



# DRAFT

# USER ASSET MANAGEMENT PLAN

## 2024/25

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**B WALTERS**

**HEAD: EDUCATION**

**DATE:** 2023/07/10

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	<i>The RSBP ensures broader local stakeholder and community engagement is prioritised in terms of involvement in the planning and design of new schools and building community resilience</i>	

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## ACRONYMS

ABTs	Alternative Building Technologies
BEPP	Built Environment Performance Plan
CEMIS	Central Education Management Information System
CBD	Central Business District
CBO	Community Based Organizations
CoCT	City of Cape Town
CRV	Current Replacement Value
CSIR	Council for Scientific and Industrial Research
DBE	National Department of Basic Education
DCES	Deputy Chief Educational Specialist
DoRA	Division of Revenue Act
DOI	Department of Infrastructure
ECD	Early Childhood Development
EIG	Education Infrastructure Grant
EPWP	Extended Public Works Programme
GIAMA	Government Immoveable Asset Management Act
GIS	Geographic Information Systems
GPTS	Growth Potential of Towns Study
HR	Human Resources
IA	Implementing Agent
IDP	Integrated Development Plan
IPG	Infrastructure Planning Guidelines
IPMP	Infrastructure Programme Management Plan
IRM	Infrastructure Reporting Model
IZ	Integration Zones
JDA	Joint District Approach
LoLT	Language of Learning and Teaching
LSEN	Learners with Special Education Needs
LTS	Learner Transport Scheme
LUPA	Land Use Planning Act



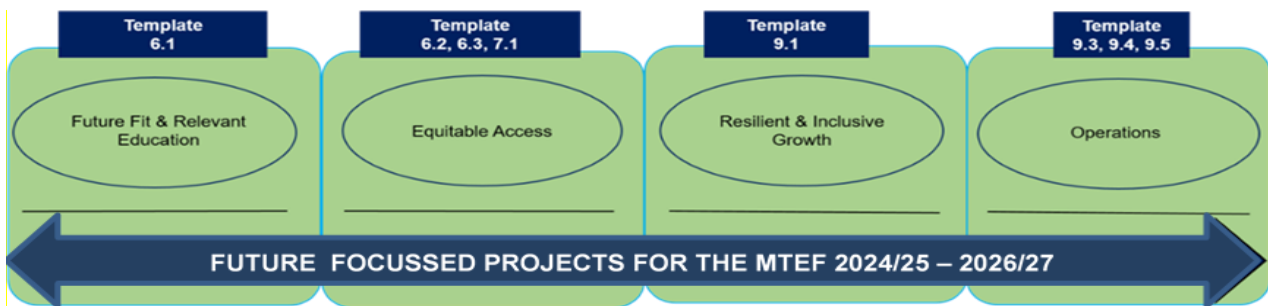
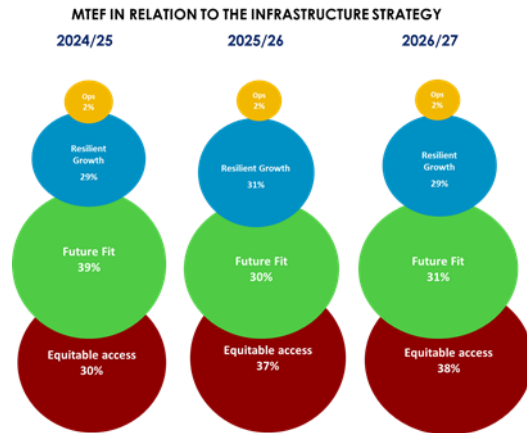
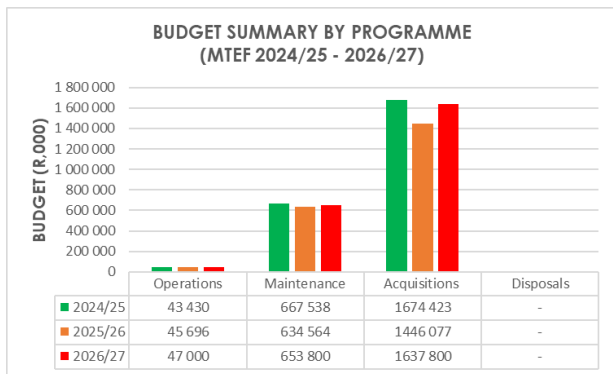
MOD	Mass participation; Opportunity and Access; Development and Growth
MTEF	Medium Term Expenditure Framework
MYPE	Mid-Year Population Estimates
N&S	Minimum Infrastructure Norms and Standards
NDP	National Development Plan
NEIMS	National Education Infrastructure Management System
NGO	Non-Government Organisation
PBIS	Performance Based Incentive System
PED	Provincial Education Department
PPP	Public-Private Partnership
PSDF	Provincial Spatial Development Framework
PSG	Provincial Strategic Goals
RSBP	Rapid School Build Programme
RSEP	Regional Socio-Economic Project
SGB	School Governing Body
SDF	Spatial Development Framework
STEAMAC	Sciences, Technology, Engineering, Arts, Mathematics, Agriculture and Coding/Computational Skills
SPLUMA	Spatial Planning and Land Use Management Act
U-AMP	User-Asset Management Plan
VPUU	Violence Prevention through Urban Upgrading
WCED	Western Cape Education Department
WCG	Western Cape Government
WCPSP/PSP	Western Cape Provincial Strategic Plan

## WESTERN CAPE EDUCATION DEPARTMENT

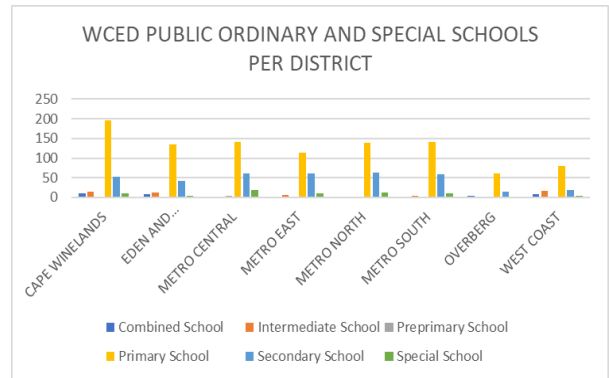
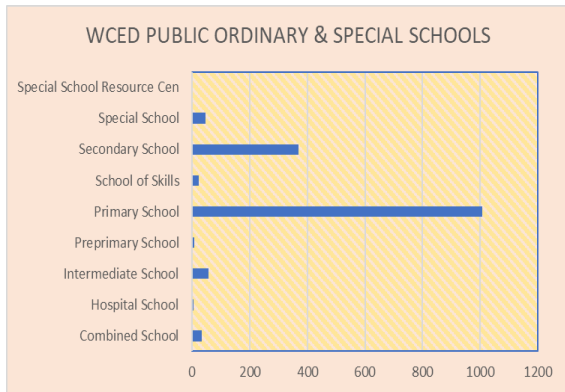
### Vision

"Quality education, for every child,  
in every classroom,  
in every school in the province"

### Summary of Existing and Future Education Infrastructure



**WCED PUBLIC ORDINARY AND SPECIAL SCHOOLS (ANNUAL SURVEY 2023)**



**BUDGET SUMMARY: MTEF 2024/25 – 2026/27**

The compilation of a new multi-year budget is inherently tied to prior financial commitments that incorporate projects that started in prior years but have multi-year budget allocations, as well as projects which are progressively differently in the project development cycle as listed in the WCED Annual Performance Plan (APP). With the allocation of additional funding being made available over the 2023/34 Medium Term Expenditure Framework (MTEF), the WCED can prioritise some of its previously deferred projects again through bringing forward the planning of those projects and programmes.

ITEM NO.	PROGRAMMES	BUDGET FOR 2024/25 R'000	%	BUDGET FOR 2025/26 R'000	%	BUDGET FOR 2026/27 R'000	%
<b>1</b>	<b>OPERATIONS</b>	<b>43 430</b>	<b>1,8%</b>	<b>45 696</b>	<b>2,1%</b>	<b>47 000</b>	<b>2,0%</b>
1,1	Office Buildings / Furniture	5 000	0,2%	5 000	0,2%	5 000	0,2%
1,2	Human Resource Capacity (IDIP/DORA)	38 430	1,6%	40 696	1,9%	42 000	1,8%
1,3	Relocation Mobiles	-	0,0%	-	0,0%	-	0,0%
<b>2</b>	<b>MAINTENANCE</b>	<b>667 538</b>	<b>28,0%</b>	<b>634 564</b>	<b>29,8%</b>	<b>653 800</b>	<b>28,0%</b>
2,1	Scheduled Maintenance (Preventative Maintenance)	498 674	20,9%	506 040	23,8%	518 800	22,2%
2,2	Emergency Maintenance ( Corrective Maintenance)	71 751	3,0%	71 419	3,4%	70 000	3,0%
2,3	E.P.W.P. (Preventative Maintenance)	-	0,0%	-	0,0%	-	0,0%
2,4	Hostel Maintenance PR2 (Preventative Maintenance)	35 000	1,5%	5 000	0,2%	5 000	0,2%
2,5	E.C.D.	6 711	0,3%	6 801	0,3%	15 000	0,6%
2,6	Aurecon PSP (Included with Preventative Maintenance)	55 402	2,3%	45 304	2,1%	45 000	1,9%
<b>3</b>	<b>ACQUISITIONS</b>	<b>1 674 423</b>	<b>70,2%</b>	<b>1 446 077</b>	<b>68,0%</b>	<b>1 637 800</b>	<b>70,0%</b>
<b>3,1</b>	<b>Schools</b>	<b>1 229 000</b>	<b>51,5%</b>	<b>1 183 355</b>	<b>55,7%</b>	<b>1 432 800</b>	<b>61,3%</b>
3.1.1	New Schools	887 800	37,2%	633 355	29,8%	722 800	30,9%
3.1.2	New Schools - Donor / Partnerships	40 000	1,7%	-	0,0%	-	0,0%
3.1.3	Replacement Schools	301 200	12,6%	550 000	25,9%	710 000	30,4%
<b>3,2</b>	<b>Improvements</b>	<b>176 649</b>	<b>7,4%</b>	<b>91 315</b>	<b>4,3%</b>	<b>35 000</b>	<b>1,5%</b>
3.2.1	Upgrade and Additions	77 249	3,2%	3 395	0,2%	-	0,0%
3.2.2	Re-purposing of Existing Schools	-	0,0%	-	0,0%	-	0,0%
3.2.3	Hotspot Areas_Improve Look & Feel	-	0,0%	-	0,0%	-	0,0%
3.2.4	Autism	50 400	2,1%	52 920	2,5%	-	0,0%
3.2.5	Green Initiatives	49 000	2,1%	35 000	1,6%	35 000	1,5%
<b>3,3</b>	<b>Norms and Standards</b>	<b>118 774</b>	<b>5,0%</b>	<b>121 407</b>	<b>5,7%</b>	<b>120 000</b>	<b>5,1%</b>
3.3.1	Laboratories	10 000	0,4%	10 000	0,5%	10 000	0,4%
3.3.2	Fencing	30 000	1,3%	30 000	1,4%	30 000	1,3%
3.3.3	Ablutions	-	0,0%	-	0,0%	-	0,0%
3.3.4	School Hall	20 000	0,8%	20 000	0,9%	20 000	0,9%
3.3.5	MOD Centres	58 774	2,5%	61 407	2,9%	60 000	2,6%
<b>3,4</b>	<b>Additional Classrooms</b>	<b>150 000</b>	<b>6,3%</b>	<b>50 000</b>	<b>2,4%</b>	<b>50 000</b>	<b>2,1%</b>
3.4.1	Expansion Classrooms	100 000	4,2%	30 000	1,4%	30 000	1,3%
3.4.2	Grade R : Classrooms	-	0,0%	-	0,0%	-	0,0%
3.4.3	Hotspot Mobiles	50 000	2,1%	20 000	0,9%	20 000	0,9%
<b>4</b>	<b>DISPOSALS</b>	<b>-</b>	<b>0%</b>	<b>-</b>	<b>0%</b>	<b>-</b>	<b>0%</b>
	<b>Grand Total</b>	<b>2 385 391</b>	<b>100%</b>	<b>2 126 337</b>	<b>100%</b>	<b>2 338 600</b>	<b>100%</b>

Table A1: U-AMP budget summary as per Infrastructure Strategic Goals for the 2024/25 – 2026/27 MTEF

## DOCUMENT MAP

Executive Summary	
<b>Introduction</b>	Overview of content
<b>Chapter 1:</b>	General overview of the WCED as outlined in the <b>ANNUAL REPORT</b> and <b>ANNUAL PERFORMANCE PLAN:</b> Vision, functions, responsibilities, strategic objectives and budget priorities.
	<b>Template 1</b>

<b>Chapter 2:</b>	Pressures and shocks – a new way of planning and implementing.
<b>Chapter 3:</b>	The demand for and the supply of educational infrastructure: macro and micro analysis.
<b>Chapter 4:</b>	Hotspot Analysis and a new approach to the demand challenge.
<b>Chapter 5:</b>	WCED Infrastructure Portfolio: Description of the supply side. <b>Templates 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and 2.9</b>
<b>Chapter 6:</b>	A Focus on maintenance: recognising the nature and magnitude of the challenge.
<b>Chapter 7:</b>	Programmes and projects. <b>Templates 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 9.1, 9.2 and 9.3</b>
<b>Chapter 8:</b>	The Budget. <b>Template 10.1</b>
<b>Chapter 9:</b>	U-AMP Improvement Programme.
<b>Chapter 10:</b>	Conclusion.

## A: EXECUTIVE SUMMARY

According to Section 29 of the Constitution of South Africa, everyone has the right to a basic education, which the State, through reasonable measures, must make progressively available and accessible. The 2030 vision elaborated in the National Development Plan (NDP) states that all South Africans should have access to training and education of the highest quality, characterised by significantly improved learning outcomes. Globally, technological advances and the changing demands of life and work further require our education system to equip learners with the skills for

participation in a 21<sup>st</sup> century society and economy. However, the COVID-19 pandemic and other shocks has placed the Western Cape Education Department (WCED) in the spotlight with regards to existing and future education provisioning. The consequence of these shocks in which the WCED is operating in has fundamentally impacted the context of planning and the implementation thereof within a short-, medium- and long-term planning rationale.

**The WCED finds itself in unprecedented times.** The condition of education facilities continues to decline, while the need for additional classroom space continues to grow. The WCED simply cannot respond to all the infrastructure demands simultaneously due to the sheer number of education facilities requiring infrastructure interventions, the extent and cost of all required interventions and acute resource constraints. The basic education sector has been operating under very tight fiscal constraints for the past few years, with funding having to be diverted towards other interventions and the COVID-19 response. Fortunately, additional funding has been made available over the 2023/24 – 2025/26 MTEF to address over-crowding, assist with unplaced learners and continue maintenance of existing facilities.

Funding shortfalls for Infrastructure Development over the past few years have severely restricted the responsiveness demanded from the WCED in an increasingly difficult operating context characterized by the risks of shocks and chronic stresses such as violence, crime, climate change, water scarcity, and extreme weather and continuous pressures such as overcrowded classrooms and worsening learner to teacher ratios (with its resultant impact on academic outcomes) that erode the social fabric.

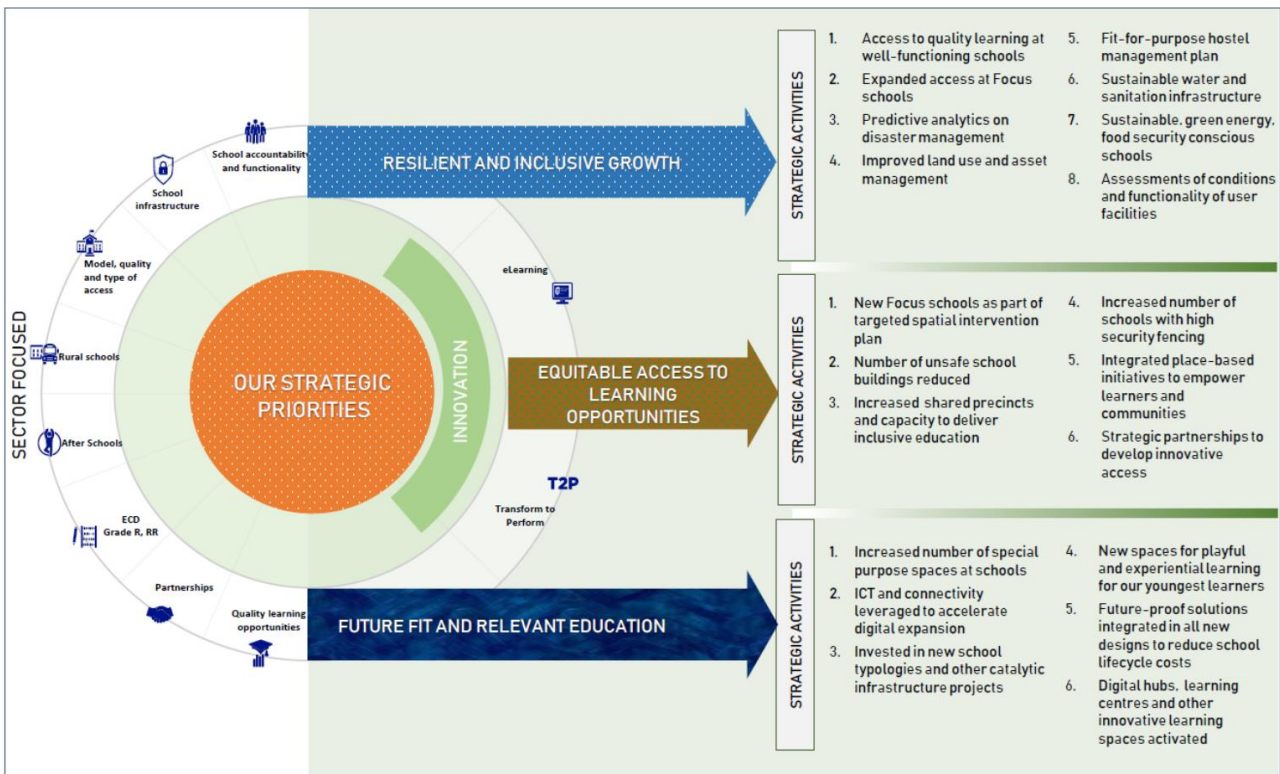
In terms of implementation, the WCED is also increasingly affected by the so-called construction mafia, that intimidates contractors and impacts prices of projects. Finding the balance between community construction involved, local procurement and efficient price margins is becoming difficult. These illegal activities are not only affecting the implementation of education infrastructure projects but affecting the poor and marginalised communities it is meant to serve.

It is therefore within the context of a significantly altered service delivery environment, marked with much uncertainty that the WCED would like to set the scene of this 2024/25 U-AMP. At this juncture, identifying how education infrastructure can be delivered differently and strategically as part of responding to a “new normal” is pertinent, to have the greatest impact in support of departmental policy priorities. Infrastructure investment is now officially a first order issue for the WCED, one in which two big challenges stand out: First, we need to give more thought to how and where we are going

to invest, especially in terms of how the province is going to spend its infrastructure funds, for both social and economic development; second, our current infrastructure financing model is not going to take us where the province needs to go. The WCG's response therefore includes consideration of a revised approach to the Provincial Strategic Plan (PSP), Sector Plans and Annual Performance Plans (APP).

Despite an increase in budget, the WCED's infrastructure budget remains under enormous pressure to balance competing demands against available resources whilst maintaining the required levels of service at education facilities, as legislated by National Treasury's (NT) Division of Revenue Act (DoRA) and the Government Immovable Asset Management Act (GIAMA). The short lead time in terms of planning for this additional funding allocation and the project implementation around this remains a challenge. However, the appointment of 5 Management Contractors is already assisting with the implementation of not only smaller scale projects but large-scale capital investments such as new schools, planned within the budget. For purposes of educational infrastructure planning and delivery, a new path called the **Rapid Build School Build Programme** has been implemented in the 2022/23 Financial Year to respond strategically to competing demands, both new and existing on the education infrastructure budget. To navigate through this, the U-AMP 2024/25 places emphasis on the department's Infrastructure Strategy, which is strongly predicated on:

- Resilient and Inclusive Growth
- Equitable Access to Learning Opportunities
- Future Fit and Relevant Education



The Infrastructure Strategy seeks to address the infrastructure crisis on three (3) fronts, namely;

- Growth in learner enrolment in relation to the `existing capacities and opportunities within a place-based context (building classrooms where they are most needed).
- Emphasis in addressing schools which have been constructed of inappropriate materials (“Plankie” Schools).
- Maintenance of existing schools to ensure structural integrity is not compromised in the context of ensuring safe conducive learning/teaching environments.

Despite the increase in budget over the coming MTEF, the WCED simply does not have enough budget/capacity to address the crises it faces through construction alone. **The WCED will therefore pursue sustainable solutions to overcome the infrastructure crisis.** This will be achieved through adopting a differentiated approach to education infrastructural provisioning and implemented more rapidly which requires support across the WCED and transversal stakeholders.

In terms of management focus this U-AMP identifies four critical areas of intervention namely:

1. Alternative Infrastructure delivery models, through the use of multiple infrastructure delivery methods such as the Management Contractor led Turn-Key School Build Solution, Private-



Partnership Partnerships and the Department of Infrastructure as the implementation agent on behalf of the WCED.

2. With a focus on Land, the WCED is pursuing a strategy of optimising the use of existing school property and acquiring land in areas, where there is a lack of vacant and developable land available. Finding property to develop which is not only located in the right areas but have the right conditions for development. These conditions include appropriate zoning, environmental approvals, availability of municipal services, site and context specific design and community buy-in.
3. In terms of data, the WCED Infrastructure is improving in the way it utilises data in decisioning making, making sure the investment in infrastructure targets the most needed community and educational outcome. Data plays a critical role in also ensuring accountability when it comes to value for money, timeous implementation of projects and improving overall outcomes and monitoring.
4. The WCED is developing a robust Project Pipeline, the identification of sites will form the pipeline of projects of the WCED through the rationalising of the most suitable sites for the construction of new schools, construction of replacement schools and repurposing of existing buildings. All sites on the strategic portfolio will undergo the land development process in order to obtain all the necessary statutory approvals to move the projects through the Framework for Infrastructure Delivery and Procurement Management Stages 1 to 4 to obtain construction ready status as different conditions are prevalent on the different sites.

The WCED needs to explore a **broadening of sourcing options that can deliver fast and efficient outcomes** and at the same time drive greater certainty around cost, risk and business performance. The WCED need to pursue a more flexible and diverse infrastructure delivery model **with multiple implementers** to reduce the risk of under-expenditure, ensure achievement of planned targets and strengthen risk management. Catalysed by COVID-19, a rapidly changing operating context requires adaptability and non-traditional delivery approaches. It is with great excitement that the WCED start utilising the 5 Management Contractors to assist DOI with implementation.

In terms of the management of an aging portfolio of 1536 schools, the WCED requires a **measurably stronger asset management plan and a focus on land availability for development**. This is crucial to ensuring that impactful infrastructure investments are sustained and not episodic. This needs to be balanced between **optimizing the asset portfolio and driving transformation**. In many areas the WCED's infrastructure has failed or is on the verge of failure, exposing the public to health and safety hazards. This maintenance crisis has developed over many years, due to inadequate investment in this portfolio. The lack of budget to do efficient maintenance over the past years has resulted in a

worsening condition of schools. The safety risk these schools pose to both learners and educators are of great concern to the WCED.

The 2022/23 U-AMP also marked the transfer of **Early Childhood Development (ECD) from the Department of Social Development to the WCED.** As from the 1 April 2022 the newly established ECD directorate of the WCED will be responsible for the role out of ECD in the province. The ECD grant makes provision for infrastructure improvements at unregistered and conditionally registered ECD centre. The infrastructure grant also promotes the establishment of new ECD centres to ensure greater access to quality ECD services to poor children. Future U-AMPS will have details plans for addressing ECD infrastructure.

Lastly the WCED need to **focus on social compact by strengthening schools and community capacity for resilience** in the face of continuous pressures and stresses, such as rising unemployment, costs of utilities and basic services, vandalism, overcrowding, and forge a more sustainable and stable fiscal path for infrastructure maintenance over the medium term. The concern is that school infrastructure is not being developed to evolve sustainably over the long term. The increased demand on services, exacerbated by the steady in-migration into the Province, versus the ever-diminishing budgets causes a particular dilemma in infrastructure planning: minimizing the cost of maintenance and asset lifecycle management.

Acknowledging that the rate of delivery required to eradicate backlogs and meet new demands over the past few years were inadequate and was further compromised by capacity constraints, employing alternative delivery models has become critical. The increasing pressures, stresses and uncertainties in the education infrastructure environment has called for the revision of our strategic planning and prioritisation process. The table below represents the link between our proposed 2024/25 infrastructure budget and the infrastructure Strategic Pillars, which guides our investment.

Developing a credible pipeline of projects is paramount to the maintaining the balance between maintenance of existing infrastructure and development of new impactful infrastructure. We cannot afford to develop capital projects that will make an immediate impact on education. Gone are the days of simply developing near school infrastructure merely to accommodate learners. New schools must make a meaningful educational impact, improving educational outcomes and providing facilities of highest educational quality.

Infrastructure Strategy Pillars	Projects	BUDGET FOR 2024/25 R'000	%	BUDGET FOR 2025/26 R'000	%	BUDGET FOR 2026/27 R'000	%
Equitable Acces	Replacement Schools, Additional Classrooms, Upgrades and Additions, Autism, Transfers, Mobiles, MOD Centres & Green Initiatives	716 623	30%	782 722	37%	885 000	38%
Future Fit and Relevant Education	New Schools, New School Donor / Partnerships	927 800	39%	633 355	30%	722 800	31%
Resilient and Inclusive Growth	All Maintenance & Fencing	697 538	29%	664 564	31%	683 800	29%
Operations	Office Buildings, Human Resource Capacity	43 430	2%	45 696	2%	47 000	2%
<b>TOTALS</b>		<b>2 385 391</b>	<b>100%</b>	<b>2 126 337</b>	<b>100%</b>	<b>2 338 600</b>	<b>100%</b>

**Table A3: U-AMP budget summary as per Infrastructure Strategic Goals for the 2024/25 – 2026/27 MTEF**

According to the table above, the WCED will continue to expand the educational system by providing equitable access to learners in need of education, through the provision of additional brick and mortar and mobile classrooms, creating learning resource centres, replacing and upgrading existing school facilities and repurposing existing schools. In 2024/25, 27% of the budget is linked to equitable access. In 2024/25, 27% of the budget is geared towards resilient and inclusive growth in the form of maintenance of our existing school portfolio, creating functional schools and focusing on the provision of ablutions and fencing. 41% will be spent on expanding the number of schools through the development of new future fit and relevant education facilities, in 2024/25. This percentage will remain over the MTEF at 41% as new schools move out of planning and into construction.

The WCED's infrastructure portfolio consists of buildings constructed with a variety of different designs and construction methods. **The PFMA places a legal obligation on government to maintain all its assets and not doing so would be considered negligent.** Given the expanding nature of the provincial education system over the last decade, the focus of the Education infrastructure budget has necessarily been on capital projects, with only the balance available for maintenance. The concept of life-cycle maintenance using government funding is therefore largely a theoretical one. No building has maintenance funding ringfenced for the duration of its lifecycle. This causes a trade-off conversation between maintaining what we have versus new, which leads to a 'disconnect' between the maintenance budget and the actual maintenance needs. Maintenance is increasingly reactive rather than proactive.

Added to this, the so-called construction mafia and ongoing labour disputes are symptomatic of a larger, more systemic fault line within the political economy and are likely to continue sporadically

until key structural issues are addressed, namely inequality, demographic changes, technological innovation and commodity scarcity. There is growing frustration that the rate of improvement in people's lives does not measure up to their expectation of what the post-apartheid scenario would deliver. Both business and government are going to find it increasingly difficult dealing with the often-unrealistic demands of its workers and the communities it serves, which may reflect something much larger than their immediate circumstances. This cannot be dealt with purely at the local community level but needs to be understood in the national context of a broader social consensus.

In South Africa, we have seen a lack of imagination on the part of both the State and society about a **long-term social compact**. **Social security** does not address the root causes of unemployment and inequality in South Africa; instead, it is putting an increasingly unsustainable pressure on the fiscus to support an ever-growing number of welfare recipients with a static and limited taxpayer base. Within an **education infrastructure development portfolio context**, the requirement is to evaluate innovative contracting and partnership approaches to design, build, finance, operate and maintain any new school assets, particularly those that enable the department's strategic targets for Education in the province. Amongst others, opportunities that should be evaluated here includes the re-prioritisation of the technical skills education agenda and the introduction of technologies in schools that would enable broader access to quality learning opportunities for more learners.

Despite this identified priority to focus on technical skills and technology, enrolment demand over the past years continue to put the WCED under pressure in terms of providing accommodation. Short term solutions such as learner transport and mobile units needs to be assessed over a longer-term period from an overall maintenance and fiscal context. In the context of learner transport, the cost is becoming unsustainable in that the WCED is not addressing the root course of enrolment (where learners reside). The solution to addressing the resulted challenges caused by learner transport are interrelated and requires transformation at particular schools mainly in terms of Language of Learning and Teaching (LoLT). The roll-out of new mobiles units and/or mobile schools has been considered a quick solution but perpetuates the strain placed on the existing asset portfolio.

In support of the Vision-Inspired Priorities (VIPs) articulated in the Western Cape's PSP (2019 – 2024) and the WCED's **vision** and policy priorities, equipping learners with the appropriate skills required for the 21<sup>st</sup> century world of work, has been identified as an important intervention toward the provincial VIP 3: Empowering People and even more so, within the COVID-19 context. Over the next five years, the department will also focus its energy and resources on implementing the STEAMAC (Sciences, Technology, Engineering, Arts, Mathematics, Agriculture and Coding/Computational Skills) strategy

to increase learners' access to Technical, Agricultural, Vocational and Skills subjects and schools. This strategy can be closely linked to the national priority attention on the three-stream model as well as the VIP 3, as articulated in the PSP (2019 - 2024). The WCED is also committed to contributing to the overarching theme of safe and cohesive communities through its Safety Priorities, as an identified VIP of the PSP (2019 -2024). Both the Safety and APEX (e.g., STEAMAC strategy) priorities require infrastructural investment, which have contributed to a major strategic shift in budget allocations evident over this MTEF period.

In the preparation of this U-AMP, **major risks and challenges** slowing down the delivery of education infrastructure in the Western Cape, are summarised as follows:

- School infrastructure failure mainly due to aging, deferred maintenance and overcrowding.
- The funding shortfall for departmental infrastructure requirements, particularly for maintenance /Asset Care but also to expand capacity to accommodate the learner growth of 20 000 learners per annum.
- Land and development constraints, specifically in areas experiencing learner enrolment pressure (i.e., hotspots) where oversubscribed schools and an increasing number of unplaced learners often co-exist.
- Safety concerns due to increasing vandalism and theft at schools in the Western Cape, placing teachers and learners at risk in certain areas.
- Increasing community demands and unrest which pose a risk to education service delivery including the increased prevalence of the so-called construction mafia.
- Worsening economic conditions at both the macro and micro levels.

In conclusion, the content of the U-AMP for 2024/25 stems from the strategic decisions of the past five years and the adopted Western Cape PSP (2019 – 2024) and its VIPs as well as the WCED's vision and policy priorities, informing the Infrastructure Strategy. However, as mentioned, it is within the context of a significantly altered service delivery environment, marked with much uncertainty that this U-AMP 2024/25 has been compiled. An outline description of the chapters in the U-AMP for 2024/25 is as follows:

- **Chapter 1** deals with the broader strategic context and links infrastructure delivery to broader educational service delivery objectives and other important national and provincial government goals.

- **Chapter 2** elaborates on the pressures and shocks within the WCED's infrastructure planning environment and calls for a new way of planning and implementing.
- **Chapter 3** introduces the approach to assessing the demand for and the supply of education infrastructure. The chapter outlines the broad methodical approach adopted and makes general comments about supply and demand at an aggregate province-wide or macro-level.
- **Chapter 4** presents a reviewed analysis of supply and demand which incorporates a further round of analysis which was undertaken to establish the areas within Education Districts experiencing significant learner enrolment pressure (i.e., hotspot analysis). Moving forward, a greater emphasis will be placed on data integration toward building a robust evidence base in support of a data driven approach to strategic planning and decision-making.
- **Chapter 5** examines the existing portfolio of education facilities which are under WCED control as a user department. This chapter distinguishes between a portfolio of leased properties and properties owned by the WCG. The condition of these buildings is considered to assess the nature and dimension of the maintenance challenge. The functional performance of school buildings is also re-introduced. Furthermore, Chapter 5 introduces a description of the infrastructure backlogs related to compliance with the Norms and Standards regulations, based on the outcome of a WCED survey.
- **Chapter 6** now presents WCED's maintenance strategy, which is strongly focused on improving the infrastructural resilience of the education infrastructure portfolio through comprehensive, life-cycle maintenance to enable an asset to achieve- and maintain the required minimum level of functionality and promote a culture of preventative maintenance at all schools.
- **Chapter 7** provides an overview of the lifecycle infrastructure programmes, namely: operations, maintenance, renewals, acquisitions and disposals. The various sub-programmes and specific projects to be implemented in the MTEF are described in further detail. The majority of sub-programmes and projects have their origins in earlier U-AMPs where multi-year implementation and expenditure trajectories were anticipated. Whilst certain sub-programmes and projects respond directly to the strategic direction contained within this U-AMP.
- **Chapter 8** presents the prioritised immovable asset budget for the provision of education facilities in the Western Cape. An overview of the budget allocations to the infrastructure programmes for the medium-term (3 year/MTEF), with a description of budget trends.
- **Chapter 9** describes the proposed improvements to the methodology for developing the U-AMP on an annual basis. Improving data management, planning processes, infrastructure asset management practices and human resource capacity are discussed in detail.
- **Chapter 10** provides a summary of the main conclusions in the U-AMP 2024/25.

## CHAPTER 1: THE STRATEGIC CONTEXT OF EDUCATION INFRASTRUCTURE SERVICE DELIVERY IN THE WESTERN CAPE

### 1.1 Introduction

The WCED's User Asset Management Plan (U-AMP) is formulated within a framework of national, provincial and local government constitutional and legislative mandates, articulating the overarching development goals of eradicating poverty and reducing inequality within South Africa, as illustrated in Diagram 1.1. The National Development Plan (NDP) 2030 advocates for addressing the country's most pressing challenges which includes the implementation of the respective investment strategies programmes across the three (3) spheres of government. Furthermore, the implementation thereof, should be spatially targeted in order to provide the necessary catalyst for private investment to contribute towards spatial transformation. The U-AMP recognises that the current spatial challenges and lack of infrastructure continue to marginalise the poor. As part of the overarching goal of removing structural impediments to accessing quality education, the U-AMP 2020/2021 introduced the department's Infrastructure Strategy, which has been adopted to strengthen the capacity for resilience in the face of continuous pressures and stresses (see Section 1.5). The Infrastructure Strategy also aims to forge a more sustainable and stable fiscal path for infrastructure development, over the medium- to long-term.

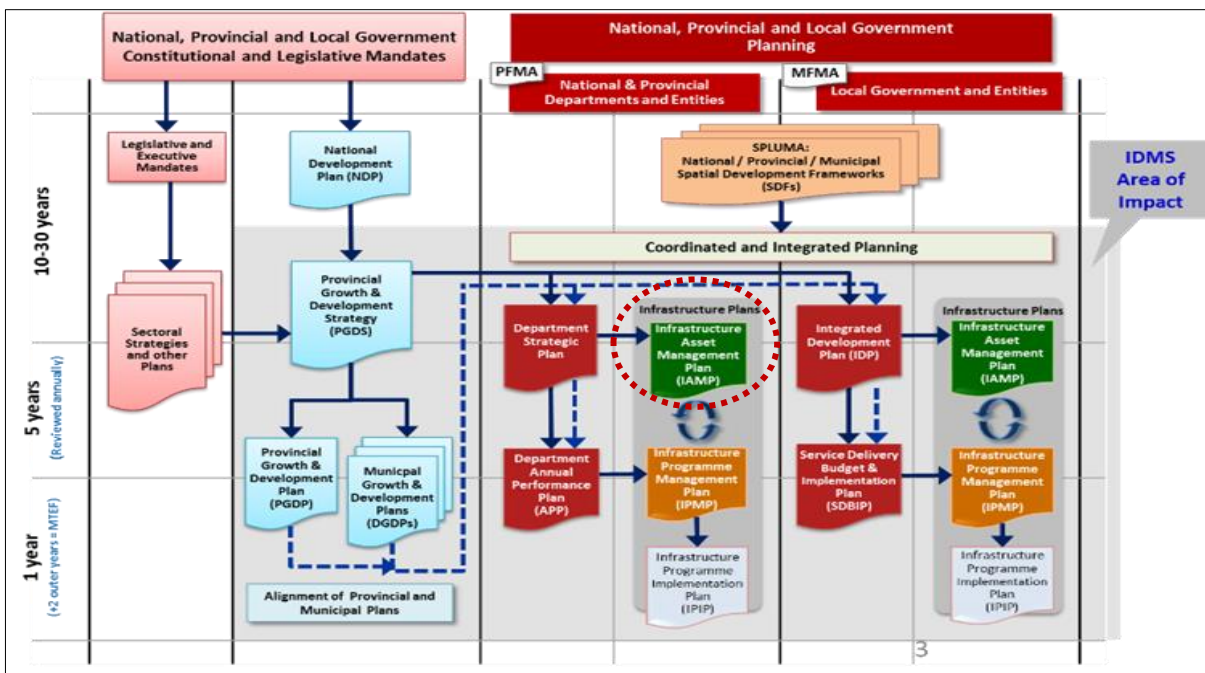


Diagram 1.1: U-AMP in context

### **1.2 The National Development Plan 2030 Vision**

The 2030 NDP focuses on the critical capabilities needed to transform the economy and society, as an approach to roll back poverty and inequality. It advocates a multidimensional framework to bring about a virtuous cycle of development. The instrumental value of education is positioned as central, not only to develop the necessary capabilities/skillset within people, but to improve their livelihoods in order to better compete for economic opportunities. Improving the quality of education, skills development and innovation has been identified as a key priority, as part of transforming the South African society. The NDP envisages that education with the necessary training and innovation systems in place can produce highly skilled individuals.

### **1.3 Education Infrastructure: A prerequisite for improving the quality of education**

The provision of quality education infrastructure has been identified as a contributing factor in achieving the learning outcomes envisaged by the Department of Basic Education (DBE) as well as the wider transformational goals set out in the NDP. The Medium-Term Strategic Framework (MTSF) echoes the NDP's vision for 2030, which states that all South Africans should have access to training and education of the highest quality, characterised by significantly improved learning outcomes.

With regards to education infrastructure, the education output priorities of the MTSF specify:

"Improved quality of teaching and learning through provision of adequate quality infrastructure and Learning and Teaching Support Materials (LTSM)" As part of the 27 goals contained in DBE's Action Plan 2019, the contribution of education infrastructure toward improving learning outcomes is captured as follows: "Goal 24: Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach."

Education infrastructure provisioning is highlighted as an important prerequisite toward achieving the strategic objective of improving the quality of education, skills development and the innovation that presents a key priority as set out above. In support of the education agenda, the National Treasury through the Division of Revenue Act (DoRA), requires all government departments that receive funding through the Education Infrastructure Grant (EIG) to complete an annual infrastructure plan. Likewise, the Government Immoveable Asset Management Act, 2007 (GIAMA) [Section 9(1) (2)] requires government departments that manage government infrastructure to prepare annual U-AMPs. DoRA requirements place substantial emphasis on annual infrastructure plans to meet new demands and eliminate infrastructure backlogs including the "deferred maintenance (renewals)". GIAMA on the other hand, places emphasis on the efficient and equitable utilisation of existing stock



but also promotes new acquisitions. The U-AMP's main objective is to rationalise demand against available resources whilst maintaining the required levels of service at education facilities, as legislated by National Treasury's DoRA and the GIAMA.

**1.4 Western Cape Provincial Strategic Plan (2019 - 2024)**

Sharing the NDP and the MTSF's tenet, the Western Cape Provincial Strategic Plan (PSP) 2019 - 2024 commits to building a values-based competent State that enables opportunity and promotes responsibility in a safer Western Cape. This vision is expressed in the five strategic priorities identified for 2019 - 2024, the VIPs, as illustrated below. Enabling safe and cohesive communities is the overarching theme that guides interventions across all strategic priorities, and every provincial department is responsible for contributing to this through its Safety Priorities.

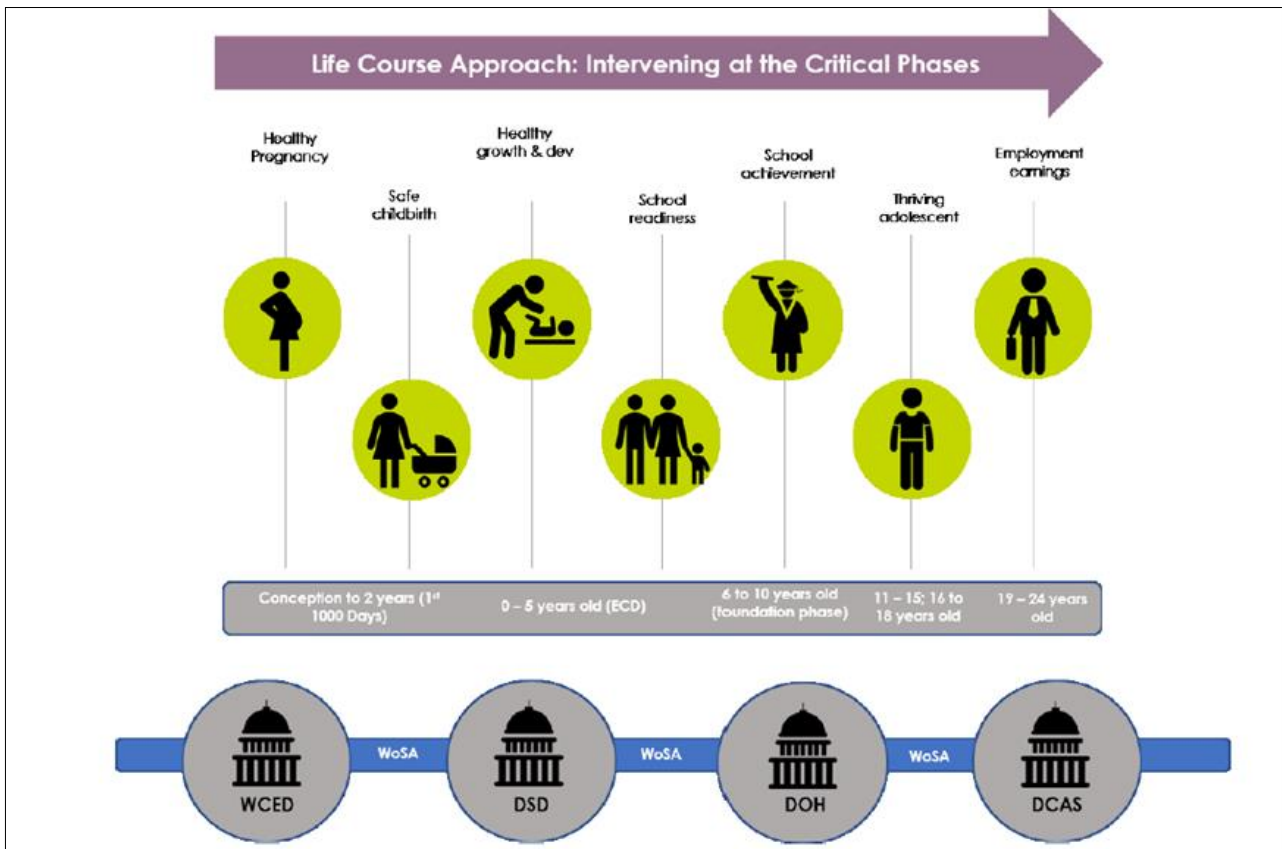


**Diagram 1.2: Provincial Strategic Plan 2019 – 2024 (Vision-Inspired Priorities)**

**Vision-Inspired Priority 3: Empowering People**

The life-course approach in this VIP identifies a basket of services required at the critical stages of life. The critical early stages of development from conception to 24 years old are therefore emphasised under this theme, depicted in diagram 1.3, while ensuring that the work continues right up to caring for older persons.

The Empowering People Priority has applied this approach to propose strategies that are long term and holistic to be achieved over the 2019 to 2024 term and has taken a Whole-of-Society Approach (WoSA) to how it implements its interventions. Education is a lead provincial department for VIP 3: Empowering People and will actively support and contribute to the other strategic priorities through various strategic education interventions, that seeks to nudge a culture and mindset shift in education and, consequently, communities.



**Diagram 1.3: VIP 3: Empowering People and the life-course approach**

It draws particular attention to the fact that children have unequal access to quality holistic education and extended learning opportunities in the Western Cape, which limits post-schooling success and notes further that this is underpinned by widespread socio-economic problems. The strategy argues that learners aged 5 to 18 need to be equipped with the necessary academic and socio-emotional skills to thrive in the world of work. The aim of this Focus Area is also to ensure that schools are safe, functional institutions which presents positive organisational culture and functional leadership structures.

The specific interventions of this Focus Area are outlined, as follows -

- Equipping learners with the appropriate skills required for the 21st-century world of work;
- Implementing the Foundation Phase Reading Strategy; and
- Improving the quality of school accountability, functionality, and support.

