-	1	-	1	1	-	100.0%	1	1
Non-profit institutions	29	(2)	-	27	27	-	100.0%	16	16
Households	16 616	(4 303)	-	12 313	12 313	-	100.0%	3 480	3 480
Payments for capital assets	5 498	551	-	6 049	6 049	-	100.0%	4 118	4 118
Machinery and equipment	4 393	481	-	4 874	4 874	-	100.0%	4 070	4 070
Software and other intangible assets	1 105	70	-	1 175	1 175	-	100.0%	48	48
Payment for financial assets	5 735	1 571	-	7 306	7 306	-	100.0%	10 725	10 725
Total	332 504	(2 843)	(11 944)	317 717	311 494	6 223	98.0%	291 129	289 665

Subprogramme: 1.3: Education Management									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	1 163 318	3 891	(15 654)	1 151 555	1 151 555	-	100.0%	1 124 713	1 123 951
Compensation of employees	647 911	8 405	4 667	660 983	660 983	-	100.0%	604 773	604 011
Goods and services	515 407	(4 514)	(20 321)	490 572	490 572	-	100.0%	519 940	519 940
Transfers and subsidies	35 867	1 375	4 505	41 747	41 747	-	100.0%	41 517	41 517
Departmental agencies and accounts	28	(21)	-	7	7	-	100.0%	7	7
Non-profit institutions	30 025	1 239	4 505	35 769	35 769	-	100.0%	34 690	34 690
Households	5 814	157	-	5 971	5 971	-	100.0%	6 820	6 820
Payments for capital assets	28 790	436	-	29 226	29 226	-	100.0%	28 812	28 812
Machinery and equipment	28 790	436	-	29 226	29 226	-	100.0%	28 812	28 812
Total	1 227 975	5 702	(11 149)	1 222 528	1 222 528	-	100.0%	1 195 042	1 194 280

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Subprogramme: 1.4: Human Resource Development									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	4 934	-	(2 791)	2 143	2 143	-	100.0%	1 363	1 363
Compensation of employees	-	-	-	-	-	-	-	-	-
Goods and services	4 934	-	(2 791)	2 143	2 143	-	100.0%	1 363	1 363
Payments for capital assets	-	-	-	-	-	-	-	36	36
Machinery and equipment	-	-	-	-	-	-	-	36	36
Total	4 934	-	(2 791)	2 143	2 143	-	100.0%	1 399	1 399

Subprogramme: 1.5: Education Management Information System (EMIS)									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	15 266	(1)	(6 602)	8 663	8 663	-	100.0%	11 015	11 015
Goods and services	15 266	(1)	(6 602)	8 663	8 663	-	100.0%	11 015	11 015
Transfers and subsidies	6 118	(1 218)	-	4 900	4 900	-	100.0%	6 617	6 617
Non-profit institutions	6 118	(1 218)	-	4 900	4 900	-	100.0%	6 617	6 617
Machinery and equipment	1 275	(997)	(166)	112	112	-	100.0%	-	-
Total	22 659	(2 216)	(6 768)	13 675	13 675	-	100.0%	17 632	17 632

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Programme 2: Public Ordinary School Education									
Sub programme	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Public Primary Level	9 761 181	313 065	(3 774)	10 070 472	10 068 940	1 532	100.0%	9 320 312	9 314 745
2. Public Secondary Level	6 106 892	(306 794)	(9 709)	5 790 389	5 790 389	-	100.0%	5 501 883	5 422 619
3. Human Resource Development	100 477	(6 754)	(8 104)	85 619	85 619	-	100.0%	67 637	67 637
4. Conditional Grants	405 234	483	-	405 717	402 816	2 901	99.3%	386 522	386 514
Total	16 373 784	-	(21 587)	16 352 197	16 347 764	4 433	100.0%	15 276 354	15 191 515

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Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	15 123 314	(50 854)	(20 829)	15 051 631	15 047 198	4433	100.0%	14 149 576	14 065 466
Compensation of employees	14 028 058	2731	56	14 030 845	14 030 845	-	100.0%	13 121 985	13 049 206
Salaries and wages	12 213 950	5 6350	56	12 270 356	12 270 356	-	100.0%	11 444 546	11 371 504
Social contributions	1 814 108	(53 619)	-	1 760 489	1 760 489	-	100.0%	1 677 439	1 677 702
Goods and services	1 095 256	(53 585)	(20 885)	1 020 786	1 016 353	4433	99.6%	1 027 591	1 016 260
Administrative fees	96	(96)	-	-	-	-	100.0%	114	114
Advertising	171	(34)	-	137	137	-	100.0%	356	356
Minor assets	260	(88)	-	172	172	-	100.0%	383	383
Bursaries: Employees	1 300	-	(1 011)	289	289	-	100.0%	-	-
Catering: Departmental activities	5 806	(101)	-	5 705	5 705	-	100.0%	6 482	6 482
Communication (G&S)	244	(33)	-	211	211	-	100.0%	182	182
Computer services	7	(2)	-	5	5	-	100.0%	52	52
Consultants: Business and advisory services	158	20	-	178	178	-	100.0%	76	76
Contractors	387	(183)	-	204	204	-	100.0%	355	355
Agency and support / outsourced services	367 421	(499)	-	366 922	366 922	-	100.0%	356 247	355 329
Fleet services (including government motor transport)	496	412	-	908	908	-	100.0%	1 699	1 699
Inventory: Learner and teacher support material	170 579	(28 284)	(7 586)	134 709	134 709	-	100.0%	189 801	189 801
Inventory: Materials and supplies	188	(156)	-	32	32	-	100.0%	135	135
Inventory: Other supplies	83 740	(9 981)	(8 802)	64 957	60 524	4 433	93.2%	72 503	62 091
Consumable supplies	2 827	8	(996)	1 839	1 839	-	100.0%	3 118	3 118
Consumable: Stationery printing and office supplies	2 122	(78)	-	2 044	2 044	-	100.0%	1 754	1 754
Operating leases	43 791	(6 597)	-	37 194	37 194	-	100.0%	35 785	35 785
Property payments	81 383	2 702	(2 490)	81 595	81 595	-	100.0%	77 017	77 017
Transport provided: Departmental activity	310 771	(9 716)	-	301 055	301 055	-	100.0%	261 964	261 964
Travel and subsistence	10 555	(551)	-	10 004	10 004	-	100.0%	8 012	8 011
Training and development	9 363	(88)	-	9 275	9 275	-	100.0%	7 335	7 335
Operating payments	1 319	(544)	-	775	775	-	100.0%	2 026	2 026
Venues and facilities	2 125	393	-	2518	2518	-	100.0%	2 038	2 038
Rental and hiring	147	(89)	-	58	58	-	100.0%	157	157
Transfers and subsidies	1 246 319	51 653	(247)	1 297 725	1 297 725	-	100.0%	1 124 256	1 123 527
Departmental agencies and accounts	3	(1)	-	2	2	-	100.0%	2	2
Departmental agencies (non-business entities)	3	(1)	-	2	2	-	100.0%	2	2
Non-profit institutions	1 173 645	51 815	-	1 225 460	1 225 460	-	100.0%	1 054 838	1 054 109
Households	72 671	(161)	(247)	72 263	72 263	-	100.0%	69 416	69 416
Social benefits	71 650	385	-	72 035	72 035	-	100.0%	69 370	69 370
Other transfers to households	1 021	(546)	(247)	228	228	-	100.0%	46	46
Payments for capital assets	4 151	(799)	(511)	2 841	2 841	-	100.0%	2 522	2 522
Machinery and equipment	4 135	(799)	(495)	2 841	2 841	-	100.0%	2 507	2 507
Transport equipment	1 094	(166)	-	928	928	-	100.0%	865	865
Other machinery and equipment	3 041	(633)	(495)	1 913	1 913	-	100.0%	1 642	1 642
Software and other intangible assets	16	-	(16)	-	-	-	100.0%	15	15
Total	16 373 784	-	(21 587)	16 352 197	16 347 764	4 433	100.0%	15 276 354	15 191 515

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Subprogramme: 2.1: Public Primary Level									
Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	9 023 948	244 768	(3 774)	9 264 942	9 263 410	1 532	100.0%	8 591 644	8 586 077
Compensation of employees	8 598 759	283 993	56	8 882 808	8 882 808	-	100.0%	8 217 974	8 217 972
Goods and services	425 189	(39 225)	(3 830)	382 134	380 602	1532	99.6%	373 670	368 105
Transfers and subsidies	737 233	68297	-	805 530	805 530	-	100.0%	728 668	728 668
Non-profit institutions	700 911	62 006	-	762 917	762 917	-	100.0%	687 974	687 974
Households	36 322	6 291	-	42 613	42 613	-	100.0%	40 694	40 694
Total	9 761 181	313 065	(3 774)	10 070 472	10 068 940	1 532	100.0%	9 320 312	9 314 745

Subprogramme: 2.2: Public Secondary Level									
Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	5 674 591	(280 813)	(9 709)	5 384 069	5 384 069	-	100.0%	5 159 999	5 080 735
Compensation of employees	5 383 562	(278 337)	-	5 105 225	5 105 225	-	100.0%	4 873 543	4 800 044
Goods and services	291 029	(2 476)	(9 709)	278 844	278 844	-	100.0%	286 456	280 691
Transfers and subsidies	432 301	(25 981)	-	406 320	406 320	-	100.0%	341 884	341 884
Non-profit institutions	397 134	(20 436)	-	376 698	376 698	-	100.0%	313 203	313 203
Households	35 167	(5 545)	-	29 622	29 622	-	100.0%	28 681	28 681
Total	6 106 892	(306 794)	(9 709)	5 790 389	5 790 389	-	100.0%	5 501 883	5 422 619

Subprogramme: 2.3: Human Resource Development									
Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	83 022	(6 786)	(7 346)	68 890	68 890	-	100.0%	56 742	56 742
Compensation of employees	35 228	(4 739)	-	30 489	30 489	-	100.0%	21 255	21 255
Goods and services	47 794	(2 047)	(7 346)	38 401	38 401	-	100.0%	35 487	35 487
Transfers and subsidies	14 952	32	(247)	14 737	14 737	-	100.0%	9 177	9 177
Departmental agencies and accounts	3	(1)	-	2	2	-	100.0%	2	2
Non-profit institutions	13 928	779	-	14 707	14 707	-	100.0%	9 134	9 134
Households	1 021	(7 46)	(247)	28	28	-	100.0%	41	41
Payments for capital assets	2 503	-	(511)	1 992	1 992	-	100.0%	1 718	1 718
Machinery and equipment	2 487	-	(495)	1 992	1 992	-	100.0%	1 703	1 703
Software and other intangible assets	16	-	(16)	-	-	-	-	15	15
Total	100 477	(6 754)	(8 104)	85 619	85 619	-	100.0%	67 637	67 637

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Subprogramme: 2.4: Conditional Grants									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	341 753	(8 023)	-	333 730	330 829	2 901	99.1%	341 191	341 912
Compensation of employees	10 509	1814	-	12 323	12 323	-	100.0%	9 213	9 935
Goods and services	331 244	(9 837)	-	321 407	318 506	2 901	99.1%	331 978	331 977
Transfers and subsidies	61 833	9 305	-	71 138	71 138	-	100.0%	44 527	43 798
Non-profit institutions	61 672	9 466	-	71 138	71 138	-	100.0%	44 527	43 798
Households	161	(161)	-	-	-	-	-	-	-
Payments for capital assets	1 648	(799)	-	849	849	-	100.0%	804	804
Machinery and equipment	1 648	(799)	-	849	849	-	100.0%	804	804
Total	405 234	483		405 717	402 816	2 901	99.3%	386 522	386 514

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Programme 3: Independent School Subsidies									
Subprogramme	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Primary Level	62 533	3 096	-	65 629	65 629	-	100.0%	60 469	60 469
2. Secondary Level	50 854	(3 096)	(208)	47 550	47 550	-	100.0%	46 443	46 443
Total	113 387	-	(208)	113 179	113 179	-	100.0%	106 912	106 912

Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	113 387	-	(208)	113 179	113 179	-	100.0%	106 912	106 912
Non-profit institutions	113 387	-	(208)	113 179	113 179	-	100.0%	106 912	106 912
Total	113 387	-	(208)	113 179	113 179	-	100.0%	106 912	106 912

Subprogramme: 3.1: Primary Level									
Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	62 533	3 096	-	65 629	65 629	-	100.0%	60 469	60 469
Non-profit institutions	62 533	3 096	-	65 629	65 629	-	100.0%	60 469	60 469
Total	62 533	3 096	-	65 629	65 629	-	100.0%	60 469	60 469

Subprogramme: 3.2: Secondary Level									
Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	50 854	(3 096)	(208)	47 550	47 550	-	100.0%	46 443	46 443
Non-profit institutions	50 854	(3 096)	(208)	47 550	47 550	-	100.0%	46 443	46 443
Total	50 854	(3 096)	(208)	47 550	47 550	-	100.0%	46 443	46 443

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Programme 4: Public Special School Education									
Subprogramme	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Schools	1 225 842	1	6 931	1 232 774	1 232 774	-	100.0%	1 177 510	1 177 510
2. Human Resource Development	1	(1)	-	-	-	-	-	-	-
3. Conditional Grant	26 206	-	-	26 206	25 521	685	97.4%	11 874	11 401
Total	1 252 049	-	6 931	1 258 980	1 258 295	685	99.9%	1 189 384	1 188 911

Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	1 075 378	(6 168)	1 798	1 071 008	1 070 323	685	99.9%	985 504	984 271
Compensation of employees	1 034 057	(4 044)	(4 241)	1 025 772	1 025 772	-	100.0%	950 423	949 663
Salaries and wages	892 698	7 118	-	899 816	899 816	-	100.0%	831 251	830 491
Social contributions	141 359	(11 162)	(4 241)	125 956	125 956	-	100.0%	119 172	119 172
Goods and services	41 321	(2 124)	6 039	45 236	44 551	685	98.5%	35 081	34 608
Administrative fees	-	-	-	-	-	-	-	6	6
Advertising	-	107	-	107	107	-	100.0%	-	-
Minor assets	-	21	-	21	21	-	100.0%	3	3
Catering: Departmental activities	173	(74)	-	99	99	-	100.0%	99	99
Computer services	-	-	-	-	-	-	-	-	-
Consultants: Business and advisory services	-	-	-	-	-	-	-	-	-
Fleet services (including government motor transport)	6 499	616	3 621	10 736	10 736	-	100.0%	9 654	6 954
Inventory: Learner and teacher support material	5 718	(1 875)	-	3 843	3 158	685	82.2%	1 160	687
Inventory: Materials and supplies	-	-	-	-	-	-	-	48	48
Inventory: Other supplies	-	491	-	491	491	-	100.0%	1 308	1 308
Consumable supplies	239	(24)	-	215	215	-	100.0%	95	95
Consumable: Stationery printing and office supplies	1 186	(1 164)	-	22	22	-	100.0%	114	114
Operating leases	20 763	2	2 418	23 183	23 183	-	100.0%	20 834	20 834
Property payments	-	1 304	-	1 304	1 304	-	100.0%	528	528
Travel and subsistence	557	422	-	979	979	-	100.0%	352	352
Training and development	6 186	(2 067)	-	4 119	4 119	-	100.0%	724	724
Operating payments	-	-	-	-	-	-	-	65	65
Venues and facilities	-	117	-	117	117	-	100.0%	91	91
Transfers and subsidies	172 996	6 230	3 010	182 236	182 236	-	100.0%	167 068	167 828
Non-profit institutions	171 153	6 230	20	177 403	177 403	-	100.0%	161 882	162 642
Households	1 843	-	2 990	4 833	4 833	-	100.0%	5 186	5 186
Social benefits	1 843	-	2 990	4 833	4 833	-	100.0%	5 186	5 186
Payments for capital assets	3 675	(62)	2123	5 736	5 736	-	100.0%	36 812	36 812
Machinery and equipment	3 675	(62)	2 123	5 736	5 736	-	100.0%	36 812	36 812
Transport equipment	3 601	(7)	2 123	5 717	5 717	-	100.0%	36 705	36 705
Other machinery and equipment	74	(55)	-	19	19	-	100.0%	107	107
Total	1 252 049	-	6 931	1 258 980	1 258 295	685	99.9%	1 189 384	1 188 911

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Subprogramme: 4.1: Schools									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	1 052 101	-	1 798	1 053 899	1 053 899	-	100.0%	975 330	975 330
Compensation of employees	1 017 199	-	(4 241)	1 012 958	1 012 958	-	100.0%	941 423	941 423
Goods and services	34 902	-	6 039	40 941	40 941	-	100.0%	33 907	33 907
Transfers and subsidies	170 145	1	3 010	173 156	173 156	-	100.0%	165 374	165 374
Non-profit institutions	168 302	1	20	168 323	168 323	-	100.0%	160 168	160 188
Households	1 843	-	2 990	4 833	4 833	-	100.0%	5 186	5 186
Payments for capital assets	3 596	-	2 123	5 719	5 719	-	100.0%	36 806	36 806
Machinery and equipment	3 596	-	2 123	5 719	5 719	-	100.0%	36 806	36 806
Total	1 225 842	1	6 931	1 232 774	1 232 774	-	100.0%	1 177 510	1 177 510

Subprogramme: 4.2: Human Resource Development									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
Non-profit institutions	1	(1)	-	-	-	-	-	-	-
Total	1	(1)	-	-	-	-	-	-	-

Subprogramme: 4.3: Conditional Grant									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	23 277	(6 168)	-	17 109	16 424	685	96.0%	10 174	8 941
Compensation of employees	16 858	(4 044)	-	12 814	12 814	-	100.0%	9 000	8 240
Goods and services	6 419	(2 124)	-	4 295	3 610	685	84.1%	1 174	701
Transfers and subsidies	2 850	6 230	-	9 080	9 080	-	100.0%	1 694	2 454
Non-profit institutions	2 850	6 230	-	9 080	9 080	-	100.0%	1 694	2 454
Payments for capital assets	79	(62)	-	17	17	-	100.0%	6	6
Machinery and equipment	79	(62)	-	17	17	-	100.0%	6	6
Total	26 206	-	-	26 206	25 521	685	97.4%	11 874	11 401

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Programme 5: Early Childhood Development									
Subprogramme	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Grade R in Public Schools	398 336	593	(5 780)	393 149	393 149	-	100.0%	358 756	358 756
2. Grade R in Early Childhood Development Centres	75 550	(592)	(169)	74 789	74 789	-	100.0%	66 777	66 777
3. Pre-Grade R Training	90 202	-	(3 633)	86 569	86 569	-	100.0%	94 663	94 663
4. Human Resource Development	1	(1)	-	-	-	-	100.0%	-	-
5. Conditional Grants	14 848	-	-	14 848	14 848	-	100.0%	5 119	5 119
Total	578 937	-	(9 582)	569 355	569 355	-	100.0%	525 315	525 315

Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	110 700	(14)	(5 598)	105 088	105 088	-	100.0%	102 457	102 457
Compensation of employees	58 552	(14)	(723)	57 815	57 815	-	100.0%	59 364	59 364
Salaries and wages	50 528	(14)	(621)	49 893	49 893	-	100.0%	51 222	51 222
Social contributions	8 024	-	(102)	7 922	7 922	-	100.0%	8 142	8 142
Goods and services	52 148	-	(4 875)	47 273	47 273	-	100.0%	43 093	43 093
Advertising	2	-	-	2	2	-	100.0%	1	1
Catering: Departmental activities	39	69	-	108	108	-	100.0%	11	11
Communication (G&S)	1	(1)	-	-	-	-	-	-	-
Agency and support / outsourced services	34 086	-	-	34 086	34 086	-	100.0%	35 448	35 448
Inventory: Learner and teacher support material	4 113	-	(2 452)	1 661	1 661	-	100.0%	-	-
Inventory: Other supplies	1 066	(58)	(481)	527	527	-	100.0%	328	328
Consumable supplies	5	(5)	-	-	-	-	-	-	-
Transport provided: Departmental activity	6 906	-	(889)	6 017	6 017	-	100.0%	4 336	4 336
Travel and subsistence	70	(36)	(18)	16	16	-	100.0%	45	45
Training and development	5 678	-	(1 035)	4 643	4 643	-	100.0%	2 516	2 516
Operating payments	-	-	-	-	-	-	-	131	131
Venues and facilities	182	31	-	213	213	-	100.0%	277	277
Transfers and subsidies	468 237	14	(3 984)	464 267	464 267	-	-	422 858	422 858
Non-profit institutions	466 271	14	(2 749)	463 536	463 536	-	100.0%	422 324	422 324
Households	1 966	-	(1 235)	731	731	-	100.0%	534	534
Payments for capital assets	-	-	-	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-	-	-	-
Total	578 937	-	(9 582)	569 355	569 355	-	100.0%	525 315	525 315

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Subprogramme: 5.1: Grade R in Public Schools									
Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	69 588	-	(4 545)	65 043	65 043	-	100.0%	63 348	63 348
Compensation of employees	57 448	-	(723)	56 725	56 725	-	100.0%	58 672	58 672
Goods and services	12 140	-	(3 822)	8 318	8 318	-	100.0%	4 676	4 676
Transfers and subsidies	328 748	593	(1 235)	328 106	328 106	-	100.0%	295 408	295 408
Non-profit institutions	326 782	593	-	327 375	327 375	-	100.0%	294 874	294 874
Households	1 966	-	(1 235)	731	731	-	100.0%	534	534
Total	398 336	593	(5 780)	393 149	393 149	-	100.0%	358 756	358 756

Subprogramme: 5.2: Grade R in Early Childhood Development Centres									
Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	-	-	-	-	-	-	-	-	-
Goods and services	-	-	-	-	-	-	-	-	-
Transfers and subsidies	75 550	(592)	(169)	74 789	74 789	-	100.0%	66 777	66 777
Non-profit institutions	75 550	(592)	(169)	74 789	74 789	-	100.0%	66 777	66 777
Payments for capital assets	-	-	-	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-	-	-	-
Total	75 550	(592)	(169)	74 789	74 789	-	100.0%	66 777	66 777

Subprogramme: 5.3: Pre-Grade R Training									
Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	40 008	-	(1 053)	38 955	38 955	-	100.0%	38 417	38 417
Goods and services	40 008	-	(1 053)	38 955	38 955	-	100.0%	38 417	38 417
Transfers and subsidies	50 194	-	(2 580)	47 614	47 614	-	100.0%	56 246	56 246
Non-profit institutions	50 194	-	(2 580)	47 614	47 614	-	100.0%	56 246	56 246
Total	90 202	-	(3 633)	86 569	86 569	-	100.0%	94 663	94 663

Subprogramme: 5.4: Human Resource Development									
Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
Non-profit institutions	1	(1)	-	-	-	-	-	-	-
Total	1	(1)	-	-	-	-	-	-	-

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Subprogramme: 5.5: Conditional Grants									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	1 104	(14)	-	1 090	1 090	-	100.0%	692	692
Compensation of employees	1 104	(14)	-	1 090	1 090	-	100.0%	692	692
Transfers and subsidies	13 744	14	-	13 758	13 758	-	100.0%	4 427	4 427
Non-profit institutions	13 744	14	-	13 758	13 758	-	100.0%	4 427	4 427
Total	14 848	-	-	14 848	14 848	-	100.0%	5 119	5 119

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Programme 6: Infrastructure Development									
Subprogramme	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Administration	43 718	(15 957)	(1 091)	26 670	26 670	-	100.0%	32 025	25 290
2. Public Ordinary Schools	1 696 741	14 683	64 609	1 776 033	1 750 859	25 174	98.6%	1 634 824	1 578 806
3. Special Schools	13 050	(1 654)	3 517	14 913	14 913	-	100.0%	60 902	60 902
4. Early Childhood Development	15 000	2 928	-	17 928	17 928	-	100.0%	9 979	9 979
Total	1 768 509	-	67 035	1 835 544	1 810 370	25 174	98.6%	1 737 730	1 674 977

Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	602 090	(4 785)	31 592	628 897	623 176	5 721	99.1%	641 014	626 524
Compensation of employees	31 730	(4 550)	(1 091)	26 089	26 089	-	100.0%	28 964	22 229
Salaries and wages	31 730	(7 759)	(1 091)	22 880	22 880	-	100.0%	26 310	19 575
Social contributions	-	3 209	-	3 209	3 209	-	100.0%	2 654	2 654
Goods and services	570 360	(235)	32 683	602 808	597 087	5 721	99.1%	612 050	604 295
Minor assets	-	62	-	62	62	-	100.0%	500	500
Consultants: Business and advisory services	-	-	-	-	-	-	-	311	311
Infrastructure and planning services	-	80 160	32 683	112 843	112 843	-	100.0%	95 656	95 656
Legal services	-	2	-	2	2	-	100.0%	-	-
Contractors	-	177	-	177	177	-	100.0%	18	18
Inventory: Other supplies	69 429	(41 564)	-	27 865	27 865	-	100.0%	21 632	21 632
Consumable supplies	-	11	-	11	11	-	100.0%	-	-
Property payments	500 931	(39 084)	-	461 847	456 126	5 721	98.8%	493 682	485 927
Travel and subsistence	-	1	-	1	1	-	100.0%	251	251
Transfers and subsidies	53 000	(5 015)	15 289	63 274	63 274	-	100.0%	163 223	163 223
Non-profit institutions	53 000	(5 015)	15 289	63 274	63 274	-	-	163 209	163 209
Households	-	-	-	-	-	-	-	14	14
Payments for capital assets	1 113 419	9 800	20 154	1 143 373	1 123 920	19 453	98.3%	933 493	885 230
Buildings and other fixed structures	1 113 419	9 800	20 154	1 143 373	1 123 920	19 453	98.3%	931 888	883 625
Buildings	524 347	34 898	16 323	575 568	575 568	-	100.0%	678 901	630 638
Other fixed structures	589 072	(25 098)	3 831	567 805	548 352	19 453	96.6%	252 987	252 987
Machinery and equipment	-	-	-	-	-	-	-	1 605	1 605
Other machinery and equipment	-	-	-	-	-	-	-	1 605	1 605
Total	1 768 509	-	67 035	1 835 544	1 810 370	25 174	98.6%	1 737 730	1 674 977