Over the next five years the department will also focus its energy and resources on implementing the STEAMAC strategy to increase learners' access to Technical, Agricultural, Vocational and Skills based subjects at schools. This strategy can be closely linked to the national priority attention on the three-stream model as well as the VIP 3, as articulated in the PSP (2019 - 2024). As per the PSP (2019 - 2024), every provincial department is also responsible for contributing to the overarching theme of safe and cohesive communities through its Safety Priorities. The WCED is committed to ensuring that schools are safer and more secure places of learning and has committed investment toward new security fencing at identified schools within violent crime hotspots (as defined in the Western Cape Safety Plan read in conjunction with the 2019 - 2024 Provincial Strategic Plan).

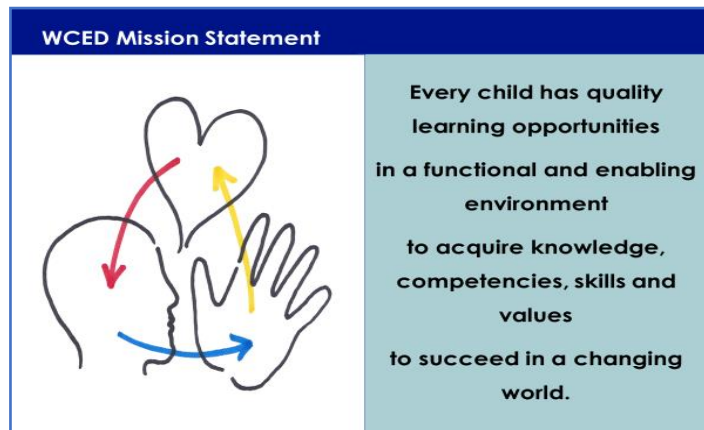
Both the Safety and APEX priorities have infrastructure considerations which will be discussed in Chapter 7 (e.g., investment in security fencing and the STEAMAC strategy). While education is a focus area of VIP 3, education has a role to play in supporting advances transversally across VIPs 1-5.

### 1.5 WCED's Strategic Priorities (2020 - 2025)

Building on the national and provincial imperatives, the WCED's vision is to provide quality education for every child in every classroom in every school in the province. This is given expression through four overarching strategic priorities and the mission statement, below:



**Diagram 1.4: WCED Strategic Priorities**

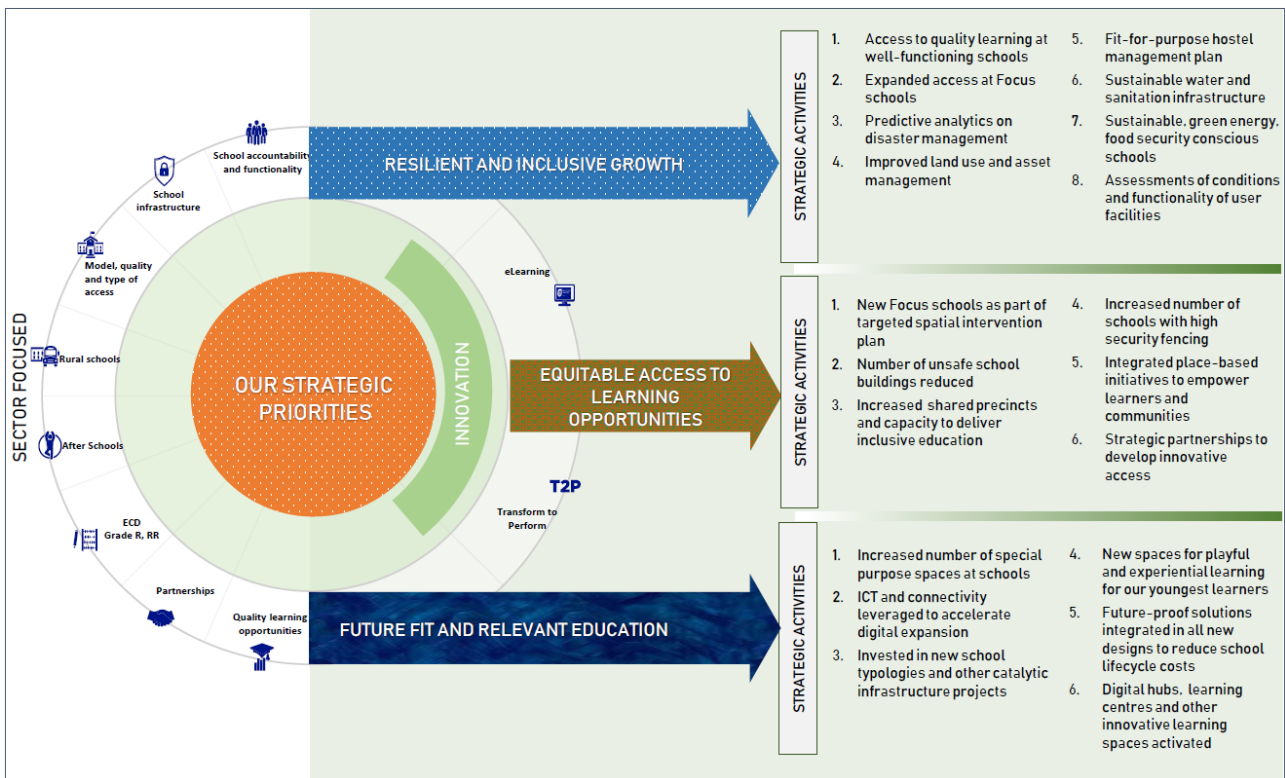


**Diagram 1.5: WCED Mission Statement**

### **1.6 WCED's Infrastructure Strategy**

In support of the WCED's vision and strategic priorities, the department has adopted its Infrastructure Strategy, to guide infrastructure development over the short medium to long-term. The WCED Infrastructure Strategy has been adopted to strengthen the capacity for resilience in the face of continuous pressures and stresses, and to forge a more sustainable and stable fiscal path for infrastructure development over the medium term. In aligning this and subsequent U-AMPs to the WCED Infrastructure Strategy, the U-AMP will only reflect a five-year planning trajectory and include projects intended to proceed within the 5-year timeframe.

The strategy is comprised of 3 pillars (resilient and inclusive growth, equitable access and future fit and relevant education), 10 sector focused goals and 20 strategic activities (i.e., Strategic Infrastructure Policies), as illustrated below. These actions are varied in intent and scope. Some actions are new, others have already been piloted and are worthy of further support and upscaling, while others already exist and are being reframed. The 20 Strategic Infrastructure Policies (SIPs) frames the individual projects across the infrastructure programmes over the 5-year period into a coherent package, which span across all eight Education Districts (with an emphasis on high-growth metro districts and targeted spatial interventions in rural districts).



**Diagram 1.6: WCED Infrastructure Strategy (short to long term planning horizon)**

*Three Pillars of the WCED Infrastructure Strategy*

**Pillar 1: Resilient and Inclusive Growth**

Goal: Schools survive, adapt and thrive in the context of chronic stresses and the risk of shocks.

Goal 1.1: Restore educational facilities to meet the required minimum levels of functionality and promote a culture of preventative maintenance at all schools.

Goal 1.2: Create green and sustainable school infrastructure and integrate future-proof solutions in all new school designs.

Goal 1.3: Improve school land and hostel administration and drive spatial planning for integrated development in rural areas.

**Pillar 2: Equitable Access to Learning Opportunities**

Goal: Learners, particularly our most vulnerable ones, have access to quality learning opportunities.

Goal 2.1: Expand access to quality learning and skills development opportunities.

Goal 2.2: Support integrated place-based initiatives that empower learners and communities in priority areas.

Goal 2.3: Drive a holistic whole of society approach to improve physical security and strengthen safety, security and inclusivity for all learners.

Goal 2.4: Develop and approve school investment proposals to expand capacity for mainstream delivery of inclusive education.

### **Pillar 3: Future Fit and Relevant Education**

Goal: Innovations transform what and how children learn and help all young people develop the breadth of skills they need to thrive today and, in the future.

Goal 3.1: Enhance learning using digital systems and connectivity.

Goal 3.2: Incentivise service delivery innovation and create special purpose facilities at schools to foster new ways of learning and skills development.

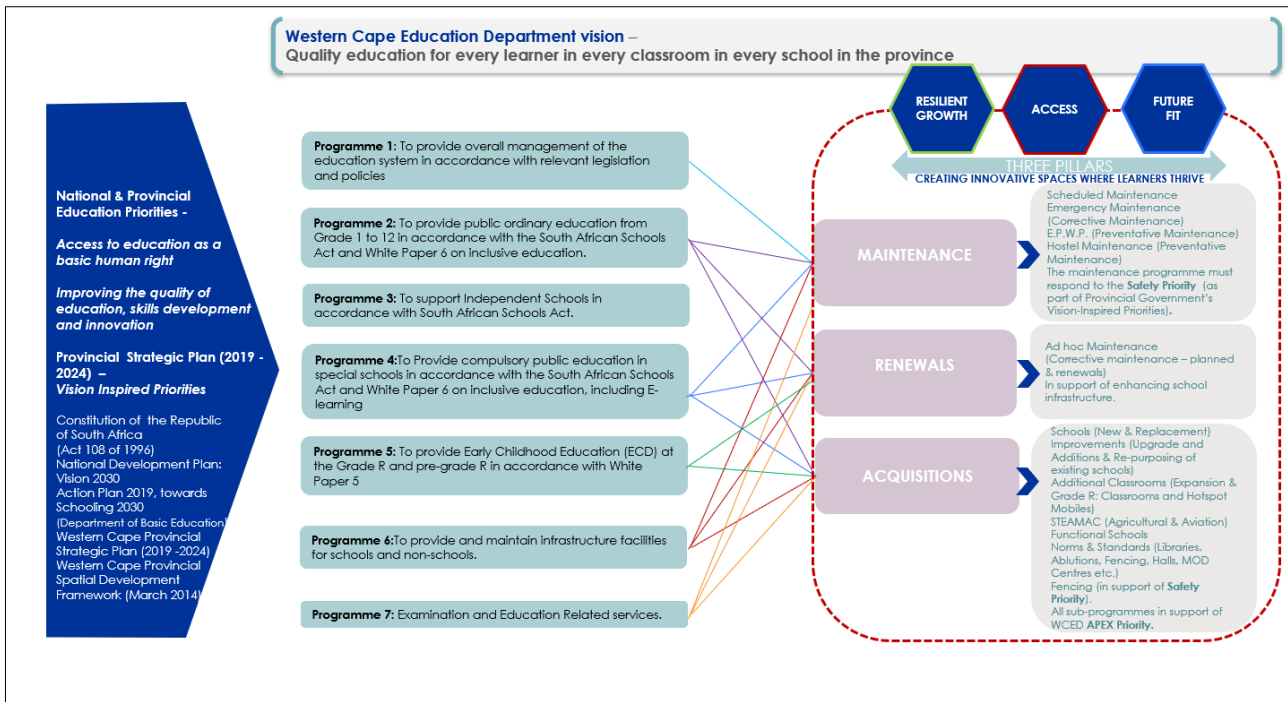
Goal 3.3: Drive context-responsive school designs and invest in catalytic projects that create new places and spaces for learning (hybrid learning environments).

Investment toward safe and inclusive schools, resilient and inclusive growth and the STEAMAC strategy present budget priority areas in this MTEF period. However, the challenge of balancing these competing demands on the budget requires an innovative approach to infrastructure planning and delivery in order to do "more with less" and achieve "value for money", given the resource constraints of inadequate funding and limited capacity to implement.

Given the context of the COVID-19 pandemic, a decreasing resource base, limited capacity to implement and the continuing growth in learner numbers (demand), the need for WCED to be innovative in the approach to infrastructure planning and delivery has never been greater than in the 2024/25 MTEF period. Chapter 3 and 5 provide further elaboration in terms of the Infrastructure Strategy's proposed approach to broaden access to quality education and address the aging education infrastructure portfolio, respectively.

The WCG suggests that the COVID-19 pandemic necessitates a change to the overall strategic approach of government to address the immediate challenges of the pandemic, while supporting the social, economic and fiscal recovery thereafter. The WCG's response therefore includes consideration of a revised approach to the PSP, Sector Plans and Annual Performance Plans (APPs), which has been developed.

The diagram below illustrates the alignment between national and provincial strategic objectives and priorities as well as the departmental programmes in relation to the U-AMP programmes.

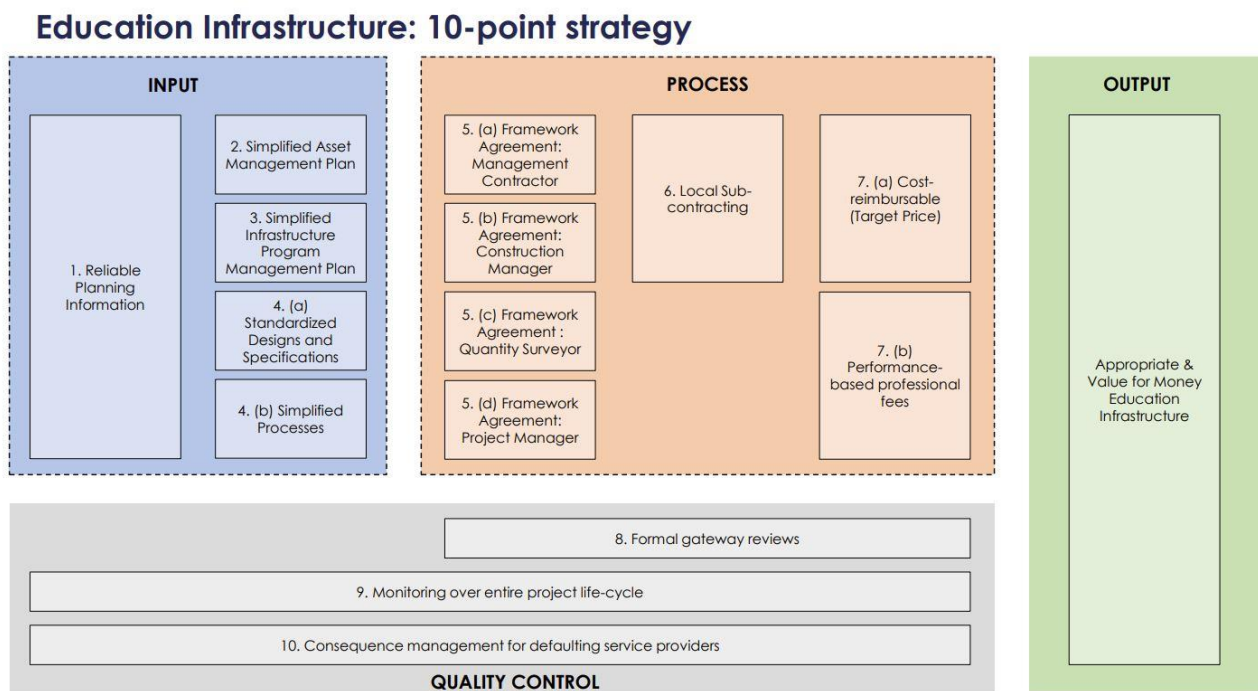


**Diagram 1.7: Alignment between national and provincial strategic priorities and departmental programmes**

### 1.7 WCED's Infrastructure Improvement Plan

The WCED has developed a 10-Point Strategy to stabilise education infrastructure delivery in the province as depicted in the diagram below. The premise is based on improving all aspects of the infrastructure delivery system to ensure the output of appropriate and value for money Education Infrastructure. The first point involves **utilising reliable planning data and Information** through updating the NEIMS/EFMS and Provincial data on current infrastructure to provide a prioritised list of schools based on weighted infrastructure capital investment needs. The next point involves implementing a simplified 5-year Asset Management Plan through a consolidating the list of programmes and projects for the next 5 years. The third point is to implement a simplified 1-year Infrastructure Programme Management Plan that entails a number of different procurement strategies to inform project lists for the next financial year. The following point is to standardise norms and standards, concept designs and specifications to **ensure standardised concept designs, specifications, processes and contracts** in order to scale infrastructure delivery. In terms of the process facet of the strategy, it involves the procurement of Management Contractors, Constuction Managers through a Framework Contract while the Management Contractor will procure Professional Service Providers

such as Architects, Town Planners and Engineers as well as sub-contractors and suppliers to ensure a **turn-key solution with local sub-contracting being realised**. The seventh point of the strategy relates to the pricing of projects with the outputs relating to the cost-reimbursement with target prices through the reviewing of all quotes and certification of payments based on cost. In terms of the quality control facet of the strategy, the **project management office** manages the IDMS gateway review process with formal gateway reviews, monitoring the entire project life-cycle and consequence management to root out poor performance to restrict defaulting service providers.



**Diagram 1.8: WCED Education Infrastructure 10-Point Strategy**

### 1.8 National Education Sector Priorities

The DBE has also developed *Action Plan 2019, towards Schooling 2030*, as a critical informant guiding strategic education sector priorities nationally. The plan contains 27 goals. The first 13 goals deal with learning outcomes and the other 14 goals deal with how these learning outcomes will be achieved.

#### **Action Plan 2019, towards Schooling 2030**

The DBE has also developed an Action Plan 2019, towards Schooling 2030, as a critical informant guiding strategic education sector priorities nationally. The plan contains 27 goals. The first 13 goals deal with learning outcomes and the other 14 goals deal with how these learning outcomes will be achieved.



National targets have generally been set over the long term and milestones generally focused on desired achievements in the medium-term (up to five years into the future). National milestones have been set for the performance goals 1 – 13. Milestones are not specified for goals 14 to 27.

The goals for the **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 bachelor's 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.

Furthermore, within a national context, the promulgation of the Regulations Relating to Minimum Uniform Norms and Standards (N&S) for Public School Infrastructure in November 2013 (currently in the process of amendment), stipulates that all Provincial Education Departments (PEDs) are to comply with the N&S, in as far as financially possible and must do so within prescribed timeframes.

## 1.9 Legislation

In developing its infrastructure plan, the WCED is guided by various legislative mandates and regulations.

These include the following:

- Government Infrastructure Asset Management Act, 2007 (GIAMA);
- Public Finance Management Act (PFMA) [Act 1/1999, as amended by Act 29/1999];
- Preferential Procurement Policy Framework Act, 2000 (Act 5 of 2000);
- Preferential Procurement Policy for the Province of the Western Cape;
- Provincial Department of Infrastructure Preferential Procurement Implementation Plan (PPIP);
- Western Cape Land Administration Act, 1998 (Act 6 of 1998);
- SPLUMA: Spatial Planning and Land Use Management Act (No 16 of 2013)
- WC LUPA: Western Cape Land Use Planning Act (No 3 of 2014);
- Occupational Health and Safety Act, 1993 (Act 85 of 1993);
- Annual Division of Revenue Act (DoRA);
- Public Service Act (PSA);
- Various acts regarding the built environment;
- The 2010 amendment to the Western Cape Provincial School Education Act, 1997, expands the power of the Provincial Minister to determine policy on norms and standards relating to basic infrastructure and capacity in public schools;
- The policy on Learner Attendance (gazetted on 4 May 2010 and implemented in January 2011), to ensure that the throughput of learners is improved.
- National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment promulgated on the 11 June 2010 (Vol. 540, No. 33283); and
- Regulations for N&S for Public Schools Infrastructure promulgated, 29 November 2013 (Government Gazette No. 37081).

Other planning documents which informed this U-AMP include:

- WCED Strategic Plan for fiscal years 2020–2025.
- Integrated Development Plans (IDPs) of relevant municipalities.
  - The WCED has an existing consultation process with municipalities in place that includes attending IDP Indabas and DRAFTising agreements. IDPs are circulated to Directorate: Physical Resource Planning and Property Management for noting and to assist with education infrastructure planning.
- White Paper on the Management of Provincial Property. Western Cape Department of Infrastructure, 2004.

- Strategic Plan for the Department of Basic Education: 2015/16 – 2019/20
- Sustainable Human Settlement Development Strategy for the Western Cape (DLGH) (A Draft Strategy).
- The Provincial Growth and Development Plan of the Western Cape “Grow the Cape” strategy.
- The budget speech of the Provincial Minister of Finance and Tourism (2020); and
- The Premier's State of the Province Address (2020).
- The WCED APEX Priorities (i.e., Expansion of Technical, Agricultural, Vocational and School of Skills subjects and Safety Priority (security fencing at schools)).

## CHAPTER 2:

### Pressures and shocks – a new way of planning and implementing

#### 2.1 Introduction

**The WCED finds itself in unprecedented times.** Education infrastructure in the Western Cape is not only in a state of rapid and serious decline, but the need for additional classroom space considering annual enrolment growth, has reached record highs with approximately 20 000 additional learners wanting to be enrolled in schools in the Western Cape each year. The WCED simply cannot respond to all the infrastructure demands simultaneously due to the sheer number of education facilities requiring infrastructure interventions, the extent and cost of all required interventions and acute resource constraints we find ourselves in.

For the last few years, the basic education sector has been operating under very tight fiscal constraints and the situation is not getting any better. Against the backdrop of added demands on the national fiscus, the WCED has still maintained a steady allocation of around 8% of the Total Vote spend to its Infrastructure development programme. However, given acute resourcing constraints and more problematically, an equitable share that is uncoordinated with growth in learner numbers and demands for new infrastructure year-on-year, the WCED simply cannot meet the needs of users and would-be-users.

Over the recent past, the WCED has had to endure a **number of shocks** that added to the crisis. In 2017/18, the WCED has had to endure one of the worst **droughts** this province has ever seen while in 2019/20, **COVID** and the **fiscal constraints** of the country also led to **budget volatility** resulting in severe budget cuts which impacted planning. Continuous learner **enrolment increases** over the past decade has also led to an increase in classroom backlogs. The WCED's aging schools' portfolio is also adding to a **maintenance crisis**, combined with several facilities which are still constructed of **inappropriate materials**.

#### 2.2 Energy Supply challenges

The energy supply challenges which the country has faced since 2009 as a result of limited electricity generation against the backdrop of increased electricity demand has significantly grown over the past year with record "Load-Shedding" being recorded by Eskom in the 2022/23 Financial Year and no immediate projections of abating in the short to medium term. This directly impacts Infrastructure Planning on educational infrastructure as energy is required to deliver a quality education service

therefore it requires all future programmes and projects to be energy resilient in light of the energy supply challenges the Western Cape as result of being dependent on Eskom for most of its energy supply.

### 2.3 Enrolment pressure

In terms of growth, the WCED has had to endure **continuous learner enrolment increases** over the past 13 years. During this time the capacity backlog has continued to increase, despite the WCED constructing approximately 4 578 classrooms over the same period. At a learner to classroom ration of 1:40, this has added capacity for an additional 176 040 learners. With growth of 214 190 learners over the past 13 years, the shortfall remains significant at 38 150 learners or almost 953 classrooms (40:1 ratio). Please refer to Table 2.1 below:

Year	Estimated # of classrooms per new and mobile school	Brick and Mortar Classrooms	Grade R Classrooms	Mobile Classrooms	Total # of classrooms per year	Accommodation created for learners based on 40 per class	Year on year learner growth (AS data 2014-2022 & CEMIS 2023)	Shortfall in terms of learner accommodation
2014	0	7	11	175	193	7720	20109	-12389
2015	56		51	145	252	10080	21705	-11625
2016	196		37	100	333	13320	15126	-1806
2017	224	52	40	119	435	17400	22869	-5469
2018	56	47	29	149	281	11240	24846	-13606
2019	168	65	27	173	433	17320	19647	-2327
2020	84	69	23	209	385	15400	18912	-3512
2021	69	225	35	78	407	9200	17506	-8306
2022	94	14	18	173	299	11960	15864	-3904
2022/23	95	294	6	336	731	29240	13728	15512
<b>TOTAL</b>	<b>1042</b>	<b>773</b>	<b>277</b>	<b>1657</b>	<b>3749</b>	<b>142880</b>	<b>190312</b>	<b>-47432</b>

**Table 2.1: Provision of additional classroom space versus learner growth over the past 10 years.**

The WCED simply does not have enough budget or capacity to eliminate this classroom backlog within a given period through construction alone. **In simple terms, the WCED does not foresee that it can build itself out of the crisis without adopting a different approach to educational infrastructure provisioning (planning and implementing).**

## 2.4 Maintenance and the deteriorating condition of facilities

The WCED is also managing an increasingly aging portfolio of schools, resulting in a **maintenance crisis**, which has developed over many years, due to a lack of investment. In many areas the WCED's infrastructure has failed or is on the verge of failure, exposing the public to health and safety hazards. The WCED's 1536 school facilities have an estimated Capital Replacement Value (CRV) of more than R75 billion.

The lack of budget available to implement recommended lifecycle maintenance to the growing asset base has resulted in the rapid deterioration of school infrastructure. Approximately 20% of the WCED's schools was built prior to 1960 and a further 53% were built between 1961 – 1995. Most of these schools have learner enrolment of more than 1500 learners for which the infrastructure was not designed for, resulting in the further deterioration of the facilities. Significant investment is required to address the aging school infrastructure portfolio, and the Asset Portfolio Analysis Report estimates this that R5.93 billion would be required to restore school buildings to a condition where the desired levels of service can be met.

The WCED infrastructure portfolio also consists of many **schools built with inappropriate materials** and the reality is that the WCED's infrastructure budget is not sufficient to replace all these schools. The WCED also does not have sufficient budget to try and maintain these schools to keep them operational. The safety risk these schools pose to both learners and educators are of great concern to the WCED.

Of the 207 schools identified in 2013 as being constructed of inappropriate materials, the WCED have replaced 59 of these schools to date, 9 are in construction and 10 schools in planning, while several schools are either closed, will close or cannot be replaced, because they are constructed on leased property. The WCED have 73 schools remaining to be replaced, which at the current rate of replacement, will take an estimated 17 years to replace. As the backlog in terms of learner accommodation increase, the budget to replace schools constructed of inappropriate materials dwindles, while the condition of these schools continues to deteriorate.

## 2.5 Key service delivery risks

The crises experienced by the WCED have certainly led to unprecedented times and a need to change the direction of planning and implementing. The development of the WCED's infrastructure strategy aims to provide the stability within which infrastructure planning can be executed. The

WCED needs to stay committed to our plan and not be disrupted. This U-AMP therefore aims to do a 5-year long term plan that provides a focussed approach. **Focusing on less is indeed doing more.**

This operating environment has certainly restricted the responsiveness demanded from the WCED in an increasingly difficult context. Added to the crises already mentioned, are risks of shocks and chronic stresses such as violence, crime, climate change, extreme weather and worsening learner to teacher ratios (with its resultant impact on academic outcomes) that erode the social fabric.

As a result, key service delivery risks are starting to manifest for which public funds must be prioritised:

- a) All children who need it do not have access to a place at school;
- b) School buildings do not provide a safe and healthy environment;
- c) Learning spaces are not optimally designed for learning;
- d) The designs of schools do not facilitate pedagogy and community engagement; and
- e) School infrastructure is not being developed to evolve sustainably over the long term.

## **2.6 Adapting the Education Infrastructure Response for a new normal**

Forging a new path for infrastructure delivery premised on resilient growth, equitable access to quality education and which positions the education system for future fit and relevant education calls for alternative solutions to respond to the plethora of challenges we are faced with.

Infrastructure priorities identified in support of WCED strategic priorities: 2020 – 2025, include:

1. positioning schools to **survive, adapt and thrive** in the context of chronic stresses and the risk of shocks.
2. Positioning learners, particularly our most vulnerable ones, to have **access to quality learning** opportunities that will prepare them for a changing world.
3. Introducing innovations that will transform **what and how children learn**, and help all young people develop the breadth of skills they need to thrive today and in the future.

### **2.6.1 Resilient and sustainable infrastructure**

The WCED hope to advance environmentally sustainable growth and safeguarding infrastructure resilience in the face of significant climate change impacts, through clean energy solutions, more



efficient lighting and alternative electricity generation. Improving water consumption and security at schools and replacing schools built of inappropriate materials with alternative construction materials.

### **2.6.2 Broaden access to quality learning opportunities**

The WCED needs to broaden access to quality learning opportunities through STEAMAC, particularly in vulnerable areas, through partnering with communities and other sector stakeholders and support broader integrated human settlement. Working with e-learning to deploy technologies that provide access to quality digital education resources. Sharing school spaces as safe and inclusive spaces that can contribute to addressing the broader socio-economic and developmental needs of citizens living in vulnerable areas.

### **2.6.3 Schools of specialization and technical schools**

The WCED need to promote skills and vocational education by expanding the base of schools of specialization to improve labour market outcomes. In doing so it aims to enhance regional trade competitiveness and unlock the re-industrialization potential of municipalities and the province. The focus for increasing the skills base will include agro-processing and the agriculture value chain, aeronautical sciences, arts industries and the 4th Industrial revolution-related technologies. Contributing to the revitalization of rural education and both urban and rural spatial transitions, through spatially targeted interventions.

## **2.7 A new way of implementing: The Rapid School Build Programme**

The rapid build school programme is the WCED's response to rapidly expand the number of new school places to accommodate the sustained levels of net growth in standard enrolment, within the context of an increasing service mandate and in response to heightened demands for equitable access to quality learning and skills development opportunities.

The Key Deliverables of the rapid school build programme initiative are to:

- Fast-track the design and construction of beautiful new schools in geographic areas of critical school shortage across all geographic areas of critical school shortage across all municipalities in the Western Cape.
- Use new construction technology and project delivery methods to add classrooms and education facilities that will expand access to skills development.

- Replace failing infrastructure and implement catalytic projects that help schools withstand shocks and stresses.

Under the rapid school build programme, the WCED will prioritise broader local stakeholder and community involvement in the planning and design of new schools and building community resilience and well-being.

## **2.8 New Framework Contract**

With the withdrawal of Provincial Treasury Instruction 16B, the WCED can appoint framework contractors to assist with the implementation of infrastructure projects. From a WCED perspective the framework agreements are ideal, as it allows for increased capacity in terms of development options. The WCED is currently piggybacking on the framework contracts as put in place by the Department of Health and Wellness in the Western Cape.

### **CHAPTER 3:**

## **THE DEMAND FOR AND THE SUPPLY OF EDUCATION INFRASTRUCTURE: MACRO AND MICRO ANALYSIS**

### **3.1 The planning process**

Increased population growth, in-migration and improved learner retention are all factors contributing to the year-on-year increase in the learner enrolment figures which is considered as part of the planning rationale. However, the funding requirements does not often support the planning rationale due to budget constraints which has resulted in many schools being oversubscribed and stretched beyond capacity. The rate of infrastructure delivery required to meet new demand has also been impacted by resource capacity constraints and current infrastructure delivery models which the WCED is dependent on. Furthermore, from an infrastructure sustainability perspective, the importance around ensuring structural integrity of existing schools is a pivotal aspect to consider and often competes with new growth.

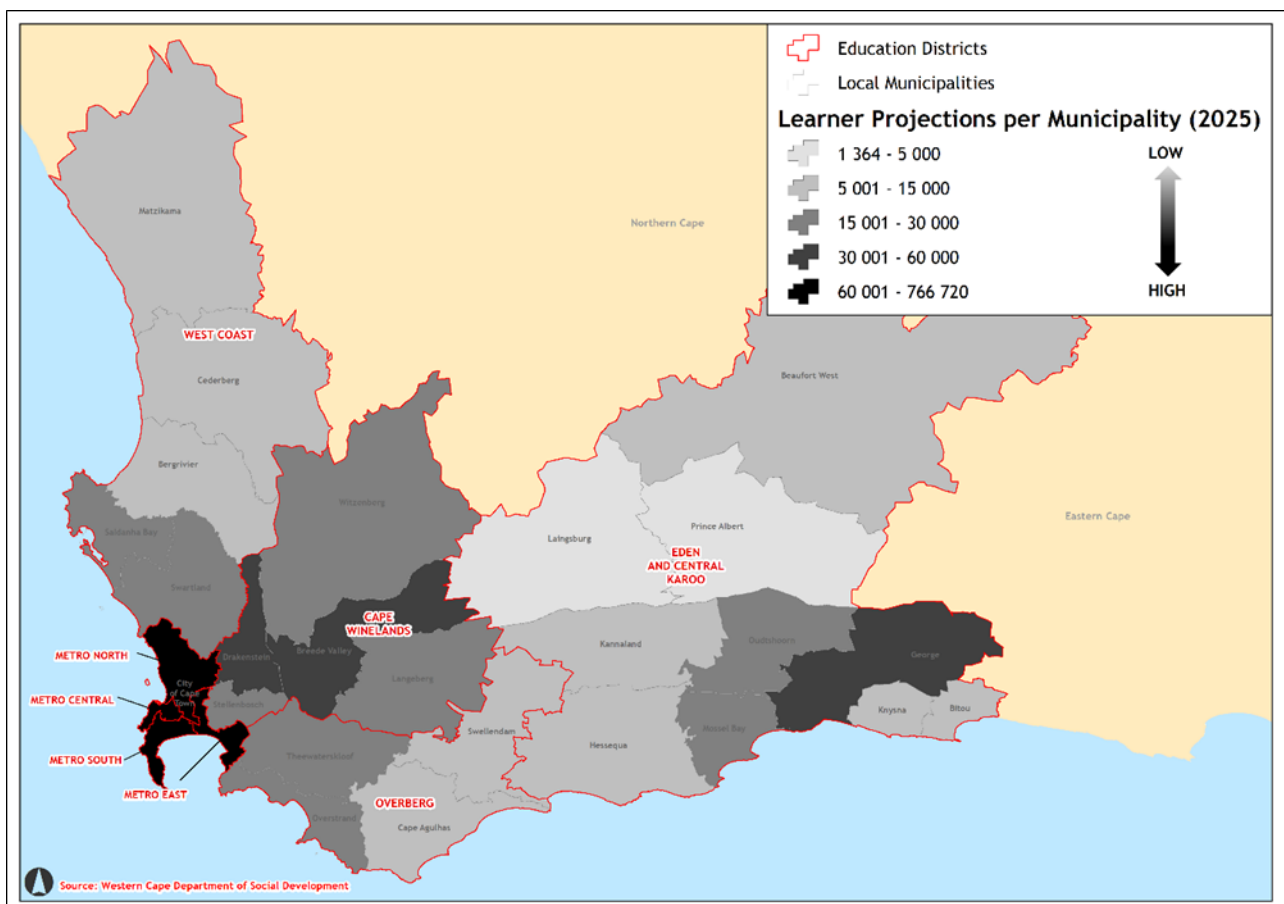
### **3.2 Drivers influencing demand for education infrastructure**

One of the many challenges faced by the WCED, is the consistent increasing number of new learners wanting to access education within the Western Cape. This includes a large proportion of learners migrating from neighbouring provinces. The challenge relates to predicting where these learners "wish" to be placed (learner and parent aspirations) to plan ahead. This therefore places further strain on existing schools, especially in areas where high learner enrolments are evident (hotspots). Ideally, this challenge could be circumvented by reviewing the admissions data timeously to obtain a sense of where new learners may be accommodated. This in turn, would provide guidance from a fiscal perspective in terms of where education infrastructure is needed the most. In addition to the annual influx, other determining factors influencing educational infrastructure includes, the general population growth, housing, change in urban form and social indicators.

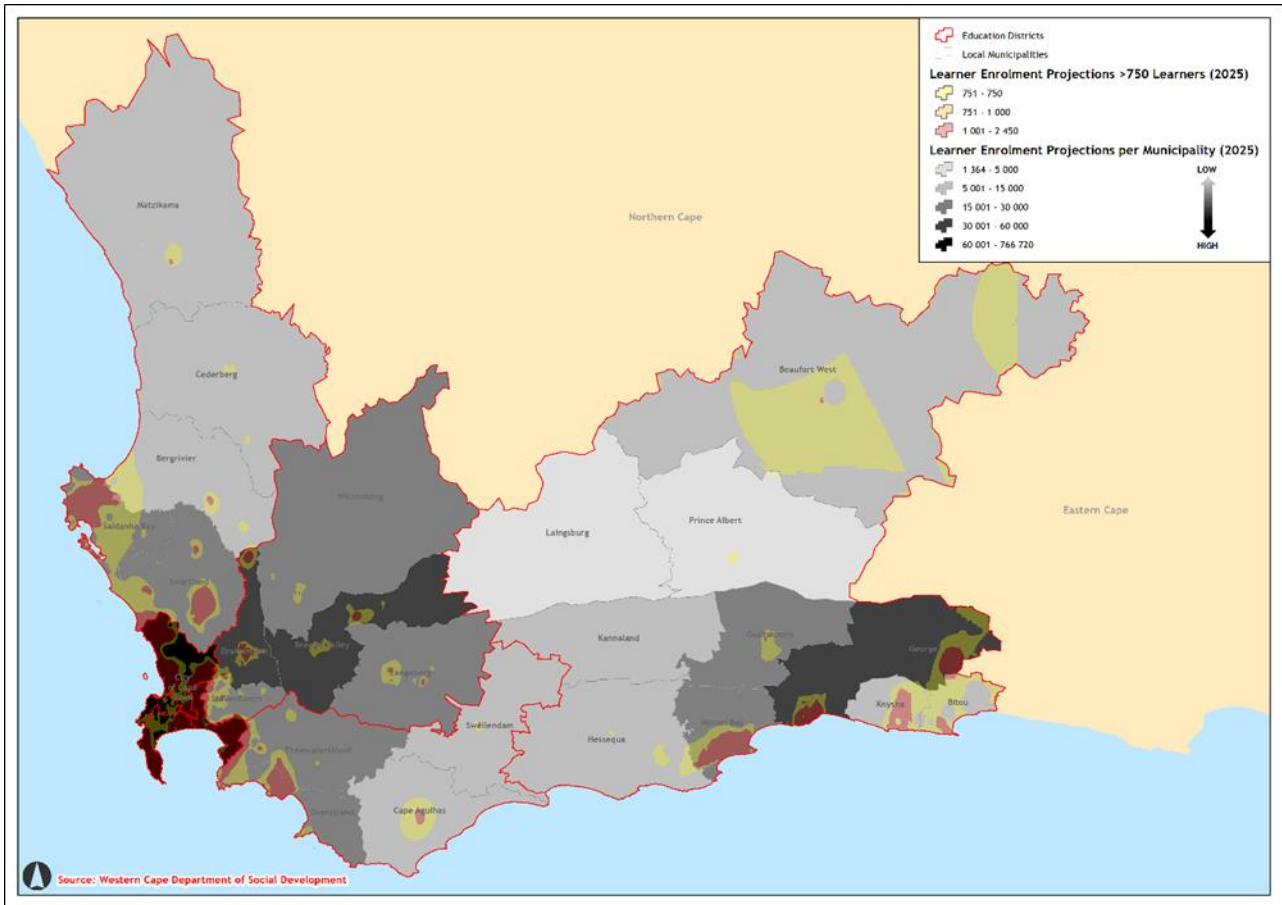
#### **3.2.1 Population Growth**

Population growth is one of many factors that affect the demand for education infrastructure. Natural population growth may vary substantially over different periods because it is often underpinned by the overall age structure of the population. Increased demand also results from the rapidly accelerating in-migration within and into the province with the Western Cape projected to experience the second highest inflow of migrants in the country for the period 2021 – 2026 with approximately 460 489 more persons to move to the Western Cape.

The WCED has engaged the Department of Social Development (DSD) to incorporate the demographic and economic analysis (including scenario analysis) into its future planning analysis. Through ongoing engagement with DSD, they have provided preliminary learner enrolment projections for both school and municipal level up to 2025 based on historical data. Although it is not possible to present this information in table format within the U-AMP, this information is available in a Geographic Information System (GIS), as illustrated in Map 3.1 and 3.2 and has been incorporated to form part of the overall planning processes. From an enrolment perspective, the projections provided is an indication of areas which the WCED should monitor as part of its future planning. The results of the 2022 Census will also provide the WCED an opportunity to increase the accuracy of its demand projections in terms of where the population growth post-Covid has taken place which will inform Infrastructure Planning.



**Map 3.1: Learner projections per municipality**



**Map 3.2: Learner projections per municipality in relation to high enrolment projections per school**

### 3.2.2 Housing and Informal Settlements

The housing sector is considered to have significant influence on urban growth, especially with regards to its greenfield developments and informal settlements. The WCED continuously strives to keep abreast with the overall housing pipelines across the province including private developments. This information is obtained through engaging the DOI: Human Settlements Branch at the various steering committees within the Province or when requested to comment on individual housing projects.

The WCED recognizes the need for housing across the country and its Province, but unfortunately, the rate at which housing and informal settlements is developed on an annual basis cannot be matched by the WCED and some of the key social sectors such as Health are also faced with this challenge. There are cases when the WCED is only informed/consulted on a housing project during the planning phase when the regulatory approvals are being obtained. Not consulting the WCED in

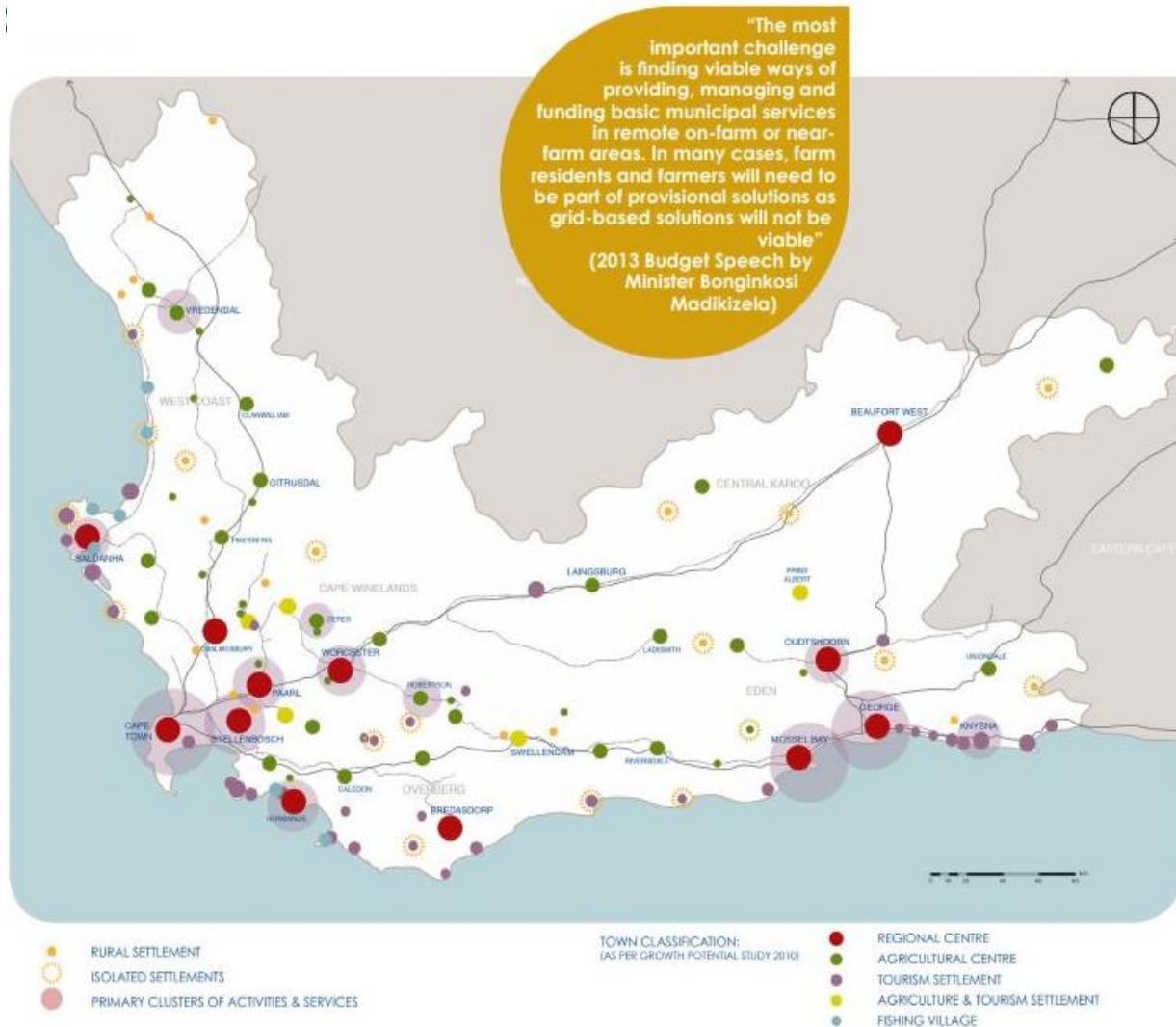
advance causes immense pressure on the Department in amending its plan to service new or expanded communities.

The WCED has therefore started advocating at various forums, the need to assess housing at a precinct level (where relevant) and not on a 1:1 basis especially when positioned in well located areas serviced by multimodal public transport networks. Furthermore, land which is identified as part of the layout stages needs to be located in neutral locations accessible to the wider community. The WCED does not conform to catchment areas and therefore it is important to note that the WCED does not construct schools for specific communities, but instead, develop schools in accessible locations to cater for everyone.

### **3.2.3 Physical growth and form**

The average densities of cities and towns in the Western Cape is low by international standards, despite policies to support mixed use and integration. There is clear evidence that urban sprawl and low densities contribute to unproductive and inefficient settlements as well as increase the costs of municipal and Provincial service delivery. Map 3.3 demonstrates a high degree of settlement and population concentrations in the urban centres. This trend is continuing with the expansion of larger towns within the Province. At the same time there are many isolated, declining settlements in the Western Cape, and these continue to be marginalised by distance and transportation costs, which are also costly to supply social services to.

Cape Town, being one of the metropolitan cities in South Africa, generates an inevitable amount of demand for educational infrastructure. Due to the urbanisation rate within the Province, one of the **many challenges faced by the WCED is being able to secure suitable land for future educational infrastructure**. This has become a consistent challenge throughout the Province. Suitable vacant land has become a "finite resource" for future educational provisioning and the WCED is continuously exploring alternative means to providing access to quality education.



**Map 3.3: Characteristics and form, (PSDF 2014)**

Recognizing that the Western Cape is vast in geography and presents individual uniqueness across various parts of the Province, as part of the WCED's planning rationale, it aims to address the various education challenges at a place base level and not conform to a one size fits all model. Part and parcel of this endeavour is to link the education priorities/objectives to the spatial planning visions at various levels contributing to a spatial targeted approached infrastructure plan. The WCED also aims to contribute towards spatial transformation through its efforts. Diagram 3.2 illustrates the planning logic within an education context to ensure that WCED's infrastructure investments/commitments are aimed at addressing the demand/need from a systems level to the learner level. The principle of a spatial logic approach is driven by the vision of WCED, "Quality Education | for every child | in every classroom | in every school | in the Province"

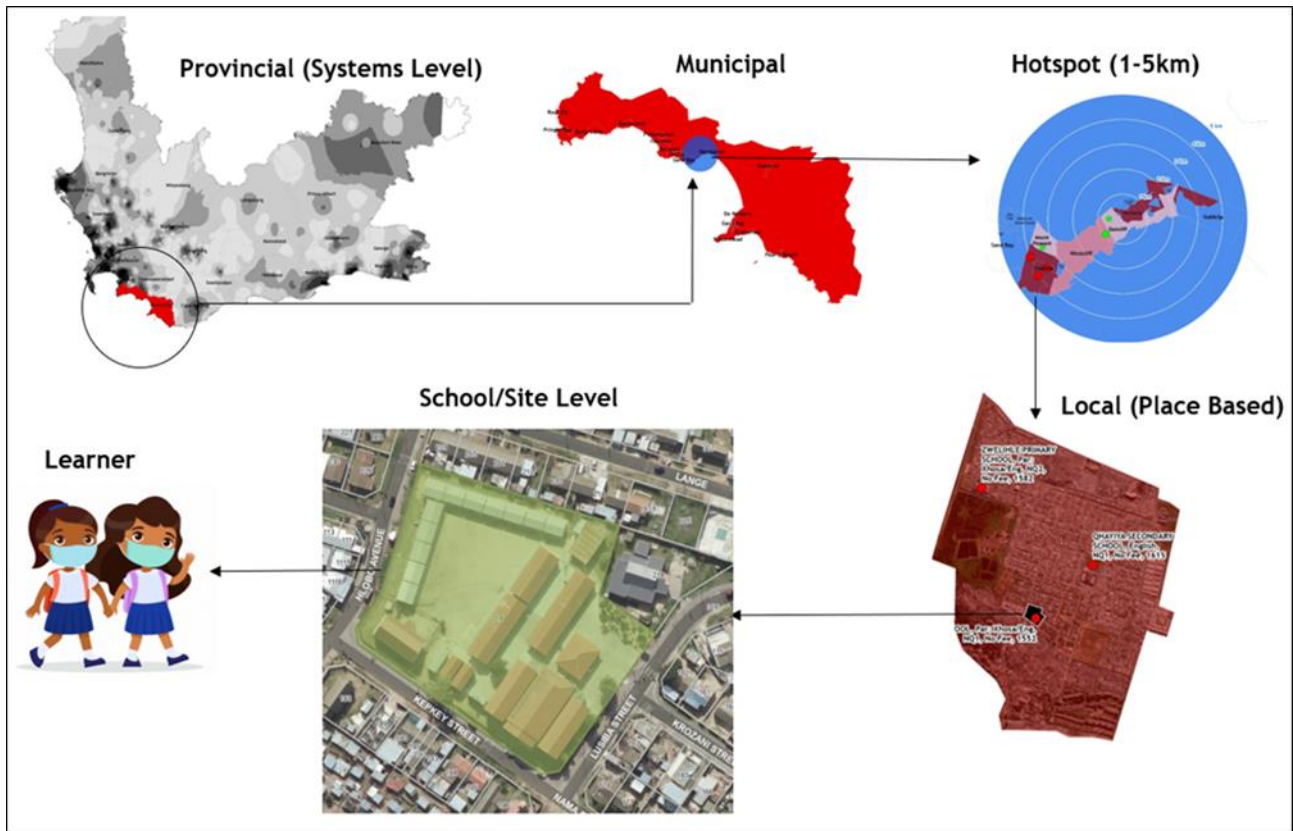


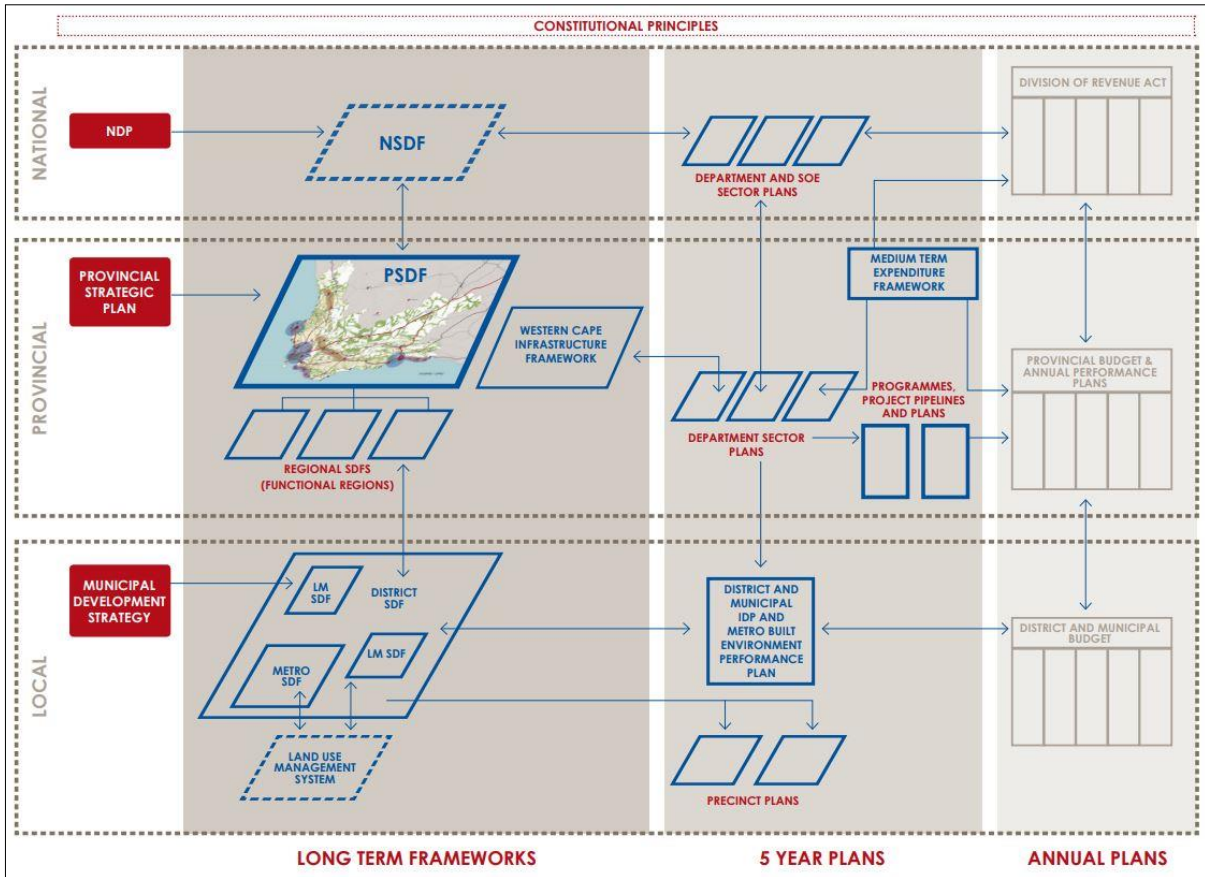
Diagram 3.2: Spatial logic guided by the WCED's vision

### 3.3 Spatial Planning and Planning Strategies

#### 3.3.1 Spatial Plans

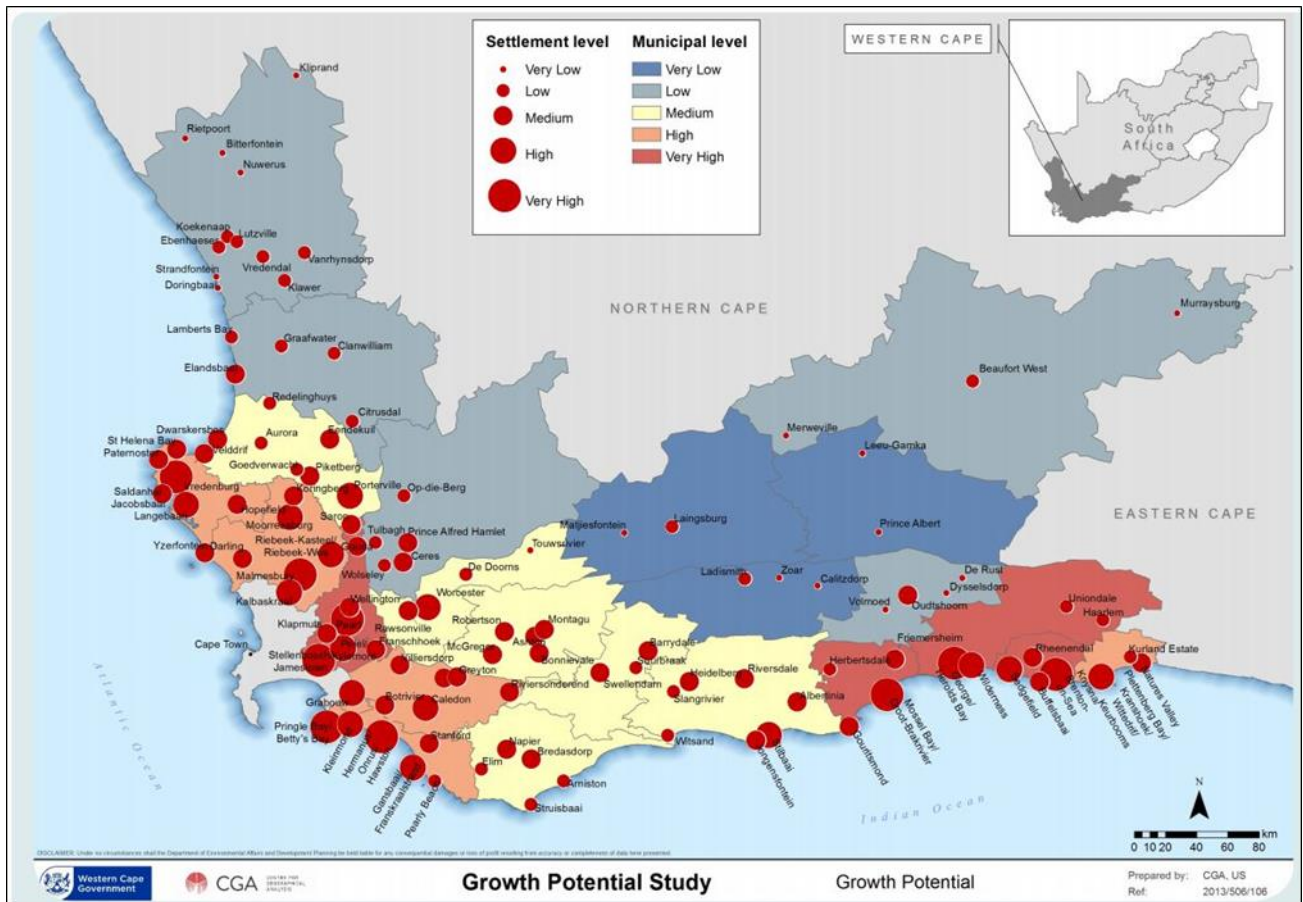
The planning sector within South Africa has experienced significant reform with the promulgation of the SPLUMA, which is premised on development principles such as spatial justice, sustainability, resilience and efficiency. In terms of Section 15 of SPLUMA (2013) and Section 4 of the WC LUPA (2014), a Provincial Spatial Development Framework (PSDF) must coordinate, integrate and align Provincial plans and development strategies with policies of National Government; the plans, policies and development strategies of Provincial departments; and the plans, policies and development strategies of municipalities (Diagram 3.3).





**Diagram 3.3: The context and role of the PSDF in relation to other frameworks and plans**

Whilst being reviewed, the current 2014 PSDF aims to improve the effectiveness of public investment in the province's built and natural environments by means of providing credible spatial planning principles to underpin all capital investment programmes and spatially target and align the various infrastructure investment programmes. The spatial targets and development priorities identified in the PSDF have been informed by the Growth Potential of Towns Study (more commonly referred to as the GPTS). Based on eighty-five (85) indicators, the GPTS provides a comprehensive profile of the growth potential and socio-economic needs of individual towns and settlements within the Provincial context, rendering it a powerful tool for detailed spatial targeting and investment decisions as illustrated in Map 3.4. Priority regions have been identified to target investment areas and comprises of the Cape Metro Functional Region (which includes the towns of Saldanha, Worcester, Caledon, Hermanus, Malmesbury, Paarl/Wellington, and Stellenbosch) and the emerging Saldanha/Vredenburg and George/Mossel Bay regions. WCED's needs assessment is therefore undertaken within the framework of the PSDF and the Department's developmental agendas as conveyed in Chapter 1.



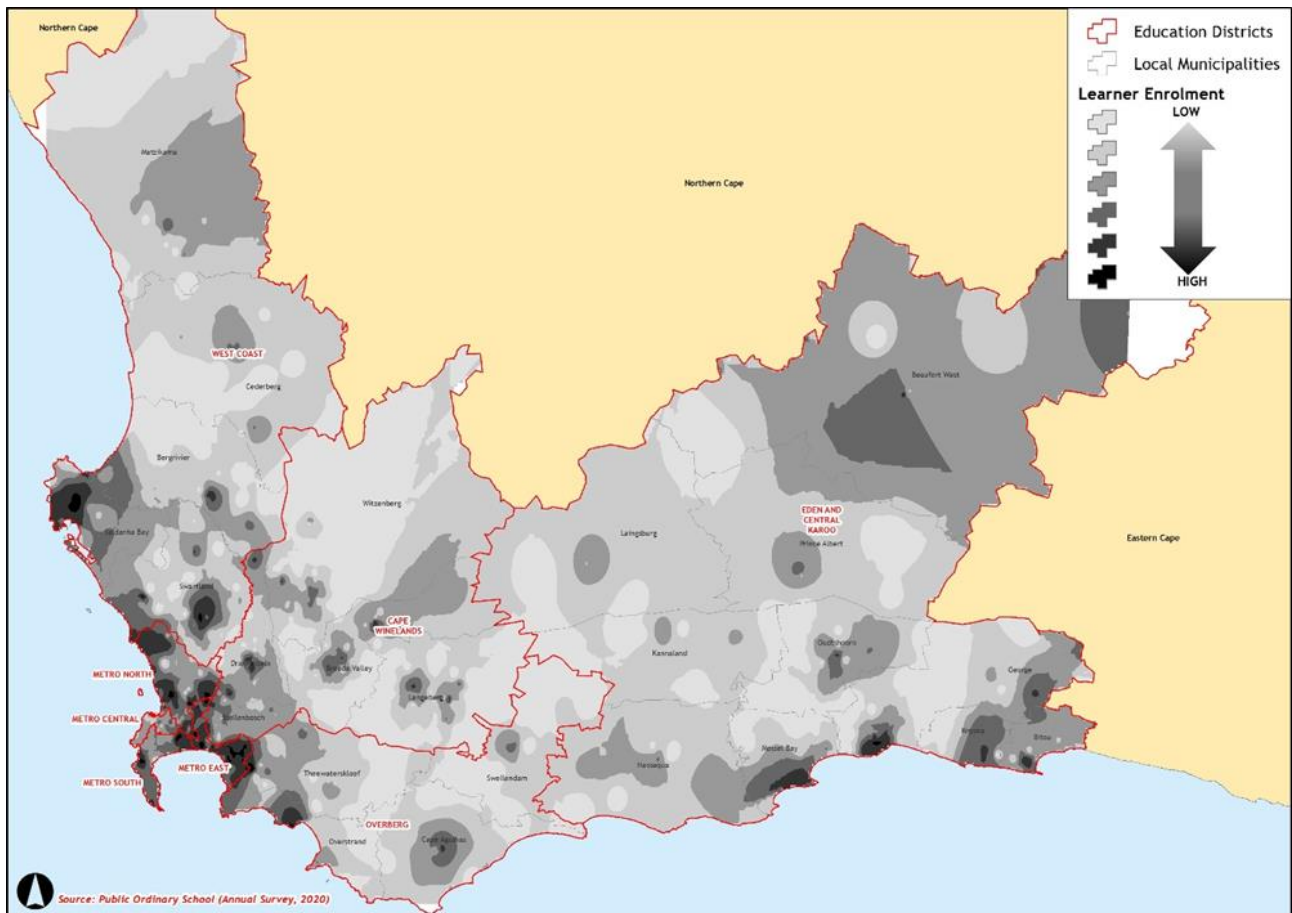
**Map 3.4: Growth potential of settlements and municipalities in the western cape (Excl. City of Cape town)**

The 2014 PSDF identifies an overall uneven distribution of social facilities and services across the Provincial landscape, with overcrowding and under-provision in some areas and underutilised facilities in others. However, the equal distribution of services across the Province is not deemed sustainable, especially in areas with low density and scattered settlements. Balancing needs with affordable distribution of services at a regional scale thus remains a challenge. As such, spatial transformation across the Province is highly dependent on the improvement of adequate and appropriate facility provision. A policy objective of the 2014 PSDF is therefore to balance and coordinate the delivery of facilities and social services, considering the projected growth in learner enrolment throughout the Province. Currently, population growth is most pronounced in the City of Cape Town and other major towns with a consequent under-provision of school infrastructure in these areas. A consistent upward trend in learner enrolment in the Province and more significantly in the City of Cape Town, coupled with an increase in learner retention are similarly reflected in the WCED's analysis (see Table 3.1 for learner enrolment growth over the past ten years and Map 3.5 which spatially depicts the distribution of learner enrolment across the Province).

District	A	B	C	D	E	F
	Learner Numbers in 2014	% Growth /Decline (Variance A - C)	Learner Numbers in 2018	% Growth/ Decline (Variance C - E)	Learner Numbers in 2023	% Growth/ Decline (Variance A - E)
PROVINCE	<b>1 029 482</b>	8,2	<b>1 114 028</b>	7,7	<b>1 199 592</b>	16,5
CAPE WINELANDS	<b>151 109</b>	5,5	<b>159 366</b>	5,4	<b>168 015</b>	11,2
EDEN AND CENTRAL KAROO	<b>122 563</b>	5,1	<b>128 777</b>	4,5	<b>134 604</b>	9,8
METRO CENTRAL	<b>136 946</b>	2,2	<b>139 959</b>	5,7	<b>147 944</b>	8,0
METRO EAST	<b>154 004</b>	28,7	<b>198 198</b>	9,5	<b>216 994</b>	40,9
METRO NORTH	<b>193 391</b>	-6,0	<b>181 775</b>	13,1	<b>205 639</b>	6,3
METRO SOUTH	<b>167 857</b>	14,7	<b>192 454</b>	4,6	<b>201 230</b>	19,9
OVERBERG	<b>42 054</b>	9,2	<b>45 905</b>	11,3	<b>51 105</b>	21,5
WEST COAST	<b>61 558</b>	9,8	<b>67 594</b>	9,6	<b>74 061</b>	20,3

Enrolment for WCED: GR1 – GR12 Public Ordinary Schools (incl. LSEN learners accommodated). Source: Annual School Survey data for 2014, 2018 and 2023.

**Table 3.1: Percentage learner growth over the past 10 years for public ordinary and LSEN schools**



**Map 3.5: Learner enrolment (darker shades = higher enrolment rates within schools)**

In addition to the spatial objectives and principles set out in the PSDF, the WCED also measures its existing and future educational infrastructure provisioning with municipal spatial frameworks, being the cascading level of planning from a Provincial context. The WCED is actively involved in commenting on the development of municipal frameworks. Many of the principles and objectives taking lead from the NDP and SPLUMA are further informed through the various strategies, studies and plans developed by means to ensuring that spatial objectives are met at the most localised level.

**3.3.2 Annual review of the Built Environment Performance Plan (BEPP)**

The BEPP for the time has been placed on hold due to the rich content developed and its linkages to the spatial objectives. The argument was made that the City of Cape Town (CoCT) now requires the time to implement what has been set in its BEPP and that the planning would not change annually as it is linked to the longer-term planning objectives.

However, the BEPP at the time was intended to coordinate its sector specific investments. The BEPP is a requirement under the auspices of the Division of Revenue Act (No 3 of 2016) in respect of the application of infrastructure grants related to the built environment of metropolitan municipalities. A key focus of the BEPP is to improve intergovernmental funding alignment via a transversal project pipeline within identified targeted spaces, such as integrated zones and marginalised areas, in pursuit of spatial transformation. The Integration Zones (IZs) already identified include the Voortrekker Road Corridor, the Metro South-East Corridor and the Blue Downs/Symphony Way IZ. The WCED engages the CoCT to ensure there is alignment between the projects in the Department's project pipeline as is reflected in the U-AMP and the CoCT's BEPP. This process of joint planning to assess intergovernmental funding is directed toward targeted spaces within the Metro (i.e., integrated zones, marginalised areas). In terms of school provisioning within the Metro, the spatially targeted funding alignment reflected conformity between the WCED's investment areas and that of the CoCT.

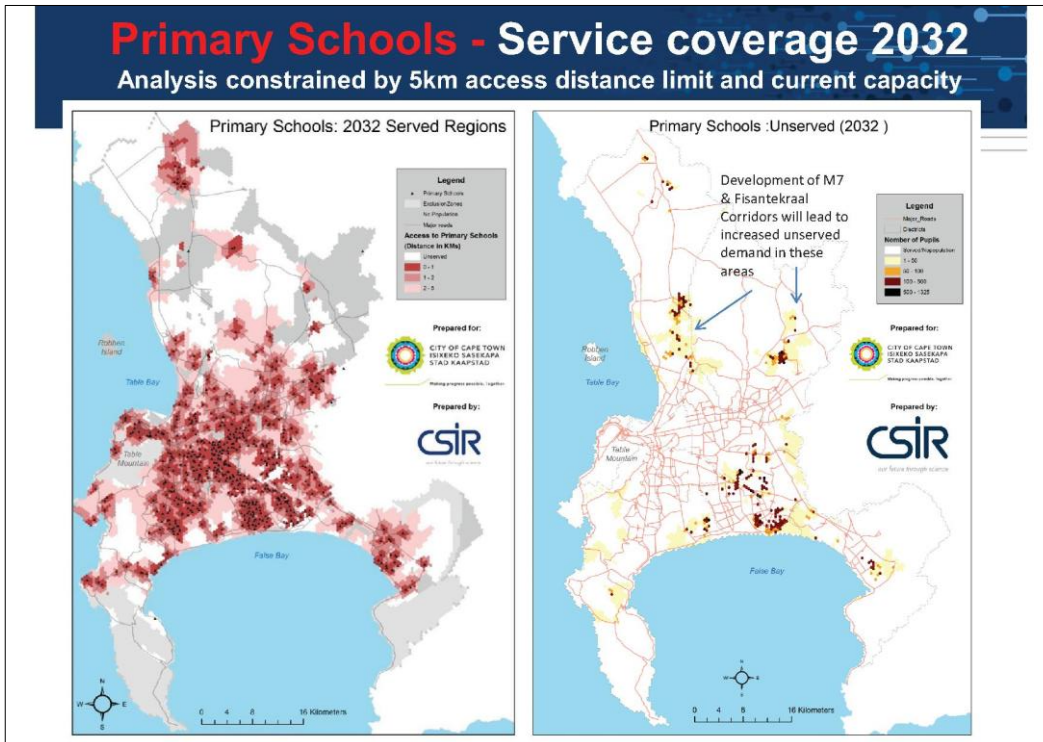
### **3.3.3 Social Facility Provision in the CoCT**

The CoCT previously appointed the Council for Scientific and Industrial Research (CSIR) as a consultant to undertake a study on the analysis and planning of social facilities that would inform forward planning until 2032. The CoCT recognised that a failure to provide adequate and sustainable community infrastructure will result in long term cost and social consequences. The aim of the project was to establish the supply and demand of social facilities for use in forward planning up to 2032 within the metropolitan area of Cape Town. The study tested residents' access to facilities within reasonable reach and if these facilities will accommodate future growth of the City population. The findings then enabled the City to recommend interventions in respect of the location of new facilities up until 2032.

The WCED benefited from its participation in the study. These benefits are reflected in this U-AMP. The findings and recommendations of the study can be summarised as follows:

#### *Primary Schools*

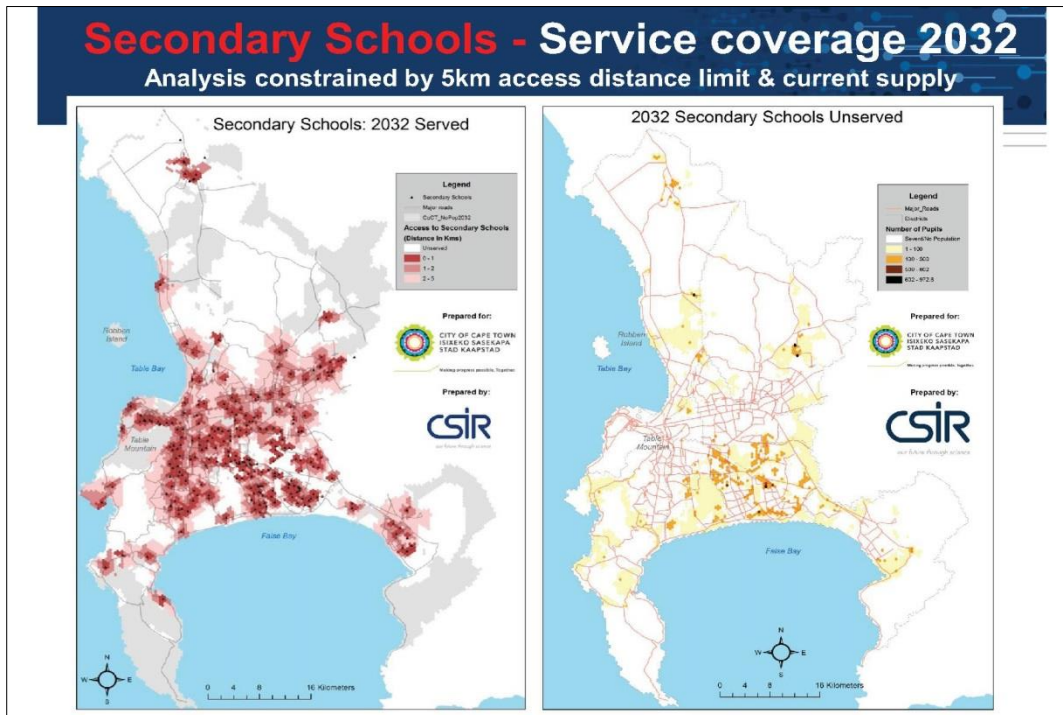
- Generally, a good distribution of primary schools throughout the metropolitan area, with only selected areas having an under provision of schools especially in the rural districts.
- According to the study 92.3% of primary learners live within a 2km radius of a primary school and only 0.6% live more than 5km away from a school.



- According to the study the current primary school capacity serves 96% of the 6 to 12-year-old population leaving only 3.7% un-served. The  $\pm 16\ 000$  un-served learners are the equivalent of approximately 14 schools.
- It is, however, important to note that private schools, migration and learners with special needs were not considered in the study and will affect results and planning.
- By 2032 the current distribution/location of primary schools will still be appropriate, but with an increase in population, current primary school capacity will only serve 87.3% of learners aged 6 to 12 years, leaving 12.7% un-served.
- According to the study, the number of un-served learners is equivalent to approximately 59 schools. Once again it is important to note that private schools, migration and learners with special needs were not considered in the study and will definitely affect results. Expansion of infrastructure at existing schools will assist in creating additional capacity to accommodate learners. With the distribution of schools being well located, the strategy of expansion is supported by the study. Although the study found that areas like Mitchell's Plain and Khayelitsha have un-served primary school populations, these areas tend to have large out-migration of learners to other areas or schools in the Metro. These issues need to be considered when interpreting the findings of the study.

**Map 3.6: Primary Schools – Service Coverage 2032***Secondary Schools*

- The study found that generally there is a good distribution of secondary schools, with most secondary school learners located within a 2km radius of a school facility.
- According to the study 86% of secondary learners live within a 2km radius of a secondary school and only 1.2% live more than 5km away from a school.
- According to the study the current secondary school capacity serves 86% of the 13 to 17-year-old population, leaving 17% un-served. The number of un-served learners is the equivalent of approximately 50 schools.
- However, it is important to note that private schools, migration, learners with special needs and the drop-out rate of secondary school learners were not considered in the study and will affect results.
- By 2032 the current distribution/location of secondary schools will still be relevant, but with an increase in population, current secondary school capacity will only serve 69% of learners aged 13 to 17 years, leaving 31% un-served.
- According to the study the number of un-served learners is equivalent to approximately 103 schools. Once again it is important to note that private schools, migration, learners with special needs, the drop-out or retention rate of secondary learners were not taken into account in the study, and this will affect results.
- With the distribution of schools being well located, the strategy of expansion is supported by the study and will increase the utilization levels of existing school infrastructure.



**Map 3.7: Secondary Schools – Service Coverage 2032**

Please note that Social Facility Provision study for the City of Cape Town is currently in the process of review in order to inform planning until 2040. Subsequent U-AMPs will reflect the revised analysis pertaining to projected school provisioning.

### 3.4 Call for collaborative approach

Introducing spatial analysis across a wide variety of scales is proven to be highly beneficial in contextualising utilisation beyond the aggregate level. A further Provincial response to addressing the dissonance between demand and distribution of social facility provisioning, is the Social Infrastructure Accessibility Study (2017) which formed a component of the Greater Saldanha Regional Spatial Infrastructure Framework. Key informants included the CSIR [Guidelines for the Provision of Social Facilities in South African Settlements \(First Edition: August 2012\)](#) Report, Provincial sector departments' norms and standards and User-Asset Management Plans as well as population projections based on Census 2011 data. A key finding of the study was the under-provisioning of schools in the towns across the West Coast District, which was based on current and projected population trends and development potentials as are seen to exist. Recommendations made, included the need for a new approach to facility provision based on the principle of clustering and



the sharing of facilities, a shift toward more innovative, flexible building designs and provisioning standards as well as the more optimal and efficient use of existing facilities.

As part of the on-going efforts to implement the abovementioned recommendations in terms of facility provision, the WCED is in collaboration with the Regional Socio-Economic Project (RSEP) and the Violence Prevention through Urban Upgrading (VPUU) programme, a Provincial joint planning initiative, focused on spatial transformation in targeted areas through spatial planning and urban design. The Joint District Approach (JDA) driven by the Department of Local Government is another opportunity for transversal cooperation with the intention to speed up the delivery of infrastructure specifically in rural municipalities.

### **3.5 Infrastructure Planning Guidelines**

The promulgation of the National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment on 11 June 2010 (Vol. 540 No. 33283) provided criteria for providing school infrastructure. Provinces were expected to adjust these standards to address local circumstances. As a result, the WCED developed Infrastructure Planning Guidelines (IPG) and uses them as planning guidelines rather than statutory norms and standards in its U-AMP processes. The IPG underpin the WCED's analysis of supply and demand as well as the utilisation of school infrastructure in the province. Compliance with the time frames suggested in the Regulations Relating to N&S for Public School Infrastructure published on 29 November 2013 for prescribed minimum infrastructure facilities, places pressure on the infrastructure budget. Fortunately, the WCED IPG is in line with the N&S and both are applied in tandem in this U-AMP.

The development of the IPG was an important step towards more systematic interrogation and delineation of the "gap" between current and desired levels of education infrastructure provision. The IPG categorises schools according to size of enrolment and size of facility and provision is made for small, medium, large and extra-large schools (Table 3.2).

	Types		Minimum size		Maximum size		
	Primary school types	Enrolment	Facility	Enrolment	Facility		
<b>Types of schools and their minimum and maximum sizes</b>	Small	230	322m <sup>2</sup>	310	434m <sup>2</sup>		
	Medium	460	644m <sup>2</sup>	620	868m <sup>2</sup>		
	Large	700	980m <sup>2</sup>	930	1302m <sup>2</sup>		
	Extra-Large	931	1303m <sup>2</sup>	1240	1736m <sup>2</sup>		
	Secondary school types	Enrolment	Facility	Enrolment	Facility		
	Small	278	472m <sup>2</sup>	370	629m <sup>2</sup>		
	Medium	555	943m <sup>2</sup>	740	1258m <sup>2</sup>		
	Large	833	1416m <sup>2</sup>	1110	1887m <sup>2</sup>		
	Extra-Large	1111	1888m <sup>2</sup>	1480	2516m <sup>2</sup>		
	<b>Capacity of schools</b>	Capacity of schools is based on <b>classroom</b> accommodation					
	<b>Classroom size per learner</b>	Primary learner:	1.4m <sup>2</sup> per learner				
		Secondary learner:	1.7m <sup>2</sup> per learner				
Special school learner:		Depending on needs of learners					
<b>Capacity based on maximum number in classroom</b>	Primary learner:	40 learners per classroom					
	Secondary learner:	37 learners per classroom					
	Special school learner:	Depending on needs of learners					
<b>Utilisation factor for the use of WCED school buildings applicable</b>	75% to 100%						
<b>Information sources used to determine initial optimal use of WCED school buildings</b>	i. Central Education Management Information System (CEMIS)						
	ii. NEIMS information						
	iii. Additional information about new schools completed since 2006						

**Table 3.2: IPG for conducting the analysis of demand and supply**

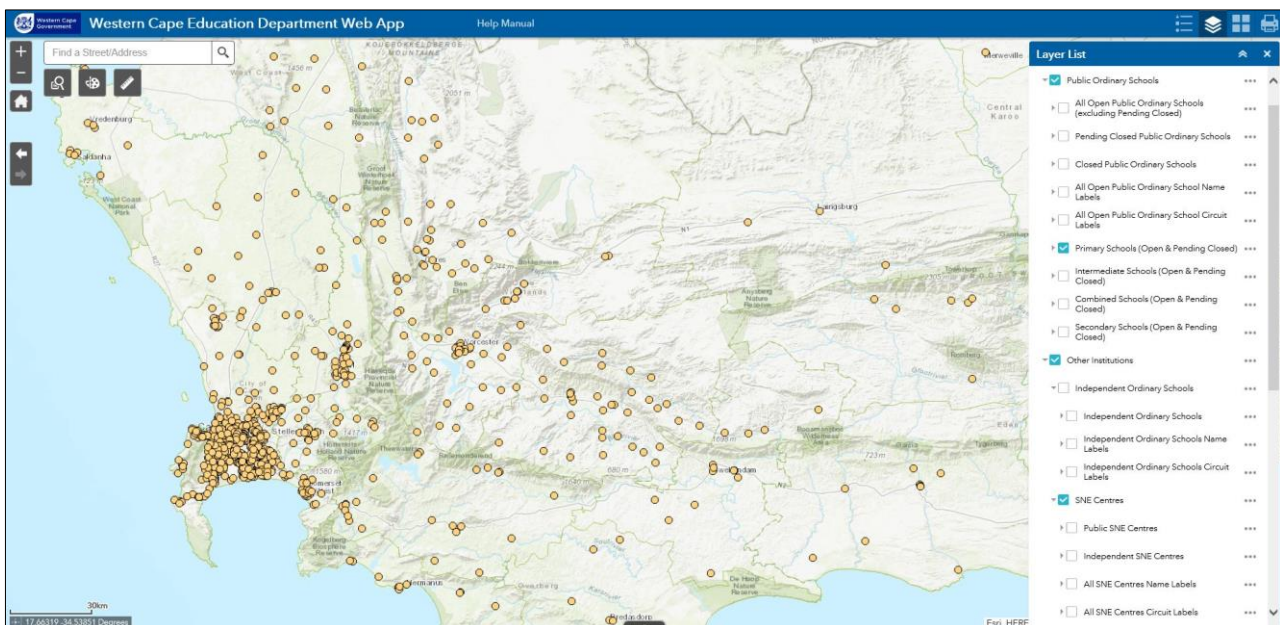
Using the above guidelines, the WCED has calculated the utilisation of school buildings of all public schools. The calculation of the classroom space available is based on information from the updated National Education Infrastructure Management System (NEIMS).

The method used to estimate utilisation of school buildings is as follows: the available classroom space at a school is obtained from actual measurement recorded in NEIMS. The desired space needed at any school is calculated by multiplying the actual enrolment of the school by space norm (1,7m<sup>2</sup> per secondary learner and 1,4m<sup>2</sup> per primary learner) needed per learner as specified in the WCED's IPG. The difference between the actual and the desired space is the space that is either in excess or inadequate for the needs.

The utilisation of school buildings can also be calculated by using the learner to classroom ratio of a school. Using both methods of utilisation will inform a more realistic planning picture of infrastructure. Hence, both space norms are used in the U-AMP to get better utilisation statistics.

### 3.6 The GIS and the planning method used in analysing supply and demand

The WCED Infrastructure Planning GIS was developed by Corporate GIS, a component in the Office of the Premier. The data pertaining to schools used in the GIS has been supplied by the WCED and represents the geo-referencing and spatial depiction of data derived mainly from CEMIS and NEIMS. The primary value of GIS is that it facilitates the assessment of infrastructure related issues in a spatial context.



Western Cape Education Department Web App interface as part of Edu Info Search

### **3.7 District level Analysis**

This chapter has been revised to incorporate the micro level analysis previously presented in chapter 3 of former U-AMPs. The district analysis undertaken provides a lens through which to view the utilisation of school infrastructure, at a more localised level. It aims to highlight the realities identified at the district level, which impact upon the optimal use of education infrastructure and present challenges not always evident, when undertaking desktop analysis based on utilisation logic. This contributes to the spatial logic adopted as indicated in Diagram 3.1.

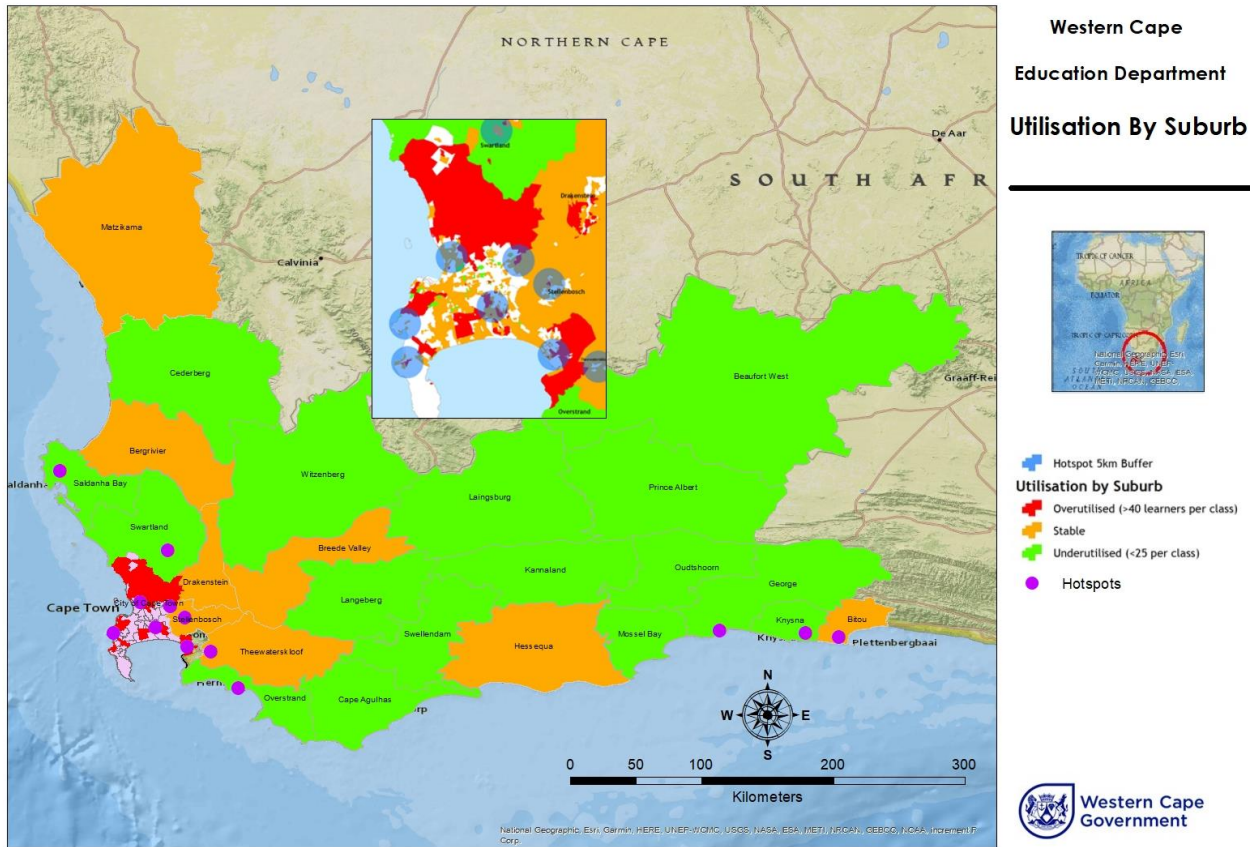
#### **3.7.1 Utilisation rates**

The utilisation rates for schools have been reviewed based on the latest classroom data which has been transposed to a systems level (Map 3.8) as part of the spatial logic principle. Ongoing infrastructure investments and demand constantly changes the landscape of schools from a utilisation perspective and therefore is best analysed rigorously at a localised level.

However, an important overarching observation has been made at a circuit level where on numerous instances grossly over-utilised schools exist next to schools where substantial excess space is available. These examples exist due to reasons related to school fees, quality of education, School Governing Body (SGB) policy on learner enrolment, etc. The WCED's analysis also reveals that where over-utilised schools exist within the same geographic area, there is a strong case for further infrastructure investment in the form of expansion or the construction of new schools. A range of strategies will inform expansion at well performing schools, decommission and consolidate in appropriate geographical areas and stabilise existing infrastructure through the Scheduled Maintenance Programme. In particular areas, the WCED is also exploring the building of mega schools as an option to increase the capacity of schools beyond the current maximum accommodation threshold of 1240 learners for primary schools and 1480 learners for high schools.

The WCED's analyses also found a substantial number of schools which are below the minimum size threshold for viably running a school as well as many underutilised facilities (some of which are leased facilities) throughout the Province. These are mostly concentrated in the rural districts of West Coast, Cape Winelands and Eden and Central Karoo. Not all of the schools in these areas are underutilised, but in instances where such small schools are in close proximity, the consolidation of facilities will be considered for efficiency reasons and in order to provide better quality education to learners. On the other hand, some schools, especially in Eden and Central Karoo and West Coast, have very low enrolments, but cannot be merged or closed due to isolation and the distances over which learners

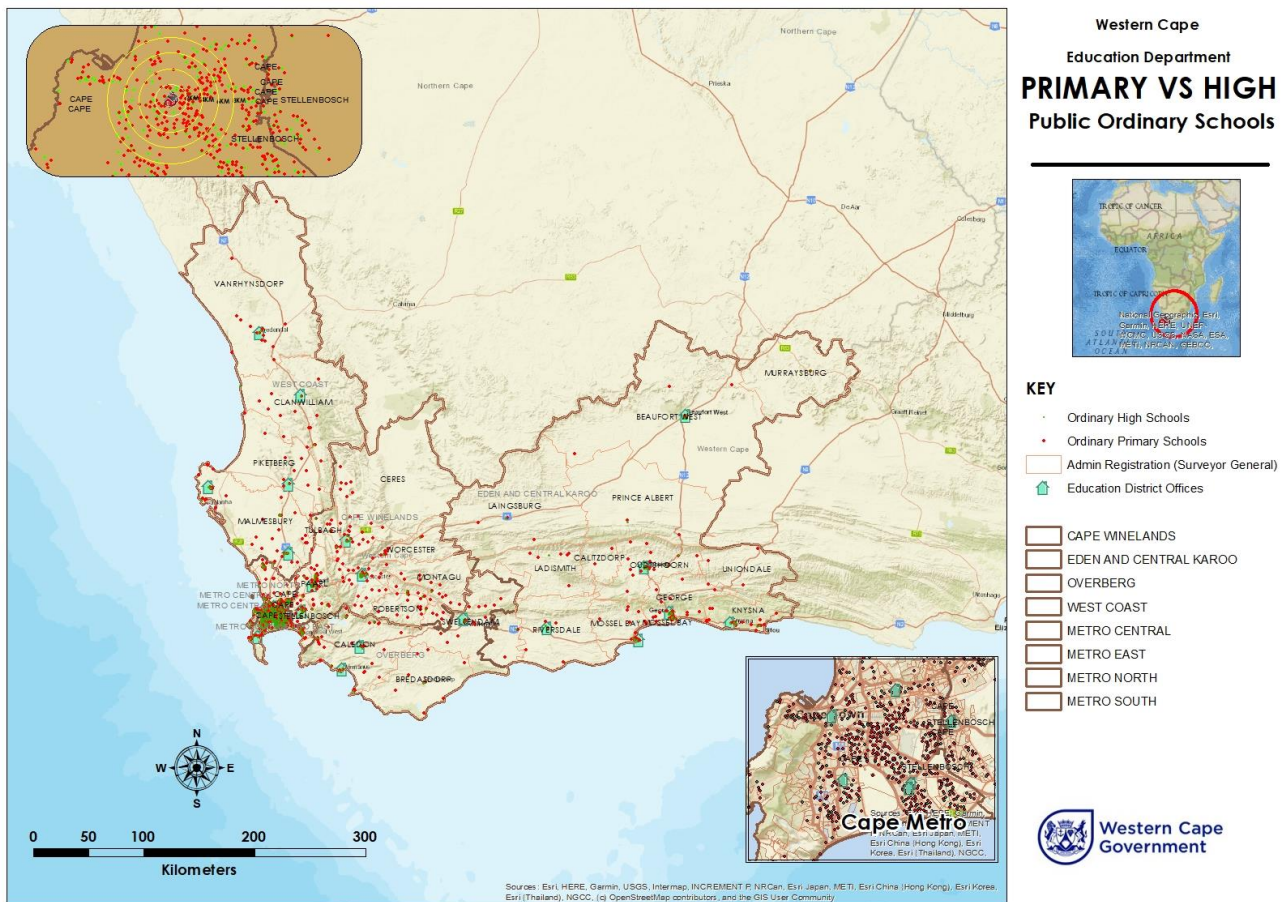
would have to be transported. In Cape Town, many of the underutilised schools present possibilities for mergers. This U-AMP considers mergers, coupled with the possibility that these consolidations can be augmented with expansion or improved maintenance of receiving schools.