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Subprogramme: 6.1: Administration									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	40 230	(12 744)	(1 091)	26 395	26 395	-	100.0%	29 522	22 787
Compensation of employees	31 730	(4 550)	(1 091)	26 089	26 089	-	100.0%	28 964	22 229
Goods and services	8 500	(8 194)	-	306	306	-	100.0%	558	558
Transfers and subsidies	-	-	-	-	-	-	-	14	14
Households	-	-	-	-	-	-	-	14	14
Payments for capital assets	3 488	(3 213)	-	275	275	-	100.0%	2 489	2 489
Buildings and other fixed structures	3 488	(3 213)	-	275	275	-	100.0%	884	884
Machinery and equipment	-	-	-	-	-	-	-	1 605	1 605
Total	43 718	(15 957)	(1 091)	26 670	26 670	-	100.0%	32 025	25 290

Subprogramme: 6.2: Public Ordinary Schools									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	561 860	7 938	32 683	602 481	596 760	5 721	99.1%	611 492	603 737
Goods and services	561 860	7 938	32 683	602 481	596 760	5 721	99.1%	611 492	603 737
Transfers and subsidies	53 000	(5 015)	11 772	59 757	59 757	-	100.0%	160 030	160 030
Non-profit institutions	53 000	(5 015)	11 772	59 757	59 757	-	100.0%	160 030	160 030
Payments for capital assets	1 081 881	11 760	20 154	1 113 795	1 094 342	19 453	98.3%	863 302	815 039
Buildings and other fixed structures	1 081 881	11 760	20 154	1 113 795	1 094 342	19 453	98.3%	863 302	815 039
Total	1 696 741	14 683	64 609	1 776 033	1 750 859	25 174	98.6%	1 634 824	1 578 806

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Subprogramme: 6.3: Special Schools									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	-	-	3 517	3 517	3 517	-	100.0%	3 179	3 179
Non-profit institutions	-	-	3 517	3 517	3 517	-	100.0%	3 179	3 179
Payments for capital assets	13 050	(1 654)	-	11 396	11 396	-	100.0%	57 723	57 723
Buildings and other fixed structures	13 050	(1 654)	-	11 396	11 396	-	100.0%	57 723	57 723
Total	13 050	(1 654)	3 517	14 913	14 913	-	100.0%	60 902	60 902

Subprogramme: 6.4: Early Childhood Development									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	-	21	-	21	21	-	100.0%	-	-
Goods and services	-	21	-	21	21	-	100.0%	-	-
Payments for capital assets	15 000	2 907	-	17 907	17 907	-	100.0%	9 979	9 979
Buildings and other fixed structures	15 000	2 907	-	17 907	17 907	-	100.0%	9 979	9 979
Total	15 000	2 928	-	17 928	17 928	-	100.0%	9 979	9 979

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Programme 7: Examination and Education Related Services									
Subprogramme	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Payments to SETA	9 400	-	-	9 400	9 400	-	100.0%	7268	7268
2. Professional Services	134 545	9 898	1 676	146 119	146 119	-	100.0%	128 418	128 418
3. External Examinations	214 149	(4 831)	1 815	211 133	211 133	-	100.0%	192 355	192 355
4. Special Projects	87 200	(6 277)	(13 428)	67 495	66 664	831	98.8%	26 331	23 083
5. Conditional Grant	22 043	1 210	-	23 253	23 253	-	100.0%	20 028	17 710
Total	467 337	-	(9 937)	457 400	456 569	831	99.8%	374 400	368 834

Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	373 266	1 161	1332	375 759	374 928	831	99.8%	336 005	330 439
Compensation of employees	303 883	1 245	1332	306 460	305 629	831	99.7%	270 593	267 439
Salaries and wages	294 982	(9 967)	-	285 015	284 184	831	99.7%	251 544	248 390
Social contributions	8 901	11 212	1332	21 445	21 445	-	100.0%	19 049	19 049
Goods and services	69 383	(84)	-	69 299	69 299	-	100.0%	65 412	63 000
Administrative fees	-	24	-	24	24	-	100.0%	484	484
Advertising	36	(31)	-	5	5	-	100.0%	-	-
Minor assets	15	(1)	-	14	14	-	100.0%	10	10
Catering: Departmental activities	4 384	(454)	-	3 930	3 930	-	100.0%	3 483	3 483
Communication (G&S)	1 342	(844)	-	498	498	-	100.0%	955	955
Computer services	1	5	-	6	6	-	100.0%	1	1
Contractors	326	314	-	640	640	-	100.0%	657	657
Agency and support / outsourced services	2 135	59	-	2 194	2 194	-	100.0%	2 075	1 002
Entertainment	2	(2)	-	-	-	-	-	1	1
Fleet services (including government motor transport)	953	78	-	1 031	1 031	-	100.0%	1 070	1 070
Inventory: Learner and teacher support material	1 600	(1 600)	-	-	-	-	-	1 403	64
Inventory: Materials and supplies	8	(8)	-	-	-	-	-	21	21
Consumable supplies	855	(796)	-	59	59	-	100.0%	666	666
Consumable: Stationery printing and office supplies	7 988	(966)	-	7 022	7 022	-	100.0%	7 508	7 508
Operating leases	6 128	(1 141)	-	4 987	4 987	-	100.0%	4 439	4 439
Property payments	-	405	-	405	405	-	100.0%	375	375
Transport provided: Departmental activity	3	27	-	30	30	-	100.0%	-	-
Travel and subsistence	10 164	1788	-	11 952	11 952	-	100.0%	10 841	10 841
Training and development	2 833	(1 621)	-	1 212	1 212	-	100.0%	1 359	1 359
Operating payments	30 041	5 071	-	35 112	35 112	-	100.0%	29 690	29 690
Venues and facilities	355	(252)	-	103	103	-	100.0%	266	266
Rental and hiring	214	(139)	-	75	75	-	100.0%	108	108

Appropriation Statement for the year ended 31 March 2019

Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	94 047	(1 221)	(11946)	80 880	80 880	-	100.0%	38 138	38 138
Departmental agencies and accounts	9 400	-	-	9 400	9 400	-	100.0%	7 268	7 268
Departmental agencies (non-business entities)	9 400	-	-	9 400	9 400	-	100.0%	7 268	7 268
Non-profit institutions	84 560	(2 240)	(13428)	68 892	68 892	-	100.0%	29 859	29 859
Households	87	1019	1482	2 588	2 588	-	100.0%	1 011	1 011
Social benefits	87	1019	1482	2 588	2 588	-	100.0%	994	994
Other transfers to households	-	-	-	-	-	-	-	17	17
Payments for capital assets	24	60	677	761	761	-	100.0%	257	257
Machinery and equipment	24	60	677	761	761	-	100.0%	257	257
Transport equipment	16	(39)	-	(23)	(23)	-	100.0%	110	110
Other machinery and equipment	8	99	677	784	784	-	100.0%	147	147
Total	467 337	-	(9 937)	457 400	456 569	831	99.8%	374 400	368 834

Subprogramme: 7.1: Payments to SETA

Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	9 400	-	-	9 400	9 400	-	100.0%	7 268	7 268
Departmental agencies and accounts	9 400	-	-	9 400	9 400	-	100.0%	7 268	7 268
Total	9 400	-	-	9 400	9 400	-	100.0%	7 268	7 268

Subprogramme: 7.2: Professional Services

Economic classification	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	134 545	8 879	1 332	144 756	144 756	-	100.0%	127 314	127 314
Compensation of employees	134 245	8 798	1 332	144 375	144 375	-	100.0%	127 314	127 314
Goods and services	300	81	-	381	381	-	100.0%	-	-
Transfers and subsidies	-	1 019	344	1 363	1 363	-	100.0%	994	994
Households	-	1 019	344	1 363	1 363	-	100.0%	994	994
Payments for capital assets	-	-	-	-	-	-	-	110	110
Machinery and equipment	-	-	-	-	-	-	-	110	110
Total	134 545	9 898	1 676	146 119	146 119	-	100.0%	128 418	128 418

Appropriation Statement
for the year ended 31 March 2019

Subprogramme: 7.3: External Examinations									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	202 365	(3 990)	-	198 375	198 375	-	100.0%	182 548	182 548
Compensation of employees	150 476	(6 830)	-	143 646	143 646	-	100.0%	131 161	131 161
Goods and services	51 889	2 840	-	54 729	54 729	-	100.0%	51 387	51 387
Transfers and subsidies	11 764	(928)	1 138	11 974	11 974	-	100.0%	9 723	9 723
Non-profit institutions	11 677	(928)	-	10 749	10 749	-	100.0%	9 706	9 706
Households	87	-	1 138	1 225	1 225	-	100.0%	17	17
Payments for capital assets	20	87	677	784	784	-	100.0%	84	84
Machinery and equipment	20	87	677	784	784	-	100.0%	84	84
Total	214 149	(4 831)	1 815	211 133	211 133	-	100.0%	192 355	192 355

Subprogramme: 7.4: Special Projects									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	14 317	(1 962)	-	12 355	11 524	831	93.3%	7 628	4 380
Compensation of employees	14 317	(1 968)	-	12 349	11 518	831	93.3%	7 628	4 380
Goods and services	-	6	-	6	6	-	100.0%	-	-
Transfers and subsidies	72 883	(4 315)	(13 428)	55 140	55 140	-	100.0%	18 703	18 703
Non-profit institutions	72 883	(4 315)	(13 428)	55 140	55 140	-	100.0%	18 703	18 703
Total	87 200	(6 277)	(13 428)	67 495	66 664	831	98.8%	26 331	23 083

Subprogramme: 7.5: Conditional Grant									
	2018/19							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	22 039	(1 766)	-	20 273	20 273	-	100.0%	18 515	16 197
Compensation of employees	4 845	1 245	-	6 090	6 090	-	100.0%	4 490	4 584
Goods and services	17 194	(3 011)	-	14 183	14 183	-	100.0%	14 025	11 613
Transfers and subsidies	-	3 003	-	3 003	3 003	-	100.0%	1 450	1 450
Non-profit institutions	-	3 003	-	3 003	3 003	-	100.0%	1 450	1 450
Payments for capital assets	4	(27)	-	(23)	(23)	-	100.0%	63	63
Machinery and equipment	4	(27)	-	(23)	(23)	-	100.0%	63	63
Total	22 043	1 210	-	23 253	23 253	-	100.0%	20 028	17 710

Notes to the Appropriation Statement
for the year ended 31 March 2019

1. Detail of transfers and subsidies as per Appropriation Act (after Virement):
Detail of these transactions can be viewed in the note on Transfers and subsidies and Annexure 1 (A-H) to the Annual Financial Statements.
2. Detail of specifically and exclusively appropriated amounts voted (after Virement):
Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.
3. Detail on payments for financial assets
Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.
4. Explanations of material variances from Amounts Voted (after virement):

4.1 Per programme

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
Per programme:	R'000	R'000	R'000	R'000
Administration	1 563 125	1 556 902	6 223	0.4%
The under-spending can mainly be attributed to:				
<ul style="list-style-type: none"> • Goods and services <ul style="list-style-type: none"> - Due to cost containment measures 				
Public Ordinary School Education	16 352 197	16 347 764	4 433	0.0%
The under-spending can mainly be attributed to:				
<ul style="list-style-type: none"> • Goods and services <ul style="list-style-type: none"> - Delivery of MOD furniture and equipment which could not be completed before financial year end and for which rollovers have been requested; and - Deliveries of workshop equipment, consumables, tools and machinery which could not be completed before financial year end and for which rollovers have been requested for the Maths, Science & Technology Grant. 				
Independent School Subsidies	113 179	113 179	-	0.0%
This programme is within budget after application of virements.				
Public Special School Education	1 258 980	1 258 295	685	0.1%
The under-spending can mainly be attributed to:				
<ul style="list-style-type: none"> • Goods and services <ul style="list-style-type: none"> - Delivery and supply of Learner Training and Support Material (LTSM) toolkits and wheelchair training services to special care centres which could not be completed before financial year end and for which rollovers have been requested for the Learners with Profound Intellectual Disabilities Grant. 				

Notes to the Appropriation Statement
for the year ended 31 March 2019

	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Variance as a % of Final Appropriation R'000
Per programme:				
Early Childhood Development	569 355	569 355	-	0.0%
This programme is within budget after application of virements.				
Infrastructure Development	1 835 544	1 810 370	25 174	1.4%
The under-spending can mainly be attributed to:				
<ul style="list-style-type: none"> The funding received from the National Disaster Management during the 2018/19 financial year Adjustment Budget for projects affected by the storm and fire damage. The services of the contractors to perform the work could not be procured and delivered given the time and could only be committed for the 2019/20 financial year. There was expenditure incurred, R656k, for previous work done but a rollover application was submitted for the remainder of the committed funds i.e. R25,174 million for the Education Infrastructure Grant. 				
Examination and Education Related Services	457 400	456 569	831	0.2%
The under-spending can mainly be attributed to:				
<ul style="list-style-type: none"> Compensation of employees <ul style="list-style-type: none"> Earmarked funding for the e-Learning Game Changer for graduate interns which will be paid over to Provincial Treasury. 				

Notes to the Appropriation Statement
for the year ended 31 March 2019

4.2 Per economic classification

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
Per economic classification:	R'000	R'000	R'000	R'000
Current expenditure				
Compensation of employees	16 353 149	16 352 318	831	0.0%
Goods and services	2 339 557	2 322 495	17 062	0.7%
Transfers and subsidies				
Departmental agencies and accounts	9 410	9 410	-	0.0%
Non-profit institutions	2 152 440	2 152 440	-	0.0%
Households	98 704	98 704	-	0.0%
Payments for capital assets				
Buildings and other fixed structures	1 144 176	1 124 723	19 453	1.7%
Machinery and equipment	43 863	43 863	-	0.0%
Software and other intangible assets	1 175	1 175	-	0.0%
Payments for financial assets	7 306	7 306	-	0.0%

The under-spending can mainly be attributed to:

- Compensation of employees
 - The saving is due to unspent earmarked funding for the e-Learning Game Changer for graduate interns which will be paid over to Provincial Treasury.
- Goods and services
 - Due to cost containment measures
 - Delivery of MOD furniture and equipment which could not be completed before financial year end and for which rollovers have been requested; and
 - Deliveries of workshop equipment, consumables, tools and machinery which could not be completed before financial year end and for which rollovers have been requested for the Maths, Science & Technology Grant for the committed funds of R2,901 million.
 - Delivery and supply of Learner Training and Support Material (LTSM) toolkits and wheelchair training services to special care centres which could not be completed before financial year end and for which rollovers have been requested for the Learners with Profound Intellectual Disabilities Grant for the committed funds of R685k.
 - Due to the funding received from the National Disaster Management during the 2018/19 financial year Adjustment Budget for projects affected by the storm and fire damage for the purpose of maintenance and replacement of the schools roofing features for the Education Infrastructure Grant. A rollover application was submitted for the committed funds of R5,721 million.
- Buildings and other fixed structures
 - Due to the funding received from the National Disaster Management during the 2018/19 financial year Adjustment Budget for projects affected by the storm and fire damage for the purpose of refurbishment and repairs of the schools' hostel for the Education Infrastructure Grant. A rollover application was submitted for the committed funds of R19,453 million.

Notes to the Appropriation Statement
for the year ended 31 March 2019

4.3 Per conditional grant

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	R'000
Per conditional grant				
Education Infrastructure Grant	1 046 905	1 021 731	25 174	2.4%
EPWP Integrated Grant for Provinces	2 221	2 221	-	0.0%
HIV/AIDS (Life-skills Education) Grant	22 043	22 043	-	0.0%
Maths Science & Technology Grant	32 583	29 682	2 901	8.9%
National School Nutrition Programme Grant	357 097	357 097	-	0.0%
Social sector EPWP Incentive Grant to Provinces	30 402	30 402	-	0.0%
Learners with Profound Intellectual Disabilities Grant	26 206	25 521	685	2.6%

The under-spending can mainly be attributed to:

- Education Infrastructure Grant:
 - Due to the funding received from the National Disaster Management during the 2018/19 financial year Adjustment Budget for projects affected by the storm and fire damage. The services of the contractors to perform the work could not be procured and delivered given the time and could only be committed for the 2019/20 financial year. There was expenditure that occurred, R656k, for previous work done but a rollover application was submitted for the remainder of the committed funds i.e. R25,174 million.
- Maths, Science & Technology Grant:
 - Deliveries of workshop equipment, consumables, tools and machinery which could not be completed before financial year end and for which rollovers have been requested totalling R2,901 million.
- Learners with Profound Intellectual Disabilities Grant:
 - Delivery and supply of Learner Training and Support Material (LTSM) toolkits and wheelchair training services to special care centres which could not be completed before financial year end and for which rollovers have been requested totalling R685k.

Statement of Financial Performance
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
Revenue			
Annual appropriation	1	22 149 780	20 722 693
Departmental revenue	2	-	-
Total Revenue		22 149 780	20 722 693
Expenditure			
Current expenditure			
Compensation of employees	3	16 352 318	15 178 886
Goods and services	4	2 323 298	2 345 012
Total current expenditure		18 675 616	17 523 898
Transfers and subsidies			
Transfers and subsidies	6	2 260 554	2 074 117
Total transfers and subsidies		2 260 554	2 074 117
Expenditure for capital assets			
Tangible assets	7	1 167 783	958 033
Intangible assets	7	1 175	63
Total expenditure for capital assets		1 168 958	958 096
Payments for financial assets	5	7 306	10 725
Total Expenditure		22 112 434	20 566 836
Surplus for the Year		37 346	155 857
Reconciliation of Net Surplus for the year			
Voted Funds		37 346	155 857
Annual appropriation		37 346	155 857
Surplus for the Year		37 346	155 857

Statement of Financial Position
as at 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
Assets			
Current Assets		23 821	655 947
Cash and cash equivalents	8	15 347	644 073
Prepayments and advances	9	-	3
Receivables	10	8 474	11 871
Non-Current Assets		48 673	51 399
Investments	11	10 796	10 020
Receivables	10	37 877	41 379
Total Assets		72 494	707 346
Liabilities			
Current Liabilities		44 033	673 896
Voted funds to be surrendered to the Revenue Fund	12	33 488	155 857
Departmental revenue and PRF Receipts to be surrendered to the Revenue Fund	13	567	4 076
Payables	14	9 978	513 963
Non-Current Liabilities		-	-
Total Liabilities		44 033	673 896
Net Assets		28 461	33 450
Represented by:			
Capitalisation reserve		10 796	10 020
Recoverable revenue		17 665	23 430
Total		28 461	33 450

Statement of Changes in Net Assets
as at 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
Net Assets			
Capitalisation Reserves			
Opening balance		10 020	9 398
Transfers:			
Movement in Operational Funds		776	622
Closing balance		10 796	10 020
Recoverable revenue			
Opening balance		23 430	32 359
Transfers		(5 765)	(8 929)
Irrecoverable amounts written off	5.2	(5 934)	(10 331)
Debts raised		169	1 402
Closing balance		17 665	23 430
Total		28 461	33 450

Cash Flow Statement
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
Cash Flows from Operating Activities			
Receipts		22 169 677	20 753 407
Annual appropriated funds received	1.1	22 145 922	20 722 693
Departmental revenue received	2.1 2.2 2.4	23 380	29 187
Interest received	2.3	375	1 527
Increase in working capital		(497 083)	516 079
Surrendered to Revenue Fund	15	(183 121)	(258 906)
Current payments		(18 675 616)	(17 523 898)
Payments for financial assets	5	(7 306)	(10 725)
Transfers and subsidies paid	6	(2 260 554)	(2 074 117)
Net cash flow available from operating activities	15	545 997	1 401 840
Cash Flows from Investing Activities			
Payments for capital assets	7	(1 168 958)	(958 096)
Increase in investments	11	(776)	(622)
Net cash flows from investing activities		(1 169 734)	(958 718)
Cash Flows from Financing Activities			
Decrease in net assets		(4 989)	(8 307)
Net cash flows from financing activities		(4 989)	(8 307)
Decrease in cash and cash equivalents		(628 726)	434 815
Cash and cash equivalents at beginning of period		644 073	209 258
Cash and cash equivalents at end of period	8 16	15 347	644 073

Accounting Policies
for the year ended 31 March 2019

Summary of significant accounting policies

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the department's primary and secondary information.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the Annual Financial Statements. These are based on the best information available at the time of preparation.

Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

1. Basis of preparation
The financial statements have been prepared in accordance with the Modified Cash Standard (MCS).
2. Going concern
The financial statements have been prepared on a going concern basis.
3. Presentation currency
Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.
4. Rounding
Unless otherwise stated financial figures have been rounded to the nearest one thousand Rand (R'000).
5. Foreign currency translation
Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment/receipt.
6. Comparative information
 - 6.1 Prior period comparative information
Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.
 - 6.2 Current year comparison with budget
A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

Accounting Policies
for the year ended 31 March 2019

7.	Revenue
7.1	<p>Appropriated funds</p> <p>Appropriated funds comprise of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).</p> <p>Appropriated funds are recognised in the statement of financial performance on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the statement of financial performance on the date the adjustments become effective.</p> <p>The net amount of any appropriated funds due to/from the relevant revenue fund at the reporting date is recognised as a payable/receivable in the statement of financial position.</p>
7.2	<p>Departmental revenue</p> <p>Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.</p> <p>Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.</p>
7.3	<p>Accrued departmental revenue</p> <p>Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:</p> <ul style="list-style-type: none"> • It is probable that the economic benefits or service potential associated with the transaction will flow to the department; and • The amount of revenue can be measured reliably. <p>The accrued revenue is measured at the fair value of the consideration receivable. Accrued tax revenue (and related interest and/penalties) is measured at amounts receivable from collecting agents.</p> <p>Write-offs are made according to the department's debt write-off policy.</p>
8.	Expenditure
8.1	Compensation of employees
8.1.1	<p>Salaries and wages</p> <p>Salaries and wages are recognised in the statement of financial performance on the date of payment.</p>
8.1.2	<p>Social contributions</p> <p>Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.</p> <p>Social contributions made by the department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.</p>

Accounting Policies
for the year ended 31 March 2019

8.2	<p>Other expenditure</p> <p>Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.</p>
8.3	<p>Accruals and payables not recognised</p> <p>Accruals and payables not recognised are recorded in the notes to the financial statements at cost at the reporting date.</p>
8.4	<p>Leases</p>
8.4.1	<p>Operating leases</p> <p>Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment.</p> <p>The operating lease commitments are recorded in the notes to the financial statements.</p>
8.4.2	<p>Finance leases</p> <p>Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.</p> <p>The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.</p> <p>Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:</p> <ul style="list-style-type: none">• Cost, being the fair value of the asset; or• The sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.
9.	<p>Aid Assistance</p>
9.1	<p>Aid assistance received</p> <p>Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.</p> <p>Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.</p>
9.2	<p>Aid assistance paid</p> <p>Aid assistance paid is recognised in the statement of financial performance on the date of payment. Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the statement of financial position.</p>
10.	<p>Cash and cash equivalents</p> <p>Cash and cash equivalents are stated at cost in the statement of financial position. Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.</p> <p>For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.</p>

Accounting Policies
for the year ended 31 March 2019

11. Prepayments and advances
Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.

Prepayments and advances are initially and subsequently measured at cost.

Transport and subsistence advances are paid when an official embarks on a trip away from headquarters and makes application for the estimated costs to be incurred on official duty. On the official's return, a claim for actual expenses will be submitted and offset against the advance paid. Any advances not settled by 31 March will be reflected in the Statement of Financial Position.
12. Loans and receivables
Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off. Write-offs are made according to the department's write-off policy.
13. Investments
Investments are recognised in the statement of financial position at cost.
14. Financial assets
- 14.1 Financial assets (not covered elsewhere)
A financial asset is recognised initially at its cost plus transaction costs that are directly attributable to the acquisition or issue of the financial asset.

At the reporting date, a department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.
- 14.2 Impairment of financial assets
Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.
15. Payables
Payables are recognised in the statement of financial position at cost.
16. Capital Assets
- 16.1 Immovable capital assets
Immovable capital assets are initially recorded in the notes to the financial statements at cost. Immovable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of immovable capital assets cannot be determined accurately, the immovable capital assets are measured at fair value for recording in the asset register.

Immovable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the immovable asset is recorded by another department in which case the completed project costs are transferred to that department.

Accounting Policies
for the year ended 31 March 2019

16.2 Movable capital assets

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature forms part of the cost of the existing asset when ready for use.

16.3 Intangible assets

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.

Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

16.3 Intangible assets (continued)

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.

16.4. Project Costs: Work-in-progress

Expenditure of a capital nature is initially recognised in the statement of financial performance at cost when paid.

Amounts paid towards capital projects are separated from the amounts recognised and accumulated in work-in-progress until the underlying asset is ready for use. Once ready for use, the total accumulated payments are recorded in an asset register. Subsequent payments to complete the project are added to the capital asset in the asset register.

Where the department is not the custodian of the completed project asset, the asset is transferred to the custodian subsequent to completion.

17.	Provisions and Contingents
17.1	<p>Provisions</p> <p>Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.</p>
17.2	<p>Contingent liabilities</p> <p>Contingent liabilities are recorded in the notes to the financial statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.</p>
17.3	<p>Contingent assets</p> <p>Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department.</p>
17.4	<p>Commitments</p> <p>Commitments are recorded at cost in the notes to the financial statements when there is a contractual arrangement or an approval by management in a manner that raises a valid expectation that the department will discharge its responsibilities thereby incurring future expenditure that will result in the outflow of cash.</p>
18.	<p>Unauthorised expenditure</p> <p>Unauthorised expenditure is recognised in the statement of financial position until such time as the expenditure is either:</p> <ul style="list-style-type: none"> • Approved by Parliament or the Provincial Legislature with funding and the related funds are received; or • Approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or • Transferred to receivables for recovery. <p>Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.</p>
19.	<p>Fruitless and wasteful expenditure</p> <p>Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.</p> <p>Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.</p> <p>Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.</p>

Accounting Policies
for the year ended 31 March 2019

20. Irregular expenditure
Irregular expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons therefore are provided in the note.
- Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery or not condoned and is not recoverable.
- Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.
21. Changes in accounting policies, accounting estimates and errors
Changes in accounting policies that are effected by management have been applied retrospectively in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the change in policy. In such instances the department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.
- Changes in accounting estimates are applied prospectively in accordance with MCS requirements.
- Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.
22. Events after the reporting date
Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.
23. Departures from the MCS requirements
Management concludes that the financial statements present fairly the department's primary and secondary information and the department has complied with the Modified Cash Standard.
24. Capitalisation reserve
The capitalisation reserve comprises of financial assets and/or liabilities originating in a prior reporting period but which are recognised in the statement of financial position. Amounts are recognised in the capitalisation reserves when identified in the current period and are transferred to the Provincial Revenue Fund when the underlying asset is disposed and the related funds are received.

Accounting Policies
for the year ended 31 March 2019

25. Recoverable revenue
Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the Provincial Revenue Fund when recovered or are transferred to the statement of financial performance when written-off.
26. Related party transactions
A related party transaction is a transfer of resources, services or obligations between the reporting entity and a related party. Related party transactions within the Minister's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.
27. Key management personnel
Key management personnel are those persons having the authority and responsibility for planning, directing and controlling the activities of the department. The number of individuals and their full compensation is recorded in the notes to the financial statements.
28. Inventories
At the date of acquisition, inventories are recognised at cost in the statement of financial performance.
- Where inventories are acquired as part of a non-exchange transaction, the inventories are measured at fair value as at the date of acquisition.
- Inventories are subsequently measured at the lower of cost and net realisable value or where intended for distribution (or consumed in the production of goods for distribution) at no or a nominal charge, the lower of cost and current replacement value.
- The cost of inventories is assigned by using the weighted average cost basis.
29. Employee benefits
The value of each major class of employee benefit obligation (accruals, payables not recognised and provisions) is disclosed in the Employee benefits note.

Notes to the Annual Financial Statements
for the year ended 31 March 2019

1. Appropriation

1.1 Annual Appropriation

	2018/19			2017/18	
	Final Appropriation R'000	Actual Funds Received R'000	Funds not requested/ not received R'000	Final Appropriation R'000	Appropriation Received R'000
Programmes					
Administration	1 595 777	1 595 777	-	1 582 575	1 582 575
Public Ordinary School Education	16 373 784	16 369 926	3 858	15 069 228	15 069 228
Independent School Subsidies	113 387	113 387	-	107 578	107 578
Public Special School Education	1 252 049	1 252 049	-	1 247 693	1 247 693
Early Childhood Development	578 937	578 937	-	551 337	551 337
Infrastructure Development	1 768 509	1 768 509	-	1 760 553	1 760 553
Examination and Education Related Services	467 337	467 337	-	403 729	403 729
Total	22 149 780	22 145 922	3 858	20 722 693	20 722 693

The funds not received is due to the under collection on the Own Revenue.

	Note	2018/19 R'000	2017/18 R'000
1.2 Conditional Grants**			
Total grants received	33	1 517 457	1 558 992
Provincial grants included in Total Grants received		-	-

(** It should be noted that the Conditional grants are included in the amounts per the Final Appropriation in Note 1.1)

2. Departmental Revenue

Sales of goods and services other than capital assets	2.1	13 320	12 192
Fines, penalties and forfeits	2.2	1 924	938
Interest, dividends and rent on land	2.3	375	1 527
Transactions in financial assets and liabilities	2.4	8 136	16 057
Total revenue collected		23 755	30 714
Less: Own revenue included in appropriation	13	23 755	30 714
Departmental revenue collected		-	-

2.1 Sales of goods and services other than capital assets

Sales of goods and services produced by the department	2	13 001	12 149
Sales by market establishment		13 001	12 149
Sales of scrap, waste and other used current goods		319	43
Total		13 320	12 192

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
2.2 Fines, penalties and forfeits	2		
Fines		1 924	938
Total		<u>1 924</u>	<u>938</u>
2.3 Interest, dividends and rent on land	2		
Interest		375	1 527
Total		<u>375</u>	<u>1 527</u>
2.4 Transactions in financial assets and liabilities	2		
Receivables		6 038	9 944
Other receipts including Recoverable Revenue		2 098	6 113
Total		<u>8 136</u>	<u>16 057</u>
3. Compensation of employees			
3.1 Salaries and wages			
Basic Salary		12 192 048	11 312 912
Performance award		20 586	21 077
Service Based		20 392	27 530
Compensative/circumstantial		206 579	181 261
Periodic payments		19 205	16 539
Other non-pensionable allowances		1 852 859	1 681 798
Total		<u>14 311 669</u>	<u>13 241 117</u>
3.2 Social contributions			
Employer contributions			
Pension		1 359 492	1 296 382
Medical		676 843	637 270
Bargaining council		1 313	1 201
Official unions and associations		3 001	2 916
Total		<u>2 040 649</u>	<u>1 937 769</u>
Total compensation of employees		<u>16 352 318</u>	<u>15 178 886</u>
Average number of employees		<u>41 754</u>	<u>40 981</u>

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
4. Goods and services			
Administrative fees		402	957
Advertising		7 267	9 964
Minor assets	4.1	3 606	4 825
Bursaries (employees)		1 073	834
Catering		13 354	13 476
Communication		7 656	8 662
Computer services	4.2	19 168	19 734
Consultants: Business and advisory services		43 130	43 014
Infrastructure and planning services		112 843	95 657
Legal services		6 266	4 772
Contractors		11 032	9 133
Agency and support / outsourced services		440 640	414 124
Entertainment		33	49
Audit cost – external	4.3	11 927	14 134
Fleet services		27 284	29 466
Inventory	4.4	543 592	648 500
Consumables	4.5	24 725	23 230
Operating leases		68 772	63 837
Property payments	4.6	563 286	582 095
Rental and hiring		362	479
Transport provided as part of the departmental activities		307 770	267 398
Travel and subsistence	4.7	39 566	35 359
Venues and facilities		7 421	3 648
Training and development		21 883	14 213
Other operating expenditure	4.8	40 240	37 452
Total		<u>2 323 298</u>	<u>2 345 012</u>
4.1 Minor Assets	4		
Tangible assets		3 527	4 625
Machinery and equipment		<u>3 527</u>	<u>4 625</u>
Intangible assets		79	200
Software		<u>79</u>	<u>200</u>
Total		<u>3 606</u>	<u>4 825</u>

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
4.2 Computer Services	4		
SITA computer services		12 886	13 614
External computer service providers		6 282	6 120
Total		<u>19 168</u>	<u>19 734</u>
4.3 Audit cost – external	4		
Regularity audits		11 297	13 387
Computer audits		630	747
Total		<u>11 927</u>	<u>14 134</u>
The difference between the expenditure for 2017/18 and 2018/19 is due to the timing of invoices.			
4.4 Inventory	4		
Learning and teaching support material		142 118	191 313
Materials and supplies		126	710
Other supplies	4.4.1	401 348	456 477
Total	Annex 5	<u>543 592</u>	<u>648 500</u>
4.4.1 Other supplies	4.4		
Assets for distribution		401 348	456 477
Machinery and equipment		401 200	456 183
Library material		148	294
Total		<u>401 348</u>	<u>456 477</u>
4.5 Consumables	4		
Consumable supplies		5 008	5 576
Household supplies		1 462	1 931
Communication accessories		17	-
IT consumables		805	1 818
Other consumables		2 724	1 827
Stationery printing and office supplies		19 717	17 654
Total		<u>24 725</u>	<u>23 230</u>
4.6 Property payments	4		
Municipal services		84 999	79 398
Property maintenance and repairs		459 260	487 953
Other		19 027	14 744
Total		<u>563 286</u>	<u>582 095</u>

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
4.7 Travel and subsistence	4		
Local		38 854	34 631
Foreign		712	728
Total		<u>39 566</u>	<u>35 359</u>
4.8 Other operating expenditure	4		
Professional bodies, membership and subscription fees		580	1 015
Resettlement costs		1 903	2 240
Other		37 757	34 197
Total		<u>40 240</u>	<u>37 452</u>
5. Payments for financial assets			
Material losses through criminal conduct: Theft	5.3	855	-
Other material losses written off	5.1	517	394
Debts written off	5.2	5 934	10 331
Total		<u>7 306</u>	<u>10 725</u>
5.1 Other material losses written off	5		
Nature of losses			
GG Accidents		316	117
Interest paid		1	225
Other losses		200	52
Total		<u>517</u>	<u>394</u>
5.2 Debts written off	5		
Nature of debts written off			
Other debt written off:			
Employee tax		552	712
Salary overpayments		4 986	7 967
Bursaries		207	318
Other		62	-
Interest on debts		127	1 334
Total		<u>5 934</u>	<u>10 331</u>
5.3 Details of theft			
Nature of theft			
Fraudulent payment – employee dismissed and convicted	5	855	-
Total		<u>855</u>	<u>-</u>

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
6. Transfers and subsidies			
Departmental agencies and accounts	Annexure 1A	9 410	7 278
Non-profit institutions	Annexure 1B	2 152 440	1 980 378
Households	Annexure 1C	98 704	86 461
Total		<u>2 260 554</u>	<u>2 074 117</u>
7. Expenditure for capital assets			
Tangible assets		1 167 783	958 033
Buildings and other fixed structures	30.1	1 123 920	883 624
Machinery and equipment	28.1	43 863	74 409
Intangible assets		1 175	63
Software	29.1	1 175	63
Total		<u>1 168 958</u>	<u>958 096</u>
7.1 Analysis of funds utilised to acquire capital assets – 2018/19			
	Voted Funds	Aid assistance	Total
Tangible assets	1 167 783	-	1 167 783
Buildings and other fixed structures	1 123 920	-	1 123 920
Machinery and equipment	43 863	-	43 863
Intangible assets	1 175	-	1 175
Software	1 175	-	1 175
Total	<u>1 168 958</u>	<u>-</u>	<u>1 168 958</u>
7.2 Analysis of funds utilised to acquire capital assets – 2017/18			
	Voted Funds	Aid assistance	Total
Tangible assets	958 033	-	958 033
Buildings and other fixed structures	883 624	-	883 624
Machinery and equipment	74 409	-	74 409
Intangible assets	63	-	63
Software	63	-	63
Total	<u>958 096</u>	<u>-</u>	<u>958 096</u>

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
7.3 Finance lease expenditure included in expenditure for capital assets			
Tangible assets			
Machinery and equipment		30 800	28 310
Total		<u>30 800</u>	<u>28 310</u>
8. Cash and cash equivalents			
Consolidated Paymaster General Account		29 220	663 664
Cash receipts		(4)	(4)
Disbursements		(13 869)	(19 587)
Total		<u>15 347</u>	<u>644 073</u>

The decrease is due to an erroneous deposit made by the Provincial Treasury into the department's bank account during 2017/18, refunded in the reporting year. 2017/18 amounts have been restated to reflect cash receipts and disbursements.

9. Prepayments and Advances					
Travel and subsistence			-		3
Total			<u>-</u>		<u>3</u>
	Note	Balance as at 1 April 2018	Less: Received in the current year	Add: Current Year prepayments	Amount as at 31 March 2019
		R'000	R'000	R'000	R'000
9.1 Prepayments (Expensed)					
Listed by economic classification					
Capital assets		31 829	(26 064)	-	5 765
Total		<u>31 829</u>	<u>(26 064)</u>	<u>-</u>	<u>5 765</u>

During 2018/19 30 x 35 seater buses to the value of R 26 064 198 were delivered to the WCED. The last of the 9 x 23 seater buses will be delivered in the new financial year.

	Note	Balance as at 1 April 2017	Less: Received in the current year	Add: Current Year prepayments	Amount as at 31 March 2018
		R'000	R'000	R'000	R'000
Prepayments (Expensed)					
Listed by economic classification					
Capital assets		32 649	(32 649)	31 829	31 829
Total		<u>32 649</u>	<u>(32 649)</u>	<u>31 829</u>	<u>31 829</u>

Notes to the Annual Financial Statements
for the year ended 31 March 2019

10. Receivables

		2018/19			2017/18		
		Current	Non-current	Total	Current	Non-current	Total
	Note	R'000	R'000	R'000	R'000	R'000	R'000
Claims recoverable	10.1	899	4 915	5 814	5 902	68	5 970
Recoverable expenditure	10.2	3 921	354	4 275	2 517	408	2 925
Staff debt	10.3	535	7 599	8 134	1 066	10 762	11 828
Other debtors	10.4	3 119	25 009	28 128	2 386	30 141	32 527
Total		<u>8 474</u>	<u>37 877</u>	<u>46 351</u>	<u>11 871</u>	<u>41 379</u>	<u>53 250</u>

	Note	2018/19 R'000	2017/18 R'000
10.1 Claims recoverable	10		
National departments		486	211
Provincial Departments		1 016	709
Household and non-profit institutions	31	<u>4 312</u>	<u>5 050</u>
Total	Annexure 3	<u>5 814</u>	<u>5 970</u>

Household and non-profit institutions: Some claims for Education Labour Relations Council were withdrawn and 2017/18 prior year amounts were restated in 2018/19 in line with the withdrawal letter received in 2017/18 financial year.

10.2 Recoverable expenditure (disallowance accounts)	10		
Disallowance accounts		1 559	629
Salary: Reversal Control		1 844	917
Salary: Tax debt		<u>872</u>	<u>1 379</u>
Total		<u>4 275</u>	<u>2 925</u>
10.3 Staff debt	10		
Debt account		<u>8 134</u>	<u>11 828</u>
Total		<u>8 134</u>	<u>11 828</u>
10.4 Other debtors	10		
Breach of contract		715	1 145
Ex-employees		20 023	28 006
State guarantees		14	13
Miscellaneous		<u>7 376</u>	<u>3 363</u>
Total		<u>28 128</u>	<u>32 527</u>

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
10.5 Impairment of receivables			
Estimate of impairment of receivables		36 026	44 212
Total		<u>36 026</u>	<u>44 212</u>
All receivables in the Debt Account, outstanding for longer than 3 months, are included in the calculation of the impairment of receivables.			
11. Investments			
Non-current			
Shares and other equity			
School Building Fund		10 796	10 020
Total non-current		<u>10 796</u>	<u>10 020</u>
Analysis of non-current investments			
Opening balance		10 020	9 398
Additions in cash		776	622
Disposals for cash		-	-
Total		<u>10 796</u>	<u>10 020</u>
12. Voted funds to be surrendered to the Revenue Fund			
Opening balance		155 857	229 505
As restated		155 857	229 505
Transfer from statement of financial performance (as restated)		37 346	155 857
Voted funds not requested/not received	1.1	(3 858)	-
Paid during the year		(155 857)	(229 505)
Closing balance		<u>33 488</u>	<u>155 857</u>
13. Departmental revenue and PRF Receipts to be surrendered to the Revenue Fund			
Opening balance		4 076	2 763
Own revenue included in appropriation	2	23 755	30 714
Paid during the year		(27 264)	(29 401)
Closing balance		<u>567</u>	<u>4 076</u>
14. Payables – current			
Clearing accounts	14.1, 31	8 769	6 155
Other payables	14.2	1 209	507 808
Total		<u>9 978</u>	<u>513 963</u>

The decrease in other payables is due to an erroneous deposit made by the Provincial Treasury into the department's bank account for the 2017/2018 Financial Year, refunded in the reporting year.
Clearing accounts: Some claims for Education Labour Relations Council were withdrawn and 2017/18 prior year amounts were restated in 2018/19 in line with the withdrawal letter received in 2017/18 financial year.

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
14.1 Payables – clearing accounts	14		
Sal: ACB recalls		180	1 097
Sal: Income tax		2 658	417
Sal: Medical aid		52	-
Other deduction accounts		237	45
Sal: Tax debt		-	24
Disallowance: damages and losses	31	5 345	4 275
Adv: Public entities		297	297
Total		<u>8 769</u>	<u>6 155</u>
14.2 Payables – other payables	14		
Debt account credits		345	422
Sal: GEHS Refund Control		864	423
Overpayment of annual appropriation		-	506 963
Total		<u>1 209</u>	<u>507 808</u>

The decrease in payables is due to an erroneous deposit made by the Provincial Treasury into the department's bank account for the 2017/2018 Financial Year, refunded in the reporting year.

15. Net cash flow available from operating activities			
Net surplus as per Statement of Financial Performance		37 346	155 857
Add back non cash/cash movements not deemed operating activities		508 651	1 245 983
Decrease in receivables – current		23 397	(7 555)
Decrease in prepayments and advances		3	(3)
Decrease in payables – current		(520 483)	523 637
Expenditure on capital assets		1 168 958	958 096
Surrenders to Revenue Fund		(183 121)	(258 906)
Voted funds not requested/not received		(3 858)	-
Own revenue included in appropriation		23 755	30 714
Net cash flow generated from operating activities		<u>545 997</u>	<u>1 401 840</u>
16. Reconciliation of cash and cash equivalents for cash flow purposes			
Consolidated Paymaster General account		29 220	663 664
Cash receipts		(4)	(4)
Disbursements		(13 869)	(19 587)
Total		<u>15 347</u>	<u>644 073</u>

The balance in the PMG Account relates mainly to the surplus on voted funds. 2017/18 amounts have been restated to reflect cash receipts and disbursements.

Notes to the Annual Financial Statements
for the year ended 31 March 2019

		Note	2018/19 R'000	2017/18 R'000
17.	Contingent liabilities and contingent assets			
17.1	Contingent liabilities			
	Liable to	Nature		
	Financial Institutions	Housing loans guarantees	Annexure 2A	333
	Various persons	Claims against the department	Annexure 2B	274 379
	Intergovernmental payables (unconfirmed balances)	Claims	Annexure 4	340
	Municipalities	Municipal Accounts	Annexure 2B	73 277
	Total		348 329	260 810

Financial Institutions: Financial guarantees issued relate to housing guarantees provided for employees for housing loans.

Various persons (Various claims): The claims will only be settled when either the court decides that the department is liable or the department accepts the liability, both of which are unknown.

Intergovernmental payables (unconfirmed balances): Inter-government payables relate to unconfirmed balances outstanding at year end

Municipalities: The closing balance represents the total of outstanding municipal service accounts of schools as at 31 March 2019. It is not possible to determine the total amount of municipal services accounts of schools incurred and paid/cancelled/reduced during the year as these accounts are also settled directly by schools.

17.2	Contingent assets			
	<ul style="list-style-type: none"> Further to the notes hereunder, as reflected in the Financial Statements of 2013/14 and 2014/15, the following progress is reported: <ul style="list-style-type: none"> All outstanding stockpile cases (2013/14 – 2014/15) relating to the Policy and Procedure on Incapacity Leave and Ill-health Retirement (PILIR) were dealt with by the Health Risk Managers in 2016/17. At the end of this reporting period there were no stockpile cases outstanding. At this stage the Department is not able to reliably measure the contingent asset as the funds that are held by SA Home Loans in respect of the Government Employees Housing Scheme (GEHS) of the Individually Linked Savings Facility (ILSF) may be returned to the Department in cases of resignations and dismissals. 			

18.	Commitments		
	Current expenditure	969 213	1 530 220
	Approved and contracted	969 213	1 530 220
	Capital expenditure	639 778	559 602
	Approved and contracted	639 778	551 550
	Approved but not yet contracted	-	8 052
	Total commitments	1 608 991	2 089 822

Current commitments are mainly represented by contracts LAN installation at Public Schools and other general contracts which are for longer than a year. This excludes contracts of convenience, which do not have a contract values but are rather budgeted amounts. Capital commitments represent contracts for the building of schools which are for longer than a year.

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
19. Accruals and payables not recognised			
19.1 Accruals			
Listed by economic classification	30 days 30+ days	Total	Total
Goods and services	24 072 3 636	27 708	39 008
Transfers and subsidies	911 1 211	2 122	1 121
Capital assets	52 861 624	53 485	27 874
Total	77 844 5 471	83 315	68 003
Listed by programme level			
Programme 1		5 395	7 484
Programme 2		16 969	23 418
Programme 4		8	58
Programme 5		449	5 559
Programme 6		58 275	29 482
Programme 7		2 219	2 002
Total		83 315	68 003
19.2 Payables not recognised			
Listed by economic classification	30 days 30+ days	Total	Total
Goods and services	26 243 3 455	29 698	11 844
Transfers and subsidies	217 35	252	304
Capital assets	12 236 3 296	15 532	18 565
Other	3 666 -	3 666	38
Total	42 362 6 786	49 148	30 751
Listed by programme level			
Programme 1		8 995	1 222
Programme 2		6 891	3 470
Programme 5		34	1 611
Programme 6		33 187	24 418
Programme 7		41	30
Total		49 148	30 751
Included in the above totals are the following			
Confirmed balances with departments	Annexure 4	3 666	38
Total		3 666	38
20. Employee benefits			
Leave entitlement		75 877	72 533
Service bonus (thirteenth cheque)		436 647	416 397
Performance awards		19 702	17 797
Capped leave commitments		841 496	880 869
Other	31.1	77 805	56 999
Total		1 451 527	1 444 595

"Other" relates mainly to salaries paid for the previous financial year and includes an amount of R831 000 (2018/19) and R695 000 (2017/18) i.r.o. a provision made for an exit gratuity owing to the MEC (DA Schäfer). The amount for leave entitlement includes a negative amount of R1 803 981 in respect of leave taken on the total number of days one is eligible for but exceeding the pro-rata as at 31 March 2019.

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note		2018/19 R'000	
21.	Lease commitments			
21.1	Operating leases			
		Buildings and other fixed structures	Machinery and equipment	Total
	2018/19	R'000	R'000	R'000
	Not later than a year	59 001	7 197	66 198
	Later than 1 year and not later than 5 years	95 246	1 949	97 195
	Later than 5 years	47 553	425	47 978
	Total lease commitments	201 800	9 571	211 371
		Buildings and other fixed structures	Machinery and equipment	Total
	2017/18	R'000	R'000	R'000
	Not later than a year	55 421	6 666	62 087
	Later than 1 year and not later than 5 years	84 584	1 757	86 341
	Later than 5 years	32 222	590	32 812
	Total lease commitments	172 227	9 013	181 240

Buildings: Lease commitments for school buildings are calculated based on a contractual obligation between the lessee and the lessors. A fixed annual escalation of between 5 and 9 % or the applicable CPIX linked inflation rate is catered for in these calculations. In the case of renewal of expired leases, the commitment is for a three-year period. The department capped leases for a maximum period of 20 years. The department may not sub-lease without the consent of the owner. Maintenance of the property is shared by the department and the owner.

Machinery and equipment: The major portion of this commitment relates to photocopier equipment.

21.2	Finance leases expenditure		Machinery and equipment	Total
	2018/19		R'000	R'000
	Not later than a year		28 470	28 470
	Later than 1 year and not later than 5 years		47 491	47 491
	Later than 5 years		1 716	1 716
	Total lease commitments		77 677	77 677
			Machinery and equipment	Total
	2017/18		R'000	R'000
	Not later than a year		29 672	29 672
	Later than 1 year and not later than 5 years		58 469	58 469
	Later than 5 years		2 799	2 799
	Total lease commitments		90 940	90 940

The Department of Education leased 509 vehicles from GMT during 2018/19. Daily tariffs are payable on a monthly basis covering the operational costs and capital costs towards the replacement of vehicles and the implicit financial costs in this type of arrangement.

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
22. Irregular expenditure			
22.1 Reconciliation of irregular expenditure			
Opening balance		-	-
As restated		-	-
Add: Irregular expenditure – relating to prior year		163	169
Add: Irregular expenditure – relating to current year		22	-
Less: Prior year amounts condoned		(163)	(169)
Less: Current year amounts condoned		(22)	-
Irregular expenditure awaiting condonation		-	-
22.2 Details of irregular expenditure – added current year (relating to current and prior years)			2018/19 R'000
Incident	Disciplinary steps taken/ criminal proceedings		
Contract Management (1 case)	None		19
Insufficient Quotations (3 cases)	None		165
Other (1 case)	None		1
			185
22.3 Details of irregular expenditure condoned			2018/19 R'000
Incident	Condoned by (condoning authority)		
Contract Management (1 case)	Accounting Officer		19
Insufficient Quotations (3 cases)	Accounting Officer		165
Other (1 case)	Accounting Officer		1
			185
22.4 Details of irregular expenditure under assessment (not included in main note)			2018/19 R'000
Incident			
Accommodation (56 cases)			3 060
Cell phone allowance (63 cases)			22
Insufficient quotes (5 cases)			913
Overpayments - contract management (3 cases)			3
Contracts procured by other organs of state (2 cases)			180
			4 178

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
23. Fruitless and wasteful expenditure			
23.1 Reconciliation of fruitless and wasteful expenditure			
Opening balance		-	37
As restated		-	37
Fruitless and wasteful expenditure – relating to prior year		6	79
Fruitless and wasteful expenditure – relating to current year		24	2
Less: Amounts resolved		(30)	(118)
Closing balance		-	-
23.2 Analysis of Current year's (relating to current & prior years) fruitless and wasteful expenditure			2018/19 R'000
Incident	Disciplinary steps taken/criminal proceedings		
Catering (9 cases)	None		28
Interest (11 cases)	None		1
Other (3 cases)	None		1
Total			30
23.3 Details of fruitless and wasteful expenditure under investigation (not included in the main note)			2018/19 R'000
Incident			
Catering expenses (23 cases)			15
Interest (9 cases)			1
Other (1 case)			-
Total			16

The amount on other is below R500, therefore rounded to R0.