**Map 3.8: Utilisation rates at a suburb level**

With regards to the ratio between primary and high schools as seen in Map 3.9, the under-provision in high schools across the Province is noted and is incorporated as part of the planning going forward. Future high school provisioning aims to include a variety of subject choices geared towards the technical/agricultural skills objectives by both the WCED and the Provincial VIP initiative. Future high school provisioning will be considered through the expansion of existing facilities, building of new schools or even through the conversion of underutilised primary school facilities.

The increase learner numbers at high schools can be ascribed to the improved retention rate of learners in the system, which is in line with the Department's drive to improve both the quality and throughput rate of learners. In-migration also contributes to the demand for high school accommodation.



**Map 3.9: Spatial location of primary schools in relation to high schools**

### 3.7.2 Challenges

#### 3.7.2.1 Equity issues in respect of rationalising supply and demand

The primary issue that could limit the movement of learners from overcrowded or underutilised schools to nearby schools with surplus capacity is “school fees” or the quintile status of schools. It is unlikely that learners from non-fee-paying schools will, therefore, easily gain access to fee paying schools. To overcome this constraint, the possible expansion of a fee-paying exemption scheme needs to be investigated. The WCED has already made strides in improving the norms and standards funding to schools. Quintiles 1-3 schools are no-fee schools, whilst provision is made for fee-paying schools to claim school fees under certain conditions from the Department of registered no-fee paying learners exempted from school fees at fee-paying schools.

The admission policy prescribed by SGBs is another issue which could limit the movement of learners from over-crowded to underutilised schools. In many instances the Education Districts have pointed

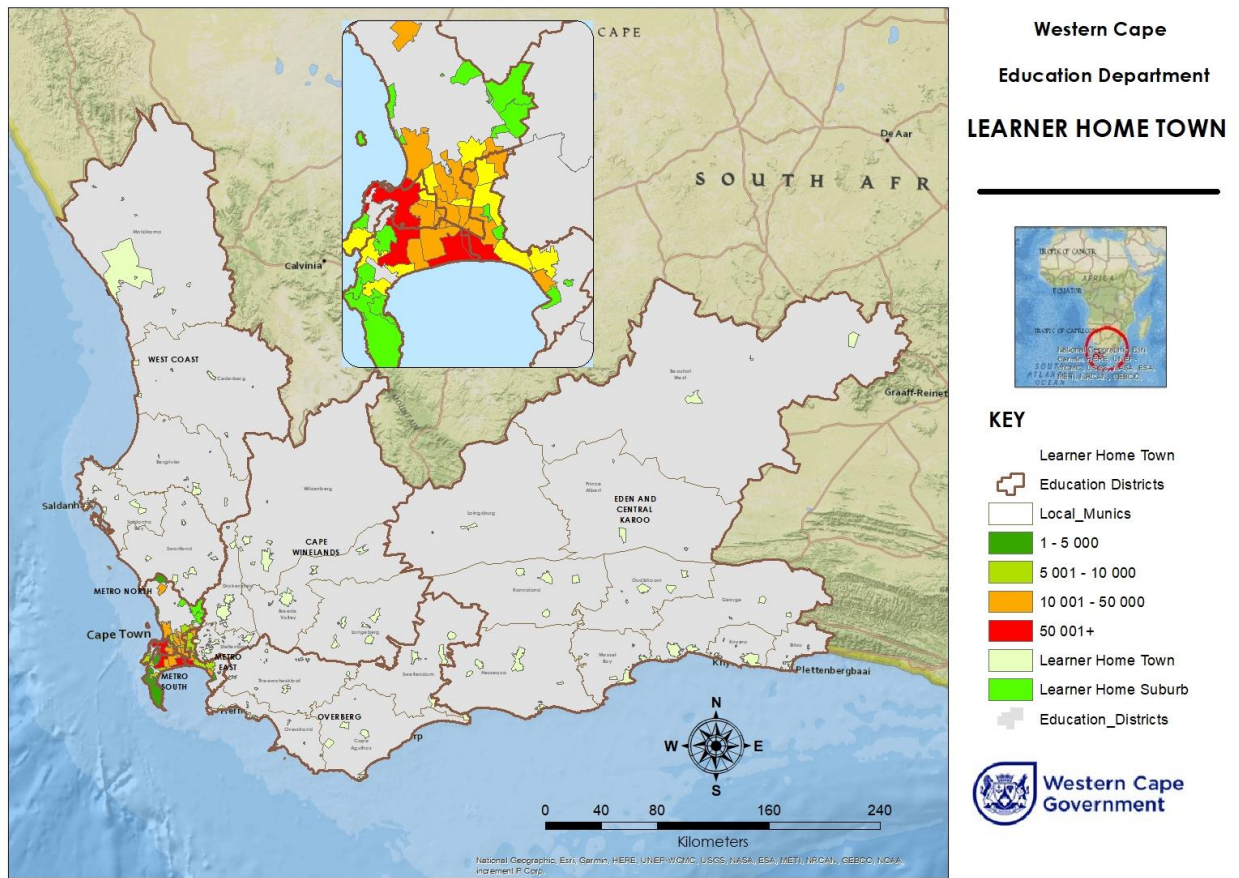
to the fact that even though there is agreement with the findings of the District Analyses, the admission policy declared and administered by SGBs, could limit the actual implementation of the findings and prevent the movement of learners from one school to another. Coordinated efforts should be introduced to use infrastructure investment to have the desired outcome of attracting learners and in doing so, release pressure on the budget to provide new infrastructure.

Lastly, the LoLT policy and/or the curriculum menu of offerings at specific schools could prevent the movement of learners from over-crowded to underutilised schools. It is possible that in some instances underutilised schools, with space available to accommodate a new language stream of learners, may not be willing to accommodate these learners because of language preference. The updated District Analyses attempt to take these limitations into account and provide a more accurate scenario with regards to demand and supply in relation to utilisation of existing educational infrastructure.

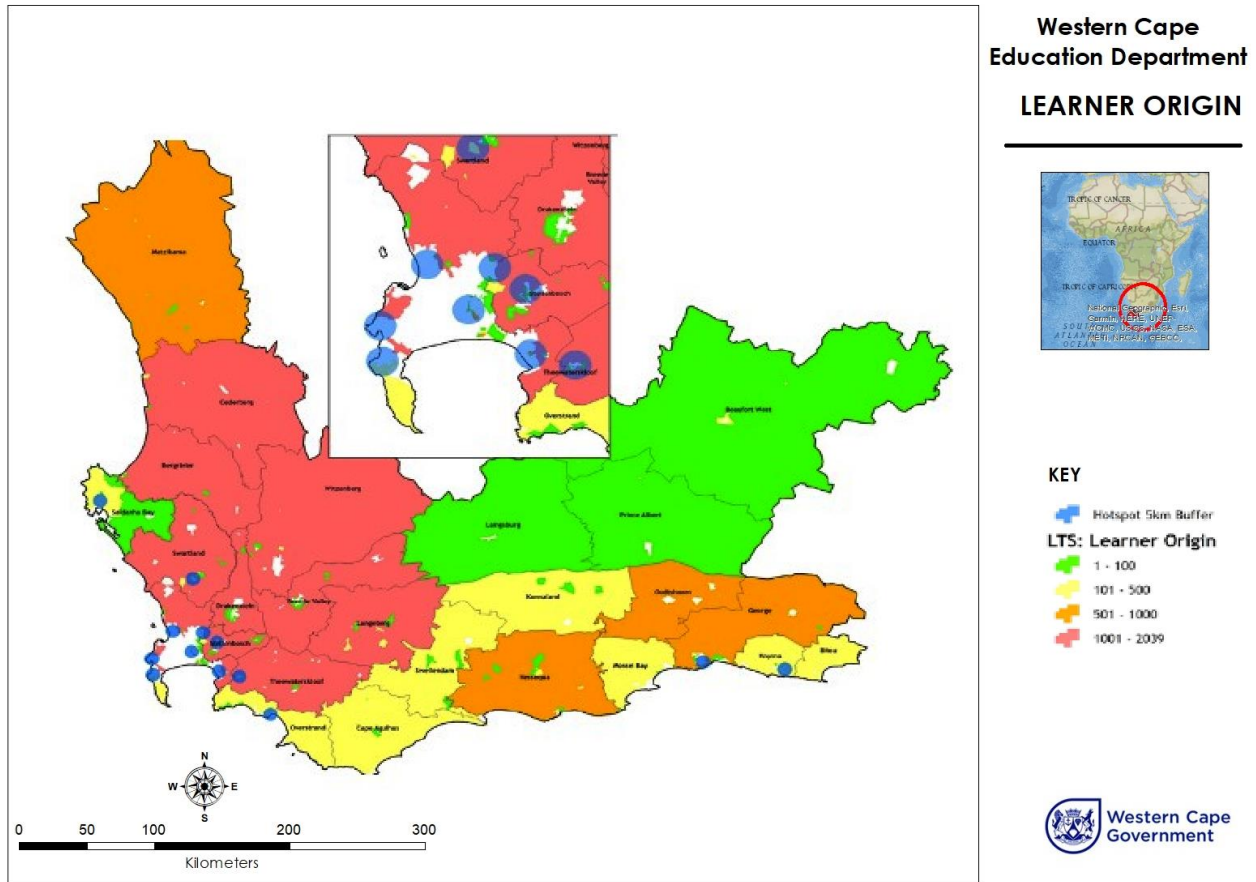
#### *3.7.2.2 Cross-boundary migration*

At the start of the pandemic, learner home address was mapped to determine suburb of origin of learners currently in the WCED's system as shown in Map 3.10. Furthermore, Learner Transport Scheme (LTS) data was used and mapped to determine the origin of learners which are accessing learner transport (Map 3.11). Further assessment of LTS is constantly conducted when addressing current challenges or when planning towards future infrastructure.

Based on the learner addresses and mapping back to the school attended, there is considerable evidence in the Western Cape of parents sending their children to schools which are perceived as offering better quality education opportunities. This reinforces the need for the WCED to address provision and inequalities between facilities in different areas. Analyses regarding where learners reside will shed light on whether the concept of a neighbourhood school is still relevant. Until such time that all WCED schools offer quality education to every child in every classroom in the Province, it is expected that the appropriateness of a neighbourhood school is questioned in certain areas and that learners will go to schools perceived to offer the best education.







Map 3.11: LTS – Learner origin by town

## CHAPTER 4: STRATEGIC RESPONSE TO THE SUPPLY AND DEMAND CHALLENGE

### 4.1 Introduction

The WCED Infrastructure Strategy has been formulated to provide the necessary framework within which the planning and budgeting process can be aligned, to have the greatest impact in support of departmental policy priorities. The infrastructure strategy has also been formulated with a greater emphasis on developing a robust data-driven approach to policy development to inform an education infrastructure response which is policy-led, and evidence based.

District	A Learner Numbers in 2015	B Learner Numbers in 2019	C Learner Growth between 2015 and 2019	D % Growth/Decline (Variance B - A)	E WCED Schools 2015	F WCED Schools 2019	G Growth/Decline School Capacity 2015 - 2019	H New School Capacity 2015 - 2019	I Current Enrolment at new schools
PROVINCE	1,003,670	1,083,595	<b>79,925</b>	7.96%	1528	1518	-10	43	<b>35,451</b>
CAPE WINELANDS	142,958	150,454	<b>7,496</b>	5.24%	282	280	2	4	<b>2,302</b>
EDEN and CENTRAL KAROO	118,405	123,919	<b>5,514</b>	4.66%	225	202	-23	5	<b>4,108</b>
METRO CENTRAL	134,639	138,041	<b>3,402</b>	2.53%	229	220	-9	2	<b>1,212</b>
METRO EAST	153,656	197,472	<b>43,816</b>	28.52%	155	190	35	13	<b>11,352</b>
METRO NORTH	190,051	177,903	<b>-12,148</b>	-6.39%	220	203	-17	8	<b>6,742</b>
METRO SOUTH	163,275	186,248	<b>22,973</b>	14.07%	200	212	12	6	<b>3,997</b>
OVERBERG	40,867	44,318	<b>3,451</b>	8.44%	85	85	0	3	<b>3,427</b>
WEST COAST	59,819	65,240	<b>5,421</b>	9.06%	88	126	38	2	<b>2,311</b>

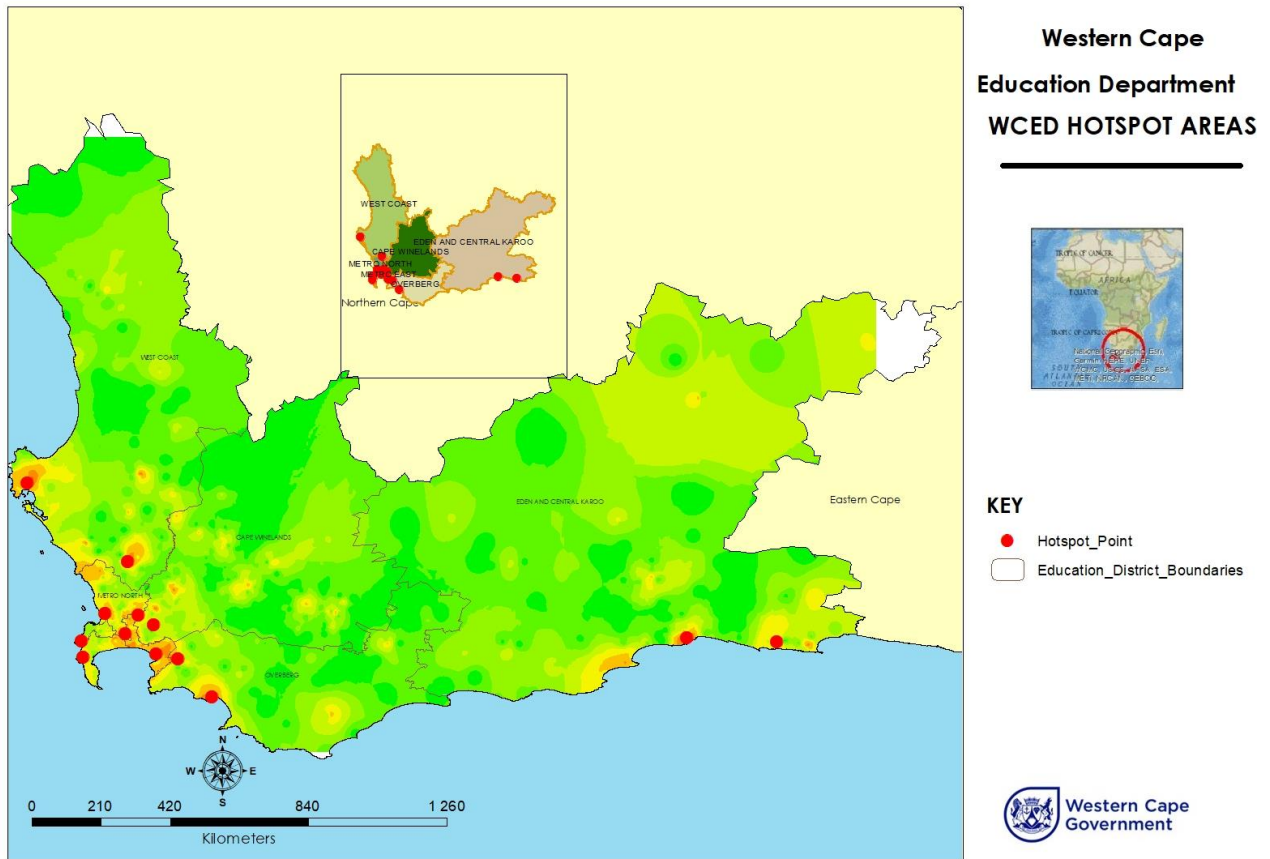
**Table 4.1: WCED Learner Enrolment and Capacity Challenge**

Chapter 3 has provided a macro and micro view of informants driving educational infrastructure demand as well as supply challenges at the Provincial and district level, respectively. Table 4.1 above highlights the supply and demand challenge by depicting learner enrolment growth in relation to new infrastructure capacity provided over a five-year period (2015 -2019). What the learner enrolment figures reflect is that while learner enrolment in the Province has grown by approximately 80 000 new learners between 2015 and 2019, the new capacity provided (i.e., 43 new schools) is only accommodating 35 451 learners currently. The supply and demand challenge become especially pronounced in the Metro East and South Education Districts, where the new capacity provided has

only served to accommodate a fraction of the learners enrolled over the five-year period. This puts the WCED in crisis mode as it becomes increasingly difficult year-on-year to eradicate backlogs and meet new demand. The current systems are under severe strain, and it is not possible to build ourselves out of this situation. A drastic change of strategic direction is necessary immediately.

To optimize the efficiency of education infrastructure investment, the WCED Infrastructure Strategy proposes spatially targeted investment toward areas experiencing significant learner enrolment pressure. A further round of analysis was therefore undertaken to establish the areas within Education Districts experiencing significant learner enrolment pressure (i.e., hotspot analysis), where oversubscribed schools and an increasing number of unplaced learners often co-exist. The outcome of the analysis in Map 4.1 below, depicts hotspot areas across the Province.

These hotspot areas hold a specific definition in that these are mainly community pressure areas but weighs heavy at a Provincial scale. These areas include challenges across the education spectrum, firstly from access to education to the quality of the learning experience, but also from an overall service delivery perspective. Recognizing the socio-economic challenges and the WCED's role in contributing to the betterment of these communities through education. Through infrastructure investment, the WCED aims to reignite the dignity within these communities by enabling employment opportunities through relevant and future fit education programmes.



**Map 4.1: WCED Hotspot areas**

**4.2 WCED Hotspots**

Profiles of the individual identified hotspots are continuously being developed, in order to provide an understanding of the local educational context of each respective learner enrolment pressure area as well as the municipal context within each of the hotspots. This spatial analysis of identified learner enrolment pressure areas aims to include indicators such as age profiles of the school aged population, population distribution and growth, Education District needs assessments, WCED and municipal infrastructure investment (existing and proposed) and dominant economic sectors, using GIS tools. An important outcome of this data-driven approach will be the development of a spatial logic to prioritise and target education infrastructure investment for the greatest impact, as a response to the district needs assessments undertaken.

A further outcome of the spatial analysis would be to consider potential land development constraints and challenges (e.g., available vacant land and municipal bulk service capacity), in order to identify how education infrastructure can be delivered differently and strategically, as part of responding to the “new normal”.

#### **4.2.1 WCED Hotspot Profiling**

The examples below illustrate some of the hotspot analysis undertaken thus far. This U-AMP starts to incorporate a more comprehensive spatial overview.

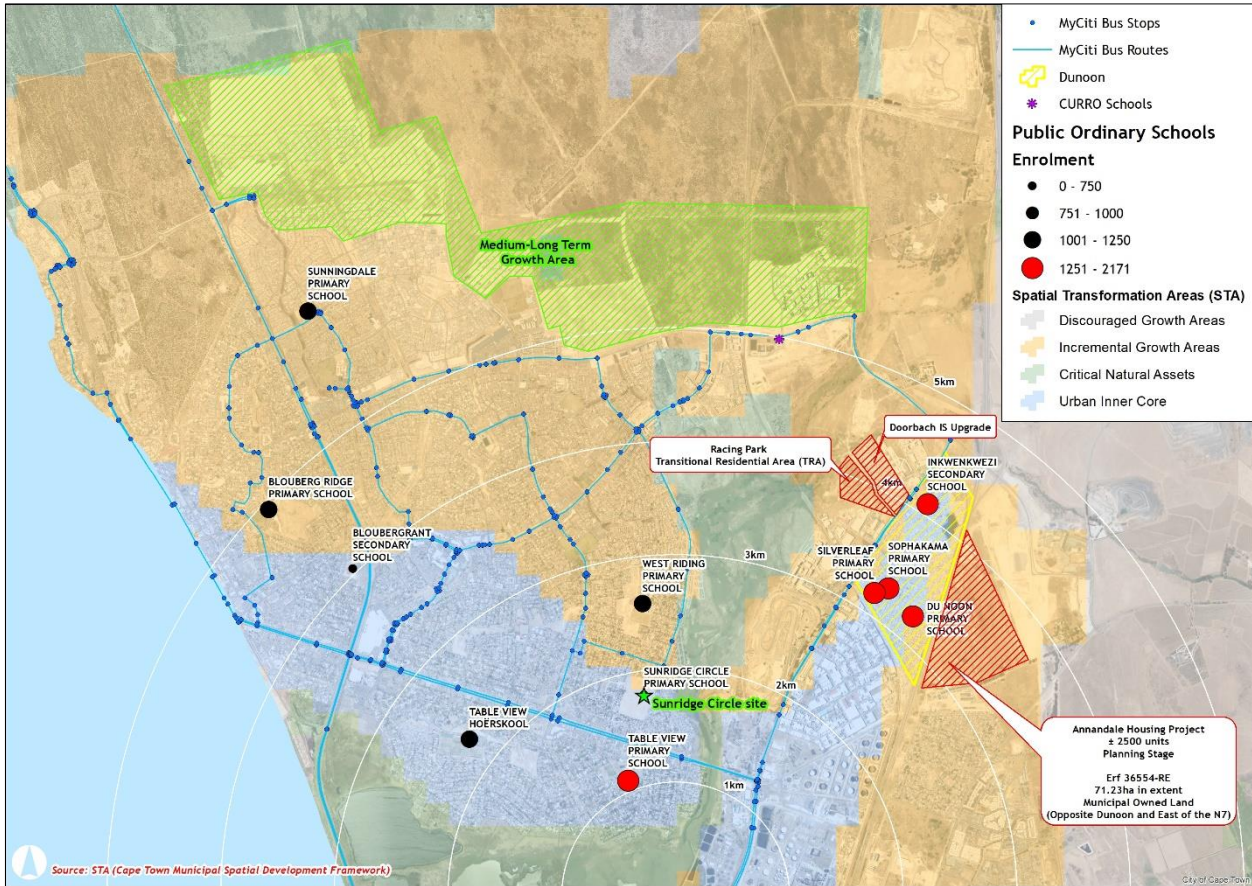
The broader spatial analysis which has been conducted identified learner enrolment pressure areas by using indicators such as population estimates (2020) together with its variables with an understanding of urban growth across the built environment.

Due to the urbanisation rate within the Province, one of the many challenges faced by the WCED is being able to secure suitable land for future educational infrastructure timeously. Land and development constraints have become a consistent challenge, specifically in the hotspots. While land is continuously being identified by communities and other staff of the WCED, there is context to land that it is either not zoned accordingly, presents environmental constraints on it which prohibits development of the land or not serviced adequately with municipal services. From a sanitisation point of view, the WCED is very much dependent on the local municipality to ensure that all its schools have the recommended municipal services installed prior to the schools being established and operational. From a land perspective, the WCED is very dependent on the DOI to acquire/lease land timeously in order for the WCED to respond appropriately to the education infrastructure needs.

The following section provides context to each of the hotspot areas across the Province and includes the WCED's infrastructure plan over the short, medium and long term:

##### **4.2.2.1 Dunoon/Milnerton**

While this is an area of concern for the WCED in terms of access to suitable land within Dunoon and to also address the rapid growth taking place within the wider Milnerton area, the area also presents inadequate bulk infrastructure which places existing and future education infrastructure at risk. Due to the challenges around land, specifically in Dunoon, the WCED is forced to make provision for schooling at nearby areas. The WCED's short term approach is to build temporary schools in Sunridge Circle and over the medium-long term period, increase capacity within the Sunningdale and Rivergate areas through the Sunningdale High School and Rivergate Primary and High Schools.



**Map 4.2: Du Noon/Table View area**

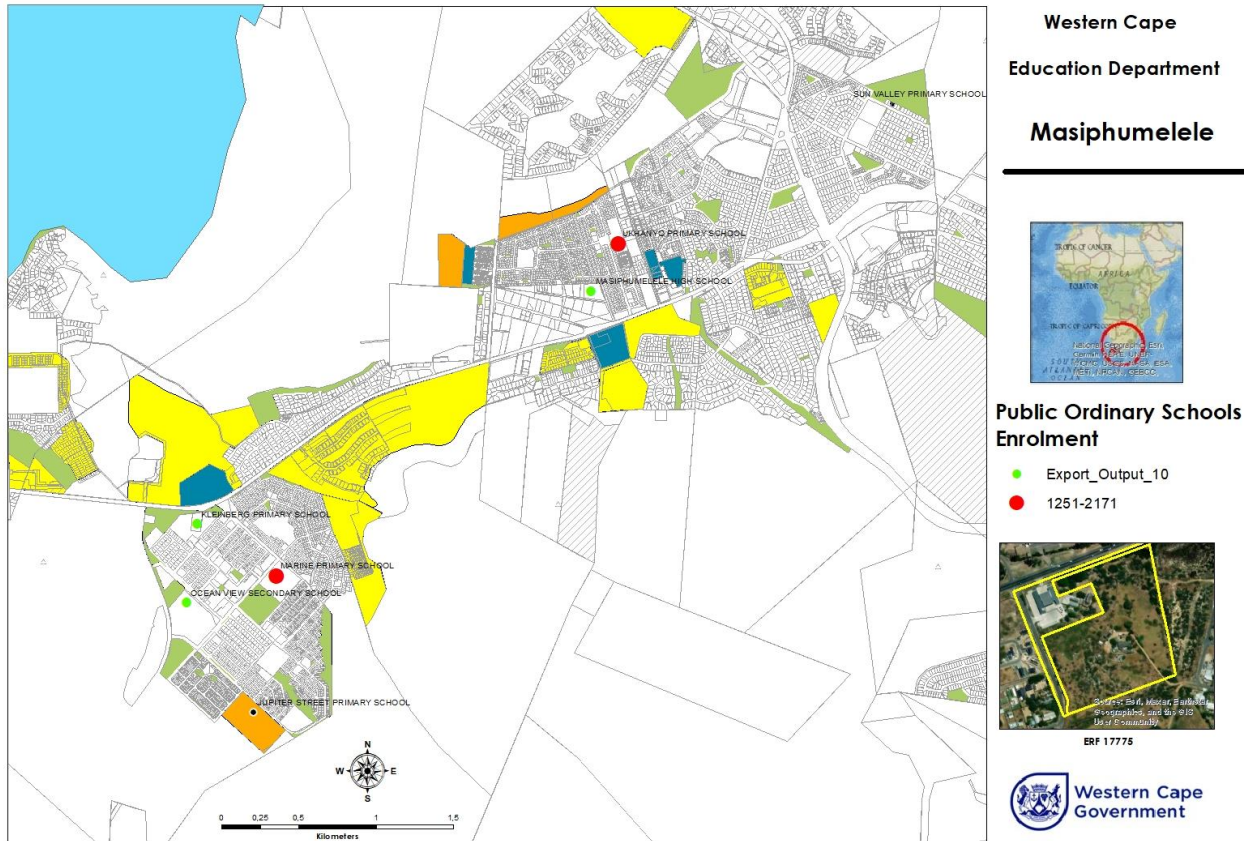
4.2.2.2 Bloekombos/Wallacedene

Despite being on the brink of building a new primary school in Bloekombos, the land which has been planned for the new primary school has been invaded. Furthermore, high school learners being transported from Klapmuts on a daily basis has not made it any easier to stabilise the wider Kraaifontein area. The WCED now seeks an alternative site to continue the building of a new primary school over the medium term with the Blue Ridge Sports Complex identified. Over the short term, the WCED will be expanding at existing schools using mobile units.

4.2.2.3 Ocean View/Masiphumelele

This is an area where the WCED is also faced with challenges around securing land. To date, offsetting the learner enrolment pressure from Masiphumelele has been addressed within Ocean View which is not conducive recognising dynamics of each community. While Ocean View is not located far

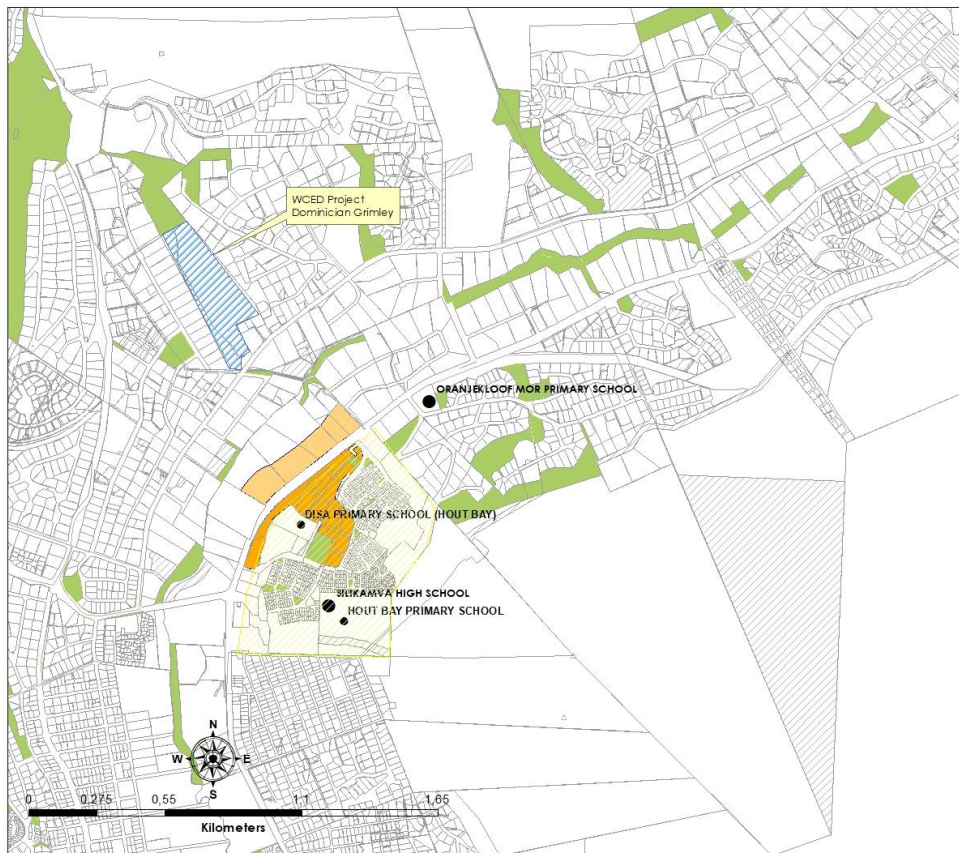
from Masiphumelele, the community of Masiphumelele has expressed the need for greater education provisioning recognising the formalisation of the existing informal settlement. As of late, the WCED has identified Erf 17775 which is currently being explored by the DOI. The site is owned by the CoCT.



**Map 4.3: Masiphumelele/Ocean View area**

#### 4.2.2.4 Imizamo Yethu/Hout Bay

This area presents overall enrolment pressure experienced by the WCED. Its terrain does not also favour education infrastructure since it is located in the middle of an informal settlement. On this note, the limited developable land made available is currently being pursued for a future primary school over the short term. In addition, over the medium term, the WCED will also be repurposing the Dominican Grimley School.



**Western Cape  
Education Department  
Imizamo Yethu**



**Public Ordinary Schools  
Enrolment**

- 1000-2171
- 751-1000



**Map 4.4: Hout Bay area**

4.2.2.5 Delft/Mfuleni

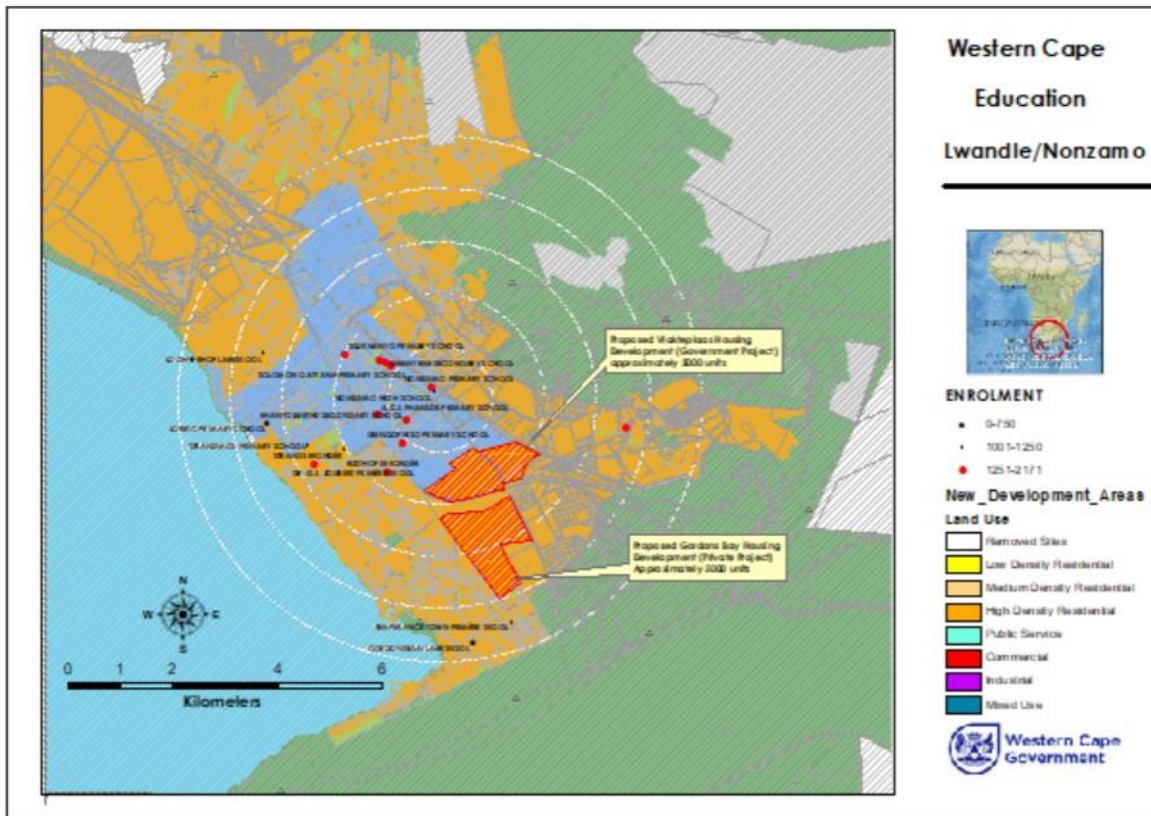
While Delft has experienced an injection of education infrastructure over the past 3 – 5 years in the form of new brick and mortar schools, the existing schools in the area requires relief based on existing enrolment figures. The WCED is currently addressing the short-, medium- and long-term education infrastructure needs of Mfuleni through the construction of mobile units over the short term and the construction of a new brick and mortar school (primary and high) over the medium – long term period in the form of the establishment of new brick and mortar junior high schools on existing school sites.

4.2.2.6 Lwandle/Nomzamo

An area that has continued to expand has also been experiencing enrolment pressure which the WCED is responding to by building an all-inclusive learning facilities at the Lwandle Site being developed over the medium term within a shared precinct approach with the Department of Health.



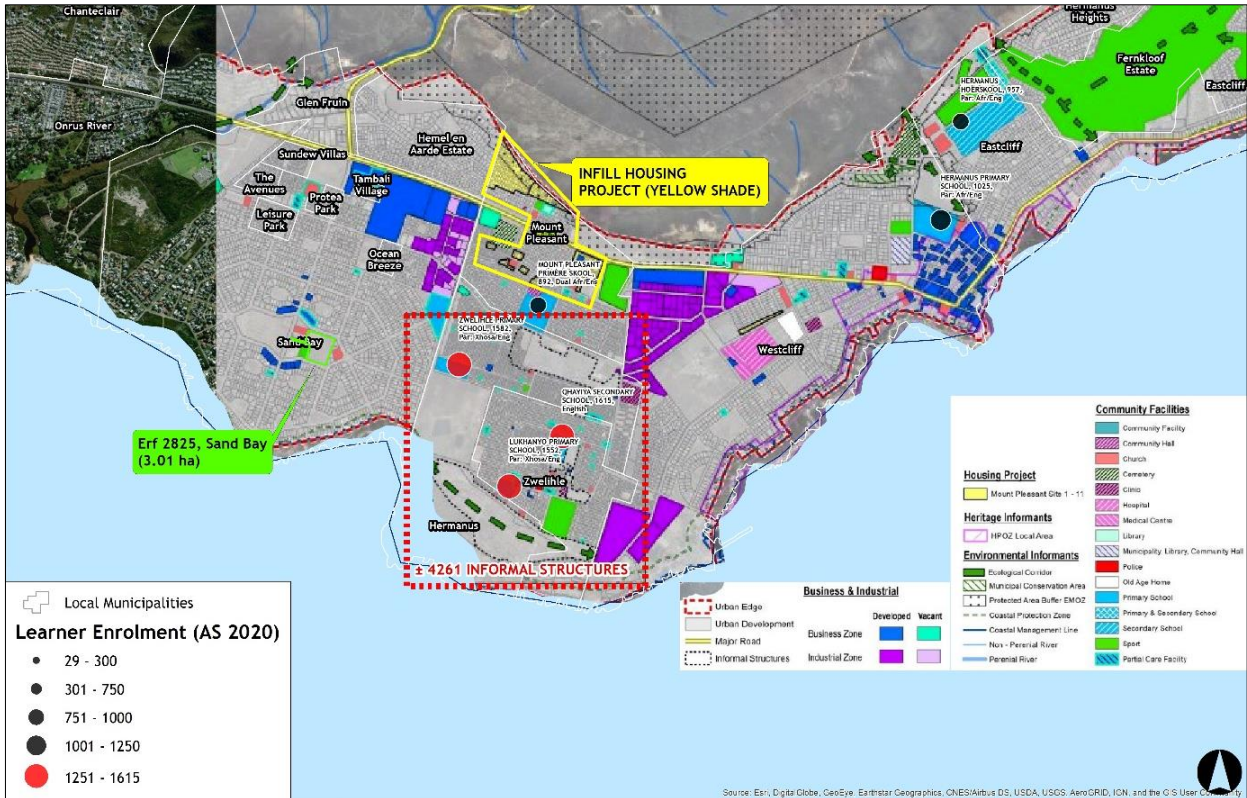
The project aims to provide relief to many schools in the surrounding area which are oversubscribed. In the short term, the WCED will also be expanding at existing schools in the form of both mobiles and brick and mortar. The WCED is also cognisant of the significant residential growth anticipated from both government (Vlakteplaas) and private developer (Gordons Bay). As part of ensuring that the education need is met, the WCED is in discussion with regards to earmarking sites for future education provisioning.



**Map 4.5: Nomzamo/Strand area**

#### 4.2.2.7 Zwelihle/Hermanus

While the community of Zwelihle is calling for housing, they are also calling for greater education provision. The existing schools within the wider Zwelihle area is considered oversubscribed with limited space for expansion and in addition, securing suitable vacant land within Zwelihle has also been a challenge for the WCED. While land could be made available through the formalisation of the informal settlement in Zwelihle, this is dependent on the timing of Human Settlements which can exacerbate the education need further. The WCED is therefore planning to build a technical school in Sandbaai and junior high school in Fisherhaven over the medium term.



**Map 4.6: Zwelihle/Hermanus area**

4.2.2.8 Grabouw

Grabouw has been a challenge for the WCED in that the scarcity of suitable land has made it difficult to respond timeously to the education needs of the wider Grabouw area. To the western part of Grabouw, schools are mainly oversubscribed in poor socio-economic conditions whereas the area to the west (affluent neighbourhood) is less impacted. Learner transport servicing schools within Grabouw does not also make it easy to stabilise the area. Despite community tension, the WCED is in construction with the replacement of Umyezo Wa Ama Pile Primary school (Mobile School) and has plans to build another primary and high school over the medium term.

4.2.2.9 Kayamandi

This hotspot is overpopulated within a predominant informal settlement layout. The schools currently in Kayamandi are oversubscribed and requires relief and also new capacity to accommodate the urban growth. Securing land in Kayamandi has been a challenge for the WCED. Learner transport into Kayamandi has also added to the strain faced.

#### 4.2.2.10 Saldanha/Vredenburg

The wider Saldanha and Vredenburg area has presented enrolment challenges to the WCED, however, at various levels in which the WCED needs to prioritise its infrastructure plans. While Saldanha Bay is considered a 'catalytic' location for the WCED in the sense that there are opportunities to satisfy the technical/vocational programme being so close to the Industrial Development Zone (IDZ) – the need is currently more along the St Helena Bay/Veldrif coastline. Inadequate education infrastructure in the St Helena Bay and surrounds has caused that schools in Vredenburg become oversubscribed where learner transport routes converge at. The WCED is therefore planning to build a high school in St Helena Bay over the medium term and building an Extra-Extra Large (XXL) primary school over the medium term as well in Vredenburg. In addition to the new brick and mortar schools, enrolment pressures specifically in Vredenburg is seen to be addressed over the short-term period through expansion, using both brick and mortar and mobile units.

#### 4.2.2.11 Thembaletu/George

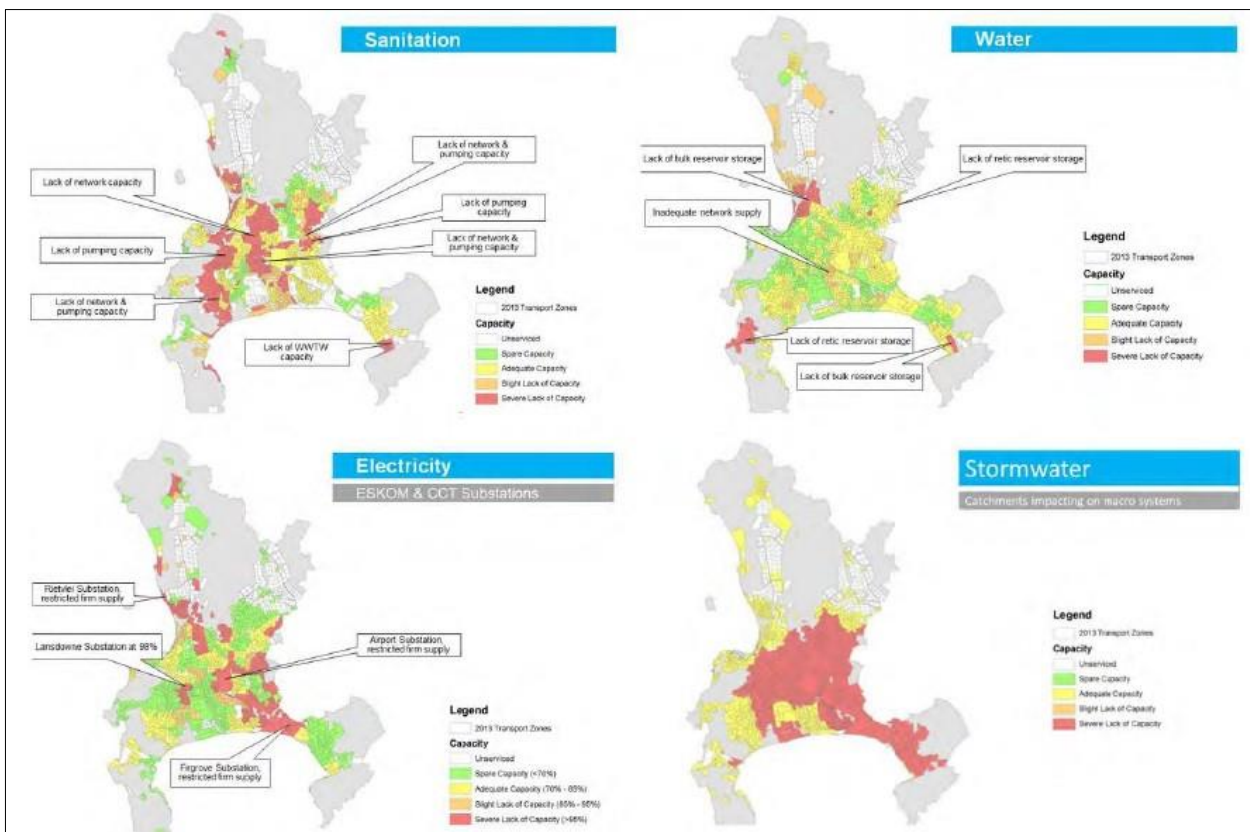
An area that is experiencing growth specifically in the residential sector. The Thembaletu and Pacaltsdorp areas has shown greater need for education provisioning. These areas are also faced with a degree of informality in terms of its existing residential stock and through the formalisation thereof, it has placed further strain on the WCED. The WCED also hopes to promote better access to surrounding schools through the Go George Bus network. The WCED established a mobile start-up school in Thembaletu, Tabata Street Primary School.

#### 4.2.2.12 Knysna/Concordia

Knysna is part of the gateway to the Garden Route and as such, grows at an alarming rate as the influx of families from other provinces caused informal settlements to be established in rather unlikely places, leading to a shortage of many essential amenities like health, educational as well as recreational facilities. The rapid growth of the population places enormous strain on already limited resources and it necessitates novel and innovative ways to create appropriate spaces for the establishment of the necessary community facilities. Concordia is a densely populated township in Knysna which is situated in a geographically challenging area where very little space exists for any further infrastructural investment of any sort. The WCED is therefore planning to build a primary school to replace the Concordia Primary School mobile school over the medium term and another primary school over the long term.