Notes to the Annual Financial Statements
for the year ended 31 March 2019

24 Related party transactions

Related party relationships

1. The transactions relating to public ordinary schools are disclosed under Annexure 1B.
2. During the year the Department received services from the Western Cape Department of Transport and Public Works (DTPW) as follows:
 - The Department occupies a building managed by the DTPW, free of charge. Parking space is also provided to government officials at an approved fee which is not market related.
 - The Department makes use of government motor vehicles managed by the Government Motor Transport (GMT) Section of the DTPW in terms of an arm's length transaction at tariffs approved by the Provincial Treasury.
3. The Department received corporate services from the Department of the Premier (DTP) Western Cape as follows:
 - Information and Communication Technology
 - Organisation Development
 - Provincial Training (transversal)
 - Enterprise Risk Management
 - Internal Audit
 - Provincial Forensic Services
 - Legal Services
 - Corporate Communication
4. The Department received security advisory services and security operations from the Department of Community Safety Western Cape.

25. Key management personnel

	No of individuals	2018/19 R'000	2017/18 R'000
Political office bearers	1	1 978	1 978
Officials:			
Management	20	23 529	17 035
Family members of key management personnel	7	3 244	1 537
Total		<u>28 751</u>	<u>20 550</u>

Key Management now includes all officials who have significant influence over the financial and operational policy decisions of the department.

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	2018/19 R'000	2017/18 R'000
26. Provisions			
37% Allowance for contract employees in lieu of benefits not paid	31.1	-	-
Total		-	-

Provision previously related to 37% allowance for contract employees in lieu of benefits not paid. The amount in 2017/18 was restated as per note 31.1 correction of prior period errors and there is no provision, as provision for 37% Allowance for contract employees in lieu of benefits not paid, has been derecognised due to the amounts being unlikely to be paid.

27	Non-adjusting events after reporting date	2018/19 R'000
	The School Evaluation Authority will come into operation during the 2019/20 financial year	6 357
		<u>6 357</u>

Under section 29 of the Western Cape Provincial School Education Amendment Act, 2018 (Act 4 of 2018), Sections 8 of the Act come into operation on 12 April 2019, this includes the establishment of Schools Evaluation Authority and the appointment of a Chief Evaluator, Lead Evaluators and Evaluators.

28 Movable Tangible Capital Assets
Movement in movable tangible capital assets per asset register for the year ended 31 March 2019

	Opening balance R'000	Value adjustments R'000	Additions R'000	Disposals R'000	Closing balance R'000
Machinery and equipment	180 198	-	49 261	(37 200)	192 259
Transport assets	92 968	-	36 172	(33 545)	95 595
Computer equipment	46 595	-	8 839	(3 073)	52 361
Furniture and office equipment	35 768	-	3 592	(472)	38 888
Other machinery and equipment	4 867	-	658	(110)	5 415
Total movable tangible capital assets	<u>180 198</u>	<u>-</u>	<u>49 261</u>	<u>(37 200)</u>	<u>192 259</u>

Movable Tangible Capital Assets under investigation

Included in the above total of the movable capital assets per the asset register are assets that are under investigation:

	Number	Value R'000
Machinery and equipment	41	366

21 Items have been identified as redundant and 20 items which were not found during stocktake, are in the process of being investigated.

Notes to the Annual Financial Statements
for the year ended 31 March 2019

28.1 Additions

Additions to movable tangible capital assets per asset register for the year ended 31 March 2019

	Cash	Non-Cash	(Capital work-in-progress current costs and finance lease payments)	Received current not paid (Paid current year received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
Machinery and equipment	43 863	36 198	(30 800)	-	49 261
Transport assets	30 800	36 172	(30 800)	-	36 172
Computer equipment	8 813	26	-	-	8 839
Furniture and office equipment	3 592	-	-	-	3 592
Other machinery and equipment	658	-	-	-	658
Total additions to movable tangible capital assets	43 863	36 198	(30 800)	-	49 261

Non-cash additions includes R26, 064 million for 30 buses which was expensed as a prepayment during 2017/18.

28.2 Disposals

Disposals of movable tangible capital assets per asset register for the year ended 31 March 2019

	Sold for cash	Non-cash disposal	Total disposals	Cash received actual
	R'000	R'000	R'000	R'000
Machinery and equipment	-	(37 200)	(37 200)	-
Transport assets	-	(33 545)	(33 545)	-
Computer equipment	-	(3 073)	(3 073)	-
Furniture and office equipment	-	(472)	(472)	-
Other machinery and equipment	-	(110)	(110)	-
Total disposal of movable tangible capital assets	-	(37 200)	(37 200)	-

Non-cash disposals includes R26, 064 million for 30 buses for schools, prepaid in 2017/18.

28.3 Movement for 2017/18

Movement in movable tangible capital assets per asset register for the year ended 31 March 2018

	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Machinery and equipment	164 478	-	75 176	(59 456)	180 198
Transport assets	79 789	-	60 906	(47 727)	92 968
Computer equipment	43 180	-	9 350	(5 935)	46 595
Furniture and office equipment	34 047	-	3 799	(2 078)	35 768
Other machinery and equipment	7 462	-	1 121	(3 716)	4 867
Total movable tangible capital assets	164 478	-	75 176	(59 456)	180 198

Notes to the Annual Financial Statements
for the year ended 31 March 2019

28.4 Minor assets

Movement in minor assets per the asset register for the year ended 31 March 2019

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	1 729	73 956	75 685
Additions	79	3 600	3 679
Disposals	-	(4 394)	(4 394)
Total minor assets	1 808	73 162	74 970

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	-	35 646	35 646
Number of minor assets at cost	473	198 482	198 955
Total number of minor assets	473	234 128	234 601

Minor Capital Assets under investigation

Included in the above total of minor capital assets per the asset register
are assets that are under investigation:

	Number	Value
		R'000
Machinery and equipment	37 813	3 988

37 813 items, mainly consisting of library material, were identified as redundant/not found during stocktake, are in the process of being investigated.

Minor assets

Movement in minor assets per the asset register for the year ended 31 March 2018

	Intangible assets	Machinery and equipment	Total
	R'000	R'000	R'000
Opening balance	1 529	71 612	73 141
Additions	200	4 642	4 842
Disposals	-	(2 298)	(2 298)
Total minor assets	1 729	73 956	75 685

	Intangible assets	Machinery and equipment	Total
Number of R1 minor assets	-	41 783	41 783
Number of minor assets at cost	454	201 133	201 587
Total number of minor assets	454	242 916	243 370

Notes to the Annual Financial Statements
for the year ended 31 March 2019

28.5

Movable assets written off

Movable assets written off for the year ended 31 March 2019

	Machinery and equipment	Total
	R'000	R'000
Assets written off	7 509	7 509
Total movable assets written off	7 509	7 509

Movable assets written off for the year ended 31 March 2018

	Machinery and equipment	Total
	R'000	R'000
Assets written off	7 621	7 621
Total movable assets written off	7 621	7 621

28.6

S42 Movable Capital Assets

Major assets to be transferred in terms of S42 of the PFMA - 31 March 2019

	Machinery and equipment	Total
Number of Assets		-
Value of the asset (R'000)		-

Major assets to be transferred in terms of S42 of the PFMA - 31 March 2018

	Machinery and equipment	Total
Number of Assets	(17)	(17)
Value of the asset (R'000)	(2 790)	(2 790)

29.

Intangible Capital Assets

Movement in intangible capital assets per asset register for the year ended 31 March 2019

	Opening balance	Value adjustments	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Software	21 724	-	1 175	-	22 899
Total intangible capital assets	21 724	-	1 175	-	22 899

Intangible Capital Assets under investigation

Included in the above total of intangible capital assets per the asset register are assets that are under investigation:

	Number	Value
		R'000
Software	54	5 546

Assets are out of date, Centre for e- Innovation (Cel) is currently conducting an investigation whether the software can and is still being used.

Notes to the Annual Financial Statements
for the year ended 31 March 2019

29.1 Additions to intangible capital assets per asset register for the year ended 31 March 2019

	Cash	Non-Cash	(Development work-in-progress current costs)	Received current not paid (Paid current year received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
Software	1 175	-	-	-	1 175
Total additions to intangible capital assets	1 175	-	-	-	1 175

29.2 Movement for 2017/18

Movement in intangible capital assets per asset register for the year ended 31 March 2018

	Opening balance	Prior Period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Software	21 661	-	63	-	21 724
Total intangible capital assets	21 661	-	63	-	21 724

30. Immovable tangible capital assets

Movement in immovable tangible capital assets per asset register for the year ended 31 March 2019

	Opening balance	Value adjustments	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	4 338 776	(8 213)	546 969	(1 423 414)	3 454 118
Non-residential buildings	4 338 776	(8 213)	546 969	(1 423 414)	3 454 118
Total immovable tangible capital assets	4 338 776	(8 213)	546 969	(1 423 414)	3 454 118

30.1 Additions

Additions to immovable tangible capital assets per asset register for the year ended 31 March 2019

	Cash	Non-Cash	(Capital work-in- progress current costs and finance lease payments)	Received current not paid (Paid current year received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	1 123 920	546 969	(1 123 920)	-	546 969
Non-residential buildings	1 123 920	546 969	(1 123 920)	-	546 969
Total additions to immovable tangible capital assets	1 123 920	546 969	(1 123 920)	-	546 969

Notes to the Annual Financial Statements
for the year ended 31 March 2019

30.2 Disposals

Disposals of immovable tangible capital assets per asset register for the year ended 31 March 2019

	Sold for cash	Non-cash disposal	Total disposals	Cash received actual
	R'000	R'000	R'000	R'000
Buildings and other fixed structures	-	(1 423 414)	1 423 414	-
Non-residential buildings	-	(1 423 414)	1 423 414	-
Total disposal of immovable tangible capital assets	-	(1 423 414)	1 423 414	-

30.3 Movement for 2017/18

Movement in immovable tangible capital assets per asset register for the year ended 31 March 2018

	Opening balance	Prior Period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	3 210 412	783 510	346 268	(1 414)	4 338 776
Non-residential buildings	3 210 412	783 510	346 268	(1 414)	4 338 776
Total immovable tangible capital assets	3 210 412	783 510	346 268	(1 414)	4 338 776

30.3.1 Prior period error

Note

2017/18
R'000

Nature of period error

Relating to 2017/18 (affecting the opening balance)

31.1

783 510

Adjustments between IRM & BAS expenditure and assets being ready for use

783 510

Total

783 510

2017/18 balance related to Buildings: Ready for use asset register (excluding prefab asset register) was restated as a result of the adjustments between Infrastructure Reporting Model (IRM) amounts & Basic Accounting System (BAS) expenditure and timing difference of assets being ready for use.

30.4 Capital Work-in-progress

Capital Work-in-Progress as at 31 March 2019

	Note	Opening Balance	Current Year	Ready for use	Closing Balance
		1 April 2018	WIP	(Assets to the AR) / Contracts terminated	31 March 2019
		R'000	R'000	R'000	R'000
Buildings and other fixed structures	Annexure 6	557 699	1 123 920	(619 486)	1 062 133
Total		557 699	1 123 920	(619 486)	1 062 133

Age analysis on ongoing projects

	Number of projects		2018/19
	Planned	construction not started	Total
			R'000
0 to 1 year		18	591 427
1 to 3 year(s)		26	454 589
3 to 5 years		3	16 117
Longer than 5 years		-	-
Total		47	1 062 133

Notes to the Annual Financial Statements
for the year ended 31 March 2019

Capital Work-in-Progress as at 31 March 2018

	Note	Opening Balance	Prior period error	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing Balance 31 March 2017
	Annexure 6	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	31.1	949 642	(929 299)	883 624	(346 268)	557 699
TOTAL		949 642	(929 299)	883 624	(346 268)	557 699

Work in progress asset register: 2017/18 balance related to Buildings: Work in progress register (excluding prefabricated asset register) was restated as a result of the adjustments between Infrastructure Reporting Model (IRM) amounts & Basic Accounting System (BAS) expenditure and timing difference of assets being ready for use.

Age analysis on ongoing projects

	Number of projects		2017/18 Total R'000
	Planned construction not started	Planned construction started	
0 to 1 year	21	19	305 319
1 to 3 year(s)	18	4	252 380
3 to 5 years	-	-	-
Longer than 5 years	-	-	-
Total	39	23	557 699

31 Prior period errors

	Note	Amount before error correction R'000	2017/18 Prior period error R'000	Restated amount R'000
31.1 Correction of prior period errors				
Assets: Immovable tangible capital assets	30			
Buildings - Ready for use Asset register	30.3	3 010 156	783 510	3 793 666
Building - Work in Progress register	30.4	1 486 998	(929 299)	557 699
Assets: Receivables	10			
Claims recoverable: Households and non-profit institutions	10.1	21 548	(16 498)	5 050
Net effect		4 518 702	(162 287)	4 356 415

Assets: Immovable tangible capital assets - 2017/18 balances related to Buildings: Ready for use and Work in progress asset registers (excluding prefabricated asset register) was restated as a result of the adjustments between Infrastructure Reporting Model (IRM) amounts & Basic Accounting System (BAS) expenditure and timing difference of assets being ready for use.
Assets: Receivables- Some claims for Education Labour Relations Council were withdrawn and 2017/18 prior year amounts were restated in 2018/19 in line with the withdrawal letter received in 2017/18 financial year.

Notes to the Annual Financial Statements
for the year ended 31 March 2019

	Note	Amount before error correction R'000	2017/18 Prior period error R'000	Restated amount R'000
31.1 Correction of prior period errors (continued)				
Employee benefits				
Other	20	56 304	695	56 999
Liabilities: Payables current				
Clearing accounts: Disallowance damages and losses	14, 14.1	(20 773)	16 498	(4 275)
Provision				
37% Allowance for contract employees in lieu of benefits not paid	26	209 659	(209 659)	-
Net effect		245 190	(192 466)	52 724

Employee benefits: Included in Other is an amount of R831 000 (2018/19) and R695 000 (2017/18) i.r.o. a provision made for an exit gratuity owing to the MEC (DA Schäfer)

Payables: Clearing account: Disallowance damages and losses - Some claims for Education Labour Relations Council were withdrawn and 2017/18 prior year amounts were restated in 2018/19 in line with the withdrawal letter received in 2017/18 financial year.

Provision: The amount in 2017/18 was restated and there is no provision, as provision for 37% Allowance for contract employees in lieu of benefits not paid has been derecognised due to the amounts being unlikely to be paid.

32 Inventories

32.1 Inventories for the year ended 31 March 2019

	Note	Learning and Teaching Support Material R'000	Materials & Supplies R'000	Assets for distribution: Machinery & Equipment R'000	Prior period error R'000	Total R'000
Opening balance	<u>Annexure 5</u>	-	-	-	-	-
Add/(Less): Adjustments to prior year balances		-	-	-	-	-
Add: Additions/Purchases - Cash		142 118	126	401 348	-	543 592
Add: Additions - Non-cash		-	-	-	-	-
(Less): Disposals		-	-	-	-	-
(Less): Issues		(142 118)	(126)	(401 348)	-	(543 592)
Add/(Less): Received current, not paid(Paid current year, received prior year)		-	-	-	-	-
Add/(Less): Adjustments		-	-	-	-	-
Closing balance		-	-	-	-	-

Notes to the Annual Financial Statements
for the year ended 31 March 2019

Inventories for the year ended 31 March 2018

	Learning and Teaching Support Material	Materials & Supplies	Assets for distribution: Machinery & Equipment	Prior period error	Total
Note	R'000	R'000	R'000	R'000	R'000
Annexure 5					
Opening balance	-	-	-	-	-
Add/(Less): Adjustments to prior year balances	-	-	-	-	-
Add: Additions/Purchases - Cash	191 313	710	456 477	-	648 500
Add: Additions - Non-cash	-	-	-	-	-
(Less): Disposals	-	-	-	-	-
(Less): Issues	(191 313)	(710)	(456 477)	-	(648 500)
Add/(Less): Received current, not paid(Paid current year, received prior year)	-	-	-	-	-
Add/(Less): Adjustments	-	-	-	-	-
Closing balance	-	-	-	-	-

Notes to the Annual Financial Statements
for the year ended 31 March 2019

33. Statement of Conditional Grants received

Name of Grant	Grant Allocation					Spent				2017/18	
	Division of Revenue Act/Provincial Grants	Roll Overs	DORA Adjustments	Other Adjustments	Total Available	Amount received by department	Amount spent by department	Under / (over-spending)	% of available funds spent by department	Division of Revenue Act	Amount spent by department
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Education Infrastructure Grant	1 021 076	-	-	25 829	1 046 905	1 046 905	1 021 731	25 174	98%	1 149 111	1 149 111
EPWP Integrated Grant for Provinces	2 221	-	-	-	2 221	2 221	2 221	-	100%	2 149	2 149
HIV/AIDS (Life-skills Educ) Grant	20 704	1 339	-	-	22 043	22 043	22 043	-	100%	20 028	17 710
Maths Science & Technology Grant	32 583	-	-	-	32 583	32 583	29 682	2 901	91%	30 217	30 217
National School Nutrition Programme Grant	357 097	-	-	-	357 097	357 097	357 097	-	100%	337 370	337 363
Social sector EPWP Incentive Grant to Provinces	30 402	-	-	-	30 402	30 402	30 402	-	100%	8 243	8 242
Learners with Profound Intellectual Disabilities Grant	25 733	473	-	-	26 206	26 206	25 521	685	97%	11 874	11 401
	1 489 816	1 812	-	25 829	1 517 457	1 517 457	1 488 697	28 760		1 558 992	1 556 193

Annexures to the Annual Financial Statements
for the year ended 31 March 2019

Annexure 1A

Statement of transfers to Departmental Agencies and Accounts

Department/Agency/Account	Transfer Allocation				Transfer		2017/18
	Adjusted appropriation	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
SETA	9 400	-	-	9 400	9 400	100%	7 268
SABC TV licence	8	-	2	10	10	100%	10
Total	9 408	-	2	9 410	9 410		7 278

Annexures to the Annual Financial Statements
for the year ended 31 March 2019

Annexure 1B
Statement of transfers to non-profit institutions

	Transfer Allocation				Expenditure		2017/18
	Adjusted appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
Non-Profit Institutions							
Transfers							
Public Ordinary schools	1 347 377	-	47 428	1 394 805	1 394 805	100%	1 285 322
Independent schools	113 387	-	(208)	113 179	113 179	100%	106 912
Schools for learners with special education needs	171 153	-	9 767	180 920	180 920	100%	165 820
ECD: Gr R Public Schools	326 783	-	592	327 375	327 375	100%	294 875
ECD: Gr R Community Centres	75 550	-	(761)	74 789	74 789	100%	66 776
ECD: Learnerships	63 938	-	(2 566)	61 372	61 372	100%	60 673
Total	2 098 188	-	54 252	2 152 440	2 152 440		1 980 378

Annexures to the Annual Financial Statements
for the year ended 31 March 2019

Annexure 1C
Statement of transfers to households

	TRANSFER ALLOCATION				EXPENDITURE		2017/18
	Adjusted appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
Household	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
H/H employee service benefit: injury on duty	1 413	-	(1 144)	269	269	100%	41
H/H employee service benefit: leave gratuity	74 913	-	11 765	86 678	86 678	100%	82 165
H/H employee service benefit: PST retirement benefit	6 650	-	(5 684)	966	966	100%	2 158
H/H employee service benefit: Bursaries (non-employees)	1 021	-	(1 021)	-	-	-	-
H/H: claims against the state (cash)	15 000	-	(4 215)	10 785	10 785	100%	1 969
H/H: PMT/Refund & Rem - Act /GRCE	-	-	6	6	6	100%	128
Total	98 997	-	(293)	98 704	98 704		86 461

Annexures to the Annual Financial Statements
for the year ended 31 March 2019

Annexure 1D
Statement of Gifts Donations and Sponsorships Received.

Name of Organisation	Nature of Gift Donation or Sponsorship	2018/19 R'000	2017/18 R'000
Received in kind			
Hannell Rupert Getuienenis Trust	Ethos leadership development sponsorship	1 335	-
Various Donors	NSC Awards Ceremony sponsorship	177	-
Total		1 512	-

Annexures to the Annual Financial Statements
for the year ended 31 March 2019

Annexure 2A

Statement of Financial Guarantees Issued as at 31 March 2019 – Local

Guarantor Institution	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2018	Guarantees drawn down during the year	Guaranteed repayments/ cancelled/ reduced/ released during the year	Revaluations	Closing balance 31 March 2019	Revaluations due to inflation rate movements	Accrued guaranteed interest for year ended 31 March 2019
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
	Housing								
Standard Bank of S.A. Limited			83				83		
Firststrand Bank Limited: First National Bank			149				149		
ABSA			101				101		
	Total		333				333		

Annexures to the Annual Financial Statements
for the year ended 31 March 2019

Annexure 2B
Statement of Contingent Liabilities as at 31 March 2019

Nature of liability	Opening balance 1 April 2018 R'000	Liabilities incurred during the year R'000	Liabilities paid/cancelled/reduced during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing balance 31 March 2019 R'000
Claims against the department					
Various claims	212 472	66 545	4 638		274 379
Subtotal	212 472	66 545	4 638		274 379
Other					
Municipal accounts *	47 297	181 154	155 174		73 277
Subtotal	47 297	181 154	155 174		73 277
Total	259 769	247 699	159 812		347 656

Claims against the department (Various claims): The claims will only be settled when either the court decides that the department is liable or the department accepts the liability, both of which are unknown.

*Municipal accounts: The closing balance represents the total of outstanding municipal service accounts of schools as at 31 March 2019. It is not possible to determine the total amount of municipal services accounts of schools incurred and paid/cancelled/reduced during the year as these accounts are also settled directly by schools.

Annexures to the Annual Financial Statements
for the year ended 31 March 2019

Annexure 3
Claims Recoverable

	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2018/19	
	31/03/2019	31/03/2018	31/03/2019	31/03/2018	31/03/2019	31/03/2018	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Government Entity								
Departments								
Department of Education - North West	-	-	-	42	-	42	-	-
Department of Premier (WAM)	-	-	7	27	7	27	-	-
Department of Health (WHW)	-	-	25	12	25	12	-	-
Department of Education - Kwazulu Natal (ZED)	-	-	21	21	21	21	-	-
Department of Basic Education (DBE)	-	-	403	174	403	174	-	-
Department of Education - Free State (FED)	-	-	-	56	-	56	-	-
Department of Higher Education & Training	-	-	-	5	-	5	-	-
Department of Cultural Affairs & Sport	-	-	5	-	5	-	-	-
Department of Community Safety (WSL)	-	-	27	-	27	-	-	-
Department of Human Settlement (WHA)	-	-	1	1	1	1	-	-
National Department of Labour (DLB)	-	-	32	32	32	32	-	-
Department of Economic Development and Tourism	-	-	550	550	550	550	-	-
Dept. of Local Government & Housing	-	-	19	-	19	-	-	-
Dept. of Justice & Constitutional Dev.(DJC)	-	-	52	-	52	-	-	-
Dept. of Rural development & Land Reform (WEF)	-	-	55	-	55	-	-	-
Dept. of Education E Cape (BED)	-	-	88	-	88	-	-	-
Dept. of Water and Sanitation (DWS)	-	-	217	-	217	-	-	-
	-	-	1 502	920	1 502	920	-	-
Other Government Entities								
Education Labour Relations Council (ELRC)	-	-	4,312	5 050	4,312	5 050	-	-
	-	-	4 312	5 050	4 312	5 050	-	-
Total	-	-	5 814	5 970	5 814	5 970	-	-

ELRC: Some claims for Education Labour Relations Council were withdrawn and 2017/18 prior year amounts were restated in 2018/19 in line with the withdrawal letter received in 2017/18 financial year.

Annexures to the Annual Financial Statements
for the year ended 31 March 2019

Annexure 4
Inter-Government Payables

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2018/19	
	31/03/2019	31/03/2018	31/03/2019	31/03/2018	31/03/2019	31/03/2018	Payment date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Departments								
Current								
Department of the Premier WC	-	-	25	693	25	693	-	-
Provincial Treasury WC	-	-	-	-	-	-	-	-
Department of Education Free State	40	-	-	-	40	-	-	-
Government Motor Transport WC	-	-	314	3	314	3	-	-
Department of Education GP	-	38	-	-	-	38	-	-
SA Police Services	-	-	-	12	-	12	-	-
Department of Health	3	-	-	-	3	-	-	-
Department of Human Settlement	3 623	-	-	-	3 623	-	-	-
Department of Transport & Public Works	-	-	1	-	1	-	-	-
Total Departments	3 666	38	340	708	4 006	746	-	-

Annexures to the Annual Financial Statements
for the year ended 31 March 2019

Annexure 5

Inventories

	Note	2018/19		2017/18	
		Quantity	R'000	Quantity	R'000
Inventory Summary					
Opening balance					
Add: Additions/Purchases – Cash	4.4	4 483 179	543 592	3 576 928	648 500
(Less): Issues		(4 483 179)	(543 592)	(3 576 928)	(648 500)
Closing balance		-	-	-	-

These items include stationery, text books, school furniture and IT equipment which vary in price.

Inventory: Learning and Teaching
Support Materials and Library Materials

Opening balance					
Add: Additions/Purchases – Cash		2 795 165	102 666	3 285 077	191 313
(Less): Issues		(2 795 165)	(102 666)	(3 285 077)	(191 313)
Closing balance		-	-	-	-

Inventory: Materials and Supplies

Opening balance					
Add: Additions/Purchases – Cash		1 319 886	39 578	38 494	710
(Less): Issues		(1 319 886)	(39 578)	(38 494)	(710)
Closing balance		-	-	-	-

Inventory: Machinery and Equipment
(Assets for Distribution)

Opening balance					
Add: Additions/Purchases - Cash		368 128	401 348	253 357	456 477
(Less): Issues		(368 128)	(401 348)	(253 357)	(456 477)
Closing balance		-	-	-	-

Annexures to the Annual Financial Statements
for the year ended 31 March 2019

Annexure 6
Movement in Capital Work-in-Progress

Movement in Capital Work-in-Progress for the year ended 31 March 2019

	Opening balance	Current Year Capital WIP	Ready for use (Asset register)/ Contract terminated	Closing balance
	R'000	R'000	R'000	R'000
Buildings and other Fixed Structures	557 699	1 123 920	(619 486)	1 062 133
Non-residential buildings	557 699	1 123 920	(619 486)	1 062 133
Total	557 699	1 123 920	(619 486)	1 062 133

Age analysis on ongoing projects

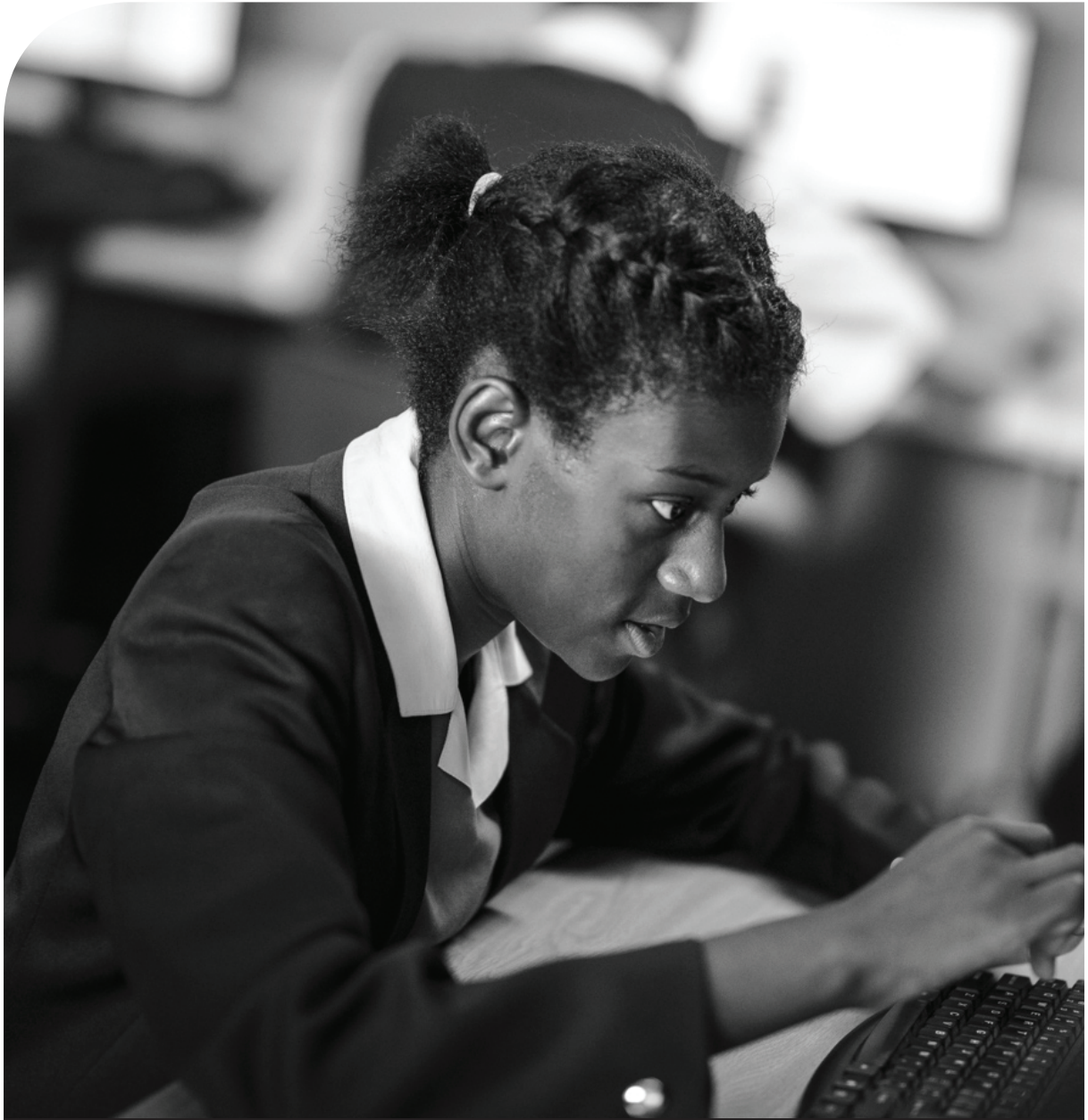
	Number of projects		2018/19
	Planned construction not started	Planned construction started	Total R'000
0 to 1 year	18	18	591 427
1 to 3 year(s)	26	9	454 589
3 to 5 years	3	1	16 117
Longer than 5 years			
Total	47	28	1 062 133

Movement in Capital Work-in-Progress for the year ended 31 March 2018

	Opening balance	Prior period errors	Current Year Capital WIP	Ready for use (Asset register)/ Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
Buildings and other Fixed Structures	949 642	(929 299)	883 624	(346 268)	557 699
Non-residential buildings	949 642	(929 299)	883 624	(346 268)	557 699
Total	949 642	(929 299)	883 624	(346 268)	557 699

Age analysis on ongoing projects

	Number of projects		2017/18
	Planned construction not started	Planned construction started	Total R'000
0 to 1 year	21	19	305 319
1 to 3 year(s)	18	4	252 380
3 to 5 years	-	-	-
Longer than 5 years	-	-	-
Total	39	23	557 699



Appendices

Appendix A: Programme Performance Measures Strategic Objectives – Technical Indicators

Indicator title SO 1.1.1.	Development and Implementation of Teacher Professional 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. Update: In accordance with the timeframe the identified milestones will be confirmed during 2017 as the plan covers aspects of development for the period of 2017 to 2022.
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. Update: The plan was concluded during 2016. Presentations on the PDS were made to HEI's in the Western Cape and to Teacher Unions. An implementation plan has also been compiled which will be engaged with in the period of 2017 - 2022
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

Indicator title SO 1.1.2.	Number of teachers attending two-week courses at the Cape Teaching and Leadership Institute
Type of indicator	Input
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 1.1.3.	Number of teachers attending ICT integration training
Short definition	This indicator will track the number of teachers attending ICT integration training as part of the eLearning rollout of the WCED.
Purpose/importance	The rollout of connectivity and equipment to schools will not deliver the intended impact unless teachers are equipped to teach using the new methodologies and material that are part of the benefits of eLearning.
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	Attendance records
Source/collection of data	Attendance records
Method of calculation	Count of attendees
Data limitations	There might be either double counting or an under count given the numbers of trainees and the differentiated and decentralised nature of the training
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Number equalled or exceeded
Indicator responsibility	Directorate e Learning

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 signoffs.
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

Indicator title SO 1.2.	Number of schools using online management services to conduct business
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 A provincial Language Strategy with specified focuses and targets. A provincial Mathematics strategy with specified focuses and targets A curriculum management plan for the development of Science and Technical subjects A curriculum management plan to address specific needs in the Foundation and Intermediate Phases. 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)

Indicator title SO 2.2.	Number of schools visited quarterly for management support
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
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 technology-enabled SMART classrooms. Apart from the provision of buildings, texts, teachers, funds, parental support and other social partnerships this is a specific innovation/game-changer that will impact on achieving the three goals of the WCED.
Purpose/ importance	<p>The Objective is to 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 PPM204: Number of schools provided with multi-media resources) the discrete indicator chosen for this objective is "Number of schools benefiting from E-learning rollout"</p> <p>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.</p> <p>In the Western</p>
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	Directorate: eLearning

Indicator title SO 2.4.	Provide financial support for schools
Short definition	This indicator will focus on "Ensuring support for "No Fee" schools"
Purpose/importance	The indicator will track the funding support provided to schools to strengthen the focus on learners and schools in need. This indicator is important as it measures the extent of 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)
Indicator title SO 2.4.	Provide financial support for schools
Means of verification	This corresponds with PPM207: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy.
Source/collection of data	CEMIS and records of Directorate Management Accounting
Method of calculation	Evidence maintained on directorate records
Data limitations	None.
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Compliance
Indicator responsibility	Management Accounting

Indicator title SO 3	See also PPM301: 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 also 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 school's 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 also 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	Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)
Short definition	Number of classrooms built onto or provided to public ordinary schools. These are additional classrooms or mobile classrooms for existing or replacement schools. The measure excludes classrooms in new schools. This should also not include Grade R classrooms. Classrooms: Rooms where teaching and learning occurs, but which are not designed for special instructional activities. This indicator excludes specialist rooms.

Indicator title SO 6	Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)
Purpose/importance	To measure additional access to the appropriate learning environment and infrastructure in schools provided in the current financial year. 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. See PPM 604 for additional options.
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	School Infrastructure Directorate / Infrastructure Development Unit

Indicator title SO 7	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 B: Technical Indicator Descriptors (TID) for National Programme Performance Measures

Technical Indicator Descriptors (TID) for National Programme Performance Measures	
Indicator title:	Identifies the title of the strategic outcome Orientated goal, objective or programme performance indicator
Short definition:	Provides a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator
Purpose/importance:	Explains what the indicator is intended to show and why it is important
Source/collection of data:	Describes where the information comes from and how it is collected
Method of calculation:	Describes clearly and specifically how the indicator is calculated
Data limitations:	Identifies any limitation with the indicator data, including factors that might be beyond the department's control
Type of indicator:	Identifies whether the indicator is measuring inputs, activities, outputs, outcomes or impact, or some other dimension of performance such as efficiency, economy or equity
Calculation type:	Identifies whether the reported performance is cumulative, or non-cumulative
Reporting cycle:	Identifies if an indicator is reported quarterly, annually or at longer time intervals
New indicator:	Identifies whether the indicator is new, has significantly changed, or continues without change from the previous year
Desired performance:	Identifies whether actual performance that is higher or lower than targeted performance is desirable
Indicator responsibility:	Identifies who is responsible for managing and reporting the indicator

A. Programme 1: Administration	
Indicator title	PPM101: Number of public schools that use the South African Schools Administration and Management systems (SA-SAMs) to electronically provide data
Short definition	Public schools in all provinces are expected to phase in usage of electronic data systems to record and report on their data. The systems are not limited to the South African Schools Administration and Management System (SA-SAMs) but could include third party or other providers. This performance measure tracks the number of public schools that use electronic systems to provide data. Public Schools: Refers to ordinary and special schools. It excludes independent schools. WCED uses CEMIS as its SAMs.
Purpose/importance	To measure improvement in the ability to provide data from schools in the current financial year.
Policy linked to	National Education Information Policy
Source/collection of data	Provincial EMIS database/ SA SAMS Warehouse Primary Evidence: Provincial EMIS database/ SA SAMS Warehouse Secondary Evidence: Database with the list of schools that use any electronic school admin system
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse (This should include EMIS no., District and name of schools).
Method of calculation	Total number of public schools that use school's administration and management systems to provide data. The totals of the four quarters are added and averaged to provide the annual total.

Indicator title	PPM101: Number of public schools that use the South African Schools Administration and Management systems (SA-SAMS) to electronically provide data
Short definition	Public schools in all provinces are expected to phase in usage of electronic data systems to record and report on their data. The systems are not limited to the South African Schools Administration and Management System (SA-SAMS) but could include third party or other providers. This performance measure tracks the number of public schools that use electronic systems to provide data. Public Schools: Refers to ordinary and special schools. It excludes independent schools. WCED uses CEMIS as its SAMS.
Purpose/importance	To measure improvement in the ability to provide data from schools in the current financial year.
Policy linked to	National Education Information Policy
Source/collection of data	Provincial EMIS database/ SA SAMS Warehouse Primary Evidence: Provincial EMIS database/ SA SAMS Warehouse Secondary Evidence: Database with the list of schools that use any electronic school admin system
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse (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. The totals of the four quarters are added and averaged to provide the annual total.
Data limitations	Uploading of incomplete or incorrect (human error) information
Type of indicator	Output
Calculation type	Non-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 Knowledge Management (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 in the current financial year.
Policy linked to	National Education Information Policy
Source/collection of data	Provincial EMIS/data warehouse/ICT database
Means of verification	Master List of Schools (EMIS No, Name of a school and email address e.g. HRMS user access reports).

Indicator title	PPM102: Number of public schools that can be contacted electronically (e-mail) cont.
Method of calculation	Count the total number of public schools that can be contacted electronically. The totals of the four quarters are added and averaged to provide the annual total. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Data limitations	None
Type of indicator	Output
Calculation type	Non- 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 / Knowledge Management (province may insert the more relevant Responsibility Manager)

Indicator title	PPM103: Percentage of education expenditure going towards non-personnel items
Short definition	This indicator measures the total expenditure (budget) on non-personnel items expressed as a percentage of total expenditure in education. Education Expenditure: Refers to all government non-personnel education expenditure (inclusive of all sub-sectors of education including special schools, independent schools and conditional grants). This indicator looks at the total budget, inclusive of capital expenditure, transfers and subsidies.
Purpose/importance	To measure education expenditure on non-personnel items in the financial year under review.
Policy linked to	PFMA
Source/collection of data	Basic Account System (BAS) system
Means of verification	Annual Financial Reports
Method of calculation	Numerator: total education expenditure (budget) on non-personnel items Denominator: total expenditures at the end of the financial year in education 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)
Short definition	Number of schools visited by district officials for monitoring, and support. This includes visits to public ordinary schools, special schools and excludes visits to independent schools. District officials include all officials from education district office and circuits visiting schools for monitoring and support purposes.
Purpose/importance	To measure support given to schools by the district officials in the financial year under review.

Indicator title (New MTSF aligned)	PPM104: Percentage of schools visited at least twice a year by district officials for monitoring and support purposes.
Policy linked to	SASA and MTSF
Source/collection of data	District officials signed schools schedule and schools visitor records or schools visit form.
Means of verification	Reports (on the number of schools visited by district officials).
Method of calculation	Numerator: total number of schools visited at least twice a year Denominator: total number of schools Multiply by 100
Data limitations	None
Type of indicator	Input
Calculation type	Non-Cumulative
Reporting cycle	Annual
New indicator	Yes
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 /CD Districts (province may insert the more relevant Responsibility Manager)

Indicator title (New MTSF aligned)	PPM 105: Percentage of 7 to 15 year olds attending education institutions.
Short definition	The percentage of children 7 to 15 years old in the province attending any school or educational institution (this refers to Public Ordinary Schools, Special Schools and Independent Schools).
Purpose/importance	To measure the extent to which children of compulsory school going age are attending schools as expressed in the Constitution.
Policy linked to	Constitution, South African Schools Act and National Education Policy Act.
Source/collection of data	Statistics South Africa (Stats SA) for the number of learners of schools going age in the province and provincial learner records for the number of learners. The General Household Survey (GHS) information for the year in progress will be used as the denominator and will be supplied by DBE.
Means of verification	Stats SA records and General Household Survey (GHS) Provincial Department of Education learner records
Method of calculation	Numerator: total number of learners between the ages of 7 and 15 who are attending schools in the province Denominator: total number of learners between the ages of 7 and 15 who are in the province according to Stats SA Multiply by 100
Data limitations	Data from Stats SA is based on sampling; denominator and numerator are from different data sources, one of which is an external source i.e. Stats SA and population mobility and the other is an internal source. The data which will be provided will be from different time periods.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All learners of compulsory school going age are attending school.
Indicator responsibility	Directorate: EMIS section; DBE for Stats SA information for denominator.

Indicator Title (New MTSF aligned)	PPM 106: Percentage of learners having access to information through (a) Connectivity (other than broadband); and (b) Broadband
Short definition	To measure the percentage of learners in public schools where the department provides access to the internet for learners. Note: Connectivity, including Broadband refers to telecommunication in which a wide band of frequencies is available to transmit information and enables a large number of messages to be communicated simultaneously. In the context of internet access, broadband is used to mean any high speed internet access that is always on and faster than traditional dial-up access. This can be achieved through fixed cable and DSL internet services or through fixed wireless broadband services, such as mobile wireless broadband where a mobile card is purchased for a modem or laptop and users connect to the internet through cell phone towers.
Purpose/importance	To ensure that ICT can be used for improved learning and teaching in an effective manner and allow learners to gain access to information via the internet to assist them in learning and assessment.
Policy linked to	NDP; MTSF; and White Paper on E-Education.
Source/collection of data	Database of schools kept by ICT section where the department/state pays for connectivity and/or broadband access.
Means of verification	Annual audit of schools where learners have access to broadband or any other internet connectivity access; and/or BAS report/invoices of broadband/ICT services paid on behalf of schools in the year under review.
Method of calculation	Numerator: total number of learners in public schools that have access to connectivity/ broadband. Denominator: total number of learners in all public schools Multiply by 100
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	All learners have access to internet connection to be able to access information that may assist them in the completion of learning and assessment assignments.
Indicator responsibility	Directorate: ICT

New MTSF aligned PPM	
Indicator Title	PPM 107: The percentage of school principals rating the support services of districts as being satisfactory.
Short definition	Percentage of school principals rating the support services of districts as being satisfactory.
Purpose/importance	To measure how principals view the support provided to their schools by Circuit Managers and Subject Advisors.
Policy linked to	SASA, MTSF, District Policy
Source/collection of data	Sample Survey Database of school principals participating in the survey

Indicator Title	PPM 107: The percentage of school principals rating the support services of districts as being satisfactory.
Means of verification	School Survey on District Support.
Method of calculation	Numerator: total number of school principals expressing satisfaction Denominator: total number of principals participating in the survey Multiply by 100
Data limitations	Schools not participating.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	Schools must get full support from education districts in management and governance as well as curriculum provision to ensure that all schools provide quality basic education across the province.
Indicator responsibility	Directorate: Quality Assurance, Standards, Monitoring and Evaluation

B. Programme 2: Public Ordinary School Education	
Indicator title	PPM201: Number of full service schools servicing learners with learning barriers
Short definition	<p>Number of public ordinary schools that have been converted to full service schools. Full-service schools: are public ordinary schools that are specially resourced, converted and orientated to provide quality education to all learners by supplying the full range of learning needs in an equitable manner. These schools serve mainstream learners together with those experiencing moderate learning barriers.</p> <p>By resources it means the school must have all the facilities and LTSM must be available for the educator to provide equitable learning.</p> <p>By converted it means the infrastructure, school building and classrooms must be accessible to all learners and teachers. This may differ from school to school according to needs and to the possibilities for conversion at a particular school. All new schools to be built to ensure universal accessibility.</p> <p>By oriented it is referred to teachers must be oriented to ensure differentiated teaching and assessment as well as adaptation of LTSM.</p> <p>By Equitable the department refer to teaching and learning that takes place is the same for every learner irrespective of their disability or differences in learning style or pace.</p>
Purpose/importance	To measure access to public ordinary schools by learners with learning barriers in the current financial year.
Policy linked to	White Paper 6, Guidelines for Full Service Schools
Source/collection of data	<p>Inclusive Education schools database</p> <p>Primary Evidence: Inclusive Education schools database supported with signed off letters to each school designating it as a full service school. Database of identified schools with progress against national criteria (each province will provide the list of criteria)</p> <p>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.</p>
Means of verification	List of public ordinary schools converted to full service schools.
Method of calculation	Count the total number of full service schools.
Data limitations	None

Indicator title	PPM201: Number of full service schools servicing learners with learning barriers
Type of indicator	Output
Calculation type	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: 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.
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	Numerator: number of 10 year old learners enrolled in Grade 4 and higher in public ordinary schools as on 31 March Denominator: number of 10 year old learners attending these schools regardless of grade as on 31 March. Multiply by 100
Data limitations	Lack of evidence of accurate date of birth
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools.
Indicator responsibility	EMIS Directorate (province may insert the more relevant Responsibility Manager)

Indicator title	PPM 203: 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.

Indicator title	PPM 203: 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	Provincial Data Warehouse
Means of verification	Provincial Data Warehouse
Method of calculation	Numerator: number of 13 year old learners enrolled in Grade 7 and higher in public ordinary schools as on 31 March Denominator: total number of 13 year old learners attending these schools regardless of grade as on 31 March Multiply by 100
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/ Business Intelligence (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM204: Number of schools provided with multi-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 includes both hardware and software and material which is both print and non-print material.
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 in the current financial year.
Policy linked to	South African Schools Act (SASA) and Library Information Service Guidelines
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	Count the total number of schools that received the multi-media resources
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
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	PPM205: Learner absenteeism rate
Short definition	Learner absenteeism is defined as a situation where a learner is not at school for an entire day.
Purpose/importance	The aim is to measure the number of learning days lost within a quarter in the current financial year due to learner absenteeism.
Policy linked to	SASA, Learner Attendance Policy
Source/collection of data	Primary Evidence: Learner Attendance Register (Manual/Electronic)
Means of verification	Consolidated information gathered from Provincial data source.
Method of calculation	Numerator: total number of school days absent by learners per quarter Denominator: total number of school days per quarter multiplied by total number of learners Multiply by 100. (To be tested by PEDs)
Data limitations	Delay in the submission of the summary list of absent learners by schools without internet connections. Inadequate record-keeping by schools. Incorrect data capturing.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
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/ Knowledge Management (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM206: Teachers absenteeism rate
Short definition	Absence of a teacher, who should be at school teaching and whose absence from school has been recorded.
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 in the current financial year.
Policy linked to	Employment of Educators Act (EEA)
Source/collection of data	Primary Source: Attendance Register and leave forms Secondary Source: PERSAL and EMIS data systems
Means of verification	Database of educators recorded as absent from work/ PERSAL
Method of calculation	Numerator: total number of working days lost due to teacher absenteeism Denominator: total number of possible working days in a quarter Multiply by 100. This is a provincial average rate.
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	No
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	PPM207: 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 in the current financial year.
Policy linked to	Constitution, SASA and No fee schools Policy
Source/collection of data	Resource target and provincial data warehouse
Means of verification	Resource targeting table (this could be known by different names in various other provinces)
Method of calculation	Record the number of learners registered in no-fee paying schools 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/ Finance Directorate (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM208: 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, assessment and duration.
Purpose/importance	Teacher development is conducted to improve content knowledge, pedagogy and the quality of teaching which impacts on learner performance in the classroom.
Policy linked to	Strategic Planning Framework for Teachers Education and Development
Source/collection of data	Attendance registers of teachers trained in the province
Means of verification	Human Resource development and other provincial database
Method of calculation	Count the total number of teachers trained in content and methodology in Literacy/Language
Data limitations	Quality of source documents
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All teachers in all phases 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/ CTLI Manager (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM209: 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, assessment and duration.
Purpose/importance	Teacher development is conducted to improve content knowledge, pedagogy and the quality of teaching which impacts on learner performance in the classroom.
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	Count the total number of teachers formally trained on content and methodology in Numeracy/Mathematics
Data limitations	Quality of source documents.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
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 / CTI manager (provinces may insert the more relevant Responsibility Manager)

New MTSF aligned PPM	
Indicator Title	PPM 210: The average hours per year spent by teachers on professional development activities.
Short definition	To measure the average hours per year spent by teachers on professional development activities, to ensure that teachers at all levels develop their teaching and learning skills to enhance curriculum delivery and assessment. Professional development is defined as training provided in a formal environment, for which teachers are registered (preferably as per Provincial Teacher Development Plan) and attendance recorded. Afternoon workshops may be included in this definition.
Purpose/importance	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to undergo training aimed at improving their pedagogic and content knowledge and will also be encouraged to work together in professional learning communities to achieve better quality education.
Policy linked to	Integrated Strategic Planning Framework for Teachers Education and Development; and Skills Development Legislation.
Source/collection of data	Attendance registers
Means of verification	Plan for teacher development; Attendance registers of training workshops and attendance summary; Database of educators who participated in professional development activities

New MTSF aligned PPM	
Indicator Title	PPM 210: The average hours per year spent by teachers on professional development activities.
Method of calculation	Numerator: total number of hours spent by identified teachers in training provided by the Department Denominator: total number of identified teachers who were targeted for training workshops
Data limitations	Poor database management and incomplete attendance registers and non-submission of attendance registers by trainers
Type of indicator	Input
Calculation type	Non-Cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Teachers show high commitment to teaching and learning and are equipped with excellent content knowledge and pedagogical skills to deliver the prescribed curriculum
Indicator responsibility	Directorate: Teacher Development