4.2.2.13 Mossel Bay

Mossel Bay has grown exponentially during the last few years and accommodation for school-going youth who offer English as LoLT has become a challenge, particularly for Grade 8 learners, as many of the primary schools have started offering English as LoLT, but the 2 High Schools could not keep up with the demand. At the same time, the demand for placements in Schools of Skills for learners of Mossel Bay and those of Albertinia, Riversdale and Heidelberg have also become a challenge, as the closest facilities are in George and many parents do not want their children far from home but can also not afford to transport their kids there daily. The WCED plans to establish a mobile high school in the short term and have plans to build a Technical school and primary school over the medium term.



Bulk Service Capacity, 2016	
	Unserved
	Spare Capacity
	Adequate Capacity
	Slight Lack of Capacity
	Severe Lack of Capacity

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**Map 4.7: City of Cape Town (Metro Education Districts) – Bulk Infrastructure Service Capacity (2016)***Utilities*

The provision and maintenance of physical infrastructure and social amenities needs to respond to the formal and informal development patterns that have shaped Cape Town. Similarly, the provision of new infrastructure remains an immediate and direct mechanism that the City has available to direct the pace and direction of future growth. It is important to acknowledge deficiencies and deficits in the current networks and systems and to sequence the prioritisation of infrastructure programmes with the spatial and socio-economic priorities. Ensuring municipal bulk infrastructure provisioning has adequate capacity for the development of new schools in learner enrolment hotspot areas is of critical concern to the WCED. Map 4.7 illustrates the bulk infrastructure capacities associated with the sanitation, water, electrical and stormwater networks within the City's municipal area. These capacity constraints present a significant challenge for the delivery of education infrastructure in identified hotspot areas, where creating additional educational capacity to accommodate increasing learner enrolment pressure is a dire need.

Furthermore, municipalities levying Development Contributions (DCs) presents a concern, as education infrastructure delivery is directly impacted hereby. Municipalities levying DCs to sector departments for social infrastructure delivery has significant budget implications and directly impacts on the Department's fiscal capacity to deliver education infrastructure, as exorbitant DCs could result in new school projects in hotspots becoming unviable.

**4.3 Forging a new path for infrastructure delivery**

Forging a new path for infrastructure delivery premised on resilient growth, equitable access to quality education and which positions the education system for future fit and relevant education calls for alternative solutions to respond to the plethora of challenges the Department is faced with. Current budget constraints considering the infrastructure backlog and not being able to access suitable serviced land timeously where it is required has called for a more direct way of delivering infrastructure where the unit of analysis becomes the learner. It is important for the WCED's Infrastructure Planning unit to consult the necessary stakeholders (internal and external) timeously in order to provide clear principles with regards to future infrastructure needs. Communication with regards to infrastructure matters/plans to schools needs to be conveyed clearly by the WCED's Districts Directorate who is also required to understand the infrastructure challenges faced, specifically at the beginning of the academic year. As part of the infrastructure objectives,

investment will be aimed at promoting equitable access to education which also needs to consider the long-term impact. Therefore, infrastructure/budget planning will be informed by the following methodologies:

- **Effective Utilisation of Land:** The fact that land is a highly contested aspect in South Africa and particularly in the Western Cape where rapid urbanisation has resulted in sky-rocketing property values it has necessitated that the WCED approaches land utilisation differently. To this effect, the WCED intensely scrutinizes all new greenfield development applications with the sole objective of increasing the amount of sites allocated for education purposes and increasing the size of the sites allocated for education purposes in order to ensure the sufficient provisioning of land for future educational infrastructure in all areas in the province, education precinct development through the building of multiple schools on a single property this will result in a increasing the amount of capacity in areas where demand significantly exceeds the supply of educational infrastructure and obtaining well located municipal-owned land at nominal rates instead of market-related property rates which has previously rendered new school development unfeasible due to the costing of the acquisition of expensive land parcels. Furthermore, owing to the fact that the WCED previously developed schools on large tracts of land which resulted in the under-utilisation of space on existing school land, the WCED will now develop new schools on those under-utilised school land parcels in areas where the demand requires new educational facilities.
- **Design Driven Solutions:** The WCED has adopted design archetypes in the form of a kit-of-parts which will result in sophisticated design in all new school developments as the WCED has incorporated previous lessons learnt from an architectural point of view in relation to operational maintainence of new school buildings, adaptation of infrastructure to climate change and utilisation of new constuction technologies and materials. The simplicity of the designs will ensure that fit-for-purpose buildings will be developed in order to provide quality educational opportunities while value for money would be achieved through the effective and efficient delivery of educational infrastructure through the reduction of life cycle costs of the schools.
- **Strategic Pipeline Portfolio:** The WCED has developed a strategic portfolio of sites which will be developed over the 2024/25 MTEF Period and beyond. The sites which have been added to the strategic portfolio have been identified and selected in relation to the current learner enrolment pressure areas as well as projected learner enrolment pressure areas based on

trend analysis. The sites on the strategic portfolio serves as the pipeline of projects of the WCED through the rationalising of the most suitable sites for the construction of new schools, construction of replacement schools and repurposing of existing buildings. All sites on the strategic portfolio will undergo the land development process in order to obtain all the necessary statutory approvals to move the projects through the Framework for Infrastructure Delivery and Procurement Management Stages 1 to 4 to obtain construction ready status as different conditions are prevalent on the different sites. The strategic portfolio of sites also serves as a project tracking mechanism which allows the WCED to accurately predict the date of construction commencement and completion with regard to the opening of new schools and classrooms which is critical in the education planning process.

#### **4.3.1 The Rapid School Build Programme**

Due to the challenges in the current educational infrastructure delivery model the WCED has developed the Rapid School Build Programme (RSBP) to rapidly expand the number of new school places to accommodate the sustained levels of net growth in student enrolment, within the context of an increasing service mandate and in response to heightened demands for equitable access to quality learning and skills development opportunities.

The key deliverables of the RSBP is to fast-track the design and construction of beautiful new schools in geographic areas of critical school shortage across all municipalities in the Western Cape, the use of new construction technology and project delivery methods to add classrooms and education facilities that would expand access to skills development and the implementation of catalytic projects that helped schools withstand shocks and stresses, safety, water and sanitation, and energy.

The RSBP ensures broader local stakeholder and community engagement is prioritised in terms of involvement in the planning and design of new schools and building community resilience and wellbeing. It involves a improved delivery management strategy – rapid school builds for better access with reference to PPP, IA's, framework agreement, outsourcing, and in-house SGB build programme. The key success factors of the initial RSBP roll-out included the following: proactively engage public stakeholders to assess priorities and changing needs; co-create services and

solutions; use education principles to guide school designs; drive a culture of urgency – the speed at which things were done; and focus on value adding activities for beneficiaries.

Therefore the WCED will expand the RSPB in the 2024/25 Financial Year however it should be emphasised for a project to be considered to be part of the RSBP it needs to meet a number of enabling conditions related to land, design, capital and partnerships.

#### **4.3.2 An Differentiated Approach**

Improving equitable access to quality education remains a priority for the Department. However, vacant land is often in short supply in areas where learner enrolment pressure is most pronounced. Within this MTEF period, infrastructure investment will be channelled toward the expansion of well performing schools within and surrounding learner enrolment pressure areas. The Department is also in the process of considering piloting “mega schools” as a response to increasing learner enrolment pressure at schools in the Province. The aim hereof is to increase the current maximum capacity of conventional extra-large primary and secondary schools (currently 1240 and 1480 learners, respectively). Furthermore, greater emphasis has also been placed on developing a systemic approach to planning for education infrastructure, which considers identifying strategically located tracts of land at existing schools for new school projects as well as learner transport as part of an integrated planning response to alleviate learner enrolment pressures in hotspots.

As mentioned, over the next five years the Department will focus its energy and resources on implementing the STEAMAC strategy to increase learners’ access to Technical, Agricultural, Vocational and Skills subjects at schools. It is proposed that these specialised schools of skills (i.e., focus schools) are to be spatially linked to economic sectors across the Province. Infrastructure investment will be directed to the construction of focus schools in spatially targeted areas, to equip learners with skills relevant to the local and regional economic sectors across the Province.

Although the WCED has a number of existing agricultural schools and schools offering agriculture subjects, the important role that agriculture and agricultural processing plays within the Western Cape economy, necessitates the WCED to investigate the need to either transform existing agricultural schools and make them more accessible (transform in demography and to expand on infrastructure) or establish new agricultural schools that would be accessible to the broader community. The initial strategy is to locate an additional fully-fledged agricultural school in the Cape



Winelands District. Other possibilities exist whereby the curriculum offerings at existing schools, located in rural communities, could be expanded to accommodate agricultural subjects.

The WCED is also planning towards building an aeronautical school in the Stellenbosch area. Although these sector specific schools could greatly assist in the development of the economy, it has to be coordinated within the realms of limited resources and pressure on limited accommodation. Within the constraints of these factors, the WCED proposes to investigate these options/alternatives further and link it to an existing school or industry which specialises in aeronautics (e.g., a flying school).

Equipping learners for participation in a 21<sup>st</sup> century society and economy, presents a significant challenge to our current education system. Creating enabling learning environments which support and promote the innovation required to foster 21<sup>st</sup> century teaching and learning (i.e., future fit and relevant) requires investment in special purpose facilities which are sufficiently flexible, in terms of facility design and use as well as foster new ways of learning focused on skills development. This U-AMP responds by allocating infrastructure spend toward the school improvement programme, which incorporates the upgrading and repurposing of underutilised school facilities in support of technological and vocational focused learning and curriculum (e.g., robotics, coding, agriculture, arts, etc.), to equip learners with the skills and capabilities required to participate in the 21<sup>st</sup> century world of work.

Mainstreaming digital education has been identified as having the potential to “leapfrog inequality” using technology to develop within learners, a broad suite of skills (e.g., robotics, coding). In the South African context, concerns have been raised regarding the potential of digital education to widen the social and digital divide. Providing access to technological and vocational focused learning and curriculum resources in spatially targeted areas, based on a digital education model, is therefore critical to promote equitable access to a future fit and relevant education. The digital education model proposes to build on the investment and success of the Department's e-learning initiatives which are transforming teaching and learning pedagogy through the adoption of technology into classroom practice. However, the dynamics of the digital environment and that of digital education differ to that of the traditional educational model of teaching and learning - both with pros and cons which require consideration. The WCED is committed to providing economically viable educational spaces that meet the needs of the modern educational environment.

Forging strategic partnerships to facilitate access to innovative learning platforms, is also critical considering capacity and funding constraints. The WCED has an established partnership with the Archway Foundation which provides historically under resourced schools with halls. Through this partnership, the Department is proposing to optimise the use of halls as digital hubs and innovative learning spaces to extend the reach of access to quality education focused on skills development, in spatially targeted areas. It is proposed that conceptualising halls which are sufficiently flexible to function as technology rich learning spaces will enable schools to mainstream the use of technology to a larger audience of learners and educators, by means of telematics and the streaming of lessons using web-based technologies.

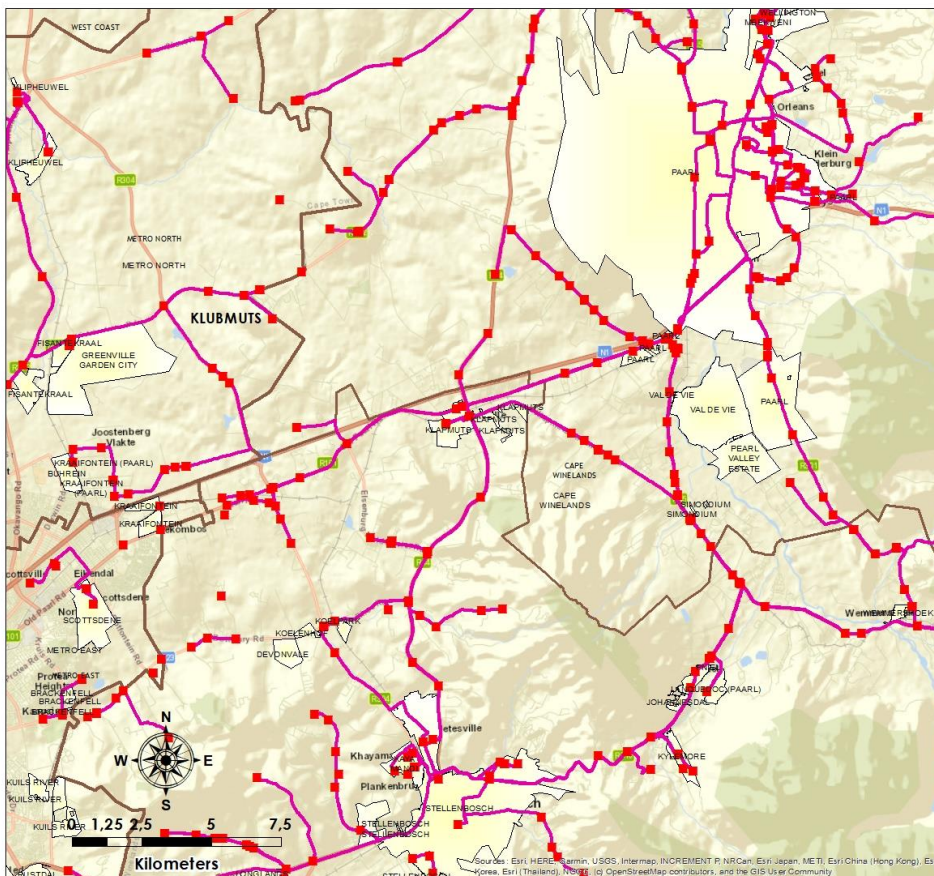
The WCED has also established a partnership with the Centre for Learning Technologies at Stellenbosch University to pilot The Telematics Schools Project, in 2009. It has been lauded for using satellite technology to broadcast quality teaching in order to reduce the gap between underperforming and top performing schools. This intervention seeks to improve the Grades 10 through 12 year-end results of participating schools via the interactive satellite platform of the Stellenbosch University Telematics Division, which is making the service available to the learners at no cost. These partnerships potentially present opportunities for further strategic synergies and format modifications in order to mainstream digital education to improve access to quality education (e.g., infrastructure investment toward strategically located digital resource centres/learning hubs in areas with high numbers of unplaced learners could facilitate access to learning resources).

#### **4.3.3 Revitalise Hostels and recalibration of learner transport routes**

The Infrastructure Strategy has identified the need to revitalise hostels and recalibrate transport to improve access to quality learning opportunities. Greater emphasis has therefore been placed on developing a systemic approach to planning for education infrastructure which considers learner transport and hostel accommodation as part of an integrated spatial planning response focused on promoting equitable access to quality education.

The utilisation of hostels and the cost attached to the transportation of learners have been considered during the district analyses and has informed decisions on infrastructure investment. Hostels offer definite educational benefits to learners vis-à-vis the cost, security and safety of the daily transportation of learners. Learner transport is provided for the following main reasons: the transport of learners in remote rural settings to the closest school, the lack of public transport available and the transport of learners from one area to another for the preferred language medium of instruction. The

latter is apparent in a number of settings in the Western Cape such as in Malmesbury, Gordons Bay and Klapmuts. In the case of Klapmuts, learners are transported to neighbouring areas of Mbekweni, Paarl and Kraaifontein for a specific language medium school which causes significant enrolment pressures in the neighbouring areas that leads to the establishment of hot spot areas as shown in the Map below. This is the apparent in the case in other hotspot areas of Du Noon, Hermanus/Zwelihle, Lwandle and Grabouw. The WCED is in the process of spatially analysing the existing learner transport routes to rationalise them to ensure an improvement in the roll-out of its learner transport scheme as currently there is a number of inefficient routes in existence which have significant cost implications from the increasing price of fuel (petrol and diesel) for the WCED.



**Western Cape  
Education Department  
LEARNER TRANSPORT**



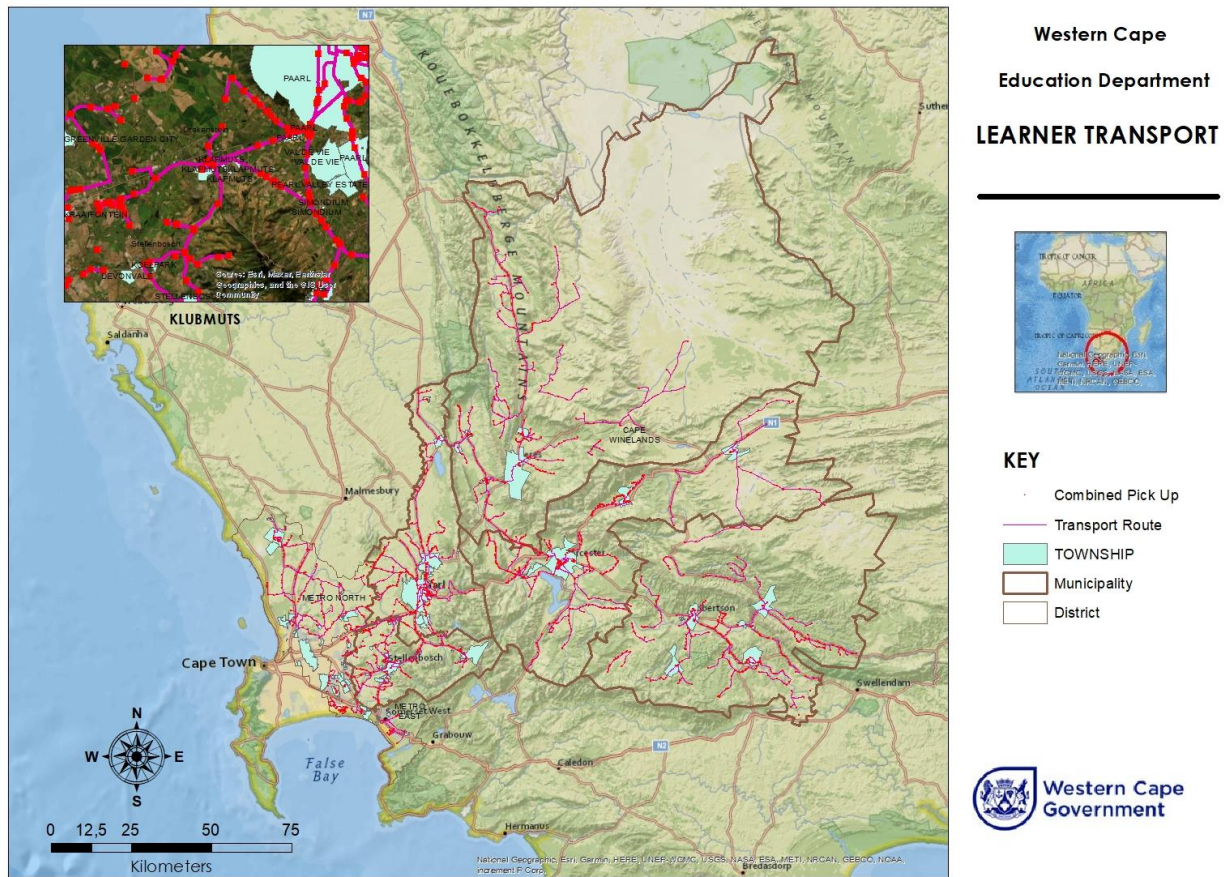
- KEY**
- Combined Pick Up
  - Transport Route
  - TOWNSHIP
  - Municipality
  - District
  - ⊕ Education Districts



**Map 4.8: Klapmuts Learner Transport Routes (WCED, 2023)**

Currently in total, the WCED manages 617 transport routes (456 contracted and 161 devolved). These routes transport 60 388 mainstream learners, 1339 School of Skills learners and 1326 Grade R learners, in total. The daily transportation on buses holds a high safety risk to learners, given the conditions of the roads, human error and inclement weather. Therefore, it is the Department's intention to reduce

the number of transport schemes and to gradually replace the need for transport with infrastructure investment.



**Map 4.9: WCED Learner Transport Routes (WCED, 2023)**

The WCED has in total 204 hostels across 139 schools (LSEN and Public Ordinary) with varied utilisation levels – fully utilised to vastly underutilised. 68 hostels are allocated to 33 schools within the LSEN Sector while 136 hostels are located to 106 school in the Public Ordinary Sector. There are various reasons for the utilisation of hostels which will have to be reviewed if the Department wants to optimally utilise its hostels. The Metro Districts alone in total consist of 28 schools (16 LSEN and 12 Public Ordinary) with 44 hostels (27 LSEN and 17 Public Ordinary).

In terms of utilising underutilised hostels as educational spaces (specifically near hotspot areas), the WCED will need to investigate the availability of underutilised hostels within the Metro area to determine how these facilities could potentially be used as educational spaces in an effort to accommodate unplaced learners. The WCED have contemplated the idea of providing learning

resource centres in hotspot areas to assist with unplaced learners. Using underutilised hostels within the Metro and other hotspot areas is, however, only an option should the hostel be made available by the school for this purpose and should it be accessible to unplaced learners. Limited options are available within the Metro area, however, schools such as Durbanville High School, Jan van Riebeeck High School and Groote Schuur High School has been identified as having potential to further investigate.

The need for hostel accommodation exists in the rural areas and towns, where a more comprehensive education programme can be offered. Hostels provide a safe environment for learners to stay, three meals per day, study facilities, supervision, teacher support, and time to participate in after-school and/or extra-curricular activities. Although the utilisation of hostels has become a priority to the WCED in recent years, recent engagement with districts has highlighted the fact that parents would rather opt to send their children on a subsidised bus route than having to pay for hostel accommodation.

To optimally utilise infrastructure, small schools with hostels with a low utilisation, have been looked at in order to maximise utilisation. Where these schools are located within reasonable distance from bigger schools, a cluster will be created which will incorporate the small farm schools. To facilitate the clustering, schools will be expanded by adding more classrooms. Hostels will also be expanded, if necessary, to accommodate learners and in line with the broader strategic objectives. There will always be exceptions in remote areas or where it is impractical to consolidate schools. The Department has a 5-year funded hostel refurbishment plan that addresses the maintenance of existing hostel facilities, including the replacement of furniture and kitchen equipment.

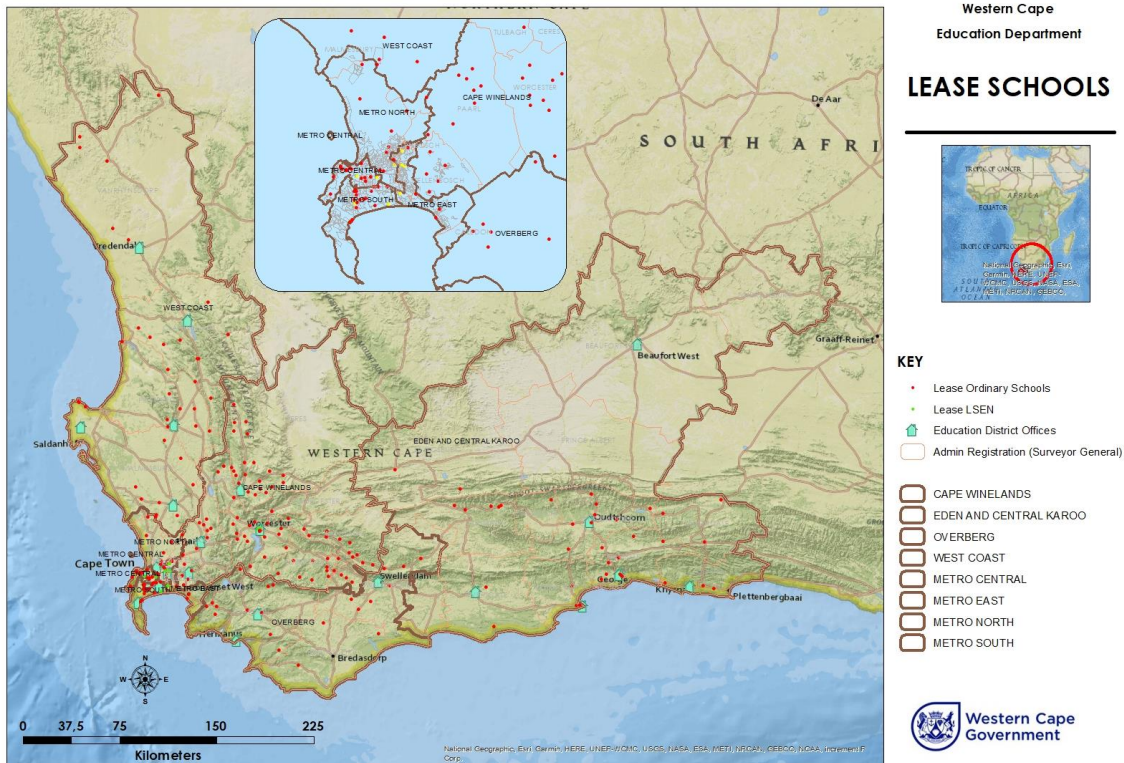
#### **4.3.4 Update Lease Strategy for small schools in rural districts**

As part of the efforts to improve land management, the WCED will be updating the lease strategy. The WCED is currently leasing 252 properties that are used as Public Ordinary and LSEN (i.e., learners with specialised educational needs) schools as well as other educational facilities on private property. Table 4.2 indicates the spread of leased schools across the eight Education Districts.

DISTRICTS	NUMBER OF LEASES	%
CAPE WINELANDS	89	35
EDEN AND CENTRAL KAROO	42	17
METRO CENTRAL	20	8
METRO EAST	9	4
METRO NORTH	10	4
METRO SOUTH	19	8
OVERBERG	26	10
WEST COAST	37	15
<b>Grand Total</b>	<b>252</b>	<b>100</b>

**Table 4.2: Number of school facilities leased by the WCED**

Most leased schools in the rural areas are small schools with fewer than 230 learners – about 138 of the schools. Some of these schools are located in close proximity to one another, as well as to towns where existing schools are underutilised. The District Analyses suggest the merger of these underutilised Public Ordinary leased schools and moving these learners to underutilised schools in towns and other central more accessible areas. This means creating a centralised hub of education facilities with improved access to quality educational services. At the very least the consolidation of leased schools is required, not only to save cost on lease payments, but also to allow for adequate investment and quality education in rural schools. Investment of maintenance and provision of additional facilities such as ablutions, libraries and other facilities identified as norms and standards backlogs are not the likely option on privately owned property. In such instances it is recommended that such leased facilities be identified for purchase by the State to allow for proper maintenance and investments at such facilities.



**Map 4.10: The distribution of leased schools throughout the Province**

The 59 leased schools in the Cape Metropolitan area are concentrated in older suburbs, mainly the southern suburbs and central Cape Town where some neighbouring schools are underutilised. With better enrolment management some of the learners at leased Public Ordinary schools in the Metro could be accommodated in existing Provincially owned schools within the same areas to allow for savings on leases. In addition to the findings of the District Analyses, the WCED has recently approved a strategy to assess and consolidate properties leased by the WCED for educational purposes. This strategy provides further guidance in relation to the longer-term management of leased facilities and identifies specific strategies to assist the WCED in reducing the burden of the leased portfolio on the budget.

Given the current fiscal constraints in the Republic of South Africa that impact on national government's ability to provide additional funding to provinces, WCED is actively researching and developing new strategies to address infrastructure backlogs, based on principle aim of doing "more with less" by eliciting "value for money" in the planning and delivery of education facilities in the Western Cape (refer to Chapter 6 Programmes and Projects and Chapter 8: U-AMP Improvement Programme).

## CHAPTER 5: WCED INFRASTRUCTURE PORTFOLIO: THE SUPPLY SIDE

### 5.1 WCED Facilities: State Owned and Leased Property

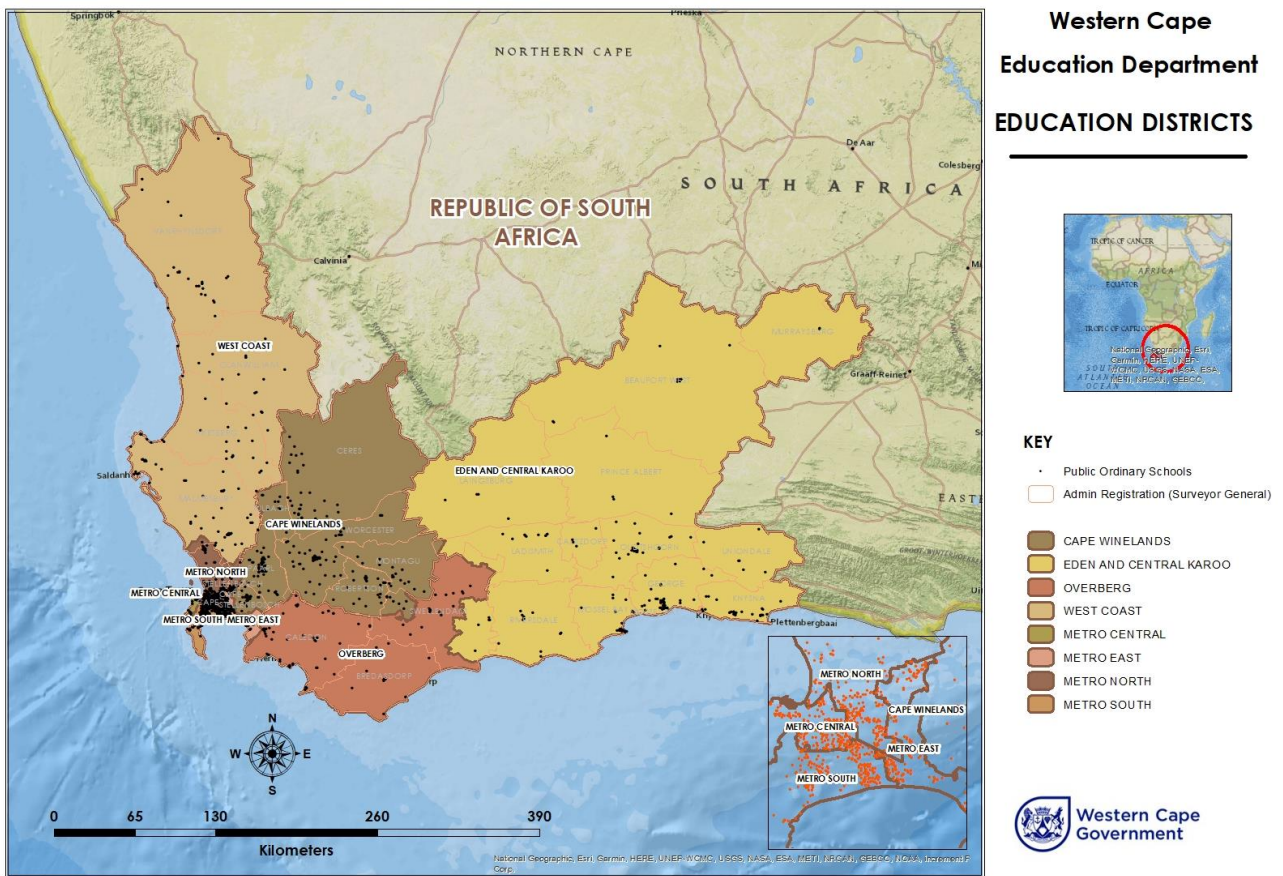
The WCED uses education infrastructure on both state-owned, as well as on leased property. This infrastructure includes Public Ordinary Schools, Special Needs Education Schools, Early Childhood Development Centres, Office Accommodation and Miscellaneous facilities, e.g., music and art centres, service points in certain Districts, etc. As far as state-owned property is concerned, the WCED is a user-department, through the Western Cape Department of Infrastructure (DOI), who is the custodian of all provincially owned property. Although the DOI is the custodian of all provincially owned property, it is through the WCED's education budget that new school property is established and maintained. Table 4.1 below indicates the different education facilities in the Province used by the WCED.

INSTITUTION	GOVERNMENT OWNED FACILITIES	LEASED FACILITIES	TOTAL
Public Ordinary School (including 8 ECD Centres)	1238	<b>237</b>	1475
Special Needs Education School (LSEN)	60	<b>15</b>	75
Office Accommodation	28	8	36
Miscellaneous	11	3	14
<b>TOTAL</b>	<b>1337</b>	<b>263</b>	<b>1600</b>

**Table 5.1: WCED Accommodation Summary**

The Western Cape has a rich history of the involvement of religious institutions, farmers and other institutions who all lease infrastructure to the WCED for educational purposes. This is especially evident in the rural areas where faith-based groups and farmers avail buildings. The following map (Map 5.1) provides a picture of the location of the WCED schools per Education District.





**Map 5.1: Western Cape Education Districts and the distribution of schools throughout the Province**

Map 5.1 shows a high concentration of schools located in the Metro areas (i.e., City of Cape Town) which is home to more than 60% of the Western Cape's population and represents only 2% of the Province's total land. The map also illustrates the distribution of schools outside of the Metro which reflects the uneven distribution of schools between the Metro and non-metro areas. Both these scenarios present unique challenges, in terms of ensuring school provisioning is both adequate and appropriate in the given context.

Templates 2.1, 2.2, 2.3 and 2.4 provide the full list of all accommodation currently in use by the WCED for Public Ordinary and LSEN Schools. Table 5.2 outlines the distribution of leased and state-owned school properties across school types.

EDUCATION DISTRICTS	ECD	PUBLIC ORDINARY SCHOOLS				PUBLIC SPECIAL SCHOOLS					Grand Total
	Preprimary School	Primary School	Intermediate School	Secondary School	Combined School	Hospital School	School of Skills	Special School	Special School Resource Cen	Youth Centre	
<b>CAPE WINELANDS</b>	<b>2</b>	<b>193</b>	<b>15</b>	<b>51</b>	<b>12</b>		<b>4</b>	<b>7</b>			<b>284</b>
Leased		77	6	2			1	3			89
State Owned		116	9	49	12		3	4			193
<b>EDEN AND CENTRAL KAROO</b>		<b>135</b>	<b>12</b>	<b>41</b>	<b>9</b>		<b>3</b>	<b>2</b>			<b>202</b>
Leased		38	4								42
State Owned		97	8	41	9		3	2			160
<b>METRO CENTRAL</b>	<b>4</b>	<b>141</b>	<b>1</b>	<b>60</b>		<b>3</b>	<b>3</b>	<b>13</b>			<b>225</b>
Leased		17		1				2			20
State Owned		124	1	59		3	3	11			201
<b>METRO EAST</b>		<b>116</b>	<b>4</b>	<b>61</b>			<b>3</b>	<b>8</b>			<b>192</b>
Leased		5						4			9
State Owned		111	4	61			3	4			183
<b>METRO NORTH</b>	<b>2</b>	<b>139</b>	<b>2</b>	<b>63</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>7</b>			<b>219</b>
Leased		8		1				1			10
State Owned		131	2	62	1	1	4	6			207
<b>METRO SOUTH</b>		<b>142</b>	<b>4</b>	<b>59</b>	<b>1</b>		<b>2</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>217</b>
Leased		15		1				3			19
State Owned		127	4	58	1		2	4	1	1	198
<b>OVERBERG</b>		<b>58</b>	<b>4</b>	<b>15</b>	<b>5</b>		<b>1</b>	<b>1</b>			<b>84</b>
Leased		24			1			1			26
State Owned		34	4	15	4		1				58
<b>WEST COAST</b>		<b>80</b>	<b>17</b>	<b>18</b>	<b>8</b>		<b>2</b>	<b>2</b>			<b>127</b>
Leased		34	3								37
State Owned		46	14	18	8		2	2			90
<b>Grand Total</b>	<b>8</b>	<b>1004</b>	<b>59</b>	<b>368</b>	<b>36</b>	<b>4</b>	<b>22</b>	<b>47</b>	<b>1</b>	<b>1</b>	<b>1550</b>

**Table 5.2: Leased versus State-owned properties across school prototypes and by District**

Immovable asset register

The DOI, as the custodian of state-owned property in the Province, is responsible for keeping an asset register for all immovable assets in the Province. The WCED annually, after the end of each financial year and as required by Provincial Treasury, submits a list of completed assets for that financial year

to DOI to enable the updating of asset registers. In recent years, the transfer of assets from the WCED to DOI has been delayed due to projects reaching practical completion but not DRAFT completion. This has led to the WCED having to retain these assets for more than 2 years in some cases. This problem is being addressed through renewed efforts to have DRAFT accounts on completed projects settled and assets transferred to DOI. The WCED also keeps a register of movable assets (mobiles) as required by GIAMA.

Of concern to the WCED is the increasing instances of land invasions on land allocated to schools. In most instances, property (erven) that are invaded lie beyond the fence line of schools. The instances of land invasions are becoming more frequent, which results in high legal costs to have illegal occupants removed.

The WCED will have to scrutinise the assets register of DOI to get a better understanding of the risk that the WCED is exposed to.

## **5.2 Accommodation Leased from Private Owners**

Although properties leased from private owners bring relief to infrastructure provision, especially in the rural Education Districts, the number and cost of leased property (20% of the total portfolio) places pressure on the WCED's constrained budget. The fact that such a large percentage of the portfolio is leased, affects the outcomes of other WCED programmes. In terms of the lease agreements signed between property owners and the Department, it is the responsibility of the owner to maintain the school building in an acceptable condition. If owners fail to do so, schools inform the Department where-after the owner is reminded in writing of his/her responsibility. The WCED takes responsibility for internal maintenance of the building, especially if the health and safety of learners and teachers are compromised. Generally, a large number of leased schools obtain poor condition ratings.

A second concern in respect of leases is the cost. The WCED has and will continue to assess whether or not a lease constitutes value for money and whether or not it is more/less expensive than other options such as transporting learners to facilities elsewhere or building a school nearby. The total cost of leasing private property for educational use in 2021/22 amounts to R71.759 million. The cost of leasing needs to be assessed against the cost of other options. Leasing will be part of the solution in some cases, particularly in rural areas. Leased facilities, in remote areas, currently serve the needs of the community in a cost-effective way because the provisioning of learner transport to the nearest

schools is often more expensive. The reduction of the WCED lease portfolio will be carefully assessed against the backdrop of continued safe accommodation of learners in rural areas, as well as meeting the other infrastructure priorities of the Department.

A third concern relates to the compliance with the N&S of school infrastructure and how it affects leased schools. The State cannot invest in property that it does not own. Consequently, leasing privately owned property to alleviate accommodation pressure, will not necessarily meet criteria as prescribed by the regulations relating to N&S for public school infrastructure. This could also affect teaching and learning circumstances at leased schools.

The WCED's overall intention is to reduce reliance on leased property wherever feasible. In instances where school amalgamation, centralisation or consolidation are under consideration, it follows that (all factors considered) the termination of any lease should be favoured over the closure of a school owned by the State. The WCED Leased Portfolio contains 252 leased facilities (Public Ordinary and LSEN as well as other educational facilities), and these properties are spread across the eight Education Districts as follows:

The District Analyses process assessed the leased accommodation of Public Ordinary Schools in the respective Districts. Hence, the choice whether to retain a leased property, to possibly purchase the property or to consolidate the leased school with another school on state-owned property has been included in this U-AMP. The District Analyses recommend the amalgamation of 107 leased schools with schools located on state-owned land and the purchase of a further 33 leased schools. These are recommendations that have implications for the DOI which must budget for the acquisition of State property. Template 2.2 and 2.4 contains a list of leased schools that could be purchased as identified through the District Analyses. The renewal of existing leases will be affected by the results obtained from these analyses.

In the Metro Education Districts, all leased schools need to be closely assessed in order to determine whether the continued lease of the facility is a viable option. Note that LSEN Schools do not form part of the findings of the District Analyses. School buildings in the Metro areas are the most expensive to lease and where a large number of learner's commute to these schools, alternative options need to be considered, e.g., the acquisition of these facilities or the closure of these schools and the appropriate relocation of learners.

The WCED will continue to inform the DOI of the proposed acquisition of leased property in order to allow time to appropriately budget for these acquisitions. The main criterion in making a decision regarding the continuation of a lease or possible acquisition of the facility will be future enrolment, strategic location of the property and the physical condition of the facility. Leased property will be subjected to continued assessment of needs.

A big step forward with leased properties was the development of a *WCED lease strategy* in 2016, which seeks to provide guidance to optimally manage the properties on private land leased by WCED for education purposes. This strategy provides credence to the proposal to purchase some of these facilities, although the actual funding of these acquisitions remains a challenge because the budget to acquire resides with DOI. An assessment of the 51 most expensive WCED leases resulted in the following recommendations:

Action recommended	No of schools
Close the schools and decant learners	19
Purchase (acquire) the schools	29
Relocate to new building in 2017	1
In process to be purchased	1
In process to be paid off.	1
<b>TOTAL</b>	<b>51</b>

**Table 5.3: Assessment of the 51 most expensive WCED leases (2016)**

### 5.3 WCED Office Accommodation (Templates 2.6 and 2.7)

The WCED currently utilises the following office space:

Summary	State Owned	Lease
Head Office	5	4
District Office	8	-
Service Point	12	4
<b>TOTAL</b>	<b>25</b>	<b>8</b>

**Table 5.4: WCED Office accommodation**

“Since April 2021, Head Office personnel have been accommodated at the new Head Office building, 1 North Wharf Square, 2 Lower Loop Street. This modern office building is located within the City Bowl and consists of eleven (11) office floors, four (4) parking floors and two (2) basement parking

floors and has the capacity to accommodate one thousand two hundred and seventy-six (1276) workstations. The building has enabled the Department to optimise its service offerings by consolidating most of the business functions under one roof, thus continuing to contribute to the transformation of the Department for the betterment of education in the province. Other components of the Head Office such as the Registry Services, EDUMEDIA, CTLI, and Exams Printing and Distribution are accommodated in various state-owned facilities across the Metropolitan, with the Schools Evaluation Authority personnel and the Ministry Office being accommodated in leased buildings within the CBD.

The eight (8) Education Districts' personnel are accommodated in 8 state-owned buildings. Furthermore, the Districts have thirteen (13) state-owned and 4 leased satellite offices, used to support schools. The need for additional space, alternative space and maintenance at these offices is identified by District and ratified by the DOI, the custodian of all provincial office accommodation, by applying the Provincial Government of the Western Cape Norms and Standards for office accommodation. The WCED has included schedules of accommodation for miscellaneous accommodation and state owned ECD centres in this U-AMP (see Templates 2.5 and 2.8).

The Department makes allowance in the infrastructure budget for the Provision of Office Buildings. This budget is spent on soft infrastructure projects such as modernising and maintenance of the existing office space".

#### **5.4 The Performance of WCED Buildings viewed from a User Perspective (refer to Templates 2)**

In previous U-AMPs, the rating of the functional performance of school buildings was useful in the planning of school infrastructure since it provided information on the state of the immovable assets and the action required to maintain these. Since the WCED has a high level of confidence in the District Analyses to reveal the future potential of a facility and thus assess the functional performance of a facility as it relates to the surrounding school infrastructure and utilisation, the WCED has decided to discontinue with the process of rating the functional performance of school buildings (as per national templates). The main reason for this decision is that the indicators (as defined in the national template) are not considered meaningful measures of functional performance. Moreover, the accuracy of the information presented in the functional performance rating has always been questionable, because of the subjective nature of the data used in the rating. The utilisation analyses described in Chapters 2, coupled with District assessments, provide a better indication of facility "performance" than the measures of functional performance set out in the templates. The District

Analyses are regarded as a more accurate measure of functional performance. A further improvement the Department envisages, is developing Operations and Maintenance (O&M) Management Plans for each school facility as part of the broader "Asset Care" strategy, which is discussed in Chapter 8 (subsection 8.3).

### **5.5 Insights from the Lifecycle Research being undertaken by the DOI**

In addition to the physical orientation of the aggregate District Analyses, a weakness in the approach is that it focusses on physical appearance, but the structural integrity of buildings was not considered. The lifecycle research undertaken by DOI will assist to inform the WCED's maintenance programmes. When there is a focus on buildings only, it is important to develop a deeper understanding of the state of the lifecycle dynamics of the stock and the implications for maintenance and renewal of assets.

#### **5.5.1 The Conditional Assessment of Facilities (Lifecycle Maintenance Audit)**

Since 2012, the DOI has commissioned service providers to undertake a lifecycle maintenance assessment of all provincial buildings in the Western Cape, including WCED schools. The data collected were converted to reflect the User Condition Rating of buildings. The User Condition Rating of the schools surveyed has been updated in Templates 2 of this U-AMP. The availability and inclusion of the findings increase the accuracy and credibility of the condition rating. Lifecycle projection is based on the likelihood of failure of a specific component of a building at a specific time based on the expected lifespan of such a component (e.g., the roof). The lifecycle calculation is based on either condition only (mainly for finishes), age (mainly for mechanical and some electrical equipment), or a combination of both.

The maintenance assessment undertaken by the DOI is based on a visual inspection of all the components, regardless of their condition as opposed to a defects survey in which only defective components are surveyed. A condition grading is then attached to the components by the Surveyor, which enables the system algorithm to calculate the expected replacement date based on the expected lifespan of the component, as well as the condition and the construction date of the building. Because the survey is based on a visual inspection only, building components such as foundations, concrete slabs and roof structures are not surveyed, unless an obvious defect is visible. This is referred to as 'residual structure'. For this, a base life of 100 years is assumed, subject to regular visual inspections. The assessment and projection system used, estimates the cost of replacing the components judged to be in a poor to very poor condition. Buildings with a very high percentage of

components in a poor to very poor condition may have deteriorated to such an extent that it is financially not viable to have them maintained, even though the residual structure may still be in a relatively good condition.

Preventative Maintenance (or planned maintenance, i.e., Routine and Scheduled Maintenance) plays a major role in the lifecycle projections. If a component is not maintained properly, the component can be expected to deteriorate at a faster rate than when it is maintained. The lifecycle calculations used in the survey assume that no Preventative Maintenance was carried out in the past. Scheduled Maintenance was undertaken annually at an average number of about 80 WCED schools. The intention is to increase the number of schools identified for Scheduled Maintenance within the 2024/25 financial year. In addition to normal wear and tear, abuse of components and vandalism influences the expected lifecycle of a component.