New MTSF aligned PPM	
Indicator Title	PPM 211: Number of teachers who have written the Self-Diagnostic Assessments.
Short definition	To ensure that teachers at all levels are able to identify gaps in their content knowledge in order for relevant teacher development to be provided.
Purpose/importance	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. The MTSF requires of teachers to test their content knowledge by voluntarily participating in anonymous and sample-based assessments to contribute towards relevant teacher development. WCED limited targets as PPM is dependent on DBE provision of National standardised tool.
Policy linked to	MTSF and Strategic Planning Framework for Teachers Education and Development.
Source/collection of data	List of teachers who participated in the self-diagnostic assessment.
Means of verification	Database of identified educators who participated in sample-based self-assessments; and List of teachers that participated in the assessments.
Method of calculation	Count the number of teachers who participated in the assessment.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	Identified teachers participate in anonymous self-assessments
Indicator responsibility	Directorate: Teacher Development

New MTSF aligned PPM	
Indicators Title	PPM 212: Percentage of teachers meeting required content knowledge levels after support.
Short definition	The percentage of teachers that show improved content knowledge in priority subjects after support. Priority subjects refers to Mathematics/Numeracy and Language/literacy. Note: Training needs identified are linked to a specific topic/item in the curriculum which determines the required content knowledge that is expected of the educator to have. Based on the training needs and the curriculum requirements, a support intervention is developed and delivered. To measure content knowledge, teachers will be expected to write assessments before and after training programmes/sessions.
Purpose/importance	To know if intervention programmes have a positive effect on educator content subject knowledge, and thereby to improve the quality of teaching and learning.
Policy linked to	Integrated Strategic Planning Framework for Teacher Education and Development; ELRC resolutions; and Skills Development Policy
Source/collection of data	Pre and Post-training assessments completed by identified teachers attending the training programmes
Means of verification	Pre and post-training assessment reports. List/summary of results on assessments per training programme/session.
Method of calculation	Numerator: total number of identified teachers who obtained 80% and above in post training assessment. Denominator: total number of teachers who completed the post training assessment Multiply by 100
Data limitations	Teachers not always willing to complete pre-and post-training assessments and The indicator applies only to teachers with identified needs.
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	That the subject knowledge of teachers, on a particular topic in the curriculum, increases after training.
Indicator responsibility	Directorate: Teacher Development

New MTSF aligned PPM	
Indicator title	PPM 213: Percentage of learners in schools with at least one educator with specialist training on inclusion
Short definition	The total number of learners in public ordinary schools with at least one educator with specialist training on inclusion expressed as a percentage of the total number of learners. Specialist training is defined as all teachers who have one of the following: A full Higher Education Institution (HEI) qualification in Inclusive Education, e.g. Postgraduate Diploma in Education, National Qualifications Framework (NQF) Level 8 or Postgraduate Certificate in Education / Advanced Diploma, NQF Level 7 or Advanced Certificate of Education in Inclusive Education NQF level 6 or BEd and BEd Honours specialising in Inclusive Education; and/or

Indicator title	PPM 213: Percentage of learners in schools with at least one educator with specialist training on inclusion
Short definition	Attainment of accredited Short Courses and/or SACE endorsed programmes in one or more of the following: SIAS Policy, Curriculum Differentiation, Guidelines for Special Schools as Resource Centres, Guidelines for Full-Service Schools, SASL, Braille, and Curriculum Adaptation for Learners with Visual Impairment.
Purpose/importance	To measure access to education for learners experiencing barriers to learning in the public ordinary schooling system.
Policy linked to	NDP; White Paper 6
Source/collection of data	Formal qualification; Short Course certificates; Attendance register of educators trained on inclusion (where applicable); Training and development data base (where applicable); PERSAL print out of qualifications; and List of all public ordinary schools with numbers of learners in those schools.
Means of verification	List of public ordinary schools with numbers of learners where at least one educator was trained on inclusion according to the definition given above.
Method of calculation	Numerator: total learner enrolment in public ordinary schools where there is at least one educator with specialist training on inclusion Denominator: total learner enrolment in public ordinary schools Multiply by 100
Data limitations	Specialist qualification details might not be adequately specified/ documented.
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To ensure that all learners in public ordinary schools have access to specialised learning support.
Indicator responsibility	Directorate: Inclusion and Special Schools Directorate Human Resources (HR)

New MTSF aligned PPM	
Indicator title	PPM 214: Number and percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.
Short definition	Measure the number of Funza Lushaka bursary holders appointed by schools, in the province in question, within six months of completion of studies. "Placed" is defined as: securing appointment at a school in a permanent capacity.
Purpose/importance	The basic education sector continues to experience problems attracting enough young and appropriately skilled people. The Funza Lushaka Bursary scheme is used to ensure that young people study towards an educator qualification aimed at scarce skills within the sector. These new entrants need to be absorbed in schools in provinces according to the requirements of the bursary scheme.
Policy linked to	NDP; and Funza Lushaka Policy
Source/collection of data	Human Resource Directorate – PERSAL
Means of verification	PERSAL; and Data base of Funza Lushaka bursary holders

Indicator title	PPM 214: Number and percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.
Method of calculation	Numerator: total number of Funza Lushaka bursary holders placed in schools within 6 months Denominator: total number of eligible (based on time of qualification), qualified Funza Lushaka bursary graduates Multiply by 100
Data limitations	Placement of graduates in other provinces impacts on the provision of comprehensive provincial data; and Adequate data not readily available to track the placement of Funza Lushaka bursars.
Type of indicator	Output
Calculation type	Non - cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All Funza Lushaka bursary holders with the right qualifications and skills to be appointed in schools.
Indicator responsibility	Directorate: Human Resource Management or Administration

New MTSF aligned PPM	
Indicator title	PPM 215: Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year.
Short definition	The number of qualified teachers, aged 30 and below, being permanently/temporarily employed for the first time as teachers.
Purpose/importance	To ensure that young teachers are entering the workforce.
Policy linked to	School Post Provisioning Norms; Educators Employment Act (EEA); and Personnel Administration Measure (PAM)
Source/collection of data	PERSAL
Means of verification	PERSAL data/Information
Method of calculation	Count the total number of educators in schools who are registered in the PERSAL system that are below 30 years of age and are first time permanently/temporarily employed during the period under review. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	The Department needs to ensure that a stream of young teachers enters the profession.
Indicator responsibility	Directorate: Human Resource Management or Administration

New MTSF aligned PPM	
Indicator title	PPM 216: Percentage of learners who are in classes with no more than 45 learners.
Short definition	The total number of learners who are in classes with no more than 45 learners expressed as a percentage. "Classes" are defined as "Register Class".
Purpose/importance	To determine the extent of overcrowding in the classrooms
Policy linked to	South African Schools Act (SASA); School Post Provisioning Norms; Employment of Educators Act (EEA); Personnel Administration Measure (PAM); and Infrastructure Norms and Standards.
Source/collection of data	Class lists of registered classes Signed off declaration by Principal (manual/electronic)
Means of verification	Provincial data warehouse
Method of calculation	Numerator: total number of learners in register class size of no more than 45 learners. Denominator: total learner enrolment in public schools. Multiply by 100
Data limitations	The data may not be current/up to date
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To prevent overcrowding and to provide adequate classroom space.
Indicator responsibility	Directorates: EMIS and Infrastructure

New MTSF aligned PPM	
Indicator title	PPM 217: Percentage of schools where allocated teaching posts are all filled
Short definition	The total number of schools where allocated teaching posts are all filled expressed as percentage of all schools. "Filled" is defined as having a permanent/temporary teacher appointed in the post. In the context of education temporary appointments are very much an inherent part of the appointment process.
Purpose/importance	To ensure that the availability and utilisation of teachers are such that there is a teacher in every class at all times.
Policy linked to	Post Provisioning Norms
Source/collection of data	Post provisioning database; and PERSAL
Means of verification	PERSAL data; Post provisioning database; and Staff establishment of schools
Method of calculation	Numerator: total number of schools that have filled all their posts in accordance with their post provisioning norms allocation Denominator: total number of schools that received post provisioning norms allocation Multiply by 100
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual

New MTSF aligned PPM	
Indicator title	PPM 217: Percentage of schools where allocated teaching posts are all filled
New indicator	Yes
Desired performance	To ensure that all posts allocated are filled.
Indicator responsibility	Directorate: Human Resource Management or Administration

New MTSF aligned PPM	
Indicator Title	PPM 218: Percentage of learners provided with required textbooks in all grades and in all subjects per annum
Short definition	The indicator is about tracking if each learner is in possession of a textbook in each subject in all grades whether printed textbook or e-textbook.
Purpose/importance	To ensure that each learner has a textbook for every subject.
Policy linked to	South African Schools Act (SASA); CAPS; and Norms and Standards for funding.
Source/collection of data	Primary Source: SAMS records (e.g. retrieval/ordering)/ record of learner level distribution list/issuing register/ordering electronic system
Means of verification	SAMS retrieval system/ record of learner level distribution list/issuing register/ordering electronic system Invoices/ order slips/ delivery notes/ records of the procurement of textbooks.
Method of calculation	Numerator: total number of learners that have received textbooks for all subjects Denominator: total number of learners Multiply by 100
Data limitations	Not all schools will complete the book retrieval module on SAMS; The data regarding stock on hand will not be "absolute", given book loss, damage etc; Orders placed not for sufficient numbers of books; and Invoice notes not retained.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To ensure that all learners have textbooks for all subjects.
Indicator responsibility	Directorates: Procurement and LTSM

New MTSF aligned PPM	
Indicator Title	PPM 219: Number and percentage of learners who complete the whole curriculum each year.
Short definition	To measure the percentage of learners who cover everything in the curriculum for the current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners in identified subjects and grades. Monitoring of curriculum coverage will be done in Grades 3, 6, 9 and 12 for Mathematics and Language (EFAL). The WCED will not report against this until complete clarity around realistic monitoring and reporting on this PPM has been received from DBE and DPME.
Purpose/importance	The core business of the Department of Education is to deliver the curriculum to learners in all grades required by the Curriculum and Assessment Policy Statement (CAPS). Monitoring of curriculum coverage is done by instructional leadership at schools, subject advisors and Circuit Managers.
Policy linked to	SASA; MTSF; and CAPS

New MTSF aligned PPM	
Indicator Title	PPM 219: Number and percentage of learners who complete the whole curriculum each year.
Source/collection of data	Primary source: identified learner books (homework/classwork exercises/informal tests). Monitors should request 5 books of strongest learners, selecting one book for in-depth analysis and 4 for verification purposes). Secondary source: Records of Circuit Managers / Subject Advisers and HODs curriculum coverage monitoring tools and findings in the identified schools.
Means of verification	Monitors should request 5 books of strongest learners, selecting one book for in-depth analysis and 4 for verification purposes). Records of Circuit Managers / Subject Advisers and HODs curriculum coverage monitoring tools and findings in the identified schools signed off by the district official and school.
Method of calculation	40 schools to be selected randomly per province. Focus on Mathematics and EFAL (if no EFAL, only focus on Mathematics). Administer weighted curriculum coverage tools. Capture results of all 40 schools on template provided. Provide template to DBE for calculation of the overall number and % of learners.
Data limitations	Unreliable flow of data
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All schools have covered the curriculum in all grades and subjects as required by CAPS
Indicator responsibility	Directorate: Curriculum and Districts

New MTSF aligned PPM	
Indicator Title	PPM 220: Percentage of schools producing a minimum set of management documents at a required standard.
Short definition	This indicator measures the extent to which all schools adhere to good management practice by ensuring that the following minimum set of management documents are produced at the required standard, which means in line with the templates provided. The documents are: School Budget, School Improvement Plan, Annual Report, attendance registers for educators and learners, Records of learner marks.
Purpose/importance	SASA and other educational policies prescribe certain management documents to be available and implemented at schools and are managed at least at a minimum standard across the country (templates provided).
Policy linked to	SASA; Whole School Evaluation Policy 2001; School Policy on Learner Attendance; and School Policy on Educator Attendance
Source/collection of data	Completed survey tool in the form of a checklist; and List of schools with minimum set of management documents
Means of verification	Monitoring tools and/or reports.
Method of calculation	Numerator: total number of Public ordinary schools with all identified management documents available Denominator: total number of all Public ordinary schools Multiply by 100
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes

New MTSF aligned PPM	
Indicator Title	PPM 220: Percentage of schools producing a minimum set of management documents at a required standard.
Desired performance	All schools must be able to produce minimum management documents
Indicator responsibility	Directorate: Provincial Audit Monitoring and Support / Management and Governance

New MTSF aligned PPM	
Indicator Title	PPM 221: Number and Percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year.
Short definition	The percentage of sampled schools where the School Governing Body (SGB) meets the minimum criteria in terms of effectiveness, i.e. where there is an elected SGB, a Constitution of the SGB in terms of membership, at least one SGB meeting per quarter was held and there was a parents meeting where the budget was tabled (evidenced by attendance registers and minutes of meetings).
Purpose/importance	To ensure that all schools comply with the legislations and regulations that directs the functionality of School Governing Bodies towards parental involvement in education.
Policy linked to	The Constitution of the RSA Act; SASA (Section 20, 21, 34 – 44); Whole School Evaluation Policy 2001; and Promotion of Access to Information Act.
Source/collection of data	Sample survey tool in the form of questionnaire/checklist.
Means of verification	The survey tool signed off by the official and the principal or representative.
Method of calculation	Numerator: total number of schools sampled in which the SGB meets the minimum criteria in terms of effectiveness (as defined above) Denominator: total number of sampled schools Multiply by 100
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All schools have functional and effective SGB structures.
Indicator responsibility	Directorate: Provincial Audit Monitoring and Support / Management and Governance

New MTSF aligned PPM	
Indicator title	PPM 222: Percentage of schools with more than one financial responsibility on the basis of assessment.
Short definition	This indicator measures the total number of schools with more than one financial management function expressed as a percentage of the total number of schools.
Purpose/importance	To enable schools to operate autonomously.
Policy linked to	Amended National Norms and Standards for School Funding/ adequacy allocation for learners / PFMA / SASA
Source/collection of data	School Funding Norms and Standards database
Means of verification	Budget transfer documents (these documents list schools, number of learners, budget allocation and the functions allocated).

New MTSF aligned PPM	
Indicator title	PPM 222: Percentage of schools with more than one financial responsibility on the basis of assessment.
Method of calculation	Numerator: number of ordinary public schools that are given more than one financial management function as per Section 21 of SASA Denominator: total number of ordinary public schools Multiply by 100
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All qualifying schools given the full set of financial management functions
Indicator responsibility	Office of the Chief Financial Officer (CFO).

New MTSF aligned PPM	
Indicator title	PPM 223: Percentage of learners in schools that are funded at a minimum level.
Short definition	This indicator measures the total number of learners funded at a minimum level expressed as a percentage of the total number of learners in ordinary public schools.
Purpose/importance	To improve access to education.
Policy linked to	Amended National Norms and Standards for School Funding /adequacy allocation for learners.
Source/collection of data	School Funding Norms and Standards database.
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation per learner).
Method of calculation	Numerator: total number of learners enrolled at ordinary public schools that received their subsidies at or above the nationally determined per-learner adequacy amount Denominator: total number of learners enrolled in ordinary public schools Multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All qualifying schools to be funded according to the minimum standards for public school funding.
Indicator responsibility	Office of the Chief Financial Officer (CFO).

C. Programme 3 : Independent School Subsidies	
Indicator title	PPM301: 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 in the current financial year.
Policy linked to	Compliance with schools funding norms and standards for independent schools

Indicator title	PPM301: Percentage of registered independent schools receiving subsidies
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	Cumulative
Reporting cycle	Annual
New indicator	No
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	PPM302: Number of learners at subsidised 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 in the current financial year.
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	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 in the current financial year.
Policy linked to	SASA and MTSF
Source/collection of data	Provincial education department officials, Circuit Managers and Subject Advisers signed schools schedule and schools visitor records or schools visit form.

Indicator title	PPM303: Percentage of registered independent schools visited for monitoring and support
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 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 in the current financial year.
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)

Indicator title	PPM 402: Number of learners in public special schools
Short definition	Number of learners enrolled in special schools. Special School: Schools resourced to deliver education to learners requiring high-intensity educational and other support on either a full-time or a part-time basis. The learners who attend these schools include those who have physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex.

Indicator title	PPM 402: Number of learners in public special schools
Purpose/importance	To measure access to education for special needs children, to provide information for planning and support for special schools purposes
Policy linked to	White Paper 6
Source/collection of data	EMIS database
Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy)
Method of calculation	Count and record the total number of learners enrolled in public Special Schools.
Data limitations	Completeness and accuracy of survey forms or electronic databases from schools
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners with physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex to attend special schools.
Indicator responsibility	Inclusive Education Programme Manager

Indicator title	PPM 403: Number of therapists/specialist staff in special schools
Short definition	Total number of professional non-educator/specialist staff employed in public special schools. Professional non-educator staff are personnel who are classified as paramedics, social workers, therapists, nurses but are not educators. Note that although therapists, counsellors and psychologists are appointed in terms of the Employment of Educators Act these should all be included in the total.
Purpose/importance	To measure professional support given to learners and educators in public special schools
Policy linked to	White Paper 6
Source/collection of data	PERSAL database
Means of verification	PERSAL database
Method of calculation	Count and record the total number of professional non-educator staff employed in public special schools.
Data limitations	Completeness and accuracy of PERSAL information
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public special schools to have the requisite number of school based professionals staff
Indicator responsibility	Human Resource and Management Directorate / Corporate Services – HR Administration (provinces may insert the more relevant Responsible Manager or unit)

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 provision of Grade R in public schools.
Policy linked to	White Paper 5
Source/collection of data	Education Management Information System/SASAMs/third party system database as at year end.
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 (New MTSF aligned)	PPM502: Percentage of Grade 1 learners who have received formal Grade R education.
Short definition	Number of Grade 1 learners in public schools who have attended Grade R in public ordinary and/or special schools and registered independent schools/ECD sites expressed as a percentage of total number of learners enrolled in Grade 1 for the first time, excluding learners who are repeating. (Only PO schools with Grade R as lowest grade will be included in this calculation).
Purpose/importance	This indicator measures the readiness of learners entering the schooling system and records children who were exposed to Early Childhood Development stimuli in the prior financial year.
Policy linked to	White Paper 5 and MTSF
Source/collection of data	Provincial database
Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy). Provincial record systems
Method of calculation	Numerator: total number of Grade 1 learners in Public ordinary school who had formal Grade R in the previous year, Denominator: total Grade 1 learners enrolled in public ordinary schools, for the first time, excluding learners who are repeating, 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

New MTSF aligned PPM	
Indicator Title	PPM503: Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year.
Short definition	Increase the percentage of Grade R practitioners, with NQF Level 6, teaching in public schools in the province.

New MTSF aligned PPM	
Indicator Title	PPM503: Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year.
Purpose/importance	To have more Grade R practitioners with NQF Level 6 and above teaching Grade R in public schools and thereby improving the quality of teaching and learning.
Policy linked to	White Paper 5 on ECD; and MTSF
Source/collection of data	PERSAL records and files or Provincial records.
Means of verification	List of Grade R practitioners who teach Grade R in the province and their qualifications.
Method of calculation	Numerator: total number of practitioners with NQF 6 qualifications and above Denominator: total number of Grade R practitioners in public schools. Multiply by 100
Data limitations	Incomplete PERSAL files and records; SGBs appoint these practitioners and they may not always adhere to procedures as expected; and Primary data sources i.e. copies of qualifications may not be on file in these cases.
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To increase the Percentage of employed Grade R practitioners with NQF Level 6 and above.
Indicator responsibility	Early Childhood Development (ECD) / Districts

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 addressing the backlogs that affect existing schools. It does not include provisioning for new schools.
Purpose/importance	To measure the plan to provide access to water in the year concerned in the current financial year.
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Completion certificates, Practical Completion certificates, works completion certificates.
Method of calculation	Record all existing public ordinary schools that were provided with water in the year under review.
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. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to improvements to existing buildings and not new stock.
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 additional access to electricity provided in the current financial year.
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Completion certificate, Practical Completion certificates, works completion certificates.
Method of calculation	Record all existing public ordinary schools that were provided with electricity in the year under review.
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 electricity. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to existing and not new stock.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

Indicator title	PPM603: Number of public ordinary schools supplied with sanitation facilities
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 additional access to sanitation facilities provided in the current financial year.
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Completion certificate, Practical Completion certificates, works completion certificates.
Method of calculation	Record all existing public ordinary schools provided with sanitation facilities in the year under review.
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. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to existing and not new stock.
Indicator responsibility	Schools Infrastructure Directorate/ Infrastructure Development Unit

Indicator title	PPM604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)
Short definition	Number of classrooms built onto or provided to public ordinary schools. These are additional classrooms or mobile classrooms for existing schools. The measure excludes classrooms in new schools. This should also not include Grade R classrooms. 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 additional access to the appropriate learning environment and infrastructure in schools provided in the current financial year.
Policy linked to	Guidelines Relating to Planning for Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database Completion certificates of existing schools supplied with additional classrooms. List of schools indicating classrooms delivered per school. The evidence could include province-specific items such as letters of satisfaction by the school, Works Completion Certificates etc.
Means of verification	Completion certificate or Practical Completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc. The mobiles should be recorded in the Asset Registers, as per provincial norms.
Method of calculation	Record the total number of additional classrooms built or provided in existing schools (includes replacement schools).
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 additional specialist rooms built in public ordinary schools (includes replacement schools).
Short definition	Total number of additional specialist rooms built in public ordinary schools. These include additional specialist rooms in existing schools and those in new or replacement schools. This should not include Grade R classrooms. Specialist room is defined as a room equipped according to the requirements of the curriculum. Examples: technical drawing room, music room, metal work room. It excludes administrative offices and classrooms (as defined in PPM 604) and includes rooms such as laboratories. Note that although the school might decide to put the room to a different use from the specifications in the building plan it will still be classified as a specialist room for the purposes of this measure.
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 in the current financial year.
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 specialist rooms delivered per school.

Indicator title	PPM605: Number of additional specialist rooms built in public ordinary schools (includes replacement schools).
Means of verification	Completion Certificate. The room is built to the designated size. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
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.
Purpose/importance	To measure access to education through provision of appropriate schools infrastructure in the current financial year.
Policy linked to	Guidelines Relating To Planning For Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database. Completion Certificate or Practical Completion certificate.
Means of verification	Completion Certificate or Practical Completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
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	No
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. Under-Construction means any kind of building work, such as laying of a building foundation, with Construction workers on site and brick and mortar delivered.
Purpose/importance	To measure availability and provision of education through provision of more schools in order to provide the appropriate learning and teaching in the current financial year.
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

Indicator title	PPM607: Number of new schools under Construction (includes 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 new or additional Grade R classrooms built (includes those in replacement schools).
Short definition	Total number of classrooms built to accommodate Grade R learners.
Purpose/importance	To measure expansion of the provision of early childhood development in the current financial year.
Policy linked to	Guidelines on Schools Infrastructure
Source/collection of data	NEIMS or Infrastructure database Completion certificates
Means of verification	Completion Certificate or Practical Completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Record the total number of new or additional 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 would benefit from being in a hostel in the current financial year.
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 The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Count the total number of additional hostels built in public ordinary schools
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 where scheduled maintenance projects were completed
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	To measure number of schools where scheduled maintenance was implemented and completed 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 costs the state more and more over time as buildings collapse. This information is reported in the current financial year.
Policy linked to	SASA
Source/collection of data	NEIMS or School Infrastructure database. Completion certificates.
Means of verification	Database of schools with scheduled maintenance completed. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Record total number of schools with scheduled maintenance completed
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 in the current financial year.
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. The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
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 that are passing the NSC examinations.
Indicator responsibility	Examinations and Assessments Directorates

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 in the current financial year.
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. The figure used is based on the announcement of the Minister in January of each year.
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 in the current financial year.
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. The figure used is based on the announcement of the Minister in January of each year.
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 Sciences
Short definition	Number of Grade 12 learners passing Physical Sciences with 50% or more in the NSC examinations expressed as a percentage of the total number of learners who wrote Physical Sciences in the NSC examinations.
Purpose/importance	To measure efficiency in the schooling system with a focus on Physical Sciences as a key gateway subject in the current financial year.
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 Sciences 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. The figure used is based on the announcement of the Minister in January of each year.
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 Sciences at 50% and above
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	PPM705: 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 in the current financial year.
Policy linked to	"Action Plan 2019: towards the realisation of Schooling 2030" 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. The figure used is based on the announcement of the Minister in January of each year. To get the overall pass per school: Divide the number of learners who achieved NSC per school by the total number of learners who wrote the NSC per school in the same year. This applies to grade 12 learners.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
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)

Appendix C: 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 Edulnfosearch
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 and Information 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.

Indicator title	PPI 7.3. % of learners in Grade 6 attaining acceptable outcomes in Language
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 7.4. % 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)

Indicator title	PPI 7.5. % of learners in Grade 9 attaining acceptable outcomes in Languages
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.