### **5.5.2 The Interim Survey results of the Lifecycle Maintenance Audit**

The survey results to date reveal that the majority of schools surveyed within the City of Cape Town area are aging fast. Although the City schools are generally in a better condition than those in outlying suburbs, they are generally much older, and require extensive refurbishment, as many components have reached their expected lifespan. The City schools, in general, are also constructed from more expensive materials, such as tiled roofs, sandstone external walls and timber windows, all of which require high lifecycle replacement costs.

On the contrary, there are schools located on the Cape Flats (e.g., in Mitchell's Plain), of which the majority have been constructed between 1975 and 1985 and were built with various types of building materials (brick and mortar, prefabricated slabs, etc.). The cost to maintain some of these schools will be less than the cost of replacing City schools, of which many have heritage status. Given the conditions in Cape Flats schools, the major component groups that are particularly vulnerable due to a lack of Preventative Maintenance are roofs (asbestos), external wall finishes, rainwater construction materials and windows. Internal electrical infrastructure is also vulnerable. A major concern is the lack of maintenance of fire prevention equipment at schools. Eighty-five per cent (85%) of the schools surveyed in Athlone and Mitchell's Plain do not comply with safety regulations due to lack of fire extinguishers or damaged/vandalised fire-hose reels. Another major concern is the rapid deterioration of the external works at most schools in these areas. The expected average expenditure per year almost doubles between 5 years and 10 years as a result of a lack of Preventative Maintenance on fire equipment.



### **5.5.3 The implications of not doing lifecycle maintenance**

The service providers who undertook the lifecycle research emphasise that life cycle-based research is required for accurate projections for Preventative Maintenance (Routine and Scheduled Maintenance). They argue that in the absence of lifecycle research, it is very difficult to budget for longer term trends, which means that budget shortfalls can be expected. This, in turn, may result in more rapid deterioration or complete failure of facilities, manifesting as a type of Corrective Maintenance (Emergency Maintenance). They further argue that any other basis for the calculation of expected maintenance costs, such as assuming a percentage of the value of the building per annum, can lead to inaccurate and unscientific forecasts. This could result in ad hoc budgeting and either under- or overspending, which makes it difficult to support annual budget requests to Treasury.

It is important that Preventative Maintenance (Routine and Scheduled Maintenance) be given an even higher priority than it is at present. It is understandable that maintenance needed as a result of defects is always a higher priority, within a limited budget. However, unless funds are channelled towards Preventative Maintenance in order to extend the lifecycle of components, the curve of fast deteriorating components will become exponentially steeper, with a corresponding demand on the budget. This is specifically true for the following features of buildings such as roofs, rainwater goods, windows, electrical and water reticulation systems, etc.

Preventative Maintenance will increase the life expectancy of a component. It is clear from the collected data that schools are aging fast and that over the next 5 to 10 years a significant budget will be required, to replace the components that have reached the end of their expected lifecycles. A high proportion of this could have been mitigated had Preventative Maintenance been carried out according to a more integrated and prioritised maintenance programme at all schools in the Western Cape.

The majority of the WCED's current maintenance interventions are defect-driven as opposed to being based on lifecycle analysis and on Preventative (planned) Maintenance in accordance with lifecycle requirements. Consequently, major policy and budget-shift are required in the way the WCED approaches and conducts maintenance. This raises the conundrum of how to balance defect resolution in a planned lifecycle approach. Recommendations on how to achieve this balance are made in Chapter 5 of this U-AMP. Moreover, specific programme and project proposals in respect of "Asset Care" (maintenance and renewals) are made in Chapter 7.

### **5.6 Some qualitative insights into the nature of the maintenance challenge**

Money spent on maintenance over the last 10 years has not translated into a perception and reality that schools are in a better condition. Part of the reason that schools in poorer areas present badly has to do with the fact that the South African Schools Act effectively delegates certain elements of Preventative and Corrective Maintenance to schools themselves, i.e., Routine and Day-to-day Maintenance. Schools are expected to conduct such maintenance using 25% of the annual norms and standards allocation to the school. The poorer schools (quintile 1 to 3 schools) have proportionately larger norms and standards allocations than quintile 4 and 5 schools. Evidence suggests, however, that in the poorer schools the norms and standards funding provided by government for Day-to-day Maintenance is simply not being used effectively for that purpose. Similarly, the 25% norms and standards funding to quintile 4 and 5 schools is insufficient to deal effectively with Day-to-day Maintenance. In response, WCED is developing an "Asset Care" strategy for maintenance activities and renewal projects, which includes guidelines on how to maximise the application of the 25% norms and standards funding for Day-to-day Maintenance. The WCED's "Asset Care" strategy aims to enhance the monitoring and oversight of Preventative (Routine) and Corrective (Day-to-day) Maintenance at schools. Moreover, mechanisms should be found to get schools to use the allocated 25% or more of norms and standards money for maintenance.

The lack of attention to Preventative Maintenance (such as regularly removing leaves from gutters, keeping storm-water run-off away from building foundations, ensuring that drains are not blocked, etc.) does not only lead to poor presentation, but can lead to future breakdown or failure of infrastructure and result in major expenditure if not addressed.

The starting point for WCED's Asset Care strategy is to instil the obligation to conduct Preventative Maintenance as a norm at all WCED schools as a high priority. The strategies and mechanisms related to Asset Care (maintenance and renewal) are being developed to achieve the outcomes with the appropriate budget allocations committed. DRAFTLY, it is important to understand the relationship between maintenance activities (such as Preventative and Corrective) and renewal projects (such as renovation, refurbishment, rehabilitation, replacement). In terms of the lifecycle of an immovable asset, it is essential that Asset Care involves a combination of maintenance and renewal type works to ensure the asset performs a required function to a specific performance standard(s) over its expected useful life, i.e., a functional school. The need for renewal (capital works) in the lifecycle of an asset are essential and specific proposals for this are made in Chapter 6: Programmes and projects.

### **5.7 The Regulations relating to N&S for public schools' infrastructure and its implications on the WCED infrastructure supply side**

The Regulations relating to N&S promulgated in November 2013 prescribes that all schools should meet certain minimum infrastructure standards. The N&S apply to both new and existing school infrastructure and also prescribe definite timeframes for compliance. These timeframes are briefly summarised below:

1. Within three (3) years from the date of publication of these regulations, schools that do not comply with the norms and standards should be prioritized and include:
  - a. All schools built entirely from materials such as asbestos, metal and wood;
  - b. All those schools that do not have access to any form of power supply, water supply or sanitation.
  
2. Within seven (7) years from the date of publication of these regulations, schools that do not comply with the norms and standards should be prioritized and include:
  - a. All schools relating to the availability of classrooms;
  - b. All schools relating to the availability of electricity and water;
  - a. All schools relating to the availability of sanitation;
  - b. All schools relating to the availability of electronic connectivity;
  - c. All schools relating to the availability of perimeter security.
  
3. Within ten (10) years from the date of publication of these regulations, schools that do not comply with the norms and standards should be prioritized and include:
  - a. All schools relating to the availability of libraries;
  - b. All schools relating to laboratories for science, technology and life sciences.
  
4. Within sixteen (16) years from the date of publication of these regulations, schools that do not comply with the norms and standards should be prioritized and include:
  - a. All schools relating to the availability of halls;
  - b. All schools relating to the availability of sports facilities;
  - c. All schools relating to universal access.

Since the Regulations were promulgated, it affected the planned infrastructure roll-out. However, the application of these Regulations has informed infrastructure planning since 2014/15 and will continue for many years to come. These identified backlogs will be attended to within a dedicated programme of the WCED, as unpacked in Chapter 6.

The WCED has categorised identified backlogs relating to N&S for public school infrastructure into the following categories, namely:

1. Ablution shortages;
2. Perimeter security and school safety (fencing);
3. Laboratories;
4. Sport and Recreation facilities;
5. Libraries (multi-media centres);
6. Universal access;
7. Inappropriate structures; and
8. Classroom shortages.

These categories of backlogs are discussed in more detail below. Information regarding infrastructure backlogs at Western Cape schools was gathered through a survey sent to school Principals during the first quarter of 2014. Information regarding inappropriate structures and classroom shortages was sourced via existing databases such as NEIMS and CEMIS (see Table 5.5 below).

<b>SUMMARY: INFRASTRUCTURE NORMS AND STANDARDS BACKLOG 2014 and 2022</b>		
<b>Category</b>	<b>2014 Backlog</b>	<b>2020 Backlog</b>
Sanitation	At 96 schools	At 113 Schools <sup>1</sup>
Fencing (Replacement)	15 schools	0 schools
Laboratories	352 schools	284 schools
Sports Fields	103 schools	103 schools
Libraries	37 schools	9 schools
Universal Access	499 schools	467 schools
Inappropriate Structures	207 schools	73 schools <sup>2</sup>
Classrooms	149 classrooms at 53 schools	228 classrooms at 89 schools <sup>3</sup>

**Table 5.5: Summary of Infrastructure Norms and Standards Backlog**

<sup>1</sup>The shortage in sanitation is a capacity backlog and not related to conditions or standards. Example: a school needs 10 toilets but only has 7. An internal audit of sanitation facilities in 2019 found that the conditions of toilets, largely impacted by vandalism and overcrowding, are routinely repaired by schools.

<sup>2</sup>The number of schools in the Western Cape built in full or in part of inappropriate materials to be replaced is 73. This does not represent the risk profile of schools that are beyond its asset lifespan or that present safety or functionality risks.

<sup>3</sup>Aggregate of capacity backlog only and not indicative of conditions.

### Infrastructure Norms and Standards Backlog in the Western Cape

**Ablution facilities:** The WCED placed 40 mobile ablution facilities at 18 schools to address ablution shortfalls in terms of the 2014 backlogs identified. All projects reached practical completion.

**Perimeter fencing:** Since 2014 the WCED have replaced/upgraded fencing at 114 schools. This is more than the 15 schools identified in the 2014 survey. Fencing remains a volatile target due to vandalism. Of the 15 Schools, 3 had a proper fence and 12 were provided with a perimeter fence.

**Classroom shortages:** The WCED placed 55 classrooms at 28 schools identified in the 2014 strategy. The WCED addressed the classrooms shortages through the provision of mobile classrooms as well as the classroom expansion programme.

**Laboratories and libraries/media centres at schools:** The WCED will seek partnerships with donor organisations or the private sector build halls, renovate/maintain laboratories, computer rooms, libraries and ablution facilities. The WCED manage to provide 15 laboratories to schools. The WCED entered a partnership with the Archway Foundation and University of Western Cape as well as the SAME Foundation to provide laboratories to schools. The programme mostly focuses on upgrading of laboratories at high schools and not primary schools which makes up 99.4% of the laboratory backlog.

**Sport fields at schools:** The Department will provide sporting facilities to schools, starting with those included in the MOD Centre Programme. Schools in proximity are also clustered and a variety of sport facilities are provided to be used by the relevant schools, e.g., the Bernadino Heights/Scottsdene and Lavender Hill clusters. **Schools built of inappropriate materials, including wood, metal and asbestos:** Based on information gathered from the 2006 NEIMS assessment the WCED developed a list of schools built of inappropriate materials and has updated this list based on ongoing assessments and consultations. At the time of the 2014 survey, there were 207 schools on the list. Schools already under construction or in planning and feasibility stage, as well as schools under the ASIDI programme were excluded in the original calculation purposes.

The remaining number of public ordinary schools that need to be replaced fully or in part to meet the regulations relating to the minimum uniform norms and standards for public schools infrastructure is 73 of the 207 schools identified in the 2014 survey, a number that excludes (1) 9 new schools

presently in construction, (2) 16 public ordinary schools that are built fully from inappropriate materials but that are operating on leased premises, (3) schools that have been closed and (4) those schools deemed to be built only partially of inappropriate materials and for which an alternative remediation method can be used.

Remediating the situation at leased schools is the responsibility of the landowners/lessor, who is expected to both provide a safe and functional operational environment and to provision new facilities in a way that meets the norms and standards in terms of both capacity and condition. Cost to do so are factored into contracted lease rates. The WCED does not invest public money directly on privately owned land towards meeting infrastructure norms. Against this baseline the following progress has been made since 2014:

District	2014 Backlog	Completed	Remaining
Cape Winelands	26	3	23
Eden and Central Karoo	26	6	20
Metro Central	27	13	14
Metro East	8	7	1
Metro North	18	10	8
Metro South	24	12	12
Overberg	12	4	8
West Coast	16	4	12
<b>Grand Total</b>	<b>157*</b>	<b>59</b>	<b>98**</b>

**Table 5.6: Progress on replacing schools built of inappropriate materials in the Western Cape since 2014/15 (2022)**

\*Includes 16 public ordinary schools operated on leased premises

\*\*In 2022, 9 schools are in construction. A further 12 schools are at various stages of planning

## **CHAPTER 6:**

### **A FOCUS ON MAINTENANCE: RECOGNIZING THE NATURE AND MAGNITUDE OF THE CHALLENGE**

#### **6.1 Strategic focus on resilience**

The WCED Infrastructure Strategy has been adopted to strengthen the capacity for resilience in the face of continuous pressures and stresses, and to forge a more sustainable and stable fiscal path for infrastructure development over the medium term, as mentioned in Chapter 1. An important outcome hereof is to enable schools to survive, adapt and thrive in the context of chronic stresses and the risk of shocks (e.g., rampant urbanisation, climate change, natural disasters). Coupled to this, South Africa is also experiencing a crisis in relation to its economic outlook, deterioration of the electricity and water supply coupled with a continued increase in demand for service delivery.

The Western Cape Education Asset Portfolio Analysis Report (2017) also proposes that a significant portion of the education infrastructure could fail to the degree where entire facilities, or parts thereof, would be rendered unsafe, dysfunctional and or not suitable to be utilized for education. Improving the safety and functionality of educational facilities has come under the spotlight, especially with the tragic events at Driehoek High School in 2019, where a concrete slab collapsed on a walkway, claiming the lives of four learners. This incident presents evidence of the findings of the 2017 report and serves as a warning, in terms of the importance of prioritising the structural safety of our educational facilities. Left unattended, aging educational infrastructure could contribute to placing the lives of learners and personnel at risk, as well as adversely affect the continued functioning of school facilities (i.e., teaching and learning).

These compounded crises and the resultant widening gap between existing and optimal asset requirements represent an opportunity for the WCED to critically review its approach to the maintenance of its infrastructure portfolio, arrest its continuing downward spiral and initiate a process where its deterioration is incrementally reversed. Although progress has been made in terms of increasing the overall maintenance budget allocation as mentioned in Section 6.3 below, achieving a budget allocation toward maintenance based on the portfolio's CRV projections is becoming more and more unrealistic due to the pessimistic economic outlook and a fiscal environment which is under severe strain.

For purposes of achieving resilient growth, the strategic focus for the next 5-year period, is to stabilize the condition of the existing infrastructure portfolio to, as far as possible, enable school facilities to continue to be fully utilized. The focus shall therefore be to restore school facilities, or parts thereof - in the worst condition - to a functional, secure, safe condition representing the required minimum level of functionality whilst promoting a culture of Preventative Maintenance at all schools. Safety has also been identified as the overarching theme of the Provincial Government's VIPs. Every provincial department is responsible for contributing to this overarching theme of safe and cohesive communities through its Safety Priorities. The WCED is committed to ensuring that schools are safer and more secure places of learning and has committed to shifting infrastructural investment toward maintenance and new security fencing at identified schools within violent crime hotspots (as defined in the Western Cape Safety Plan read in conjunction with the 2019 - 2024 Provincial Strategic Plan).

## **6.2 WCED education infrastructure portfolio**

Regular, continued, maintenance is essential to enable a facility to maintain the required minimum standard of functionality required by its occupants and or users. In the case of the WCED education infrastructure portfolio, the postponement or deferment of necessary maintenance is pervasive as investment toward maintenance is subjugated to the continued demand to develop new infrastructure to enable the roll-out of service delivery to the broader population.

The WCED infrastructure portfolio spread may simplistically be categorized as:

### **Category A (historic)**

- o Facilities were constructed during and prior to 1960;
- o Facilities comprise  $\pm 20\%$  of the portfolio; and
- o Facilities are, on average, well past their design-life, exacerbated by severe deterioration of construction materials not designed or assembled to endure in excess of a century.

### **Category B (mid-range)**

- o Facilities constructed 1961 – 1995;
- o Facilities comprise  $\pm 53\%$  of the portfolio;
- o Includes facilities constructed for specific racial groups in, amongst others, the Mitchell's Plain area characterized by widespread usage of precast concrete arrangements; and
- o Facilities are currently, to varying degrees, approaching a "tipping point" whereas the lack of necessary maintenance executed shall render parts thereof - or facilities in their entirety - dysfunctional.



**Category C (recent)**

- o Facilities constructed since 1996;
- o Facilities comprise  $\pm 27\%$  of the portfolio; and
- o Facilities have, to a large degree, not received Preventative (Scheduled) Maintenance since construction.

**6.3 Addressing the aging school infrastructure portfolio**

A key finding of the Western Cape Education Asset Portfolio Analysis Report is that **a substantial increase in funding for maintenance is required**. According to the 2017 report, **R5.93 billion would be required over the next 5 years** to maintain the education infrastructure portfolio to restore it to a condition where the required minimum level of functionality can be met.

The WCED has started the essential strategic shift in focus to the maintenance and renewal of the existing stock of school infrastructure. An increase in the overall maintenance spend to 43.2%, evident in the 2020/21 infrastructure budget, reflects the high priority on reducing the risk of critical component failure to ensure the safety of learners and educators. The table below indicates a nominal increase from 2020/21 to 2021/22 and a real increase in 2022/23. The provision for maintenance was reduced significantly in 2023/24 due to the shift to capital project expenditure from 38,7% to 69,4%. The accumulative budget for maintenance increased significantly from the previous 5 years to R4,187 billion for the period 2019/20 – 2023/24.

Financial year	2019/20 '000	2020/21 '000	2021/22 '000	2022/23 '000	2023/24 '000
Maintenance budget R'000	626 215	755 255	781 572	1 169 059	855 157
Percentage of total budget	35.6%	43.2%	43,1	45,8	29,2

In recent years, there has already been a strategic shift and focused emphasis on the maintenance of existing infrastructure assets. Accordingly, WCED's DRAFT U-AMP for 2018/19 introduced an **"Asset Care"** strategy based on the system of principles or practice specifications for the management and care of immovable assets, as set out in the National Immovable Asset Maintenance Management Standard (NIAMMS).

The concept of "Asset Care" is a key principle in NIAMMS which emanates from an asset management objective to develop supportive and responsive maintenance and renewal approaches and regimes within the context of **whole lifecycle management**. Two general types of maintenance are identified in the NIAMMS, as follows:

- i. Preventative Maintenance is "carried out at pre-determined intervals, or corresponding to prescribed criteria, and intended to reduce the probability of failure or the performance degradation of an item. Preventative maintenance is planned or carried out on opportunity"; and
- ii. Corrective Maintenance is "carried out after a failure has occurred and intended to restore an item to a state in which it can perform its required function. Corrective maintenance can be planned or unplanned".

Renewals is defined in NIAMMS as "expenditure on an existing asset which returns the service potential of the asset or expected useful life of the asset to that which it had originally. According to NIAMMS the maintenance type and approach for each component will be determined by considering:

- "Maintenance requirements and objectives established for assets;
- Any statutory requirements for condition monitoring or testing of assets e.g., inspection of electricity distribution equipment, fire-fighting equipment, hydraulic inspections or dam safety inspections;
- The nature of the component and the extent to which it lends itself to preventative maintenance, and the cost of preventative maintenance;
- Asset age, failure mode status and risk exposure;
- The extent of a particular component and of components per asset type, as well as the geographic area(s) over which they are located that also affects the costs of maintenance;
- The manufacturer or designer's recommended approach for maintenance, as well as industry best practice; and
- Any known constraints such as funding or delivery capacity constraints".

The Framework for the Western Cape Infrastructure Delivery Management System (WC IDMS, 15 March 2011) contains six principles for the O&M of immovable assets. Principle no. 4 specifies that "Responsibilities for Maintenance will be assigned as follows: Education facilities -

- i. **Scheduled Maintenance:** To be managed by the WCED's Implementing Agent or appointed Management Contractors.

- ii. **Emergency Maintenance:** Will be managed by the Implementing Department on behalf of WCED and, will typically be implemented via the procurement of a service provider utilising a Framework or Term Service Contract.
- iii. **Routine and Day-to-day maintenance of schools:** Routine and Day-to-day maintenance of schools will be overseen by the WCED. Such maintenance will largely be prioritized, managed, and implemented by the school itself, or by a service provider appointed by WCED. However, policies, guidelines, business processes and a reporting mechanism must be established which will ensure appropriate management and monitoring of the funds spent. In instances where schools do the maintenance themselves, WCED will assess the need to provide technical support to such schools (via for example a framework contractor) and where necessary will arrange and manage the provision of such support".

The WCED's challenge at hand is to take into consideration the management arrangements related to maintenance. A further analysis of the known constraints and key factors in dealing with maintenance is outlined in the section below.

### **6.3.1 Lack of resources**

The WCED cannot respond to all infrastructure demands due to the sheer number of facilities that require intervention, the extent of work, the cost implication and acute resource constraints being:

1. Financial – funding necessary to eliminate the maintenance backlog and execute current necessary maintenance is prohibitive.
2. Internal human resources – with all infrastructure projects being managed and or monitored from Head Office, the sheer number of facilities and or projects exceeds that which may be reasonably expected from existing capacity.
3. External (consultant) human resources – virtually all infrastructure projects involve specialist, professionally registered, consultants. The sheer number of projects exceeds that which may be assigned to a limited pool of available consultants.
4. Contractors – all infrastructure projects are executed by contractors. The capacity of these contractors is limited.

### **6.4 Strategic approach to Preventative Maintenance**

During the 2017/18 and 2018/19 financial years, the WCED in collaboration with DOI, developed a strategy for Preventative (Scheduled) Maintenance that - to mitigate the risk for loss of functionality in resource constrained context – reduce and or limit the scope of work to immediate risks to safety,

school functionality and those major infrastructure components (such as roofs, plumbing, electrical) deemed critical to any individual building and or facility being able to maintain a minimum level of service. Moreover,  $\pm 70\%$  of Corrective (Emergency) Maintenance repair requests related to these 3 (three) major infrastructures components. This strategy is referred to the "critical component" strategy and was initiated in the 2019/20 financial year.

The vast majority of schools are also non-compliant in terms of current statutory Fire Safety legislation. Similar to the risk associated with structural defects originating from the Driehoek High School incident, the non-compliance with fire safety represents a major risk to the WCED. Fire Safety legislation has changed significantly since the establishment of Category A and B facilities (refer to above). Although legislation is not regressively applied, most schools fail to meet even the most basic fire safety criteria.

The scope of work related to Fire Safety compliance is, from the 2020/21 financial year, being expanded to include those critical works that are deemed necessary to eliminate the immediate safety risk. The reason for this limitation is that full compliance shall, in many instances, represent major projects that shall result in a major part of the maintenance budget being absorbed. While the critical safety risk is addressed as part of maintenance, a separate Programme of projects would be required whereby the balance of works necessary for compliance is executed.

The strategy for the 5-year period is therefore to limit maintenance to a combination of "critical component" and works critical to mitigate immediate risks (i.e., in fire safety). The "critical component" strategy shall focus on roofs and hostels.

## **6.5 Other considerations for the maintenance and renewal programmes**

### **6.5.1 Societal role in the maintenance of education facilities**

The past few years have been marked by a rise in the incidence of theft and vandalism at WCED schools. This increase in vandalism is partly due to the difficult socio-economic circumstances in communities caused by the economic downturn which started in 2007. Unfortunately, declining economic growth and increasing unemployment levels continue to prevail in the country. The poor presentation of many schools can be attributed to the lack of adequate Scheduled Maintenance over the years, largely due to a combination of increasing demand and insufficient resources (funding, delivery capacity, etc.). The challenge regarding theft, vandalism and neglect/mismanagement of education facilities is a complex societal issue that is unlikely to be solved unless key stakeholders and local communities adopt a sense of "ownership" over schools

and commit to maintain, preserve and protect education facilities, e.g., perform Day-to-day and Routine Maintenance. It is proposed that a “whole of society” approach is required to improve the current situation, which requires the WCED, SGBs, stakeholders and local communities to work together for the betterment of the school and its learners.

### **6.5.2 Sustainability and resilience of infrastructure assets**

Greater emphasis is given to “sustainability” of infrastructure and particularly to improving the sustainability and infrastructural resilience of maintenance-related works at existing facilities. The WCED’s portfolio of schools (immovable assets) collectively consume vast quantities of water and energy and generate significant quantities of waste that place pressure on the available renewable supply of scarce ecological resources and the ability of the environment to accept wastes generated. The drought experienced in the Western Cape (circa 2017) placed an emphasis on the need to ensure that total “Asset Care” contributes towards long term sustainability.

A key objective of asset management is encapsulated by the term “**Asset Care**”, which refers to optimised maintenance, renewal planning and implementation and management thereof. “Asset Care”, through renewals, especially in the case of buildings, provides significant scope for “**green retrofitting**” and the associated benefits of improved water and energy efficiencies and reduction in waste. In terms of “green retrofitting”, the need to implement drought relief measures at all schools in the Western Cape has had a negative impact on the overall infrastructure budget (i.e., diversion of funds from planned works). However, a positive impact has been increased awareness amongst users and stakeholders on the importance of managing water supplies and conserving water at schools. As a result, it is now common practice to consider and plan for the security of water supply, adequate water storage and efficient water reticulation using augmented water sources at new and existing education facilities.

As part of the WCED’s Infrastructure Strategy and focus on resilient growth, new viable resource efficient technologies and practices are proposed to improve the design, construction and operation of school buildings. An example hereof, is the implementation of a further phase of smart water meters to monitor consumption levels and an energy efficiency pilot project to improve efficiencies in water and energy consumption, respectively.

### **6.5.3 The shift towards “Asset Care” needed to achieve strategic goals**

As outlined in Chapter 1, a strategic goal (or outcome) of the WCED’s infrastructure programme is to provide schools with a physical environment which inspires learners to learn and teachers to teach. If the existing stock of schools is well-managed and maintained/cared for, this will contribute

significantly towards provision of safe learning environments that are conducive to realising the objective of “*quality education for every learner, in every classroom in every school in this Province*”.

WCED's “Asset Care” strategy places an emphasis on the existing stock of school infrastructure to ensure facilities are up to standard and then sustained at that required standard through maintenance and renewal interventions. The aim of getting the existing stock of schools to a required standard requires a different strategic approach and human resource arrangement to one that is geared towards the building of new and/or replacement schools. By definition, a focus on “Asset Care” implies better engagement with users, school staff, SGBs, local communities, Non-governmental Organisations (NGOs), municipalities and others. These key stakeholders can assist by playing an active role in sustaining and maintaining the existing the stock of schools. This implies that a “whole of society approach” is required to give greater effect to outcome achievement.

Moreover, this “whole of society approach” must be backed by a responsive and “whole-society sensitive” implementing capacity. At present the education infrastructure delivery management arrangements in the Western Cape (and in other Provinces in South Africa) is predominately set-up to deliver new and replacement schools. It is therefore necessary for the WCED maintenance and renewal programmes to be better integrated and managed so as to be able to deliver these programmes at sufficient scale to achieve the desired impact on the entire portfolio of school infrastructure.

#### **6.6 The importance of improving the planning and delivery of maintenance and renewal programmes**

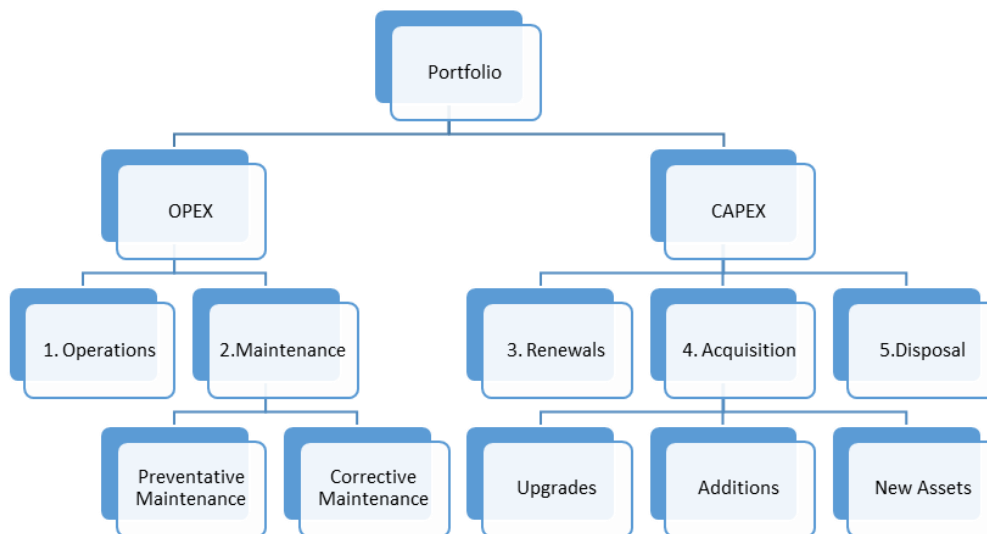
It is imperative that infrastructure assets (i.e., schools) that are ‘in use’ must be operated and maintained, to ensure that the required **level of service** is provided and sustained throughout the life of the infrastructure assets. As described in preceding sections, WCED's “Asset Care” strategy emanates from an asset management objective to develop supportive and responsive maintenance and renewal approaches and regimes within the context of whole lifecycle management. An important aspect of this approach is to identify areas of improvement and potential for innovation, especially given the challenges of insufficient funding and inadequate delivery capacity.

## CHAPTER 7: PROGRAMMES AND PROJECTS

### 7.1 Introduction

This chapter outlines the infrastructure programmes and projects to be implemented over the MTEF period and beyond. This U-AMP aims to not only review these programmes and projects, but to ensure alignment with the strategic objectives of the Department. One such strategic objective is “Asset Care”, consisting of the maintenance and renewal of existing school infrastructure as explained in the previous chapter.

The assessment of the WCED's portfolio of infrastructure assets (schools/facilities) leads to the identification of a “portfolio of work” that must be carried out to ensure that the infrastructure assets provide the required level of service in the most cost-effective manner. To facilitate planning and implementation, the “portfolio of work” is assigned to various infrastructure programmes. This U-AMP introduces the five generic arrangements as indicated below, which organise the portfolio of work according to category of expenditure, lifecycle management programmes and NIAMMS:



**Figure 6.1: High-level generic structure for WCED's infrastructure programmes**

The **Operations Programme (No.1)** and the **Maintenance Programme (No.2)** are focused on the availability and reliability of existing infrastructure assets. The Maintenance Programme is subdivided into a Preventative and Corrective Maintenance programme (refer to Chapter 6). Expenditure associated with work done in terms of these programmes is classified as current Operational Expenditure (OPEX).

Expenditure associated with work done in terms of the remaining programmes is classified as Capital Expenditure (CAPEX), and projects executed in terms of these programmes are called “capital projects”. The **Renewal Programme (No.3)** is closely linked to the Maintenance Programme and serves to improve the condition of existing assets where maintenance has become inefficient or ineffective. Expenditure associated with this programme is classified as CAPEX, except when the value of the project is less than 15% of the replacement value of the asset. Broadly categorised according to maintenance type in the table below:

NIAMMS maintenance type	WC IDMS maintenance types as per PTI 16B definitions
Corrective (current/OPEX)	Day-to-day Maintenance
	Emergency Maintenance
Preventative (current/OPEX)	Routine Maintenance
	Scheduled Maintenance
Renewals (CAPEX)	Minor capital works and/or major repairs (Renovation, refurbishment, rehabilitation or replacement)

The **Acquisition Programme (No.4)** has three sub-programmes:

1. The Upgrades Programme usually results in changed or improved functionality of existing assets;
2. The Additions Programme usually increases the “footprint” of existing assets; and
3. The New Assets Programme is responsible for construction of “new” infrastructure assets.

The **Disposal Programme (No.5)** is the least active and is used when WCED closes a facility and relinquish the asset. It is important to note that each infrastructure programme (No.1 – 5 above) can be sub-divided into sub-programmes or even sub-sub-programmes depending on the scope of the work at hand, to improve accountability, assign responsibility and ensure management effectiveness. The sections that follow will describe the various sub-programmes of the WCED's infrastructure budget aligned with the five generic lifecycle management programmes.

## 7.2 Operations

O&M management is concerned with ensuring existing assets (e.g., schools) remain “in operation” and continue to perform at a required level of service. The term “operations” is used to describe the activities required to ensure that maximum value is obtained (“harvested”) from infrastructure assets that are “in operation” (or “in use”). For example, the operations budget may cover the cost of utilities management, cleaning, security, pest control, waste management, handyman or site supervisor services, etc.



In the context of the WCED Chief Directorate: Physical Resources Management and for the purpose of the 2024/25 Draft U-AMP, the "operations" programme and associated budget is confined to the cost of leasing office buildings, cost of human resource capacitation for the infrastructure directorates and the cost of fees for outsourced PSP/professional service.

### **7.3 Maintenance (Refer to Templates 9.1 and 9.2)**

The second main programme is maintenance. The NIAMMS establishes a system of principles or practice specifications for the management and care of immovable assets. The NIAMMS defines maintenance as "All actions intended to ensure that an asset performs a required function to a specific performance standard(s) over its expected useful life by keeping it in as near as practicable to its original condition, including regular recurring activities to keep the asset operating, but specifically excluding renewal".

There are two general types of maintenance identified in the NIAMMS, as follows:

1. Preventative Maintenance is *"carried out at pre-determined intervals, or corresponding to prescribed criteria, and intended to reduce the probability of failure or the performance degradation of an item. Preventative maintenance is planned or carried out on opportunity"*; and
2. Corrective Maintenance is *"carried out after a failure has occurred and intended to restore an item to a state in which it can perform its required function. Corrective maintenance can be planned or unplanned"*.

The Maintenance sub-programmes in the 2024/25 U-AMP indicates the strategic alignment with NIAMMS and accordingly, the maintenance types, as follows:

1. Scheduled Maintenance (Preventative Maintenance);
2. Emergency Maintenance (Corrective Maintenance);
3. Extended Public Works Programme (EPWP) (Preventative Maintenance); and
4. Hostel Refurbishment PR2 (Preventative Maintenance).

#### **7.3.1 Scheduled Maintenance**

The Scheduled Maintenance for WCED schools has been revisited and re-analysed for the future financial years. In order to deal with backlogs and cater for schools in dire need of maintenance, the following rules and criteria were applied based on its present condition.

A total of 1540 schools (Public Ordinary, special schools and miscellaneous facilities) were identified. Firstly, a confidence level benchmark was applied for schools that received Scheduled Maintenance in the years (2017/2018, 2018/2019 and 2019/2020). This benchmark puts all schools that did not receive maintenance between these years due for maintenance.

Out of the 1540 schools, only 281 schools received maintenance within these years, hence we have an outstanding total of 1259 schools. There is a need to determine the conditions at these schools and ascertain the priority levels, as they will require maintenance at some point.

Secondly, a condition assessment and critical component rating was applied, in order to determine which school should be given priority. Out of the 1261 schools left, 389 of them do not have a condition assessment rating. Hence the confidence level of maintenance on such schools is zero, as there is nothing to back up or ascertain the condition of such schools, except for schools constructed in 2020. Subsequently, from the rule applied, a total of 1153 schools can be prioritized based on their condition assessment and critical component.

We aim to account for all schools and ensure they are in the best condition that will enhance effective learning, hence further steps were taken to determine the condition of the 389 schools already identified without a rating.

Thirdly, the year of construction rating was applied to determine the life span of the 389 schools and possibly help us to ascertain if they are due for maintenance. Out of the 389, 54 schools were eliminated by using this criterion, and a total of 335 schools are still outstanding without a specific criterion for prioritization.

The maintenance strategy approach seeks to carry out maintenance not only on state owned schools alone, but also leased schools. Hence, a fourth criteria was determined to include at least 20 leased schools in the number of maintenance projects carried out yearly. This implies that no matter the condition of the leased schools they will always be prioritized into the yearly list of schools that are going to receive maintenance.

If the leased schools were removed from the list of 335 schools, a total of 97 outstanding state-owned schools will be left. 4 out of these schools are hospital schools, which we intend to exclude, as the Department of Health will carry out maintenance on them. If we can ascertain the condition at remaining schools or determine a variable that gives us an idea of the condition at the school, further prioritization will be possible.

Moving forward after this MTEF a different approach will be used to prioritize the schools. An example of this will show a total of 140 schools proposed for Scheduled Maintenance yearly. This will include 100 schools based on their CGI rating, 20 leased schools, 15 schools that are newly built within the last 10 years, 2 miscellaneous facilities and 3 mobile schools respectively.

### **7.3.2 Emergency Maintenance**

Corrective Maintenance refers to repairs as a result of breakdowns or failure of a component(s) of infrastructure at a school. The Emergency Maintenance sub-programme addresses repairs which are unforeseen and require urgent attention due to the presence of, or the imminent risk of, an extreme or emergency (subject to specific conditions as defined in Chapter 5). In the case of the WCED, Corrective Maintenance is largely due to user/customer complaints submitted via the School Emergency Maintenance Information System (SEMIS). These Emergency Maintenance requests are assessed, and the cost determined before a decision is made regarding the implementation of these interventions. In some cases, limited funding in the Emergency Maintenance sub-programme simply does not allow for the repair of all aspects of work identified in the original emergency request. In such an instance, maintenance is referred to Ad hoc Maintenance (Planned Corrective Maintenance) where the specific component that requires repairs is planned for in the future. The goal remains to repair a failed component to a state that will allow the facility to perform its specific function.

### **7.3.3 Hostel refurbishment PR2 (refer to template 2.9 and 9. 2).**

The hostel maintenance sub-programme refers to Preventative Maintenance work, which is scheduled/planned to be undertaken at specific intervals to prolong the life of the of hostel facilities. The WCED has a number of existing school hostel facilities that accommodate learners. The need to maintain all our hostels remains important as they contribute to the overall education of our learners. The WCED continues with the hostel maintenance programme in the 2024/25 U-AMP.

### **7.3.4 Routine and Day-to-day Maintenance at schools**

In accordance with the South African Schools Act, designated schools are allocated norms and standards funding which is transferred directly to the schools by WCED. The onus rests with the Principals and SGBs to carry out Routine and Day-to-day Maintenance (Preventative and Corrective Maintenance) on an annual basis. Even though this Routine and Day-to-day Maintenance is not implemented by the infrastructure units at the WCED or DOI(IA), the WCED's Infrastructure Directorates ultimately remain responsible for all the maintenance at schools. Aspects of Preventative (Routine) and Corrective (Day-to-day) Maintenance are important to presentation as

“the broken window syndrome” suggests. Although not discussed here as a separate sub-programme, the EPWP programme administered by DOI should tie in with these presentation interventions, i.e., cleaning and keeping the school grounds tidy, etc.

## **7.4 Renewals**

Renewals is defined in NIAMMS as “expenditure on an existing asset which returns the service potential of the asset or expected useful life of the asset to that which it had originally. It should be noted that renewal can include works to replace existing assets or facilities with assets or facilities of equivalent capacity or performance capability. It should also be noted that expenditure on renewals is funded through the entity's capital budget, and such expenditure is recognised in the entity's Statement of Financial Position”. The renewal programme typically includes the replacement of components, such as the roof, windows, electrical components or plumbing components.

### **7.4.1 Ad hoc Maintenance**

The Ad hoc sub-programme refers to those aspects of Corrective Maintenance type works that require intervention, but do not necessarily conform to either the pure definition of Emergency Maintenance (threat to life and limb) or Scheduled Maintenance. In such instances, maintenance requests are planned for implementation contingent on the availability of funding to perform the repairs or corrective actions. Examples of such interventions include the major repair of roofs, water reticulation and electrical systems, etc. The cost of these ad hoc interventions must be balanced against the funding made available for the Maintenance Programme. Often works in the Ad-hoc sub-programme is planned for implementation at a later stage.

## **7.5 ECD**

The WCED assumes the responsibility for ECD from the 1 April 2022. The ECD Grant: Infrastructure Component seeks to increase access to quality ECD services for poor children. The purpose of the ECD grant is to:

- Support ECD providers delivering an ECD programme to meet basic health and safety requirements for registration; and
- Pilot the construction of new low cost ECD centres.

## **7.6 Acquisitions**

The **Acquisition Programme** focuses on three main sub-programmes:

### **Schools**

- New school build;

- Replacement of existing schools and/or classrooms built of inappropriate materials;

**Improvements**

- Upgrades and additions;
- Repurposing schools;
- School Hall Programme;
- Norms and Standards upgrades;
- MOD Centre's;

**Additional classrooms**

- Expansion classrooms;
- Grade R classrooms; and
- Hotspot Mobiles.

**7.6.1 School Build Sub-Programme**

This sub-programme includes the building of new and replacement primary, high and special schools.

**7.6.1.1 New Schools (refer to Template 6.1)**

Over the next five years the WCED will strive to strengthen the capacity for resilience in the face of continuous pressures and stresses but will also forge a more sustainable and fiscal path for infrastructure development. This will be measured with a spatial focus in areas of greatest need. Moving forward infrastructure provisioning will be pivoted by 3 pillars, 10 goals and suite of infrastructure led projects to act as a catalyst in producing school graduates better suited for the skills sector, notably agriculture, engineering, electrical, mechanical inclusive of other vocational studies. The WCED recognises the change in time and scarcity of specific skills within the employment industries and therefore is committed to fulfilling this objective.

The WCED has identified a suite of "catalytic" projects which is spread across the entire Province. These locations are underpinned by the spatial form/need, its correlation with the intended education plan and its benefit to the wider community/region. The names of these projects may only be made available once current agreements with potential partners are DRAFTised. However, these "catalytic" projects in total will contribute a specialised school (Aeronautical), 1 new modelled school (Campus-like) and several schools with a focus on Technical/School of Skills.

#### *7.6.1.2 Replacement Schools (refer to Template 7.1)*

The deterioration of many of the schools in the Province, has accelerated under extreme weather conditions and as a result of schools having to increase its enrolment beyond the capacity that it was designed to hold. From the onset and in light of fiscal pressures, the WCED will not be in a position to respond to all the infrastructure demands simultaneously due to the sheer number of facilities requiring infrastructure interventions. The primary objective over the next five years would be to stabilise existing infrastructure in order to accommodate short/medium term growth as best as possible.

The WCED has recently embarked on a process of re-prioritising all schools identified as possible replacement schools. This has not only led to a re-prioritisation of some schools, but also to re-strategizing how some of these schools will be dealt with. Some schools can be dealt with by means of an upgrade (replacing only inappropriate components) and would not necessarily require full demolition and replacement. Schools identified for replacements will also be considered for deviation from the norm and replacement with a school larger than what the current norm is. This is also an effort to accommodate the ever-growing enrolment in the Province.

### **7.6.2 Improvements**

#### *7.6.2.1 Upgrades and additions (refer to Template 7.2)*

Along with other major capital programmes such as new and replacement schools, upgrades do make provision for an improvement in the quality and lifespan of a facility by refurbishing or repurposing such a facility to prolong its lifespan. Historically, the WCED has not done many upgrades compared to new and replacement schools, but this U-AMP provides a shift towards more upgrades. Schools that were previously identified for replacement are now included as upgrades. The provision for newly constructed, specific facilities at ordinary schools such as workshops or technical classrooms is also considered an upgrade and addition. In some instances, ordinary schools are making curriculum changes to accommodate vocational and/or technical streams – **(STEAMAC)** and this requires some infrastructure interventions.

#### *7.6.2.2 Re-Purposing of existing schools*

The repurposing of schools is identified as forming part of this main sub-programme. In some cases, the WCED repurposes existing schools/classrooms to be used for purpose built educational facilities such as Grade R classrooms, Technology hubs, and science labs. The WCED is also exploring the repurposing of underutilised primary schools to high schools. The WCED is also fortunate to have donors/partners on board that assist with the repurposing of old classrooms at schools to be used as science laboratories.

Creating learning environments which foster 21<sup>st</sup> century learning and teaching (i.e., future fit and relevant education) and promotes technologically focused curriculum such as robotics and coding has required the repurposing of existing classrooms. In some cases, the conversion of spaces at schools (classrooms and storerooms) to be used for the charging and securing of e-learning equipment could be deemed classroom repurposing or renewal. Although not the intent, in some instances the e-learning equipment take up whole classrooms to store and secure, for distribution for use throughout the school. The WCED is looking at alternative security measures that can be deployed per classroom and not use entire classes for the storage and charging of devices.

### **7.6.3 Discretionary Funds**

Over the next five-year period, the WCED will, use programmes and interventions to consolidate and improve the functionality of all schools in order to:

- Improve the quality of school functionality;
- Improve school management and governance; and
- Secure drought, food and energy efficient initiatives.

### **7.6.4 STEAMAC**

The WCED has also identified the need to refocus on the following curriculum areas namely Science, Technology, Engineering, Art, Mathematics, Agriculture and Coding - **STEAMAC**. Infrastructure interventions will be included as re-purposing, provided the interventions are limited to utilising existing infrastructure and re-purposing these classrooms to accommodate curriculum changes.

### **7.6.5 Norms and Standards Upgrades**

Many of the norms and standards requirements, imply a shift in the direction of addressing infrastructure needs at existing schools. The 2024/25 U-AMP aims to rationalise the structure of the infrastructure sub-programmes to make the concept of width more implementable. As part of the Improvements sub-programme, the norms and standards upgrade, can further be subdivided as follows:

- Fencing;
- Ablutions;
- Halls;
- Sports fields and MOD Centre's;
- Laboratories;
- Universal Access;
- E-learning; and

- Sustainability and resource efficiency.

Although the implementation part of these programmes will be discussed in depth in the Infrastructure Programme Management Plan (IPMP) and the Infrastructure Procurement Strategy, it is important to note here that some of the implementation of the norms and standard sub-programme will be dealt with through budget transfers to schools (SGBs) or implementation through the WCED's Framework Agreement for Management Contractors.

#### *7.6.5.1 Fencing and security sub-programme*

The WCED is committed to ensuring that schools are safer and more secure places of learning and has committed infrastructural investment toward new security fencing at identified schools within violent crime hotspots (as defined in the Western Cape Safety Plan read in conjunction with the 2019-2024 Provincial Strategic Plan).

#### *7.6.5.2 Ablutions sub-programme*

It is proposed that a specific sub-programme related to ablutions (backlogs and ablutions in poor condition) is created and implemented. Information regarding the condition and backlogs of sanitation facilities at WCED schools, including Grade R facilities, was collected from the lifecycle/conditional survey conducted by DOI. This programme will focus on erecting new ablution facilities at schools that register a shortage and on refurbishing those sanitation facilities in a poor condition. It is proposed that all ablution facilities are tiled when any repairs, maintenance or replacement is done at ablution facilities.

#### *7.6.5.3 Laboratories and libraries sub-programme*

This programme seeks to address the situation at schools that do not have access to a laboratory and/or a library. Although the implementation of this sub-programme will be discussed in more detail in the IPMP, the WCED currently implements this sub-programme with the assistance of donors. This does not prohibit the WCED from implementing this programme by other means, budget permitting.

#### *7.6.5.4 Halls sub-programme*

The norms and standards survey identified schools that do not have a hall. This sub-programme implemented mainly through initiatives where private donors help to establish halls and the WCED contribute some financial support to these beneficiary schools. The provision of halls to new and replacement schools is standard.



#### 7.6.5.5 Sports fields and MOD Centres

Boosting learner involvement in sports or outdoor activities provides a number of learning possibilities for learners, as well as potentially boosting community interest in school events and by implication greater involvement in the school. The MOD Centre initiative, funded outside of the WCED infrastructure budget, focuses on youth development in the Province. The programme includes the construction and refurbishment of school halls, sport fields, school sport equipment and graduate tutors. The WCED has aligned its own programmes to complement the Department of Cultural Affairs and Sport (DCAS) programme of providing MOD Centres to selected underprivileged schools.

#### 7.6.5.6 Making Universal Access provisions at schools (ramps, doors, toilets, etc.)

Although the provision of universal access at existing schools remains a challenge, the WCED needed to include this as a sub-programme to ensure the provision of universal access to especially inclusive schools. In the absence of clear guidelines on what universal access entails, the WCED envisions to provide the minimum requirements (as for a new and replacement school) in order to make these schools accessible. This is currently implemented by the Directorate Specialised Education by means of direct transfers to schools.

#### 7.6.5.7 E-Learning

With the roll-out of e-learning to schools, infrastructural changes need to be made that will allow for the accommodation of the necessary hardware and ensure the safe storage of all e-learning equipment and devices. The roll-out differs to the extent that in some cases only connectivity is provided to the school. In such cases very limited, if any, infrastructural changes are needed. Where devices (laptops, kindles) are also issued to schools, it is necessary to look at the required safety and security profile of a school and recommend and implement means of addressing any shortfalls.

Despite the need to focus on making technology available throughout the school, existing computer labs that need an upgrade, also present an opportunity to repurpose such a lab into a technology resource hub or multi-media centre. The fact that connectivity is provided throughout the school and ideally all learners will have access to technology and devices, does not detract from the need to provide a technology rich resource centre that is not only accessible to learners, but is used as a central hub of technology that service the entire school community.

### **7.6.6 Additional Classrooms**

#### *7.6.6.1 Expansion Classrooms (refer to Template 6.3)*

Under the Additional Classrooms sub-programme, new classrooms are built at existing schools. These classrooms either assist with existing enrolment pressure at a school or with enrolment pressure or new demand in an area. In the case where a specific school would like to expand in order to accommodate additional learners and alleviate pressure from the surrounding school environment, these programmes are referred to as expansion projects. The WCED will over the next five years specifically look at well-functioning and performing schools for expansion to ensure greater access for learners. It is important to note that WCED are considering alternative construction systems and contract methodologies to enable quicker erection and ultimately, delivery of the new classrooms / expansion sub-programme.

#### *7.6.6.2 Grade R classrooms (refer to Template 6.2)*

Due to budget constraints the WCED has decided to discontinue with the provision of Grade R classrooms at existing schools beyond 2020/21. The Grade R classrooms at new and replacement schools will, however, continue.

#### *7.6.6.3 Hotspot Mobiles*

Despite accommodation planning each year, the Department is confronted at the beginning of an academic school year with increased learner numbers which can mostly be ascribed to in-migration of learners. The only appropriate and swift response from the WCED is the provision of mobile units. Mobile classrooms are purchased and deployed as the need becomes evident and subject to available funds. Budget provision has been made for both the purchase and/or relocation of existing mobile units. However, it is not possible to identify needs over the MTEF as needs are generally only identified in a specific year of implementation. Longer lead times in placing mobile units due to the statutory requirements (such as EIA's, SDP and building plan approvals and municipal service connection applications) necessitates the WCED to start the planning of mobile classrooms much earlier in the year.

### **7.6.7 Disposals Programme (refer to Template 8.1 and 8.2)**

The last main programme deals with **Disposals**. The WCED does not dispose of property but relinquishes unused property (schools) to DOI, the custodian of all provincial property. WCED also hands back leased schools to the landowner after the termination of the lease agreement. In very isolated instances, the WCED disposes/demolishes dilapidated buildings, still attached to operating

schools. In such instances the WCED follows procedures to apply for permission from DOI, to demolish such structure.

The WCED will continue the process of rationalising, consolidating and merging underutilised (non-viable) schools throughout the Province to utilise educational resources more efficiently and more equitably. In the process of such rationalisation, school closures will be necessary. The WCED has a responsibility to both learners (quality education) and the public at large (spending of public funds) to ensure that educational resources are equitably and gainfully used. The Department is also looking at the cost of accommodation in renting leased schools. The Department will proactively move to having these learners accommodated in state-owned schools. In doing so, the lease agreements of identified schools will be terminated. Alternatively, the acquisition of some of these leased schools is under consideration.

#### **7.6.8 Sustainability Arrangements**

Sustainability arrangements must form part of any programme or project. To this end, attention should be given to ways of leveraging community ownership and contribution. The feasibility of Rand-for-Rand contributions by WCED in return for community investment (either in the form of money or sweat equity) should be tested. Moreover, partnerships with NGOs and Community Based Organizations (CBOs) should be explored. Given the roots that such organizations have established in the community environs, it seems prudent to seek to leverage the community legitimacy that such organizations enjoy in order to facilitate new ways of ensuring the ongoing sustainability and improvement of school facilities. Given the rise of vandalism, a fresh approach is well overdue. DRAFTly, schools should start building the capacity of the SGBs based on the strengths, weaknesses and overall level of functionality of the SGBs.

## **CHAPTER 8: THE BUDGET**

### **8.1 Introduction**

Commitment toward social infrastructure, health services, access to education and social protection remains a priority for government, as outlined in National Treasury's 2020 Budget Review. Currently, learning and culture accounts for the largest share of expenditure. However, immediate risks Eskom poses to the economy and the public finances, as well as adverse economic conditions have required substantial spending adjustments to contain the budget deficit and stabilise debt.

Over the past two years, the budget has been reprioritised in response to the weaker than expected economic and fiscal environment, with knock on effects on the overall EIG. However, the WCED and Education Infrastructure delivery in the country finds itself in a very fortunate position, in that government has remained committed to expenditure on education infrastructure provisioning and has therefore kept cuts on the infrastructure budget to the minimum over the past few years. With a higher-than-expected revenue income, Treasury is able to adjust the DRAFT allocations for WCED infrastructure to R2.930 billion in 2023/24, however the indicative budget for the MTEF period 2024/25 – 2026/27 have been reduced to the levels prior to 2023/24. This indicative allocation is low to deal with the current education infrastructure challenges. This U-AMP outlines WCED's rationale for motivating an increased budget allocation for future financial years.

Despite the post-COVID economic recovery plans being implemented by government, ordinary households continue to find themselves in difficult financial times, with a direct bearing on school's ability to generate additional income and simply collect outstanding school fees. These implications not only place a burden on school's finances to run the school, but from an infrastructure perspective, have implications for general maintenance and appearance of buildings.

This draft U-AMP budget again highlights the WCED infrastructure challenges in ensuring adequate response to the diverse needs. Learner enrolment increased from just over a million learners in 2009 to almost 1,2 million learners in 2023. An average growth of between 17000 to 19000 learners per year. This equates to almost 147 new schools at an average enrolment of 1300 learners per school. In addition to the need for new schools, the WCED also have a known database of 207 schools that is deemed to be build with inappropriate building materials. 98 of these schools still need to be replace. Further to this, the WCED also have schools that have reached the end of their life cycle

and begin to show signs of structural failures and need urgent attention. The maintenance of the WCED asset base of 1550 public ordinary and special schools needs regular attention to keep it safe and functional.

Over the next three years, the Department will build on the success with the rapid build programme to ensure sufficient opportunities for learner placement. The budget pipeline includes a list of 47 new, 38 replacement schools and major refurbishments of 3 schools over the next 7 years. These projects are spread across the multiple MTEF period due to budget constraints. It should be noted that the successful implementation of these projects is dependent on 4 key levers: 1. Availability of Capital. 2. Land that is shovel ready. 3. Proper holistic design, and 4. Partnerships (Government Departments, Local government, Private Sector, communities and schools).

The infrastructure budget will continue to support the implementation of the STEAMAC strategy to increase learners' access to Technical, Agricultural, Vocational and Skills subjects at schools. The WCED is also committed to contributing to the overarching theme of safe and cohesive communities through its Safety Priorities, as an identified VIP of the PSP (2019 - 2024). Both the Safety and APEX (e.g., STEAMAC strategy) priorities require infrastructural investment, which have contributed to a major strategic shift in budget allocations, evident over this MTEF period.

Infrastructure Strategy Pillars	Projects	BUDGET FOR 2024/25 R'000	%	BUDGET FOR 2025/26 R'000	%	BUDGET FOR 2026/27 R'000	%
Equitable Acces	Replacement Schools, Additional Classrooms, Upgrades and Additions, Autism, Transfers, Mobiles, MOD Centres & Green Initiatives	716 623	30%	782 722	37%	885 000	38%
Future Fit and Relevant Education	New Schools, New School Donor / Partnerships	927 800	39%	633 355	30%	722 800	31%
Resilient and Inclusive Growth	All Maintenance & Fencing	697 538	29%	664 564	31%	683 800	29%
Operations	Office Buildings, Human Resource Capacity	43 430	2%	45 696	2%	47 000	2%
<b>TOTALS</b>		<b>2 385 391</b>	<b>100%</b>	<b>2 126 337</b>	<b>100%</b>	<b>2 338 600</b>	<b>100%</b>

**Table 8.1: U-AMP budget summary as per Infrastructure Strategic Goals for the 2024/25 – 2026/27 MTEF**

In Chapter 6 reference was made to the challenges that prior commitments pose to current plans for infrastructure provision. These prior budget commitments, together with economic uncertainty make planning within the MTEF extremely difficult. Certainly, the District Analyses and the financial implications in terms of responding thereto, implies that some major strategic shifts are required. This chapter describes the way in which prior commitments and the new strategic direction are reconciled and given expression in the budget.

## 8.2 The U-AMP Summary Budget for the MTEF

As indicated in previous U-AMPs, any new budget is tied to prior financial commitments. These commitments incorporate projects that started in prior years but have multi-year budget allocations, as well as projects which will start in 2022 as listed in the WCED APP and around which expectations have been created. The ability to shift the structure of a budget in the direction of the generic budget is, therefore, constrained. Table 8.2 indicates a summary of the different programmes and budget allocation over the different financial years of the MTEF.

An effort has been made in Table 8.1 to align the budget to programmes as discussed in Chapter 7, to the 3 Infrastructure Strategic Pillars. Although it is not always possible to get 100% alignment between budget allocations and programmes, a concerted effort was made for alignment in order to get better clarity with regards to spending on the four major programmes, i.e., Operations, Maintenance, Renewal and Acquisitions. Although acquisitions (which include replacement schools) still enjoy the bulk of the budget, the overall maintenance allocation remains between 25% - 30%.

The WCED has over the past few years made a concerted effort to align its budget to the proposed lighthouse budget, with determined actions to increase maintenance spend. These efforts are, however, inhibited by an emphasis on replacements due to the norms and standards regulations. During the last ten years, the maintenance spend has increased from as little as 13% in the 2013/14 budget to 30% in the 2024/25 budget. Although this is nowhere close to the required spending on maintenance, the percentage spend on Scheduled Maintenance (Preventative Maintenance) in MTEF 2024/25 – 2026/27 on average 36%. The percentage spend on maintenance is still more than the National Treasury requirement of 60% on the Education Infrastructure Grant (EIG) allocation of the budget. The overall provision for preventative and corrective maintenance of the EIG portion of the Infrastructure budget is 66,2%.

The idea remains to intensify efforts on Scheduled Maintenance (Preventative Maintenance) at schools and achieve greater depth that will ensure that no maintenance will have to be done at these schools in the foreseen future. As mentioned earlier in this chapter, the WCED have competing needs and as a result the allocation for preventative and emergency maintenance is not at the require level to achieve the greater depth as contemplated.

ITEM NO.	PROGRAMMES	BUDGET FOR 2024/25 R'000	%	BUDGET FOR 2025/26 R'000	%	BUDGET FOR 2026/27 R'000	%
<b>1</b>	<b>OPERATIONS</b>	<b>43 430</b>	<b>1,8%</b>	<b>45 696</b>	<b>2,1%</b>	<b>47 000</b>	<b>2,0%</b>
1,1	Office Buildings / Furniture	5 000	0,2%	5 000	0,2%	5 000	0,2%
1,2	Human Resource Capacity (IDIP/DORA)	38 430	1,6%	40 696	1,9%	42 000	1,8%
1,3	Relocation Mobiles	-	0,0%	-	0,0%	-	0,0%
<b>2</b>	<b>MAINTENANCE</b>	<b>667 538</b>	<b>28,0%</b>	<b>634 564</b>	<b>29,8%</b>	<b>653 800</b>	<b>28,0%</b>
2,1	Scheduled Maintenance (Preventative Maintenance)	498 674	20,9%	506 040	23,8%	518 800	22,2%
2,2	Emergency Maintenance ( Corrective Maintenance)	71 751	3,0%	71 419	3,4%	70 000	3,0%
2,3	E.P.W.P. (Preventative Maintenance)	-	0,0%	-	0,0%	-	0,0%
2,4	Hostel Maintenance PR2 (Preventative Maintenance)	35 000	1,5%	5 000	0,2%	5 000	0,2%
2,5	E.C.D.	6 711	0,3%	6 801	0,3%	15 000	0,6%
2,6	Aurecon PSP (Included with Preventative Maintenance)	55 402	2,3%	45 304	2,1%	45 000	1,9%
<b>3</b>	<b>ACQUISITIONS</b>	<b>1 674 423</b>	<b>70,2%</b>	<b>1 446 077</b>	<b>68,0%</b>	<b>1 637 800</b>	<b>70,0%</b>
<b>3,1</b>	<b>Schools</b>	<b>1 229 000</b>	<b>51,5%</b>	<b>1 183 355</b>	<b>55,7%</b>	<b>1 432 800</b>	<b>61,3%</b>
3.1.1	New Schools	887 800	37,2%	633 355	29,8%	722 800	30,9%
3.1.2	New Schools - Donor / Partnerships	40 000	1,7%	-	0,0%	-	0,0%
3.1.3	Replacement Schools	301 200	12,6%	550 000	25,9%	710 000	30,4%
<b>3,2</b>	<b>Improvements</b>	<b>176 649</b>	<b>7,4%</b>	<b>91 315</b>	<b>4,3%</b>	<b>35 000</b>	<b>1,5%</b>
3.2.1	Upgrade and Additions	77 249	3,2%	3 395	0,2%	-	0,0%
3.2.2	Re-purposing of Existing Schools	-	0,0%	-	0,0%	-	0,0%
3.2.3	Hotspot Areas_Improve Look & Feel	-	0,0%	-	0,0%	-	0,0%
3.2.4	Autism	50 400	2,1%	52 920	2,5%	-	0,0%
3.2.5	Green Initiatives	49 000	2,1%	35 000	1,6%	35 000	1,5%
<b>3,3</b>	<b>Norms and Standards</b>	<b>118 774</b>	<b>5,0%</b>	<b>121 407</b>	<b>5,7%</b>	<b>120 000</b>	<b>5,1%</b>
3.3.1	Laboratories	10 000	0,4%	10 000	0,5%	10 000	0,4%
3.3.2	Fencing	30 000	1,3%	30 000	1,4%	30 000	1,3%
3.3.3	Ablutions	-	0,0%	-	0,0%	-	0,0%
3.3.4	School Hall	20 000	0,8%	20 000	0,9%	20 000	0,9%
3.3.5	MOD Centres	58 774	2,5%	61 407	2,9%	60 000	2,6%
<b>3,4</b>	<b>Additional Classrooms</b>	<b>150 000</b>	<b>6,3%</b>	<b>50 000</b>	<b>2,4%</b>	<b>50 000</b>	<b>2,1%</b>
3.4.1	Expansion Classrooms	100 000	4,2%	30 000	1,4%	30 000	1,3%
3.4.2	Grade R : Classrooms	-	0,0%	-	0,0%	-	0,0%
3.4.3	Hotspot Mobiles	50 000	2,1%	20 000	0,9%	20 000	0,9%
<b>4</b>	<b>DISPOSALS</b>	<b>-</b>	<b>0%</b>	<b>-</b>	<b>0%</b>	<b>-</b>	<b>0%</b>
	<b>Grand Total</b>	<b>2 385 391</b>	<b>100%</b>	<b>2 126 337</b>	<b>100%</b>	<b>2 338 600</b>	<b>100%</b>

**Table 8.2: U-AMP summary budget for the 2024/25 – 2026/27 MTEF**

As mentioned before, the prioritisation of projects and programmes is guided by the strategic focus on improving resilience and inclusive growth, equitable access to quality education and positioning the education system for future fit and relevant education as captured in the WCED Infrastructure Strategy. Programmes and projects to be prioritised include additional classrooms to create capacity, maintenance, future focused initiatives and projects already in construction.

The MTEF sees an increase in the allocation for schools over the MTEF to 51,5%, 55,7% and 61,3% in the 2024/25, 2025/26 and 2026/27 financial years. The availability of sites is becoming extremely worrying for the WCED, at a time when the Province is experiencing rapid enrolment growth, less and

less is being spent on creating additional capacity through the construction of new schools. In acknowledging this trend, the WCED Infrastructure Strategy has identified alternative strategies such as the rapid build new schools and expansion of well-performing schools to broaden the access to quality education as mentioned in Chapters 2 and 3.

As sites and additional funding for new schools become available, these projects will be brought forward into the MTEF. Budget for the acquisition of new school sites remains a challenge at the DOI and has a direct effect on the WCED's strategy to provide new schools. The WCED have started to approach schools in hotspot areas to relinquish a portion of the schools' vacant land. The strategy allows the WCED to be more responsive in addressing the need for learner growth.

The allocation towards replacement schools was reduced from 23% in 2019/20 to only 12,6% in 2024/25 which presents a significant reduction in the budget allocations for this programme. The planning phases for some of these projects were significantly extended, and others were moved out beyond the 5-year estimated infrastructure budget to allow for the increase in maintenance spending over the MTEF period. The actual budget for replacement schools is R301,2 million in 2024/25 (12,6%), R550 million in 2025/26 (25,9%) and R710 million in 2026/27 (30,4%). Definite efforts are being made during the compilation of each new U-AMP to ensure that the budget for maintenance is increased. The focus on replacement schools contributes to the WCED's efforts to address the norms and standards backlogs in the Province. It should be noted that anticipated budget reprioritisation might have a huge effect on the implementation of the replacement school's programme.

The reality is that both implementation of the regulations relating to N&S and the absence of appropriate sites disrupt this WCED strategy. As discussed in Chapter 6, all new school projects will be prioritised and brought into the U-AMP once a site is available (acquired and zoned). With the increase in enrolments in the Province the emphasis on new schools and additional classrooms will receive priority attention. It is envisioned that a balance will be struck between the two main infrastructure programmes, Maintenance and Acquisitions.

Although the allowances made for maintenance have been reduced to 25,9% for the 2024/25 budget, the allocation remain within the Basic Education Grant conditions of 60% of the Education Infrastructure Grant (EIG) allocation to address preventative and corrective maintenance at schools.

In conclusion, the WCED Infrastructure Strategy proposes that budget for infrastructure is augmented by collaborating in significant partnerships with private sector organisations and donors. The WCED will continue to explore the advantages of these partnerships.



## **CHAPTER 9: U-AMP IMPROVEMENT PROGRAMME**

### **9.1 Proposed U-AMP Improvement**

This U-AMP 2024/25 is the fifteen User-Asset Management Plan produced by the WCED. The first two U-AMPs were template-driven as prescribed by National Treasury. These templates diluted the essence and focus of maintaining a meaningful rationale as to why certain projects should be included in the U-AMP. The 2013/14 U-AMP shifted away from being template driven and focused on District Analyses guided by the Western Cape IPG. In 2013, DBE changed the layout of the U-AMP in a direction which was strongly influenced by the WCED approach and requested provincial education departments to develop their U-AMPs accordingly. The outline of the U-AMP 2024/25 complies with the DBE request and follows the format of the U-AMPs since 2013/14.

### **9.2 Information quality**

Although WCED Infrastructure Planning GIS has improved planning for school infrastructure investment, there are still areas for improvement and refinement.

1. Enrolment projections

Due to outdated data informing the planning of the WCED struggles each year to accurately predict the enrolment projections for the following year and accurately determine where this enrolment pressure will manifest spatially. In an effort to be prepared for new enrolments, planning ahead for enrolment is based on growth in each District in the Province this will be done through updating NEIMS/EFMS and Provincial Data on current infrastructure.

2. The GIS

The WCED made progress in the development of the range of information captured on the GIS. It will continue with the development of the Infrastructure Planning GIS and at the same time update existing data on the GIS. Enrolment per Grade, the introduction of housing projects planned for the CoCT and the accurate depiction of planned projects spatially are but some recent additions to the GIS. The effective use of this information has improved the responsiveness of this and future U-AMPs.

### 3. Census data

South Africa's population census was conducted in 2022. The lag between census updates presents a challenge to keeping learner data up to date and hence has implications for future planning analysis. As a measure to mitigate the shocks of updating the learner population age cohorts, only once every ten years, Statistics South Africa's annual mid-year population estimates (MYPE) have been incorporated into the District Analyses undertaken. The MYPE builds on the population data from the 2011 census and be added to the infrastructure planning GIS. Currently, the Census 2011 data includes detailed information on the school going population. Census data can be broken down into a geographical entity named a sub-place. The infrastructure planning GIS compares the number of school-going children in a specific sub-place to the theoretical number of enrolments that can be accommodated at schools in that specific sub-place. This comparison helps identify areas of over- and undersupply in terms of educational infrastructure provisioning. Again, it is a U-AMP improvement objective to review and expand on this methodology, by incorporating new datasets to improve the quality of spatial analysis in the compilation of future U-AMPs.

### 4. Learner Transport

The challenges regarding learner transport provisioning (coupled with ongoing escalating cost) vis-à-vis the correct identification of infrastructure investments have been taken up jointly by the Directorate: Institutional Resources Support (D: IRS) and Infrastructure. Further work is required to identify where new learner transport routes can be instituted to transport learners from areas where there is no option of building schools due to land and budget constraints. An in-depth analysis of current routes needs to be more specifically linked to the infrastructure planning process. This would require that the LTS systems are digitized completely, and expert advice be sought to find a holistic solution that integrates infrastructure and learner transport systems that are sustainable.

## **9.3 Operations and Maintenance (O&M) Management Plans**

Consultants have been commissioned by DOI to conduct a condition assessment and life-cycle analysis of all educational infrastructure in the Province. This condition assessment study and life-cycle data provides a solid basis upon which to develop Infrastructure Asset Management Plans for each institution. The WCED envisage developing O&M Management Plans for each school (asset), but such O&M Management Plans will have to be carefully balanced and aligned with broader strategic analysis and the strategic objectives of the Department. O&M Management Plans for each school/facility (asset) should be embedded in District plans and the intention is to link it to the process improvements described in section 9.4 below. Ultimately, the O&M Management Plan for each

school/facility will provide detailed information on the maintenance activities and renewal projects completed and proposed, on an annual basis, which will inform the portfolio planning process that is undertaken by the Physical Resources Planning and Property Management Directorate when preparing the U-AMP. Unfortunately, these have not been developed yet and presents a long-term objective.

The update of the conditional assessment of school buildings is ongoing. This information is used to update the conditional grading of all schools and assist to re-prioritise maintenance programmes and projects where needed. The WCED intends each school facility to have an O&M Management Plan that will consist of Preventative and Corrective Maintenance works, and a proposed school infrastructure improvement plan (renewal, upgrade and additions, etc.) based on the lifecycle of an immovable asset.

The desire to develop an O&M Management Plan for each school/facility emanates from WCED's "Asset Care" strategy which is a fundamental aspect of WCED's approach to infrastructure asset management and is discussed in more detail in subsection 9.4 below.

#### **9.4 The introduction of NIAMMS principles and practices**

The 2018/19 U-AMP introduced the principles and practices of the NIAMMS, which establishes a system of principles or practice specifications for the management and care of immovable assets. As described in Chapter 5, "Asset Care" is the key principle in NIAMMS and is primarily concerned with maintenance type activities and renewal projects.

In terms of asset management, the WCED envisage to develop an "Asset Care" strategy for the portfolio of schools in the Western Cape. The "Asset Care" strategy is based on the principle that maintenance (Preventative and Corrective) and renewal type works is essential to ensure that an asset performs a required function to a specific performance standard(s) over its expected useful life, i.e., a functional school.

The alignment of WCED's infrastructure programmes with NIAMMS, specifically for maintenance, is a progressive step that draws on previous maintenance philosophies that is well documented in the Department's previous U-AMPs.

#### **9.5 Improving budgeting for O&M:**

There are two basic approaches that an organisation can follow when budgeting for infrastructure asset management:

- A high level 'top-down' approach, or
- A detailed 'bottom-up' approach.

With the top-down approach, the organisation uses available existing data (from asset register) and applies staff experience and judgement to fill gaps in knowledge with broad assumptions. In a top-down approach, O&M budgeting is usually done at portfolio or facility level (and not, as preferred, at component level). This top-down approach to asset management planning does not conform to best practice and results in Infrastructure Asset Management Plans (IAMPs) with a lower level of reliability.

The bottom-up approach involves undertaking more comprehensive and detailed planning and data gathering processes that will result in more advanced comprehensive IAMP. The use of the bottom-up approach to O&M budgeting has historically been jeopardized by the lack of detailed Maintenance Management Plans for each school/facility and the absence of a comprehensive maintenance management standard with corresponding guidelines. The NIAMM Maintenance Standard further prescribes that maintenance planning and budgeting should be based on the "critical components". Such a "bottom-up" approach is based on infrastructure asset management best practice and should lead to increased efficiencies and cost effectiveness.

As mentioned in Chapter 6, this U-AMP departs from its previous approach to the gap analysis which highlighted the magnitude of the budget deficit between the actual immovable asset budget allocations and the proposed generic lighthouse budget based on a percentage (2 – 4%) of the education asset portfolio's CRV. For purposes of achieving resilient growth, the strategic focus for the next 5-year period, is to stabilize the condition of the existing infrastructure portfolio to, as far as possible, enable school facilities to continue to be fully utilized. The focus shall therefore be to restore school facilities, or parts thereof - in the worst condition - to a functional, secure, safe condition representing the required minimum level of functionality whilst promoting a culture of Preventative Maintenance at all schools.

The WCED has in Chapter 5 described an "Asset Care" strategy, consisting of maintenance and renewal programmes, that aim to ensure education facilities (assets) achieve their estimated useful life and meet the required minimum functionality (i.e., desired level of service (LoS)). Central to the "Asset Care" strategy is Preventative Maintenance regimes that is based on a "risk-based thinking" approach and is carried out to:

- prevent failure;
- minimise the consequence of failure;

- minimise the likelihood of failure; and/or
- renew the asset to eliminate the failure potential.

WCED's strategic objective is to develop and improve current asset management practice to enable a transition to a level where the budgeting for O&M follows a detailed bottoms-up approach, i.e., O&M Management Plans, available and continually updated for each education facility in the Western Cape. To achieve this strategic objective will require both WCED (Client / User) and DOI (Implementing agent / Custodian) to significantly improve current practice in terms of infrastructure asset management, whilst at the same time put measures in place to address or mitigate the known constraints such as funding and delivery capacity constraints.

The WCED's U-AMP for 2024/25 continues to build on the inherent data in previous versions of the U-AMP, whilst it also plots and promotes a best practice approach to infrastructure asset management, with specific emphasis on the O&M of existing education facilities in the Western Cape.

#### **9.6 Improving the alignment of infrastructure programmes**

As described in Chapter 6, the WCED aimed to improve the structure of the infrastructure programmes in the U-AMP to better align with the lifecycle stages of an immovable asset, e.g., lifecycle of school infrastructure. The adoption of a lifecycle management approach to manage a portfolio of infrastructure assets is a key principle of infrastructure asset management.

Assessment of WCED's portfolio of infrastructure assets (schools/facilities) leads to the identification of a "portfolio of work" that must be carried out to ensure that the infrastructure assets provide the required level of service in the most cost-effective manner. To facilitate planning and implementation, the "portfolio of work" is assigned to various infrastructure programmes. In this U-AMP 2024/25, the WCED expanded and improved on the previous structure for infrastructure programmes, by adopting the generic arrangement indicated in Chapter 7, which organises the portfolio of work according to category of expenditure, lifecycle management programmes and NIAMMS.

It is important to note that each infrastructure programme can be sub-divided into sub-programmes or even sub-sub-programmes depending on the scope of the work at hand, to improve accountability, assign responsibility and ensure management effectiveness.

### **9.7 Planning improvements**

Decision-making with regards to infrastructure spend will improve via constantly improved spatial analysis. Such spatial analyses enhance decisions on maintenance spending and properties earmarked for education use. Circuit analyses also contribute to the prioritisation of projects. The reports and analyses eventually present a business case for each project.

The U-AMP, as the key strategic infrastructure planning document of the WCED, links education infrastructure in the Western Cape to national education sector goals and strategies and locates education infrastructure planning in the context of the WCED's strategic thinking and Strategic Plan 2019-2024. The introduction of the Department's education Infrastructure Strategy which guide the strategic focus for infrastructure investment is described in Chapter 1 of this U-AMP. It introduces the Department's Infrastructure Strategy which is being adopted to strengthen the capacity for resilience in the face of continuous pressures and stresses, and to forge a more sustainable and stable fiscal path for infrastructure development over the medium term. This infrastructure plan also encapsulates the infrastructure considerations of both the Safety and WCED APEX priorities, as articulated in the VIPs of the PSP (2019 -2024). Further improvements that relate to planning can be found in Chapter 2 and 3, which describes the various planning documents and levels of spatial analysis undertaken to inform evidence-based decision-making.

### **9.8 Performance Monitoring and Evaluation**

Whilst performance monitoring and management is essentially a function of the programme management of provincial infrastructure departments, high level performance monitoring and evaluation is necessary in the planning process. Such monitoring and evaluation are necessary to assess whether or not delivery strategies and targets are appropriate and whether infrastructure outputs actually achieve desired outcomes. It is the WCED's intention to develop a monitoring and evaluation system as part of future U-AMPs. Post-occupancy evaluation reports have been developed for evaluating the functionality and integrity of completed new infrastructure.

The WCED decided to discontinue the process of rating the functional performance of school buildings (as per national templates). The main reason for this decision was that the indicators (as defined in the national template) were not considered meaningful measures of functional performance. Moreover, the accuracy of the information presented in the functional performance rating has always been questionable, because of the subjective nature of the data used in the rating.

### **9.9 Implementation capacity and innovative delivery**

WCED is dependent on the performance of DOI (Implementing Agent/IA) for the delivery of infrastructure programmes related to capital projects (new and replacement schools, upgrades and additions), Scheduled Maintenance and Emergency Maintenance. However, the limited capacity of DOI (IA) remains a significant challenge as inadequate resources are assigned to manage the implementation of WCED's programmes and projects, which has a detrimental effect on the desired goal of achieving value for money in the expenditure of the infrastructure budget. To achieve value for money, WCED require a preferred IA that is sufficiently capacitated to deliver (procure and implement) infrastructure in an efficient, effective and economic manner, in accordance with the prioritised list of programmes and projects in the U-AMP.

To manage the risk of under-expenditure in a given financial year, the WCED institutes various mitigation measures, including the re-prioritisation of the budget on poor performing programmes and projects. The WCED is glad to have at its disposal five (5) Management Contractors to augment infrastructure delivery as a means to mitigate the under-capacity of DOI (IA) and provide flexibility in delivery. DOI (IA) is generally able to cope effectively with the implementation of large capital projects (e.g., new and replacement schools) but is not sufficiently capacitated to effectively implement small scale programmes or projects (low budget with volume) such as fencing, security, minor maintenance projects, norms and standards projects and e-learning projects. The WCED's efficient deployment of the WCED Management Contractors to implement projects of this nature and scale needs to continue and be accepted as an intrinsic part of the infrastructure delivery in the Western Cape.

### **9.10 Improvement on Human Resources Availability**

In 2007 the WCED went through a restructuring process. This process yielded the Chief Directorate: Institutional Management and Governance, Physical Resources and Specialised Education. School infrastructure, together with other resources support were housed in two separate directorates – one for planning and one for execution. In 2009, the efficiency of the Chief Directorate was assessed and in 2010 it was decided to merge Infrastructure Planning and Delivery into one directorate and resources support (LTSM, LTS, Library Services and Furniture and Equipment) into another directorate.

The capacity of infrastructure units in Provincial Education Departments (PEDs) to deliver on their mandate came under review with the approval of the Infrastructure Delivery Management System (IDMS) by National Treasury in 2010. The WCG Cabinet approved the IDMS on 13 April 2011.

National Treasury, in consultation with the DBE, agreed in principle to assist PEDs with the recruitment of skilled staff. In 2012/13 an amount of R10 million was made available to each PED to recruit the necessary staff with appropriate skills. The EIG includes an amount ring-fenced for Human Resource (HR) capacitation of Provincial infrastructure units, which enables the WCED Chief Directorate: Physical Resources Management to recruit the necessary staff with appropriate built environment skills in accordance with WCED's approved organisational structure. This amount has now been increased to **R35,824 million in 2024/25**. The main purpose of this strategy is to ensure that PEDs have staff with the appropriate skills and capacity to respond to the demands of education infrastructure planning and delivery in the country. The Chief Directorate: Physical Resources has increased its staff capacity substantially since 2012/13 to date.

The current approved organogram is detailed in the diagram below.



**CHIEF DIRECTORATE PHYSICAL RESOURCE MANAGEMENT**

**CHIEF DIRECTORATE PHYSICAL RESOURCE MANAGEMENT**

Purpose: To plan and manage physical resources  
 Functions: 1. Develop and manage strategies, policies, systems, norms/ standards, plans and leases related to infrastructure programmes/ projects.  
 2. Manage the delivery of the total programme of infrastructure projects through the interaction with and monitoring/ oversight of the implementing agent.  
 3. Plan and facilitate the delivery of LTSM, library services, ITS and equipment (e-learning equipment) in respect of learning sites.  
 4. Financial Management and reporting.

CHIEF DIRECTORATE PHYSICAL RESOURCE MANAGEMENT		EOPS2	
1 Chief Director (SL14)		NC	
1 PA (SL 7)		NC	
#1 Chief Director: IDMS Strategic and Technical Advisor (5 year contract post)		NC	
DIRECTORATE PHYSICAL RESOURCE PLANNING AND PROPERTY MANAGEMENT	DIRECTORATE INFRASTRUCTURE DELIVERY MANAGEMENT	DIRECTORATE INSTITUTIONAL RESOURCE SUPPORT	
1 Director (SL 13) 1 PA (SL 7) 1 Chief Civil Engineer (OSD Grade A) 1 Engineer (OSD Grade A) 1 Chief Electrical Engineer (OSD Grade A) 1 Electrical Engineer (OSD Grade A) 1 Architect (OSD Grade A) 1 Chief Town & Regional Planner (OSD Grade A) 1 Town & Regional Planner (OSD Grade A) 1 GIS Technician (OSD Grade A) 1 Quantity Surveyor (OSD Grade A) 1 Chief Education Specialist (PL 6) & 5 Deputy Chief Education Specialist (PL 5 (Districts)) 2 Admin Officer: Planning (SL 7) 1 DD: Property Management (SL 11) 1 ASD: Leases and Property (SL 9) 1 ASD: Accommodation (SL 9) 4 Admin Officer: Property Management (SL 7) 4 Admin Clerk: Assets (SL 5)	1 Director (SL 13) 1 PA (SL 7) 2 Chief Architect (OSD Grade A) 3 Architects (OSD Grade A) 3 Admin Officer (SL 7) 2 Chief Quantity Surveyor (OSD Grade A) 2 Quantity Surveyor (OSD Grade A) 2 Admin Officer (SL 7) & 5 Control Works Inspector (SL 10) & 5 Chief Works Inspector (SL 8) (District) & 8 Works Inspector (SL 6 (District)) *1 Deputy Director Finance (SL 11) *1 Assistant Director Finance (SL 9)	1 Director (SL 13) 1 PA (SL 7) WCED OPS-J E634 NC EOPS21 EOPS21 NC NC NC ONDADM28 WCED ADM-JE 166	ONDBED101 NC See Chart A2.2.1

# post to be created additional to the establishment for a period of 5 years  
 &1.DCES (Districts), 1 Control Works Inspector (SL 10), 1 Chief Works Inspector (SL 8) working across 2 districts  
 &1 Works Inspector per district within the component District: Management and Governance  
 \*Seconded from the Directorate Financial Management

Table 9.1: Summary of posts in the amended organogram to align with the generic DoRA HR structure

Since the institution of the DoRA HR Capacitation grant, the WCED has gradually increased capacity in the Physical Resource Planning and Property Management and Infrastructure Delivery Management Directorates by the appointment of staff with the requisite infrastructure skills and knowledge. Over the last six years, staff in the Directorates has doubled. The increase of staff since 2012/13 till 2021/22 is as follows:

Positions	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Directors	1	1	1	2	2	2	2	2	2	2	2
Strategic /Technical advisor (IDMS)	1	1	1	0	1	1	1	1	1	0	0
Personal Assistant	1	1	1	2	2	2	2	2	2	1	1
Chief Town and Regional Planner	0	0	1	0	1	1	1	1	0	0	1
Town & Regional Planner	1	1	0	0	1	0	1	1	1	0	0
Chief Civil Engineer							0	0	0	0	0
Engineer							0	0	0	0	0
Chief Electrical Engineer							0	0	0	0	1
Electrical Engineer							0	0	0	0	0
Quantity Surveyor/ DD Cost Planner (Planning)	1	0	1	1	1	1	1	1	1	1	1
Infrastructure Planner (CES)	1	1	1	1	1	1	1	1	1	1	1
Property Planner (DCES)	0	0	0	1	4	5	5	5	4	4	3
GIS Technician	0	1	1	0	0	0	1	1	1	0	1
Dep. Director: Finance	1	1	1	1	1	1	1	1	1	1	1
ASD: Finance					1	1	1	1	1	1	1
Dep. Director: Properties	0	1	1	1	1	1	1	1	1	1	0
ASD: Property Leases	1	1	1	1	1	0	1	1	1	0	1
ASD: Property Accommodation	0	0	0	1	1	0	1	1	0	1	0
Infrastructure Programme Managers	4	4	3	2	2	2	2	2	2	2	2
Architects (Planning)	0	1	1	1	1	1	1	1	1	1	1
Chief Architect (Delivery)	0	1	1	2	2	2	2	2	2	2	1
Architects (Delivery)	0	1	3	3	2	3	3	2	3	3	2
Chief Quantity Surveyor (Delivery)	0	0	0	0	1	1	1	1	1	2	1
Quantity Surveyor (Delivery)	0	0	0	0	1	1	2	2	2	2	2
Control Works Inspectors	0	0	0	5	4	4	5	5	4	5	4
Chief Works Inspectors	3	8	8	2	4	4	5	5	5	4	4
Works Inspectors	0	0	0	0	0	0	4	5	5	7	7
Senior Admin Officers	6	6	8	10	9	9	10	10	7	7	7
Admin Clerks	0	4	4	4	4	3	3	4			4
Accounting Clerks	0	0	0	2	2	2	2	2	2	2	1
Contract posts for ASIDI	0	1	2	0	0	0	0	0	0	0	0
<b>Total Staff</b>	<b>21</b>	<b>35</b>	<b>40</b>	<b>42</b>	<b>50</b>	<b>49</b>	<b>60</b>	<b>60</b>	<b>51</b>	<b>50</b>	<b>50</b>
*** Resignations, retired or transferred	3	3	4	6	4	2	5	1	2	1	2

**Table 9.2: Progress with the filling of posts since 2012/13**

Recruitment of personnel for the two Directorates must comply with National Treasury's DoRA HR Capacitation Circular of 22 May 2017. Although, the WCED has successfully managed to fill the majority of the approved posts for built environment professionals, it has proven extremely difficult to recruit professional Engineers (Chief and Production OSD level posts) and to a slightly lesser extent, professional Quantity Surveyors (Chief and Production OSD level posts).

Some of the reasons or challenges with recruiting professional Engineers and Quantity Surveyors includes: Scarcity of engineering skills in South Africa, the inability of public sector to offer competitive salaries when compared to private sector, HR Department's limited appetite for head-hunting suitable candidates and that most prospective candidates are not registered as professionals with statutory councils or simply do not have the qualifications or prerequisite years of experience prescribed in National Treasury's DoRA HR Capacitation Circular of 22 May 2017.

Since 2012/13 there has been a visible improvement in the planning and delivery capacity of the Department and WCED continues to be reliant on DoRA HR Capacitation funding, to ensure appropriate built environment skills and capacity are sustained. Within this MTEF period, the aim remains to move this process forward.

## CHAPTER 10: CONCLUSIONS

The main conclusions of the Draft 2024/25 U-AMP can be summarised as follows:

1. The infrastructure challenges facing the WCED are daunting and require astute strategic planning to steer us forward and using the crisis to enforce positive change. To navigate our way through this crisis, the U-AMP 2020/2021 introduced the Department's Infrastructure Strategy, which is strongly focused on resilient and inclusive growth, equitable access and positioning the education system for future fit and relevant education, which is further outlined in Chapter 1, of this U-AMP. This Infrastructure Strategy has been adopted to strengthen the capacity for resilience in the face of continuous pressures and stresses, and to forge a more sustainable and stable fiscal path for infrastructure development, over the medium term. This U-AMP is aligned to the WCED Infrastructure Strategy.
2. For purposes of achieving resilient growth, the strategic focus for the next 5-year period, is to stabilize the condition of the existing infrastructure portfolio to, as far as possible, enable school facilities to continue to be fully utilized and incorporate greening of our schools, future-fit designs and innovation into the current Programmes and Sub-programmes. The focus shall therefore be to restore school facilities, or parts thereof - in the worst condition - to a functional, secure, safe condition representing the required minimum level of functionality whilst promoting a culture of Preventative Maintenance at all schools. Safety has also been identified as the overarching theme of the Provincial Government's VIPs. Every provincial department is responsible for contributing to this overarching theme of safe and cohesive communities through its Safety Priorities. The WCED is committed to ensuring that schools are safer and more secure places of learning and has committed to shifting infrastructural investment toward maintenance and new security fencing at identified schools within violent crime hotspots (as defined in the Western Cape Safety Plan read in conjunction with the 2019 - 2024 Provincial Strategic Plan).
3. The strategic orientation developed in previous U-AMPs recognized the need to prioritize dealing with enrolment pressure but to do so via expansion at existing schools wherever possible. However, building new schools remains necessary and a priority in areas experiencing substantial growth. In many urban areas and in certain neighbourhood precincts, enrolment pressures are acutely felt, manifesting as over-utilisation and overcrowding. Such enrolment pressure needs to be dealt with as a high priority via a variety of strategies including moving excess learners to schools nearby where accommodation is available; expanding available

classroom space at the schools feeling the pressure or at nearby schools and building new schools where it is absolutely necessary. This, however, require models which promotes a future fit and relevant in terms of the communities it is intended for. This U-AMP responds by allocating infrastructure spend toward the school improvements programme, which incorporates the upgrading and repurposing of school facilities in support of technological and vocational focused learning and curriculum (e.g., STEAMAC), to equip learners with the skills and capabilities required to participate in this fast-changing world. Chapter 3 and 6 provides examples of our intention to repurpose and transform existing facilities currently underutilized and/or the dysfunctional areas of schools into more innovative, useful and flexible spaces.