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 D: Service Delivery Improvement Plan (SDIP)

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
Examinations Registrations and Client Service Support	<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 	45 000 Clients Assisted at the Walk-in Centre	<ul style="list-style-type: none"> 10 000 clients assisted at the Walk-in Centre (located at Head Office) for SCA registrations 10 000 clients assisted at the Walk-in Centre (located at Head Office) for NSC registrations 	<ul style="list-style-type: none"> 31 853 clients were assisted at the Walk-in Centre (located at Head Office) for Senior Certificate (SCA) and National Senior Certificate (NSC) registrations
		The pilot project to decentralise exam functions to districts: East, South and North was reviewed, hence the number of clients visiting the Exam Walk-in Centre, remained high	It is envisaged that the reduction in the number of clients assisted at the Walk-in Centre (located at Head Office) would be due to the increase in the number of clients accessing the registration service on-line or at their closest District Office (if the service is decentralised)	The nationally declared increase of matric examination opportunities are the major reason for the increase in enquiries, client registrations and related services offered throughout the financial year. The decentralisation of services to district offices are still being investigated and being considered
		Examinations Client Service Support:		
		45 000 Clients Assisted at the Walk-in Centre The pilot project to decentralise exam functions to districts: East, South and North was reviewed, hence the number of clients visiting the Exam Walk-in Centre, remained high	33 000 clients will be assisted at the Walk-in Centre	31 853 clients were assisted at the Walk-in Centre
		35 000 switchboard calls attended to by exams personnel The high call volume was mainly due to requests for support with the implementation of the SC(a) online applications	22 316 switchboard calls are estimated to be attended by exams personnel	17 026 switchboard calls were attended by exams personnel (certification unit). However, the current telephone system does not allow for automated reporting

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
		21 733 applications for certificates processed	9 000 applications for certificates processed	7 639 applications for certificates were processed. The reduction in the number of replacement certificates being requested could be due to the implementation of a bulk sms system where candidates are informed via sms to collect their certificates from their schools, hence fewer unclaimed certificates have to be pulped and then later replaced.
		Not reported on in the Department's Annual Report 2017/18 as this was not part of the SDIP 2016 – 2019	12 224 applications for statement of results were processed	15 237 applications for statement of results (SoR) were processed. Increased applications were directly linked to the increased matric examination opportunities.
		Standard forms part of the SDIP 2018 – 2021		
		Examinations Registration: 6 981 users accessed the SC e-registrations platform This is an increase from 2016/17 but lower than our target, possibly due to the implementation of the DBE online platform	17 000 (60%) on-line registrations (SC, NSC repeat)	19 265 candidates registered for the SC 201906 examination 7 319 (38%) candidates used the online application. This was an increase of 10.3% compared to 201806 and may reflect that the system is functioning more effectively than before 12 824 candidates registered for the NSC Supplementary exam (almost doubling the 201803 enrolment of 6 877). Increased NSC enrolment was due to changes in the admission criteria and the extended application period
		90% of applications for certificates were 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	100% of applications for certificates were processed within 10 working days from receipt of a correctly completed application form Re-issue and combination requests require 10 - 15 days. The office is dependent on external role players to comply with due dates viz. SITA & Umalusi. System delays and rejections of applications negatively impacts service delivery and prolongs issuing of certificates

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
		3 200 verifications of qualifications concluded More companies are now requiring that appointees' qualifications are vetted by an independent company	2 560 verifications of qualification requests will be concluded	1 891 verifications of qualification requests were concluded. The Province only verifies certificates issued prior to Umalusi's take over as accreditation authority in 1992. Hence the decrease in the number of requests for the verification is due to the aging of the population that this function covers. Fewer persons from this age group are seeking new employment
		4 597 requests for the re-mark of subjects written in the November 2017 exam were received Increased applications can be attributed to the ease of submitting an application for re-marking a script via the newly implemented e-mark platform on the e-gov website	4 700 requests for re-mark of subjects/matric results are estimated	3 907 requests for re-mark of subjects/matric results were concluded This was the first fully automated application process and this may have contributed to the decreased number of applications received
		56 509 users accessed the NSC 2017 webpage This increase could be attributed to the increase access to cellular phones	76 606 persons accessed the WCED NSC Results webpage	147 278 persons accessed the WCED NSC Results webpage. Increased website hits were directly linked to the increased matric examination opportunities.
		26 416 users printed results from the webpage Learners were sent a sms to direct them to the website for accessing their results, hence the increased access to the results webpage	21 607 Individual NSC Results were accessed on the WCED NSC Results webpage	44 880 Individual NSC Results were accessed on the WCED NSC Results webpage

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Communication with Parents and Citizens	<ul style="list-style-type: none"> Parents Learners General public Journalists Learners Educators Public Service staff Officials from other National and Provincial Government departments Officials from Local municipalities Staff members of NGO's Citizens 	4 Major campaigns to support strategic objectives were concluded	WCED wishes to maximise its resources and improve communication with parents and citizens with the focus on at least 4 major media campaigns linked to the strategic priorities	WCED maximised its resources and improved communication with parents and citizens with the focus on at least 4 major media campaigns linked to the strategic priorities
		Communication:		
		4 Major campaigns to support strategic objectives were concluded	4 Annual Major campaigns to support WCED strategic objectives	4 Annual Major campaigns to support WCED strategic objectives concluded
		Media services:		
		78 media statements on key activities and developments relevant to key strategic objectives were published	75 media statements on key activities and developments relevant to key strategic objectives	92 media statements of key activities and developments relevant to key strategic objectives were published, mainly due to additional examination opportunities
		60% positive media coverage relevant to key strategic objectives was achieved	50% positive media coverage relevant to key strategic objectives	49% proactive media coverage relevant to key strategic objectives was achieved
		Not reported on in the Department's Annual Report 2017/18 as this was not part of the SDIP 2016 – 2019	Language services: Editing and Translation: 1 318 documents 4 881 pages	Language services: Editing and Translation concluded: 3 108 documents 11 641 pages
		Standard forms part of the SDIP 2018 – 2021		
		Not reported on in the Department's Annual Report 2018/19 as this was not part of the SDIP 2016 – 2019	2 379 Edu-media services requested (incl. DTP, Maintenance of the WCED on-line website: http://wcedon-line.westerncape.gov.za : CD/DVD duplication, printing, audio & video production)	5 981 Edu-media services requested (incl. DTP, Maintenance of the WCED on-line website: http://wcedon-line.westerncape.gov.za : CD/DVD duplication, printing, audio & video production)
		Standard forms part of SDIP 2018 – 2021		

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
		Marketing services: The number of impacts varied per Campaign and per year, depending on the medium chosen to deliver the Campaign. The 2017/18 impacts achieved were:	Number of impacts planned:	The number of impacts varied per campaign and per year, depending on the medium chosen to deliver the campaign. The 2018/19 impacts achieved were:
		<p>Early Enrolment Campaign:</p> <ul style="list-style-type: none"> Radio – 5, 425 million (estimated) impacts Print – 129 937 prints, run in 2 newspapers Out of home advertising (interior taxis) exposure to 1 277 640 passengers over a 3-month period 2.8 million advert impressions via digital media 21 830 posters and 265 000 pamphlets distributed to 909 schools and 8 District offices <p>eLearning – Digital Marketing Campaign:</p> <p>The campaign was not repeated in the 2017/18 financial year</p> <p>Matric Support Campaign:</p> <p>55 000 booklets distributed to schools for Grade 12 learners enrolled at Secondary and Special Schools</p>	<p>Early Enrolment Campaign:</p> <p>22 000 posters and 265 000 pamphlets distributed to 1 086 schools and 8 District offices.</p> <p>(these totals are estimated at the 2017/18 totals as numbers depend on actual enrolment in Grade R & 6)</p> <p>Matric Support Campaign:</p> <p>55 500 booklets distributed to Grade 12 learners enrolled at Secondary and Special schools</p> <p>(total depends on actual Grade 12 enrolment confirmed by June)</p>	<p>Early Enrolment Campaign:</p> <p>9 290 posters and 134 100 pamphlets distributed to 1 066 schools and to Head Office and 8 District offices in January 2019.</p> <p>Paid for campaigns which ran from 11 February 2019 to 15 March 2019 enabled the Department to reach the target audience through:</p> <ul style="list-style-type: none"> Print: Newspapers - 300 261 Digital/social media – Impression 900 666 Radio: Umhlobo Wenene, KFM, Heart - 806 960 listeners. <p>Matric Support Campaign:</p> <p>53 000 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools.</p> <p>(total depends on actual Grade 12 enrolment confirmed by June)</p>

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
		<p>Mathematics and Language Campaign:</p> <p>The 2017/18 Language and Mathematics Marketing Campaign was developed to support the Province's Drought Advocacy plans:</p> <ul style="list-style-type: none"> Exercises for Mathematics and Language aimed at Grade 6 line with the CAPS curriculum were developed 98 000 booklets and 22 000 posters was distributed to 1 092 schools 	<p>Mathematics and Language Campaign:</p> <p>Traditional marketing campaign using radio, digital and out of home channels reaching our target audience of about 321 000 foundation phase learners</p> <p>Anti-Bullying Campaign: A budgeted amount of R550 000 (total depends on actual enrolment confirmed by February)</p>	<p>Mathematics and Language Campaign:</p> <p>The campaign was postponed to 2019/20 financial year, due to amongst others, the E-learning System development delays.</p> <p>Anti-Bullying Campaign:</p> <p>Launched in August 2019 and promoted via Social Media in March 2019:</p> <ul style="list-style-type: none"> Produced 2 videos and a mobi site –promoted organically and via a paid for digital marketing campaign. In November 2019, the campaign targeted Facebook with 16 000 views, Twitter and YouTube with 44 000 views. In the March 2019 campaign, there were 255 823 views on Facebook, Twitter and YouTube. <p>Additional achievement: Ad-hoc campaigns during the reporting period included:</p> <ul style="list-style-type: none"> The Values Campaign (21 250 posters) Safe Schools Poster Campaign – (3 800 posters)

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
				<ul style="list-style-type: none"> The eLearning Poster Campaign (14 610 posters). This campaign was also supported by a social media campaign via Facebook and Twitter during February and March 2019 <p>The abovementioned posters were distributed to 1 906 WCED institutions, including, primary, high, special schools and ECD centres, Head Office and the 8 District offices</p>
		100% compliance with brand requirements achieved	100% compliance with brand requirements achieved	83% compliance with brand requirements achieved
		<p>On-line services:</p> <p>122 498 visits resulting in ±18 million hits on the site according to statistics</p> <p>The statistics is skewed because of a change in URL and ± 4 months of site downtime. No statistics were available for March 2018</p>	1 million visits to website	<p>Visits to web site:</p> <ul style="list-style-type: none"> Quarter 1 = No analytics available Quarter 2 = 7 604 070 hits Quarter 3 = 4 827 801 hits Quarter 4 = New website launched on 24 January 2019. Used Google analytics to track behaviour. The statistics for the period 24 January 2019 till 31 March 2019 was 147 173 users and 850 324 pages viewed
		E-portal content for parents and citizens developed: http://wcedportal.co.za/	210 000 E-portal users	876 673 E-portal users. Increased access due to the popularity of the site and its benefits to users
		90% satisfied callers to the WCED Call Centre and 94% of satisfied visitors to the Walk-in Centre (Customer Survey feedback)	100% satisfied visitors to Walk-in Centre	98% satisfied visitors to Walk-in Centre
		100% compliance with brand identity achieved	90% for the Call Centre (Customer Survey feedback)	88% for the Call Centre (Customer Survey feedback)
			100% compliance with brand identity on website	83% compliance with brand identity on website achieved

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

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Examinations Registrations and Client Service Support</p> <p>Consultation:</p> <p>Clients were consulted through:</p> <p>a) Assessment Coordinators' forums were held on a quarterly basis</p> <p>b) Exam Coordinators' forums were held on a quarterly basis</p> <p>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</p> <p>d) 4 Principals Fora meetings were held during the reporting period</p> <p>13 Exams and Assessment Management items were amicably addressed</p> <p>e) Suggestion Box: Between 1-5 suggestions were received per month</p> <p>The 2017 Customer Satisfaction Survey Report recorded the following written feedback for Examination and Assessment support:</p> <p>i. General comments = 16</p> <p>ii. Complaints = 8</p> <p>iii. Compliments = 12</p> <p>These will be investigated, addressed and the feasible suggestions will be incorporated</p>	<p>Consultation:</p> <p>Clients are consulted through:</p> <p>a) Quarterly Assessment Coordinators' Forum meetings held per annum</p> <p>b) 4 Exam Coordinators' Forum meetings held per annum</p> <p>c) 4 x Provincial Principals' Forum meetings held quarterly</p> <p>d) 4 x Provincial Education Labour Relations Council (PELRC) meetings held quarterly</p> <p>e) Annual Customer Satisfaction Survey Report concluded by end September</p>	<p>Consultation:</p> <p>Clients were consulted through:</p> <p>a) 4 x Assessment Coordinators' Forum meetings held</p> <p>b) 4 x Exam Coordinators' Forum meetings held per annum</p> <p>c) 4 x Provincial Principals' Forum meetings held per annum (1 per quarter)</p> <p>d) 4 x Provincial Education Labour Relations Council (PELRC) meetings held per annum (1 per quarter)</p> <p>e) Annual Customer Satisfaction Survey Report was concluded</p> <p>The 2018 Customer Satisfaction Survey Report recorded the following written feedback for Examination and Assessment support:</p> <p>i. General comments = 25</p> <p>ii. Complaints = 12</p> <p>iii. Compliments = 27</p> <p>These will be investigated, addressed and the feasible suggestions will be incorporated</p>

Current/actual arrangements	Desired arrangements	Actual achievements
	f) Suggestion box within the Exams Client Service Centre during operating times	f) Suggestion box within the Exams Client Service Centre during operating times <ul style="list-style-type: none"> One of the suggestions – to conduct information sessions in communities has been considered and has been implemented to a limited extent through information sessions at Chrysalis Youth Centre career days and at Second Chance Programme information sessions (St Frances, Gugulethu) In 2019, information sessions at Community Learning Centres (CLCs) providing tuition to adult learners will be implemented as part of the advocacy for the SC June 2020 examination.
<p>Access:</p> <p>Clients could access the service:</p> <p>a) At the Head Office, Grand Central Towers, 5th floor (weekdays from 07:30 – 16:00) A centralised model was operationally applied All Certification functions are performed at Head 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 was extended until 17:00</p> <p>c) Via the Switchboard (0214672300): 5th floor, Grand Central Towers (weekdays from 07:30 – 16:00)</p>	<p>Access:</p> <p>The service was accessible:</p> <p>a) Via the Walk-in Centre: 2nd Floor, Grand Central Towers (weekdays from 07:30 – 16:00). (January until 17:00)</p> <p>b) A work study investigation for 2018/19 will be lodged to investigate the feasibility of decentralising this function to all districts</p>	<p>Access:</p> <p>The service was accessible:</p> <p>a) Via the Walk-in Centre: 2nd Floor, Grand Central Towers (weekdays from 07:30 – 16:00). (January until 17:00)</p> <p>b) During January, District offices were used as drop-off points for candidates to submit applications for the NSC 201906 supplementary exam. A pilot study at two district offices in support of the work study investigation testing the feasibility to decentralise this function to all districts was initiated. The project plan was extended beyond 2018/19 financial year</p> <p><u>Additional achievement:</u></p> <p>c) Via the Switchboard (0214672300): 5th floor, Grand Central Towers (weekdays from 07:30 – 16:00)</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>d) Online – online applications for:</p> <ul style="list-style-type: none"> i. Duplicate Matric certificates ii. Duplicate Teacher qualifications <p>Application forms are available on the WCED website and can be scanned and submitted via email, however a full online application process for certificates is still pending and in development by DBE</p> <p>e) Walk-in Centre at Metro and Rural Education District Offices – addresses on WCED website (weekdays 07:30 – 16:00)</p> <p>Since January 2018 there are no Walk-in centres for examinations at District level, pending the finalisation of the decentralisation investigation</p> <p>The accessibility of services was also improved through:</p> <ul style="list-style-type: none"> a) Way-finding and signage boards are present/visible & in 3 Official languages of the Province b) Wheelchair accessibility at all physical locations <p>Disabled access is still a challenge, especially with the Walk-in Centre situated on the 2nd floor</p> <p>The elevators are used when required</p> <ul style="list-style-type: none"> c) Elevator floor numbers are available in braille d) Extended working hours (during exam registration and resulting periods) 		<p>d) Online – online applications for:</p> <ul style="list-style-type: none"> i. Duplicate Matric certificates ii. Duplicate Teacher qualifications <p>The accessibility of services was also improved through:</p> <ul style="list-style-type: none"> a) Way-finding and signage boards are present/visible & in 3 Official languages of the Province b) Wheelchair accessibility at all physical locations <p>Disabled access is still a challenge, especially with the Walk-in Centre situated on the 2nd floor</p> <p>The elevators are used when required</p> <ul style="list-style-type: none"> c) Elevator floor numbers are available in braille d) Extended working hours (during exam registration and resulting periods)

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Courtesy:</p> <p>Courtesy was reported and measured through:</p> <p>a) Written feedback (Contact and Walk-in centres surveys)</p> <p>Email correspondence via exam – generic email accounts were managed</p> <p>Mail, e-mail and bulk sms to clients and stakeholders</p> <p>These media were utilised for notification of clients to postage and other strategic documentation</p> <p>b) Online (website) feedback mechanisms was used and escalated to the appropriate responsible officials</p> <p>c) All telephonic complaints were investigated and amicably resolved with clients</p> <p>81% of client rated WCED responses to written communications within 14 days upon receipt, as Satisfactory to Excellent</p> <p>d) Public complaints were investigated and resolved</p> <p>Clients were informed of outcome telephonically or via email</p> <p>Manager dealt with client and resolved the issue</p> <p>e) Cases were investigated and resolved. Clients were informed of outcome</p>	<p>Courtesy:</p> <p>Courtesy is reported and measured through:</p> <p>a) 97% (satisfaction to excellent ratings) to WCED website 2018 CSS report</p> <p>b) 97% (satisfaction to excellent ratings) to responses to telephone enquiries within the 2018 CSS report</p> <p>c) 97% (satisfaction to excellent ratings) to response to written enquiries within the 2018 CSS report</p>	<p>Courtesy:</p> <p>Courtesy was reported and measured through:</p> <p>a) 96% (satisfaction to excellent ratings) to WCED website 2018 CSS report</p> <p>b) 84% (satisfaction to excellent ratings) to responses to telephone enquiries within the 2018 CSS report</p> <p>c) 78% (satisfaction to excellent ratings) to response to written enquiries within the 2018 CSS report</p> <p><u>Additional achievement:</u></p> <p>d) All telephonic complaints were investigated and amicably resolved with clients</p> <p>e) Presidential hotline queries were resolved at 99.4% success rate within prescribed timelines</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>f) Clients Satisfaction Surveys: The 2017 Customer Satisfaction Report revealed that 83%, 75% and 95% client satisfaction were recorded in respect of telephone, written communication and the website</p> <p>g) In-house Customer Care Training was provided to staff as part of annual scheduled training programmes</p> <p>Staff and managers could nominate officials in accordance with Performance Management and Developmental needs</p> <p>Informal in-service training was offered to all Walk-in Centre staff on a monthly basis. Only the interns attended formal training in 2017/18</p> <p>h) Code of Conduct: Only 421 (1.02%) of 40 989 employees were subjected to recorded disciplinary action during the financial year</p> <p>Professional standard/business rules of the Department: WCED was rated as 91% for the value "Competence" Satisfactory to Excellent within the 2017 Client Satisfaction Survey Report</p>		<p>f) Code of Conduct: Only 548 (1.31%) of 41 906 employees were subjected to recorded Misconduct/disciplinary hearings during the financial year</p> <p>g) Professional standard/ business rules of the Department: WCED was rated as 92% for the value "Competence" Satisfactory to Excellent within the 2018 Client Satisfaction Survey Report</p> <p>h) 83% of client rated WCED responses to written communications within 14 days upon receipt, as Satisfactory to Excellent</p> <p>i) In-house Customer Care Training was provided to staff as part of annual scheduled training programmes</p> <p>j) Staff and managers could nominate officials in accordance with Performance Management and Developmental needs</p> <p>k) Informal in-service training was offered to all Walk-in Centre staff on a monthly basis. Only the interns attended formal training in 2018/19</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Openness and transparency:</p> <p>Openness and transparency was achieved through:</p> <p>a) The publication/distribution (in 3 Official languages of the Province and obtainable via the departmental website) of the:</p> <ul style="list-style-type: none"> i. Department's Annual Citizen's Report (4 710 printed copies) ii. Service Access Booklet (on website) iii. Service Charter (on display and on website) iv. Service Standard Schedule (on website) <p>Limited printed copies of the abovementioned documents were disseminated</p> <p>b) Publication printed Departmental Annual Report limited to oversight authorities, internal use, on public requests and available on the website</p> <p>c) All staff dealing with clients wear their name tags, procuring tags for new staff</p> <p>d-e) Client Satisfaction Surveys: The 2017 Customer Satisfaction Report revealed that 83%, 75% and 95% client satisfaction were</p>	<p>Openness and transparency:</p> <p>Openness and transparency is achieved through:</p> <p>a) The publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website):</p> <ul style="list-style-type: none"> i. Annual Citizen's Report disseminated by end November 2019 ii. Annual Performance Plan (APP) tabled by end February iii. Annual Reports (AR) tabled by end September <p>b) Improved on-line (website) feedback mechanism (conclude a SOP)</p> <p>Documents above are printed on legislative quantities required. It is advertised on the WCED's website that print copies can be provided based on motivational requests</p> <p>c) Increase information sharing by using the Thusong Programme within the Province (subject to annual revised programme)</p>	<p>Openness and transparency:</p> <p>Openness and transparency was achieved through:</p> <p>a) The following publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website):</p> <ul style="list-style-type: none"> i. Annual Citizen's Report disseminated by end January 2019 ii. Annual Performance Plan (APP) tabled by end February iii. Annual Reports (AR) tabled by end September <p>b) On-line (website) feedback mechanisms was not available. The SOP for this service was not concluded due to new website and analytics developments</p> <p>Documents above are printed based on legislative quantities required. It is advertised on the WCED's website that print copies can be provided based on motivational requests</p> <p>c) Due dates for Exams Registrations were shared using the Thusong Programme within the Province</p> <p>d) Client Satisfaction Surveys: The 2018 Customer Satisfaction Report revealed that 84.7%, 76.0% and 96% client satisfaction</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>recorded in respect of telephone, written communication and the website</p> <p>f) Suggestion Box: Between 1-5 suggestions were received per month</p>		<p>were recorded in respect of telephone, written communication and the website</p>
<p>Value for Money:</p> <p>a) The costs for replacement matric certificates, education qualifications, etc. were kept to a minimum. Current cost R107 per certificate</p> <p>b) Cost for confirmation of results: R47</p> <p>c) Cost for combined certificates: R107</p> <p>d) Cost for duplicate copies of certificates: R107</p> <p>e) Cost for Duplicate Teacher diplomas: R107</p> <p>f) Cost for application for re-mark: R105</p> <p>g) Cost for application for re-check: R25</p> <p>h) Cost for application to view a script: R205</p> <p>Costs indicated above are national tariffs which are revised on an annual basis</p> <p>Bank card facilities are available at the WCED cashier's offices for client convenience and EFT payments are encouraged</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: R43</p> <p>c) Cost for combined certificates: R107</p> <p>d) Cost for duplicate copies of certificates: R107</p> <p>e) Cost for Duplicate Teacher diplomas: R107</p> <p>f) Cost for application for re-mark: fees not available yet</p> <p>g) Cost for application for re-check: fees not available yet</p> <p>h) Cost for application to view a script: fees not available yet</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: R47</p> <p>c) Cost for combined certificates: R118</p> <p>d) Cost for duplicate copies of certificates: R118</p> <p>e) Cost for Duplicate Teacher diplomas: R118</p> <p>f) Cost for application for re-mark: R112</p> <p>g) Cost for application for re-check: R27</p> <p>h) Cost for application to view a script: R219</p> <p>Costs indicated above are national tariffs which are revised on an annual basis.</p> <p>Bank card facilities were available at the WCED cashier's offices for clients' convenience and EFT payments were encouraged</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Communication with Parents and Citizens</p> <p>Consultation:</p> <p>Clients were consulted through:</p> <p>a) Customer Satisfaction Surveys: For the 2017 Customer Satisfaction Survey, 5 644 respondents at 1 077 schools were recorded</p> <p>A formal report was concluded (published on http://wcedonline.westerncape.gov.za and shared with stakeholders, not restricted to all schools, Employee Unions, Principals Forum, WCED management and staff)</p> <p>b) 3 313 queries and responses recorded during the reporting period. Most queries received via WCED online</p> <p>c) Analysis of suggestion box feedback continues to inform the improvement in service delivery</p> <p>Client Services recorded 178 Excellent to Good ratings for Courtesy and Helpfulness of officials within the Walk-in Centre</p> <p>The voluntary survey covered the following:</p> <ul style="list-style-type: none"> i. Quality of information provided ii. Cleanliness & condition of Walk-in Centre iii. Satisfaction with Contact and Client Service Agents <p>d) Analysis of website visits: 122 498 visits resulting in ± 18 million hits on the site according to statistics. The statistics are skewed because of a change in URL and ± 4 months of site downtime. No statistics were available for March 2018</p>	<p>Consultation:</p> <p>Clients are consulted through:</p> <p>a) 2018 Annual Customer Satisfaction Report concluded and uploaded on the WCED website</p> <p>b) 1 320 items recorded using the on-line feedback mechanism</p> <p>c) 4 x Principals Forums held</p> <p>d) 4 x PELRC meetings held</p>	<p>Consultation:</p> <p>Clients were consulted through:</p> <p>a) 2018 Annual Customer Satisfaction Report concluded</p> <p>b) On-line feedback mechanism was affected by new website development</p> <p>c) 4 x Principals Forums held</p> <p>d) 4 x PELRC meetings held</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<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>	<p>e) Quarterly analysis of media publications concluded and reported upon</p>	<p>e) Quarterly analysis of media publications concluded and reported upon:</p> <ul style="list-style-type: none"> o Quarter 1: 1525 media hits, of which 814 were proactive. o Quarter 2: 1735 media hits of which 889 were proactive o Quarter 3: 1549 media hits of which 817 were proactive. o Quarter 4: 3167 media hits of which 1 391 were proactive o Total: 7 976 media hits of which 3 911 were proactive.
<p>Access:</p> <p>The service was accessible:-</p> <p>a) At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <p>b) Operating times: Mon - Fri, 07:30 – 16:00 Extended hours for Client services 07:00 – 17:00</p> <p>c) WCED website https://wcedon-line.westerncape.gov.za, operational 24/7</p> <p>d) 8 x District offices (See Service Charter: Access list on website)</p> <p>e) Via 54 Circuit teams servicing all schools (See Service Charter: Access list on website)</p> <p>f) 1 440 Public Ordinary, 72 Special and 261 Private Schools (listed on the WCED website)</p> <p>g) Multi-channel client service interaction (in addition to website, WCED Education Portal http://wcedportal.co.za/)</p>	<p>Access:</p> <p>The service is accessible:-</p> <p>a) At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <p>b) Operating times: Mon - Fri, 07:30 – 16:00 (Extended hours for Client services 07:00 – 17:00)</p> <p>c) WCED website http://wcedon-line.westerncape.gov.za, operational 24/7 and Multi-channel client service interaction (in addition to website, WCED Education Portal http://wcedportal.co.za/)</p> <p>d) 8 x District offices (See quarterly updated Service Charter: Access list on Website)</p> <p>e) Provincial Thusong Programme included as distribution points to campaign items (subject to annual revised programme)</p>	<p>Access:</p> <p>The service was accessible:-</p> <p>a) At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <p>b) Operating times: Mon - Fri, 07:30 – 16:00 (Extended hours for Client services 07:00 – 17:00)</p> <p>c) WCED website http://wcedon-line.westerncape.gov.za, operational 24/7 and Multi-channel client service interaction (in addition to website, WCED Education Portal http://wcedportal.co.za/)</p> <p>d) 8 x District offices (See quarterly updated Service Charter: Access list on Website)</p> <p>e) Provincial Thusong Programme included as distribution points to campaign items (subject to annual revised programme)</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Courtesy:</p> <p>Courtesy was reported and measured through:</p> <p>a) 81% of clients rated WCED responses to written communications within 14 days upon receipt, as Satisfactory to Excellent</p> <p>b) Presidential Hotline stats for 2017/2018: 83% cases resolved and 17% required follow-up. Clients were kept informed of developments/progress</p> <p>c) Clients Satisfaction Surveys: The 2017 Customer Satisfaction Report revealed that 83%, 75% and 95% client satisfaction were recorded in respect of Telephone, Written communication and the Website</p> <p>The behaviour of officials were measured/monitored, against the:</p> <p>a) Code of Conduct: Only 421 (1.02%) of 40 989 employees were subjected to recorded disciplinary action during the financial year</p> <p>b) Professional standard/business rules of the Department: WCED was rated as 91% for the value "Competence" Satisfactory to Excellent within the 2017 Client Satisfaction Survey report</p> <p>In-house Customer Care Training is provided to staff as part of annual scheduled training programmes</p> <p>Staff and managers could nominate officials in accordance with Performance Management and Developmental needs</p>	<p>Courtesy:</p> <p>Courtesy is reported and measured through:</p> <p>a) 98% (satisfaction to excellent ratings) to WCED website</p> <p>b) 86% (satisfaction to excellent ratings) to responses to telephone enquiries</p> <p>c) 77% (satisfaction to excellent ratings) to response to written enquiries</p> <p>d) 50% positive media coverage relevant to key strategic objectives</p>	<p>Courtesy:</p> <p>Courtesy is reported and measured through:</p> <p>a) 96% (satisfaction to excellent ratings) to WCED website</p> <p>b) 84% (satisfaction to excellent ratings) to responses to telephone enquiries</p> <p>c) 78% (satisfaction to excellent ratings) to response to written enquiries</p> <p>d) 49% positive media coverage relevant to key strategic objectives</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Openness and transparency:</p> <p>The following mechanisms were in place:</p> <p>a) Client Services recorded 178 Excellent to Good ratings for Courtesy and helpfulness of officials within the Walk-in Centre</p> <p>The voluntary survey covered the following:</p> <ol style="list-style-type: none"> Quality of information provided Cleanliness & condition of Walk-in Centre Satisfaction with Contact and Client Service Agents <p>b) Information Management System (IMS) recordings illustrated 11 242 number of items logged during the financial year 38% resolved/pending rate was recorded.</p> <p>Improved administration of the System was identified as a priority action</p> <p>Openness and transparency was further achieved through:</p> <p>The publication/distribution (in 3 Official languages of the Province and obtainable via the Client Service Centre and the departmental website) of the:</p> <ol style="list-style-type: none"> Department's Annual Citizen's Report (4 710 printed copies) Service Access Booklet (on website) Service Charter (on display and on website) Service Standard Schedule (on website) <p>Limited printed copies of the abovementioned documents were disseminated</p>	<p>Openness and transparency:</p> <p>Openness and transparency is achieved through:</p> <p>a) The following publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website):</p> <ol style="list-style-type: none"> Annual Citizen's Report disseminated by end November Annual Performance Plan (APP) tabled by end February Annual Reports (AR) tabled by end September <p>b) Improved on-line (website) feedback mechanisms</p>	<p>Openness and transparency:</p> <p>Openness and transparency was achieved through:</p> <p>a) The following publications (in 3 official languages of the Province and obtainable via the Walk-in Centre and the departmental website):</p> <ol style="list-style-type: none"> Annual Citizen's Report disseminated by end January 2019 Annual Performance Plan (APP) tabled by end February Annual Reports (AR) tabled by end September <p>b) "Give us your feedback" replaced "Contact the WCED in new improved website. Online feedback was not disrupted at all during the reporting period and during the development phase of the new website.</p> <p>Openness and transparency was further achieved through:</p> <p>The publication/distribution (in 3 Official languages of the Province and obtainable via the Client Service Centre and the departmental website) of the:</p> <ol style="list-style-type: none"> Department's Annual Citizen's Report (4 760 printed copies) Service Access Booklet (on website) Service Charter (on display and on website) Service Standard Schedule (on website) <p>Limited printed copies of the abovementioned documents were disseminated</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Value for Money:</p> <p>a-c) Technology improved efficiency</p> <p>The Provincial Government connected schools across the Province to high-speed broadband (on-going initiative), via a Wide Area Network (WAN)</p> <p>Local Area Networks (LANs) and Wi-Fi connectivity was provided for almost every site.</p> <p>Alternative connectivity was provided to schools that couldn't connect to the fibre-optic grid</p> <p>The Western Cape Education Department also provided technology progressively in schools, from equipping smart classrooms and refreshing computer laboratories, to providing devices, teacher training and support (on-going initiative)</p> <p>Digital teaching and learning materials could be accessed via an ePortal</p> <p>The WCED worked with content developers and schools to progressively populate the portal with CAPS-aligned, digital resources (on-going initiative)</p> <p>d) Clients obtained free assistance with the resolution of enquiries/complaints using the online feedback mechanism or the annual Customer Satisfaction Survey</p>	<p>Value for Money:</p> <p>a) WCED website http://wcedon-line.westerncape.gov.za operational 24/7 and Multi-channel client service interaction (in addition to website, WCED E Portal http://wcedportal.co.za/ offers curriculum content.</p> <p>b) Edumedia produced publications and reprographic services of limited amounts less than market related costs to WCED internal components</p>	<p>Value for Money:</p> <p>a) WCED website http://wcedon-line.westerncape.gov.za operational 24/7 and Multi-channel client service interaction (in addition to website, WCED E Portal http://wcedportal.co.za/ offers curriculum content.</p> <p>b) Edumedia produced publications and reprographic services of limited amounts less than market related costs to WCED internal components</p>

Service delivery information tool:

Current/actual information tools	Desired information tools	Actual achievements
<p>Examinations Registrations and Client Service Support</p> <p>Information was communicated through:</p> <p>a) Mail, e-mail and bulk sms to clients and stakeholders. This was used to notify clients about media, used for notification of clients to postage of admission letters and release of results</p> <p>b) Stakeholder platforms:</p> <ol style="list-style-type: none"> Exam-Coordination's and Assessment Coordinators' forums held quarterly 11 Examination and Administration related Circulars were sent to schools routinely to indicate timelines and procedures relating to examination processes 	<p>Information is communicated through:</p> <p>a) 500 000 bulk sms' sent to clients and stakeholders. Individual emails are also sent to clients (no. influenced by no. of registrations)</p> <p>b) Develop pamphlets to share information with service beneficiaries leading up to registration peak times</p>	<p>Information is communicated through:</p> <p>a) 500 000 bulk sms' sent to clients and stakeholders. The bulk sms service is used for the following purposes:</p> <ul style="list-style-type: none"> To confirm candidates' registration and inform them of their exam centre (all part time candidates with valid cell numbers) To inform candidates of centre changes, due to community protests (Overberg, West Coast and Eden Central Karoo – George, in 2018 exam) To inform candidates of the date and time of results release To direct candidates to the WCED online website to access admission letters and results <p>For SmartLock:</p> <ul style="list-style-type: none"> Chief Invigilators receive an sms to remind them to download their exam schedules to their Glam Keys Remind Chief Invigilators that they have not yet downloaded their schedules or opened their Smartlock bags <p>b) Pamphlets were developed to share information with service beneficiaries leading up to registration peak times. The Walk-in Centre printed and distributed pamphlets with information regarding:</p> <ul style="list-style-type: none"> Admission Criteria for the June 2019 Senior Certificate (adult) Matric exam Admission criteria for the NSC Supplementary exam

Current/actual information tools	Desired information tools	Actual achievements
<ul style="list-style-type: none"> iii. Media releases in respect of NSC and other results were sufficiently used. Accessible from: https://wcedonline.westerncape.gov.za/comms/press/2017/indexpress.html iv. The NSC National- and Provincial Award ceremonies were substantively publicised v. Substantial reports on exam related analysis were generated for different users vi. NSC results specific publications were released vii. Information brochures were updated and were available at the Walk-in Centre viii. Information flyers were available at the Walk-in Centre ix. WCED website: https://wcedonline.westerncape.gov.za/home/ x. Electronic notice boards at Head Office were inactive and removed xi. Bill Boards and adverts on public transport were not used during the financial year. Different marketing approach for the period xii. Due to resources challenges Staff newsletters and WCED News on school issues were not issued as planned xiii. Formal request for Access to Information (PAIA) is well communicated and also accessible from the WCED website 	<p></p> <p>c) Stakeholder platforms:</p> <ul style="list-style-type: none"> i. No. of Circulars and communicate via schools ii. No. of Media briefings iii. Share information using the Thusong Programme within the Province (subject to annual revised programme) 	<ul style="list-style-type: none"> • Combination of Results from different exam sittings <p>c) Stakeholder platforms:</p> <ul style="list-style-type: none"> i. 8 x Examination Administration Minutes: 4 x Examination Notices distributed to schools ii. 15 Exams and Matic related media statements were released iii. Shared information using the Thusong Programme within the Province (subject to annual revised programme).

Current/actual information tools	Desired information tools	Actual achievements
		<p>Media releases in respect of NSC and other results were sufficiently used. Accessible from: https://wcedonline.westerncape.gov.za/comms/press/2017/indexpress.html</p> <p><u>Additional achievement:</u></p> <ul style="list-style-type: none"> iv. The NSC National- and Provincial Award ceremonies were substantively publicised v. Substantial reports on exam related analysis were generated for different users vi. NSC results specific publications were released vii. Information brochures were updated and were available at the Walk-in Centre viii. Information flyers were available at the Walk-in Centre ix. WCED website: https://wcedonline.westerncape.gov.za/ x. Formal request for Access to Information (PAIA) is well communicated and also accessible from the WCED website
<p>Communication with Parents and Citizens</p> <p>Information was communicated through:</p> <ul style="list-style-type: none"> a) Web services: https://wcedonline.westerncape.gov.za/home/home.html b) Contact Centre: At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000 <p>Operating times: Mon - Fri, 07:30 – 16:00. Extended hours for Client services 07:00 – 17:00</p>	<p>Early Enrolment Campaign:</p> <p>22 000 posters and 265 000 pamphlets distributed to 1 086 schools and 8 District offices</p> <p>(these totals are estimated at the 2017/18 totals as numbers depend on actual enrolment in Grade R & 6)</p>	<p>Information was communicated through:</p> <p>Early Enrolment Campaign:</p> <p>9 290 posters and 134 100 pamphlets distributed to 1 066 schools and to Head Office and 8 District offices in January 2019</p> <p>Paid for campaigns which ran from 11 February 2019 to 15 March 2019 enabled the Department to reach the target audience through:</p> <ul style="list-style-type: none"> • Print: Newspapers – 300 261 • Digital/social media – Impression 900 666 • Radio: Umhlobo Wenene, KFM, Heart – 806 960 listeners

Current/actual information tools	Desired information tools	Actual achievements
c) Direct contact via telephone, fax and email: https://wcedonline.westerncape.gov.za/documents/WCEDSeviceAccessSched/index.html	Matric Support Campaign: 55 500 booklets distributed to Grade 12 learners enrolled at Secondary and Special schools	Matric Support Campaign: 53 000 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools
d) Social media: https://wcedonline.westerncape.gov.za/home/twitter-links.html	(total depends on actual Grade 12 enrolment confirmed by June) Mathematics and Language Campaign: Traditional marketing campaign using radio, digital and out of home channels reaching our target audience of about 321 000 foundation phase learners	(total depends on actual Grade 12 enrolment confirmed by June) Mathematics and Language Campaign: The campaign was postponed to 2019/20 financial year, due to amongst others, the E-learning System development delays
e) Publications: https://wcedonline.westerncape.gov.za/home/search/wced_az.html	Anti-Bullying Campaign: A budgeted amount of R550 000 (total depends on actual enrolment confirmed by February)	Anti-Bullying Campaign: Campaign was launched in August 2019 and promoted via Social Media in March 2019:
f) Annual Report: https://wcedonline.westerncape.gov.za/documents/annual-report17/indexannual17.html	<ul style="list-style-type: none"> Distribution of 1 096 000 pamphlets and 22 530 to 1 083 000 learners in 1 083 schools to reach parents of learners Language services marketing Document flow of service requests 	<ul style="list-style-type: none"> No pamphlets distributed during 2018/2019, as a different approach was implemented Produced 2 videos and a mobi site – promoted organically and via a paid for digital marketing campaign In November 2019, the campaign targeted Facebook with 16 000 views, Twitter and YouTube with 44 000 views In the March 2019 campaign, there were 255 823 views on Facebook, Twitter and YouTube
g) One-on-one meetings held	Target numbers are dependent on learner enrolment and no. of schools	
h) Media reports (releases): https://wcedonline.westerncape.gov.za/comms/press/2018/index_press.html		
i) Quarterly Meetings held		
j) Department's Service Charter: https://wcedonline.westerncape.gov.za/documents/WCEDSeviceAccessSched/index.html		Additional achievement: Information was also communicated through: a) Ad-hoc campaigns during the reporting period included:
k) Circulars: https://wcedonline.westerncape.gov.za/circulars/index-circmins.html		<ul style="list-style-type: none"> The Values Campaign: 21 250 posters Safe Schools Poster Campaign: 3 800 posters The eLearning Poster Campaign: 14 610 posters. This campaign was also supported by a social media

Current/actual information tools	Desired information tools	Actual achievements
		<p>campaign via Facebook and Twitter during February and March 2019</p> <ul style="list-style-type: none"> The abovementioned posters were distributed to 1 906 WCED institutions, including, primary, high, special schools and ECD centres, Head Office and the 8 District offices <p>b) Web services: https://wcedonline.westerncape.gov.za/</p> <p>c) Social media: https://wcedonline.westerncape.gov.za/western-cape-education-department</p> <p>d) Publications: https://wcedonline.westerncape.gov.za/z-index</p> <p>e) Annual Report: https://wcedonline.westerncape.gov.za/wced-annual-report</p> <p>f) Annual Citizens' Report: https://wcedonline.westerncape.gov.za/wced-report-citizens</p> <p>g) Media reports: https://wcedonline.westerncape.gov.za/media-releases</p> <p>h) WCED-News: https://wcedonline.westerncape.gov.za/wced-news</p> <p>i) Circulars: https://wcedonline.westerncape.gov.za/wced-circulars-and-minutes</p>

Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
<p>Examinations Registrations and Client Service Support</p> <p>Complaints/ Suggestions/ Compliments/ Queries were registered and monitored through: -</p> <p>a) An electronic/manual database/register/system</p> <p>Generic email for exam registrations and exam results were created for this purpose</p> <p>b) 81% of client rated WCED responses to written communications within 14 days upon receipt, as Satisfactory to Excellent</p> <p>c) Request for re-mark of subjects/ matric results were managed both via emailed applications and via the exams Walk-in Centre</p> <p>On-line Remark System was implemented in January 2018</p> <p>d) The WCED implemented the On-line Remark System in January 2018 for the 2017/18 re-mark applications</p> <p>1 764 (38%) applications for the re-mark of scripts were received via the online platform</p> <p>e) Formal complaints lodged with Senior Managers, HoD or MEC for Education were channelled to responsible managers for resolution/feedback</p> <p>A significant number of enquiries were received via email, either from the WCED Media or the MEC's Office</p>	<p>Complaints/ Suggestions/ Compliments/ Queries are registered and monitored through:</p> <p>a) Contact and Walk-in centres</p> <p>b) 4 700 requests for re-mark of subjects/matric results</p> <p>c) 76 606 persons accessed the WCED NSC Results webpage</p> <p>d) 21 607 Individual NSC Results were accessed on the WCED NSC Results webpage</p>	<p>Complaints/ Suggestions/ Compliments/ Queries are registered and monitored through:</p> <p>a) Contact and Walk-in centres</p> <p>b) 3 907 requests for re-mark of subjects/matric results</p> <p>c) 147 278 persons accessed the WCED NSC Results webpage</p> <p>d) 44 880 Individual NSC Results were accessed on the WCED NSC results webpage</p>

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
<p>These enquiries were amicably and promptly dealt with</p> <p>f) Appeal processes in terms of PAJA and other legislation was available to Examinations and Assessment processes</p> <p>Communication to Parents and Citizens</p> <p>Redress was offered via responses to the following channels:</p> <p>a) Contact Centre operates during office hours:</p> <p>i. At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <p>ii. Operating times: Mon - Fri, 07:30 – 16:00. Extended hours for Client services 07:00 – 17:00</p> <p>b) Phone, fax and email – See Access list on WCED website: https://wcedonline.westerncape.gov.za/documents/WCEDServiceAccessSchedule/index.html</p> <p>c) Social media: https://wcedonline.westerncape.gov.za/home/twitter-links.html</p> <p>d) Written feedback (Contact and Walk-in centres) on WCED website: https://wcedonline.westerncape.gov.za/home/contacts/wced.html</p> <p>e) Online (website) feedback mechanisms: WCED website: https://wcedonline.westerncape.gov.za/home/webmaster.html</p>	<p>Redress is offered via responses to the following channels:</p> <p>a) Management of Social media</p> <p>b) Improved turnaround time to written feedback (Contact and Walk-in centres)</p> <p>c) Managed on-line (website) feedback mechanisms</p>	<p>Redress is offered via responses to the following channels:</p> <p>a) Management of Social media</p> <p>b) Improved turnaround time to written feedback (Contact and Walk-in centres)</p> <p>c) Managed on-line (website) feedback mechanisms: https://wcedonline.westerncape.gov.za/give-us-your-feedback</p> <p><u>Additional achievement:</u></p> <p>d) Phone, fax and email – See Access list on WCED website: https://wcedonline.westerncape.gov.za/wced-services-access-schedule</p> <p>e) Social media: https://wcedonline.westerncape.gov.za/western-cape-education-department</p>

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
<p>f) Formal complaints logged to Senior Managers, HoD or MEC for Education: https://wcedonline.westerncape.gov.za/home/components/organo.htm</p> <p>g) Appeal processes in terms of PAJA and other legislation. See WCED Website: https://wcedonline.westerncape.gov.za/documents/PAIA-manuals/WCED-PAIAEng-2017.pdf</p>		<p>f) Written feedback (Contact and Walk-in centres) on WCED website: https://wcedonline.westerncape.gov.za/give-us-your-feedback</p> <p>g) Online (website) feedback mechanisms: WCED website: https://wcedonline.westerncape.gov.za/give-us-your-feedback</p> <p>h) Formal complaints logged to Senior Managers, HoD or MEC for Education: https://wcedonline.westerncape.gov.za/western-cape-education-department</p> <p>i) Appeal processes in terms of PAJA and other legislation. See WCED Website: https://wcedonline.westerncape.gov.za/documents/PAIA-manuals/WCED-PAIAEng-2017.pdf</p>

Appendix E: Statistical Table

Statistical Table (Current Data)						
Programme 1		Jan 2016	March 31 2016	March 31 2017	March 31 2018	March 31 2019
ST101	Percentage of learners in schools that are funded at a minimum level	100%	100%	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%	100%	92.51%
ST103	Percentage of women in SMS positions. (Percentage of office-based women in Senior Management Service)	36.17%	30.43%	36.17%	36.7%	40%
ST104	Percentage of women in Principals' posts.	29.41%	29.15%	28.97%	28.47%	29.12%
ST105	Percentage of women employees	66.62%	66.8%	67.14%	67.6%	67.99%
ST106	Number of schools compensated in terms of the fee exemption policy	548	548	551	554	552

Programme 2		Jan 2016	March 31 2016	March 31 2017	March 31 2018	March 31 2019
ST201	Number of learners enrolled in public ordinary schools (Grades 1 – 12 including learners with special needs)	985 315	985 315	999 914	1 021 492	1 045 476
ST202	Number of educators employed in public ordinary schools	28 474	28 284	28 543	28 799 ²⁸	29363
ST203	Number of non-educator staff employed in public ordinary schools	6 233	6 093	6 125	6 085	6083
ST205	Number of learners with access to the National School Nutrition Programme (NSNP).	465 480	469 721	478 144	471 376	479 790
ST206	Number of learners eligible to benefit from learner transport	58 252	57 517	58 217	58 660	61 061
ST207	Number of learners with special education needs identified in public ordinary schools	4 638	4 880	4 987	6 105	880
ST208	Number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time	1 217	764	913	868	953
ST209	Percentage of learners who are in classes with no more than 45 learners	86.44%	86.44%	95.52%	86,44%	84.47%
ST210	The percentage of youths who obtained a National Senior Certificate from a school	Not available	76.3%	71.9%	Not available	Not available
ST211	The percentage of learners in schools with at least one educator with specialist training on inclusion ²⁹	11%	Not available	10%	8,6%	27.6%
ST212	Percentage of learners having access to workbooks per grade	100%	100%	100%	100%	100%
ST213	Percentage of schools where allocated teaching posts are all filled	51% current	82% ³⁰	82%	80%	79%
ST214:	Percentage of learners having access to the required textbooks in all grades and all subjects	100%	100%	100%	100%	100%
ST216	Number of learners screened through the Integrated School Health Programme ³¹	Not available	147 189	137 356	60 290	40 226

²⁸ Data extract as at 29 March 2018

²⁹ Refers to training in the Screening, Identification, Assessment and Support (SIAS) policy

³⁰ Includes permanent and contract

³¹ Responsibility of Department of Health

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Programme 4		Jan 2016	March 31 2016	March 31 2017	March 31 2018	March 31 2019
ST401	Number of learners enrolled in public special schools	18 783	18 783	18 854	18 870	19 087
ST402	Number of educators employed in public special schools	1 816	1 840	1592	1624	1 893
ST403 PM403	Number of professional support staff employed in public special schools	Pending	38	233	275	265
ST404	Number of non-professional and non-educator staff employed in public special schools	1 000	948	923	917	954
ST405	Number of special schools	72	72	72	72	72
ST406	Number of learners in special schools provided with assistive devices	Not available	Not available	Not available	Not available	Not ³² available

Programme 5 (ECD)		Jan 2016	March 31 2016	March 31 2017	March 31 2018	March 31 2019
ST501	Number of learners enrolled in Grade R in public schools	64 648	65 183	65 488	66 601	67 492
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)	811 (Level 5 graduates)	497 (level 5 graduates)
ST504	Number of learners enrolled in Pre-grade R	15 267	1 663 (Public only)	1 351 (Public only)	1 089	1 060

Statistical Table (Current Data)						
Programme 7		Jan 2016	March 31 2016	March 31 2017	March 31 2018	March 31 2019
ST701	Number of learners in Grade 12 who wrote National Senior Certificate (NSC) examinations	53 721	53 721	50 847	48 867	50 754
ST702	Number of learners who passed the National Senior Certificate (NSC)	45 496	45 496	43 725	40 440	41 350
ST703	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC)	22 379	22 379	20 804	19 101	21 492
ST704	Number of learners who passed Maths in the NSC examinations	12 397	12 397	12 036	11 456	11 718
ST705	Number of Grade 12 achieving 50% or more in Mathematics	6 982	6 982	7 053	6 490	6 176
ST706	Number of learners who passed Physical Science in the NSC examinations	8 813	8 813	8 239	8 039	8 257
ST707	Number of Grade 12 achieving 50% or more in Physical Science	4 840	4 840	4 663	4 708	4 618
NOTE that in the case of the National Senior Certificate results the results as at the date of the <u>January 2019</u> announcement of results are used.						

³² Assistive devices are provided by the Department of Health