4. Given budget pressures and the strategic choices outlined above, it will not be possible to replace all schools built of inappropriate material within the timeframes specified in the Regulations for N&S for Public Schools Infrastructure. This reality has already been pointed out in the WCED plan for addressing norms and standards backlogs which was submitted by the Provincial Minister for Education to the Minister of Basic Education in 2014 and which was revised in 2015. However, it must be mentioned that the Regulations states clearly that compliance with the prescripts of the minimum infrastructure norms and standards timelines is subject to budget availability. Significant elements of the infrastructure N&S requirements are consistent with a shift towards greater width of impact in delivery. Particularly important in this regard are infrastructural elements linked to the achievement of core educational outcomes such as libraries, laboratories, classrooms, etc., as well as those linked to achieving health and safety (e.g., ablutions). The delivery of many of these elements via an integrated implementation plan, as outlined in the section dealing with norms and standards in Chapter 7, marks a major step in the direction of achieving both "width" and "norms and standards" objectives.
5. Given the continued pessimistic economic outlook, the fiscal environment has come under severe strain as all spheres of government aim to effectively respond post COVID-19 pandemic, while also managing existing budget pressures. This new context will affect current baselines and future budget allocations and will thus impact on the delivery of education infrastructure programmes and projects. The WCED is appreciative for the additional funding allocated over the 2023/24 MTEF for infrastructure development. Taking this into account, the WCED aims to complete projects, but to do them smarter. The WCED is putting a lot of effort into the planning phases of new and replacement schools to ensure cost effective construction and value for money. The WCED's focus remains on achieving resilience and relevance in a sustainable way and increasing the range of impact we can reach.

6. The approved organogram for infrastructure, will enable the WCED to continue to recruit appropriately skilled staff to assist with the planning, implementation, monitoring and oversight of all education infrastructure programmes and projects.
  
7. Finally, the re-appointment of Management Contractors for the WCG Departments of Health and Education will assist greatly in terms of implementation capacity and managing potential under-expenditure. The greatest benefit of the Management Contractors is their flexibility and direct management by the WCED. This improves relationship with contractors and implementers to ensure flexibility and rapid delivery.

## **ANNEXURES: TEMPLATES 1 -10**

### **TEMPLATE 1: SCHEDULE OF ACCOMMODATION REQUIREMENTS PER BUDGET PROGRAMME OBJECTIVE**

TEMPLATE 1: SCHEDULE OF ACCOMMODATION REQUIREMENTS PER BUDGET PROGRAMME OBJECTIVE			
USER DEPARTMENT: EDUCATION			
MISSION: WCED		HOW CAN THE PROVISION OF ACCOMMODATION CONTRIBUTE TOWARDS THIS VISION?	
To improve education outcomes through supporting the following: * Overall planning for, and management of, education system * Education in public ordinary schools * Support to independent schools * Education in public special schools * Early Childhood Development (ECD) in Grade R * Training opportunities for teachers * 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.			
PROGRAMME	OUTCOMES	OPTIMAL SUPPORTING ACCOMMODATION	RATIONALE
<b>Programme 1: Administration</b> To provide overall management of the education systems in accordance with the National Education Policy Act, Public Finance Management Act and other relevant policies.	1.1: <b>Office of the MEC</b> To provide for the functioning of the office of the Member of the Executive Council (MEC) for education in line with the ministerial handbook 1.2: <b>Corporate Services</b> To provide management services which are not education specific for the education system, 1.3: <b>Education Management</b> To provide education management services for the education system 1.4: <b>Human Resources Development</b> To provide human resource development for office-based staff 1.5: <b>Education Management Information System (EMIS)</b> To provide Education Management Information in accordance with the National Education Information Policy	Additional office accommodation in Head Office, District Offices and Service Points are required to accommodate expansion of organisational structure. A new office block is being acquired to accommodate the entire head office component.	Office accommodation is required for staff in order to execute their management and administration functions in support of provisioning of quality education
<b>Programme 2: Public Ordinary School Education</b> To provide public ordinary education from Grades 1 to 12 in accordance with the South African Schools Act	2.1: <b>Public Primary Schools</b> To provide specific primary ordinary schools (including inclusive education) with resources required for Gr 1 to 7 2.2: <b>Public Secondary Schools</b> To provide specific public secondary schools (including inclusive education) with the resources required for Gr 8 to 12 2.3: <b>Human Resources Development</b> To provide departmental services for the development of educators and non-educators in public schools 2.4: <b>Conditional Grants</b> To provide for projects under programme 2 specified by the department of Basic Education and funded by conditional grants	6 New Primary Schools, 14 New High Schools ; 14 Replacement Primary Schools, 2 Replacement Secondary Schools & 244 Scheduled Maintenance Projects	Enabling physical teaching and learning environment is crucial for delivery of quality education. Physical environment determines the quality of education
<b>Programme 4: Public Special School Education</b> 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.	4.1: <b>Schools</b> To provide specific public special schools with resources including e-learning and inclusive education 4.2: <b>Human Resource Development</b> To provide departmental services for the professional and other development of educators and non educators in public special schools (including inclusive education) 4.3: <b>Conditional Grants</b> To provide for projects under programme 4 specified by the Department of Basic Education and funded by conditional grants (including inclusive education)	1 New School of Skills	Learners with special education needs should also be provided with special infrastructure for learning.
<b>Programme 5: Early Childhood Development</b> : To provide Early Childhood Education (ECD) at the Grade R and pre-grade R in accordance with White Paper 5. (E-Learning is also included)	5.1: <b>Grade R in Public Schools</b> To provide specific public ordinary schools with resources required for Grade R 5.2: <b>Grade R in Early Childhood Development Centres</b> To support Grade R at early childhood development centres 5.3: <b>Pre-Grade R training</b> To provide training and payment of stipends of Pre-Grade R practitioners/educators 5.4: <b>Human Resource Development</b> To provide departmental services for the development of practitioners/educators and non-educators in grade R at public schools and ECD centres 5.5: <b>Conditional Grants</b> To provide for projects under Programme 5 specified by the Department of Basic Education and funded by conditional grants	<b>Grade R Classrooms only at New and Replacement Primary Schools</b>	In terms of White Paper 5 , all primary schools must offer Gr R classes/curriculum

**TEMPLATE 2.1: SCHEDULE and CONDITION ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - STATE OWNED ORDINARY SCHOOL ACCOMMODATION**

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMENT
109309200	1	A.F. LOUW LAERSKOOL	Primary School	CAPE WINELANDS	LA COLLINE	STELLENBOSCH	3,84
108470023	2	ALFONS PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,27
130041109	3	ALFRED STAMPER PUBLIC PRIMARY SCHOOL	Primary School	CAPE WINELANDS	ZWELETEMBA	WORCESTER	3,89
108470031	4	AMSTELHOF PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	AMSTELHOF	PAARL	3,13
127330795	5	ASHBURY PRIMÈRE SKOOL	Intermediate School	CAPE WINELANDS	ASHBURY	MONTAGU	3,47
127309203	6	ASHTON LAERSKOOL	Primary School	CAPE WINELANDS	ASHTON	ASHTON	3,74
127041104	7	ASHTON PUBLIC COMBINED SCHOOL	Combined School	CAPE WINELANDS	ZOLANI	ASHTON	3,77
127333522	8	ASHTON SEKONDÊRE SKOOL	Secondary School	CAPE WINELANDS	ASHTON	ASHTON	3,85
130007986	9	AVIAN PARK PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	AVIAN PARK	WORCESTER	3,97
129330523	10	BAKERVILLE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	GOUDA	GOUDA	3,58
126333581	11	BELLA VISTA HOËRSKOOL	Secondary School	CAPE WINELANDS	BELLA VISTA	CERES	3,49
126330841	12	BELLA VISTA PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	BELLA VISTA	CERES	3,5
112473340	13	BERGRIVIER SEKONDÊR	Secondary School	CAPE WINELANDS	HILLCREST	WELLINGTON	3,62
109310202	14	BLOEMHOF HOËRSKOOL	Secondary School	CAPE WINELANDS	DALSIG	STELLENBOSCH	4,13
130338133	15	BO-DOORNRIVIER PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,14
108306202	16	BOLAND LANDBOUSKOOL	Secondary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,38
130330825	17	BONNE ESPERANCE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	DE DOORNS	DE DOORNS	3,11
117312202	18	BONNIEVALE HOËRSKOOL	Combined School	CAPE WINELANDS	BONNIEVALE	BONNIEVALE	3,4
117330450	19	BONNIEVALE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	BONNIEVALE	BONNIEVALE	3,26
126330949	20	BOY MULLER PRIMÈRE SKOOL	Intermediate School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,56
130309218	21	BREERIVIER LAERSKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,73
130333352	22	BREËRIVIER HOËRSKOOL	Secondary School	CAPE WINELANDS	WORCESTER	WORCESTER	3,79
109320609	23	BRUCKNER DE VILLIERS PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	IDASVALLEI	STELLENBOSCH	3,75
126330094	24	CERES PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	CERES	CERES	3,15
126333034	25	CERES SEKONDÊR	Secondary School	CAPE WINELANDS	CERES	CERES	3,44
108470716	26	CHARLESTON HILL PRIMARY SCHOOL	Intermediate School	CAPE WINELANDS	CHARLESTON HILL	PAARL	3,66
108473480	27	CHARLESTON HILL SEKONDÊR	Secondary School	CAPE WINELANDS	KLEIN NEDERBURG	PAARL	2,89
126310214	28	CHARLIE HOFMEYR HOËRSKOOL	Secondary School	CAPE WINELANDS	CERES	CERES	3,53
109323535	29	CLOETESVILLE HOËRSKOOL	Secondary School	CAPE WINELANDS	CLOETESVILLE	STELLENBOSCH	3,23
109320684	30	CLOETESVILLE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	CLOETESVILLE	STELLENBOSCH	3,86
108309224	31	COURTRAI PRIMARY SCHOOL	Primary School	CAPE WINELANDS	COURTRAI	PAARL	3,82
128330086	32	DAGBREEK LAERSKOOL	Primary School	CAPE WINELANDS	ROBERTSON	ROBERTSON	3,08
108042115	33	DALUBUHLE PRIMARY SCHOOL	Primary School	CAPE WINELANDS	LE ROUX	FRANSCHHOEK	3,51
108470791	34	DALWEIDE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	GROENHEUWEL	PAARL	3,34
130333409	35	DE KRUISE SEKONDÊR	Secondary School	CAPE WINELANDS	TOUWS RIVER	TOUWS RIVER	3,22
130330701	36	DE TUIJNEN PRIMÈRE SKOOL	Intermediate School	CAPE WINELANDS	PARKERSDAM	WORCESTER	3,38
128330183	37	DE VILLIERS LAERSKOOL	Primary School	CAPE WINELANDS	ROBERTSON	ROBERTSON	3,29
130042202	38	DESMOND MPIOLO TUTU SECONDARY SCHOOL	Secondary School	CAPE WINELANDS	PAARL	PAARL	3,64
109321036	39	DEVONVALLEI PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,62
108309236	40	DRAKENSTEIN PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	DENNEBURG	PAARL	3,47
130303201	41	DROSTDY HTS.	Secondary School	CAPE WINELANDS	WORCESTER	WORCESTER	3,82
129338818	42	DROSTDY SSKV PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	2,97
108470104	43	EBENEZER PRIMARY SCHOOL	Primary School	CAPE WINELANDS	HUGENOT	PAARL	3,16



EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
109309240	44	EIKESTAD LAERSKOOL	Primary School	CAPE WINELANDS	DALSIG	STELLENBOSCH	4,07
130330043	45	ESSELENPARK PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	WORCESTER	WORCESTER	3,69
130333344	46	ESSELENPARK SEKONDÊR	Secondary School	CAPE WINELANDS	FLORIAN PARK	WORCESTER	3,38
126309244	47	F.D. CONRADIE LAERSKOOL	Primary School	CAPE WINELANDS	PRINCE ALFRED HAMLET	PRINCE ALFRED HAMLET	0
130330361	48	F.J. CONRADIE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	DE DOORNS	DE DOORNS	2,73
108312212	49	FRANSCHHOEK HOËRSKOOL	Combined School	CAPE WINELANDS	FAIRDALE	FRANSCHHOEK	3,02
126309251	50	GERICKE LAERSKOOL	Primary School	CAPE WINELANDS	CERES	CERES	3,65
108310233	51	HOËRSKOOL GIMNASIUM PAARL	Secondary School	CAPE WINELANDS	LEMOENKLOOF	PAARL	3,72
108309252	52	GIMNASIUM PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	PAARL CENTRAL WEST	PAARL	3,51
130312220	53	GOUDINI HOËRSKOOL	Combined School	CAPE WINELANDS	RAWSONVILLE	RAWSONVILLE	3,37
108470120	54	GROENDAL PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	LE ROUX	FRANSCHHOEK	3,58
108473502	55	GROENDAL SEKONDÊR	Secondary School	CAPE WINELANDS	LE ROUX	FRANSCHHOEK	3,21
108008007	56	GROENHEUWEL PRIMARY SCHOOL	Primary School	CAPE WINELANDS	GROENHEUWEL	PAARL	3,72
127330167	57	H. VENTER PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	ASHTON	ASHTON	3,36
130330515	58	H.M. BEETS PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,08
130330965	59	HEXPARK PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	HEXPARK	WORCESTER	3,48
130312225	60	HEXVALLEI HOËRSKOOL	Combined School	CAPE WINELANDS	DE DOORNS	DE DOORNS	3,25
130333557	61	HEXVALLEI SEKONDÊR	Secondary School	CAPE WINELANDS	DE DOORNS	DE DOORNS	3,43
112470678	62	HILLCREST PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	HILLCREST	WELLINGTON	3,72
108310249	63	HOËR JONGENSKOOL PAARL	Secondary School	CAPE WINELANDS	PAARL CENTRAL WEST	PAARL	3,63
112310243	64	HUGENOTE HOËRSKOOL	Secondary School	CAPE WINELANDS	WELLINGTON NORTH	WELLINGTON	3,77
112309264	65	HUGENOTE PRIMARY SCHOOL	Primary School	CAPE WINELANDS	WELLINGTON NORTH	WELLINGTON	3,84
112309265	66	HUGO RUST LAERSKOOL	Primary School	CAPE WINELANDS	WELLINGTON NORTH	WELLINGTON	3,73
109320293	67	IDASVALLEI PRIMARY SCHOOL	Primary School	CAPE WINELANDS	IDASVALLEI	STELLENBOSCH	3,91
130007282	68	IHLUMELO JUNIOR SECONDARY SCHOOL	Secondary School	CAPE WINELANDS	MBEKWENI	PAARL	3,19
126041327	69	IINGCINGA ZETHU SECONDARY SCHOOL	Secondary School	CAPE WINELANDS	NDULI	CERES	3,65
109322342	70	IKAYA PRIMARY SCHOOL	Primary School	CAPE WINELANDS	KAYA MANDI	STELLENBOSCH	3,46
108041324	71	IMBONISELO PRIMARY SCHOOL	Primary School	CAPE WINELANDS	MBEKWENI	PAARL	4
109327336	72	J.J. RHODE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	ELSENBURG	STELLENBOSCH RURAL	3,56
109325694	73	KAYAMANDI PRIMARY SCHOOL	Primary School	CAPE WINELANDS	PLANKENBRUG	STELLENBOSCH	3,77
109042106	74	KAYAMANDI SECONDARY SCHOOL	Secondary School	CAPE WINELANDS	KAYA MANDI	STELLENBOSCH	3,76
128330299	75	KLAASVOOGDS PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,41
108470201	76	KLAPMUTS PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	BENNETSVILLE	KLAPMUTS	4,05
108473367	77	KLEIN NEDERBURG SEKONDÊR	Secondary School	CAPE WINELANDS	LANGVLEI	PAARL	3,56
126309281	78	KOUE BOKKEVELD LAERSKOOL	Primary School	CAPE WINELANDS	DIE DORP OP DIE BERG	DIE DORP OP DIE BERG	3,83
108473499	79	KYLEMORE SEKONDÊR	Secondary School	CAPE WINELANDS	KYLEMORE	STELLENBOSCH RURAL	3,52
108470295	80	L.K. ZEEMAN PRIMÈRE SKOOL	Intermediate School	CAPE WINELANDS	AMSTELHOF	PAARL	2,95
129338753	81	LA PLAISANTE NGK PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	2,78
108309284	82	LA ROCHELLE GIRLS PRIMARY SCHOOL	Primary School	CAPE WINELANDS	PAARL CENTRAL EAST	PAARL	3,59
108310254	83	LA ROCHELLE MEISIES HOËRSKOOL	Secondary School	CAPE WINELANDS	PAARL CENTRAL EAST	PAARL	3,71
108310257	84	LABORI HOËRSKOOL	Secondary School	CAPE WINELANDS	PAARL CENTRAL WEST	PAARL	3,92
108042209	85	LANGABUYA PRIMARY SCHOOL	Primary School	CAPE WINELANDS	MBEKWENI	PAARL	3,39
128333026	86	LANGEBERG SEKONDÊR	Secondary School	CAPE WINELANDS	ROBERTSON	ROBERTSON	3,59
100000587	87	LINGOMSO PRIMARY SCHOOL	Primary School	CAPE WINELANDS	TULBAGH	TULBAGH	5
109323411	88	LUCKHOFF SEKONDÊR	Secondary School	CAPE WINELANDS	IDASVALLEI	STELLENBOSCH	3,05

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108470309	89	MAGNOLIA PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	KLEIN NEDERBURG	PAARL	3,15
109324167	90	MAKUPULA SECONDARY SCHOOL	Secondary School	CAPE WINELANDS	KAYA MANDI	STELLENBOSCH	3,38
128041108	91	MASAKHEKE COMBINED SCHOOL	Combined School	CAPE WINELANDS	NKQUBELA	ROBERTSON	3,58
108042212	92	MBEKWENI PRIMARY SCHOOL	Primary School	CAPE WINELANDS	MBEKWENI	PAARL	3,21
128330884	93	MCGREGOR PRIMÈRE SKOOL	Intermediate School	CAPE WINELANDS	MCGREGOR	MCGREGOR	3,53
117337692	94	MIDDELRIWIER PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	2,9
127310261	95	MONTAGU HOËRSKOOL	Secondary School	CAPE WINELANDS	MONTAGU	MONTAGU	3,32
127309298	96	MONTAGU LAERSKOOL	Primary School	CAPE WINELANDS	MONTAGU	MONTAGU	3,42
130310263	97	MONTANA HOËRSKOOL	Secondary School	CAPE WINELANDS	HOSPITAL HILL	WORCESTER	3,57
126330507	98	MOOI-UITSIG PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	BELLA VISTA	CERES	3,52
126330213	99	MORRISDALE PRIMÈRE SKOOL	Intermediate School	CAPE WINELANDS	CERES	CERES	2,8
126041106	100	NDULI PRIMARY SCHOOL	Primary School	CAPE WINELANDS	NDULI	CERES	3,52
108470325	101	NEDERBURG PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	KLEIN NEDERBURG	PAARL	3,07
108470333	102	NEW ORLEANS PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	NEW ORLEANS	PAARL	3,32
108473375	103	NEW ORLEANS SEKONDËR	Secondary School	CAPE WINELANDS	NEW ORLEANS	PAARL	3,51
112470341	104	NEWTON PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	NEWTOWN	WELLINGTON	3,34
108321745	105	NIEUWE DRIFT PRIMARY SCHOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,57
130338109	106	NIEUWE MORGEN PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,52
128048365	107	NKQUBELA PRIMARY SCHOOL	Primary School	CAPE WINELANDS	NKQUBELA	ROBERTSON	3,43
108042116	108	NONDZAME PRIMARY SCHOOL (S.A.)	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,59
108309304	109	NOORD-EIND PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	NORTHERN PAARL	PAARL	3,82
108473383	110	NOORDER-PAARL SEKONDËR	Secondary School	CAPE WINELANDS	PAARL CENTRAL EAST	PAARL	3,09
130330833	111	ORCHARD PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	ORCHARD	ORCHARD	0
108470384	112	ORLEANSVALE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	CHICAGO	PAARL	3,74
109470244	113	P.C. PETERSEN PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	KYLEMORE	STELLENBOSCH RURAL	2,85
130041110	114	P.J.B. CONA PRIMARY SCHOOL	Primary School	CAPE WINELANDS	ZWELETEMBA	WORCESTER	3,3
108309311	115	PAARL BOYS' PRIMARY SCHOOL	Primary School	CAPE WINELANDS	PAARL CENTRAL EAST	PAARL	3,65
108312236	116	PAARL GIRLS HOËRSKOOL	Combined School	CAPE WINELANDS	PAARL CENTRAL WEST	PAARL	3,68
108470392	117	PAARLZICHT PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	KLEIN NEDERBURG	PAARL	3,18
109310275	118	PAUL ROOS GIMNASIUM	Secondary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,98
108470422	119	PAULUS JOUBERT PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	LANTANA	PAARL	3,84
108473391	120	PAULUS JOUBERT SEKONDËR	Secondary School	CAPE WINELANDS	LANTANA	PAARL	3,06
112470430	121	PAUW GEDENK PRIMARY SCHOOL	Primary School	CAPE WINELANDS	WELLINGTON NORTH	WELLINGTON	3,64
130338176	122	PETRA GEDENK PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,34
109321478	123	PIETER LANGEVELDT PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	CLOETESVILLE	STELLENBOSCH	3,23
108470449	124	PNIEL PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,87
130330817	125	RABIE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,33
109310282	126	RHENISH GIRLS' HIGH SCHOOL	Secondary School	CAPE WINELANDS	DALSIG	STELLENBOSCH	4,18
109309326	127	RHENISH PRIMARY	Primary School	CAPE WINELANDS	DALSIG	STELLENBOSCH	3,89
109322199	128	RIETENBOSCH PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	CLOETESVILLE	STELLENBOSCH	3,52
130338141	129	RIVERVIEW PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	RIVERVIEW	WORCESTER	3,56
128310285	130	ROBERTSON HOËRSKOOL	Secondary School	CAPE WINELANDS	ROBERTSON	ROBERTSON	3,63
128309329	131	ROBERTSON LAERSKOOL	Primary School	CAPE WINELANDS	ROBERTSON	ROBERTSON	3,68
128308209	132	ROBERTSON VOORBEREIDINGSKOOL	Primary School	CAPE WINELANDS	ROBERTSON	ROBERTSON	3,61
112470503	133	RONDEHEUWEL PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,62
108477087	134	RONWE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,41

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130330108	135	ROODEWAL PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	WORCESTER	WORCESTER	3,25
129333433	136	ROODEZANDT SEKONDÉR	Secondary School	CAPE WINELANDS	SARON	SARON	3
129330531	137	SARON PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	SARON	SARON	3,1
130338567	138	SCHERPENHEUWEL PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,51
130041111	139	SIBABALWE PRIMARY SCHOOL	Primary School	CAPE WINELANDS	DE DOORNS	DE DOORNS	3,38
108477214	140	SIMONDIUM PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,27
130041334	141	SIYAFUNKA PRIMARY SCHOOL	Primary School	CAPE WINELANDS	ZWELETEMBA	WORCESTER	3,69
126333425	142	SKURWEBERG SEKONDÉRE SKOOL	Combined School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,42
108309612	143	SLOT VAN DIE PAARL PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,73
100000586	144	SOMERSET HIGH SCHOOL	Secondary School	CAPE WINELANDS	WORCESTER	WORCESTER	5
108470732	145	SONOP PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,52
112470643	146	ST. ALBANS PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	WELLINGTON CENTRAL	WELLINGTON	3,56
126330442	147	ST. MARK'S PRIMÉRE SKOOL (WORC)	Primary School	CAPE WINELANDS	PRINCE ALFRED HAMLET	PRINCE ALFRED HAMLET	3,52
130330051	148	STEENVLIE PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	TOUWS RIVER	TOUWS RIVER	3,05
109310299	149	STELLENBOSCH HOËRSKOOL	Secondary School	CAPE WINELANDS	MOSTERTSDRIFT	STELLENBOSCH	3,85
109309346	150	STELLENBOSCH LAERSKOOL	Primary School	CAPE WINELANDS	MOSTERTSDRIFT	STELLENBOSCH	4,26
109323306	151	STELLENZICHT SEKONDÉR	Secondary School	CAPE WINELANDS	JAMESTOWN	STELLENBOSCH	3,7
130309361	152	TOUWSRIVIER LAERSKOOL	Primary School	CAPE WINELANDS	TOUWS RIVER	TOUWS RIVER	3,51
129312252	153	TULBAGH HOËRSKOOL	Combined School	CAPE WINELANDS	TULBAGH	TULBAGH	3,31
130041107	154	VAN CUTSEM COMBINED SCHOOL	Combined School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,43
100000420	155	VAN WYKSVLEI PRIMARY SCHOOL	Primary School	CAPE WINELANDS	VAN WYKS VLEI	WELLINGTON	4,76
128330620	156	VERGESIG PRIMÉRE SKOOL	Intermediate School	CAPE WINELANDS	ROBERTSON	ROBERTSON	3,64
130330469	157	VICTORIAPARK PRIMARY SCHOOL	Primary School	CAPE WINELANDS	NOBLE PARK	WORCESTER	3,28
128330280	158	VINKRIVIER PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,14
126337048	159	VOORSORG NGK PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,34
130041103	160	VUSISIZWE SECONDARY SCHOOL	Secondary School	CAPE WINELANDS	ZWELETEMBA	WORCESTER	3,19
108309372	161	W.A. JOUBERT PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	PAARL CENTRAL EAST	PAARL	3,61
127330140	162	W.A. ROSSOUW PRIMÉRE SKOOL	Intermediate School	CAPE WINELANDS	BERGSIG	MONTAGU	3,23
129330574	163	W.F. LOOTS PRIMARY SCHOOL	Primary School	CAPE WINELANDS	MONTANA	WOLSELEY	3,07
128330655	164	WAKKERSTROOM-WES PRIMÉRE SKOOL	Intermediate School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,35
129330566	165	WAVEREN HOËRSKOOL	Combined School	CAPE WINELANDS	WITZENVILLE	TULBAGH	3,01
112470570	166	WELLINGTON PRIMARY SCHOOL	Primary School	CAPE WINELANDS	WELLINGTON CENTRAL	WELLINGTON	3,78
112473537	167	WELLINGTON SECONDARY SCHOOL	Secondary School	CAPE WINELANDS	VAN WYKS VLEI	WELLINGTON	2,65
112473448	168	WELTEVREDE SEKONDÉR	Secondary School	CAPE WINELANDS	VAN WYKS VLEI	WELLINGTON	3,33
108470589	169	WEMMERSHOEK PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,2
108470597	170	WES-EIND PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	FRANSCHHOEK	FRANSCHHOEK	4,03
108470627	171	WILLIAM LLOYD PRIMARY SCHOOL	Primary School	CAPE WINELANDS	LANGVLEI	PAARL	3
108477591	172	WINDMEUL PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	3,4
129330760	173	WITZENBERG PRIMÉRE SKOOL	Primary School	CAPE WINELANDS	MONTANA	WOLSELEY	3,66
129312259	174	WOLSELEY LAERSKOOL	Primary School	CAPE WINELANDS	WOLSELEY	WOLSELEY	3,42
129333530	175	WOLSELEY SEKONDÉR	Secondary School	CAPE WINELANDS	MONTANA	WOLSELEY	3,26
130310235	176	WORCESTER GIMNASIUM	Secondary School	CAPE WINELANDS	WORCESTER	WORCESTER	4,14
130309378	177	WORCESTER LAERSKOOL	Primary School	CAPE WINELANDS	LANGERUG	WORCESTER	3,85
130333395	178	WORCESTER SEKONDÉR	Secondary School	CAPE WINELANDS	WORCESTER	WORCESTER	3,29
130308213	179	WINELANDS PRIMARY	Primary School	CAPE WINELANDS	WORCESTER	WORCESTER	3,71

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130309379	180	WORCESTER-NOORD PRIMÊRE SKOOL	Primary School	CAPE WINELANDS	ROUX PARK	WORCESTER	3,76
130309380	181	WORCESTER-OOS LAERSKOOL	Primary School	CAPE WINELANDS	PAGLANDE	WORCESTER	3,83
130330272	182	WYSERSDRIFT PRIMÊRE SKOOL	Primary School	CAPE WINELANDS	OUTSIDE A TOWN	OUTSIDE A TOWN	2,58
100000585	183	ZWELETHEMBA HIGH SCHOOL	Secondary School	CAPE WINELANDS	ZWELETHEMBA	WORCESTER	5
100000720	184	DE DOORNS PRIMARY SCHOOL	Primary School	CAPE WINELANDS		BREEDE VALLEY	
100000769	185	KLAPMUTS HIGH SCHOOL	Secondary School	CAPE WINELANDS		STELLENBOSCH	
100000768	186	KLAPMUTS NO.2 PRIMARY SCHOOL	Primary School	CAPE WINELANDS		STELLENBOSCH	
139360112	187	A.H. BARNARD PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	RUSTDENE	BEAUFORT WEST	3,61
140330329	188	ACACIA PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	GOLDNERVILLE	LAINGSBURG	3,65
121112200	189	ALBERTINIA HOËRSKOOL	Combined School	EDEN AND CENTRAL KAROO	ALBERTINIA	ALBERTINIA	3,4
124007217	190	AURIAL COLLEGE	Secondary School	EDEN AND CENTRAL KAROO	BRIDGETON	OUDTSHOORN	2,94
139363316	191	BASTIAANSE SEKONDÊRE SKOOL	Secondary School	EDEN AND CENTRAL KAROO	RUSTDENE	BEAUFORT WEST	3,27
139208200	192	BEAUFORT WES VOORBEREIDINGSKOOL	Primary School	EDEN AND CENTRAL KAROO	BEAUFORT WEST	BEAUFORT WEST	3,51
100000123	193	BEAUFORT WEST PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	BEAUFORT WEST	BEAUFORT WEST	4,08
139363030	194	BEAUFORT-WES SEKONDÊR	Secondary School	EDEN AND CENTRAL KAROO	RUSTDENE	BEAUFORT WEST	3,69
124350044	195	BERGSIG PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	BRIDGETON	OUDTSHOORN	2,96
121109217	196	BERTIE BARNARD LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	STILL BAY WEST	STILL BAY	3,56
118109218	197	BLANCO LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	BLANCO	GEORGE	3,37
124041308	198	BONGOLETHU PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	OUDTSHOORN	OUDTSHOORN	3,61
121357413	199	BRAKFORTEIN EK PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	3,2
124353361	200	BRIDGTON SEKONDÊR	Secondary School	EDEN AND CENTRAL KAROO	BRIDGETON	OUDTSHOORN	3,45
122112206	201	CALITZDORP HOËRSKOOL	Combined School	EDEN AND CENTRAL KAROO	CALITZDORP	CALITZDORP	3,33
119390585	202	CHRIS NISSEN PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	WHITE LOCATION	KNYSNA	3,32
124350389	203	COLRIDGE PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	BRIDGETON	OUDTSHOORN	3,57
100000266	204	CONCORDIA HIGH SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	CONCORDIA	KNYSNA	0
100000267	205	CONCORDIA PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	CONCORDIA	KNYSNA	0
118350117	206	CONVILLE PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	CONVILLE	GEORGE	3,15
124357286	207	DE RUST PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	DE RUST	DE RUST	3,72
124353491	208	DE RUST SEKONDÊR	Secondary School	EDEN AND CENTRAL KAROO	DE RUST	DE RUST	3,42
124350133	209	DE VILLIERS PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	BRIDGETON	OUDTSHOORN	3,49
116330388	210	DE WAALVILLE PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	HEIDELBERG	HEIDELBERG	3,05
118350370	211	DELLVILLE PARK PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	DEVILLE PARK	GEORGE	3,26
118109236	212	DENNEOORD LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	DENNEOORD	GEORGE	3,49
120350419	213	DENNEPRAG PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	2,88
120350125	214	DIAZ PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	D'ALMEIDA	MOSSSEL BAY	3,41
118356441	215	DIEPRIVIER VGK PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	VAN ROOYENS RUS	GEORGE RURAL	3,84
125350346	216	DIRK BOSHOFF PRIMÊRE SKOOL	Intermediate School	EDEN AND CENTRAL KAROO	UNIONDALE	UNIONDALE	3,19
124350338	217	DYSELSDORP PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	DYSELSDORP	DYSELSDORP	3,56
124353418	218	DYSELSDORP SEKONDÊR	Secondary School	EDEN AND CENTRAL KAROO	DYSELSDORP	DYSELSDORP	3,66
120350532	219	ERIKA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	MOSSSEL BAY	MOSSSEL BAY	3,34
124041301	220	FEZEKILE SECONDARY SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	OUDTSHOORN	OUDTSHOORN	3,92
119350079	221	FORMOSA PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	NEW HORIZONS	PLETTENBERG BAY	4,19

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119350036	222	FRAAISIG PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	HORNLEE WEST	KNYSNA	3,73
120350060	223	FRIEMERSHEIM PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	FRIEMERSHEIM	FRIEMERSHEIM	3,26
122356026	224	GAMKA-OOS PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	3,12
120358517	225	GARDEN ROUTE PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	KWANONQABA EXT	MOSSSEL BAY	3,71
139360244	226	GEORGE FREDERICKS PRIMÈRE SKOOL	Intermediate School	EDEN AND CENTRAL KAROO	MERWEVILLE	MERWEVILLE	3,48
118353310	227	GEORGE SEKONDÊR	Secondary School	EDEN AND CENTRAL KAROO	LEVALLIA	GEORGE	3,53
118108207	228	GEORGE VOORBEREIDINGSKOOL	Primary School	EDEN AND CENTRAL KAROO	GEORGE CENTRAL	GEORGE	3,63
118109247	229	GEORGE-SUID LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	GEORGE SOUTH	GEORGE	3,55
121353337	230	GERRIT DU PLESSIS SEKONDÊR	Secondary School	EDEN AND CENTRAL KAROO	RIVERSDALE	RIVERSDALE	3,6
120350354	231	GROOT BRAKRIVIER PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	WOLWEDANS	GROOT BRAKRIVIER	3,27
120353396	232	GROOT-BRAKRIVIER SEKONDÊRE SKOOL	Combined School	EDEN AND CENTRAL KAROO	WOLWEDANS	GROOT BRAKRIVIER	3,75
139041305	233	H.M. DLIKDLA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	SIDESAWIWA	BEAUFORT WEST	0
125353043	234	HAARLEM SEKONDÊRE SKOOL	Combined School	EDEN AND CENTRAL KAROO	HAARLEM	HAARLEM	3,5
120109260	235	HARTENBOS LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	HARTENBOS	MOSSSEL BAY	3,85
100000329	236	HEATHERLANDS HIGH SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	GEORGE	GEORGE	New
118350109	237	HEIDEDAL PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	BORCHERDS	GEORGE	3,1
116112221	238	HEIDELBERG HOËRSKOOL	Combined School	EDEN AND CENTRAL KAROO	HEIDELBERG	HEIDELBERG	3,46
120109262	239	HERBERTSDALE LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	HERBERTSDALE	HERBERTSDALE	3,04
118109605	240	HEROLD LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	2,78
120353388	241	HILLCREST SEKONDÊR	Secondary School	EDEN AND CENTRAL KAROO	D'ALMEIDA	MOSSSEL BAY	3,65
118109265	242	HOEKWIL LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	HOEKWIL	WILDERNESS	3,55
118358681	243	HOOGKRAAL SSKV PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	0
119350397	244	HORNLEE PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	HORNLEE WEST	KNYSNA	3,06
120041304	245	IMEKHAYA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	KWANONQABA	MOSSSEL BAY	3,49
118041302	246	IMIZAMO YETHU SECONDARY SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	THEMBALETHU	GEORGE	3,4
120041227	247	INDWE SECONDARY SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	KWANONQABA	MOSSSEL BAY	3,36
120041336	248	ISALATHISO PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	KWANONQABA	MOSSSEL BAY	3,61
139360031	249	JOHN D CRAWFORD PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	RUSTDENE	BEAUFORT WEST	3,63
116333069	250	KAIROS SEKONDÊR	Secondary School	EDEN AND CENTRAL KAROO	HEIDELBERG	HEIDELBERG	3,61
119109273	251	KARATARA LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	KARATARA	KNYSNA RURAL	3,84
142360317	252	KLAARSTROOM PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	3,46
139366129	253	KLAWERVLEI PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	0
119110238	254	KNYSNA HOËRSKOOL	Secondary School	EDEN AND CENTRAL KAROO	KNYSNA CENTRAL	KNYSNA	3,57
119109279	255	KNYSNA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	KNYSNA CENTRAL	KNYSNA	3,85
119353019	256	KNYSNA SEKONDÊR	Secondary School	EDEN AND CENTRAL KAROO	HORNLEE WEST	KNYSNA	3,95
119356875	257	KRANSHOEK PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	KRANTSHOEK	KRANTSHOEK	3,78
118356336	258	KRETZENSHOOP PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	BLANCO	GEORGE	3,48
100000454	259	KWANOKUTHULA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	KWANOKUTHULA	KWANOKUTHULA	New
123112229	260	LADISMITH HOËRSKOOL	Combined School	EDEN AND CENTRAL KAROO	LADISMITH	LADISMITH	3,46
123353450	261	LADISMITH SEKONDÊR	Secondary School	EDEN AND CENTRAL KAROO	LADISMITH	LADISMITH	3,78
140212221	262	LAINGSBURG HOËRSKOOL	Secondary School	EDEN AND CENTRAL KAROO	BERGSIG	LAINGSBURG	3,67
124110240	263	LANGENHOVEN GIMNASIUM	Secondary School	EDEN AND CENTRAL KAROO	OUDTSHOORN	OUDTSHOORN	3,6

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
121110243	264	LANGENHOVEN HOËRSKOOL	Secondary School	EDEN AND CENTRAL KAROO	RIVERSDALE SETTLEMENT	RIVERSDALE	3,6
124358665	265	LATEGANSVLEI SSKV PRIMËRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	0
124109293	266	LAURUS PRIMËRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTDSHOORN	OUTDSHOORN	3,21
142360376	267	LEEU GAMKA PRIMËRE SKOOL	Intermediate School	EDEN AND CENTRAL KAROO	LEEU GAMKA	LEEU GAMKA	3,48
118041306	268	M M MATEZA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	THEMBALETHU	GEORGE	3,36
139041303	269	MANDLENKOSI SECONDARY SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	SIDESAVIWA	BEAUFORT WEST	3,33
139209234	270	MERWEVILLE PRIMËRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	MERWEVILLE	MERWEVILLE	3,91
120109288	271	MILKWOOD PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	MOSSEL BAY	MOSSEL BAY	3,77
121350281	272	MOLENRIVIER PRIMËRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	RIVERSDALE SETTLEMENT	RIVERSDALE	3,63
124353329	273	MORESTER SEK	Secondary School	EDEN AND CENTRAL KAROO	OUTDSHOORN	OUTDSHOORN	3,75
119353078	274	MURRAY HIGH SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	KWANOKUTHULA	KWANOKUTHULA	2,95
141112238	275	MURRAYSBURG HOËRSKOOL	Secondary School	EDEN AND CENTRAL KAROO	MURRAYSBURG	MURRAYSBURG	3,74
141440698	276	MURRAYSBURG PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	MURRAYSBURG	MURRAYSBURG	3,56
118041337	277	MZOXOLO PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	LAWAAIKAMP	GEORGE	3,73
118008008	278	NEW DAWN PARK PRIMËRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	PACALSDORP	GEORGE	3,57
139209238	279	NIKO BRUMMER PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	BEAUFORT WEST	BEAUFORT WEST	0
121106203	280	OAKDALE LANDBOUSKOOL	Secondary School	EDEN AND CENTRAL KAROO	RIVERSDALE SETTLEMENT	RIVERSDALE	3,16
121350478	281	OKER PRIMËRE SKOOL	Intermediate School	EDEN AND CENTRAL KAROO	ALBERTINIA	ALBERTINIA	3,44
124110254	282	OUTDSHOORN HOËRSKOOL	Secondary School	EDEN AND CENTRAL KAROO	OUTDSHOORN	OUTDSHOORN	3,81
118110257	283	OUTENIQUA HOËRSKOOL	Secondary School	EDEN AND CENTRAL KAROO	EASTERN EXT	GEORGE	3,73
118109294	284	OUTENIQUA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	GEORGE CENTRAL	GEORGE	3,62
124350540	285	P.J. BADENHORST PRIMËRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	DYSELSDORP	DYSELSDORP	3,67
118103202	286	EDEN TECHNICAL HIGH SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	BOS EN DAL	GEORGE	3,4
118350206	287	PACALSDORP PRIMËRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	PACALSDORP	GEORGE	3,72
118353345	288	PACALSDORP SEKONDËR	Secondary School	EDEN AND CENTRAL KAROO	PACALSDORP	GEORGE	3,19
121350095	289	PANORAMA PRIMËRE SKOOL (RIVERSDAL)	Primary School	EDEN AND CENTRAL KAROO	RIVERSDALE	RIVERSDALE	3,36
120109295	290	PARK LAERSKOOL MOSSELBAAI	Primary School	EDEN AND CENTRAL KAROO	MOSSEL BAY CENTRAL	MOSSEL BAY	3,45
118350656	291	PARKDENE PRIMËRE SKOOL (GEORGE)	Primary School	EDEN AND CENTRAL KAROO	BALLOTSVIEW	GEORGE	3,48
118353426	292	PARKDENE SEKONDËR	Secondary School	EDEN AND CENTRAL KAROO	BALLOTSVIEW	GEORGE	3,43
119041315	293	PERCY MDALA HIGH SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	KHAYALETU	KNYSNA	3,72
119041309	294	PHAKAMISANI PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	KWANOKUTHULA	KWANOKUTHULA	3,92
119109301	295	PLETTENBERG BAY PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	4,19
119353469	296	PLETTENBERGBAAI SEKONDËR	Secondary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	3,55
142360236	297	PRINS ALBERT PRIMËRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	NORTH END	PRINCE ALBERT	3,13
100000582	298	PROTEA HOËRSKOOL	Secondary School	EDEN AND CENTRAL KAROO	OUTDSHOORN	OUTDSHOORN	5
120110264	299	PUNT HOËRSKOOL	Secondary School	EDEN AND CENTRAL KAROO	LINKSIDE	MOSSEL BAY	3,61
119350443	300	REDLANDS PRIMËRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	2,86
139366080	301	RESTVALE MET PRIMËRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	NELSPOORT	NELSPOORT	1,1
119350257	302	RHEENENDAL PRIMËRE SKOOL	Intermediate School	EDEN AND CENTRAL KAROO	RHEENENDAL	RHEENENDAL	4,99
120350362	303	RIDGEVIEW PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	MOSSEL BAY	MOSSEL BAY	3,8
124357197	304	ROOHEUWEL VGK PRIMËRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	2,57
118350400	305	ROSEMOOR PRIMËRE SKOOL	Intermediate School	EDEN AND CENTRAL KAROO	ROSEMORE	GEORGE	3,47

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
120109309	306	RUITERBOS LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	3,43
120353353	307	SAO BRAS SEKONDÊR	Secondary School	EDEN AND CENTRAL KAROO	D' ALMEIDA	MOSSEL BAY	3,31
124350575	308	SATURNUS PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	BONGOLETHU	OUDTSHOORN	3,74
119109313	309	SEDGEFIELD LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	SEDGEFIELD	SEDGEFIELD	3,72
119350524	310	SEDGEFIELD PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	SMUTSVILLE	SEDGEFIELD	3,56
139210225	311	SENTRAAL HOËRSKOOL	Secondary School	EDEN AND CENTRAL KAROO	BEAUFORT WEST	BEAUFORT WEST	3,57
116330906	312	SLANGRIVIER PRIMÊRE SKOOL	Intermediate School	EDEN AND CENTRAL KAROO	SLANGRIVIER	SLANGRIVIER	3,33
139366919	313	ST. MATTHEWS PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	RUSTDENE	BEAUFORT WEST	3,42
119350591	314	SUNRIDGE PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	HORNLEE EAST	KNYSNA	3,42
120350664	315	T.M. NDANDA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	ISINYOKA	MOSSEL BAY	3,66
139360155	316	TESKE GEDENK PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	NEW TOWN	BEAUFORT WEST	3,68
119350435	317	THE CRAGS PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	KURLAND	KURLAND	3,79
118353485	318	THEMBALETHU SECONDARY SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	THEMBALETHU	GEORGE	3,92
118325686	319	THEMBALETU PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	3,38
119041307	320	THEMBELITSHA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	CONCORDIA	KNYSNA	3,64
118358177	321	TOUWSRANTEN VGK PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	HOEKWIL	WILDERNESS	4,47
123350028	322	TOWERKOP PRIMÊRE SKOOL	Intermediate School	EDEN AND CENTRAL KAROO	LADISMITH	LADISMITH	3,33
118041330	323	TYHOLORA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	THEMBALETHU	GEORGE	3,1
125112257	324	UNIONDALE HOËRSKOOL	Combined School	EDEN AND CENTRAL KAROO	UNIONDALE	UNIONDALE	3,21
118109333	325	VAN DER HOVEN LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	3,45
124109334	326	VAN REEDE LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	OUDTSHOORN	OUDTSHOORN	3,93
123356948	327	VAN WYKSDORP PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	VANWYKSDORP	VANWYKSDORP	3,16
124357200	328	VOLMOED PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	2,45
121109342	329	VOLSCHENK LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	RIVERSDALE	RIVERSDALE	3,84
124358401	330	VOORBEDAG PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	3,09
121350214	331	VOORWAARTS PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	RIVERSDALE	RIVERSDALE	3,48
120109344	332	VORENTOE LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	BERGSIG	GROOT BRAKRIVIER	3,59
124109347	333	WESBANK LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO	OUDTSHOORN	OUDTSHOORN	3,85
119350303	334	WITTEDRIF PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO	OUTSIDE A TOWN	OUTSIDE A TOWN	3,29
119112261	335	WITTEDRIFT HOËRSKOOL	Combined School	EDEN AND CENTRAL KAROO	WITTEDRIFT	WITTEDRIFT	3,7
118110288	336	YORK HIGH SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	GEORGE SOUTH	GEORGE	3,77
142212240	337	ZWARTBERG HOËRSKOOL	Secondary School	EDEN AND CENTRAL KAROO	PRINCE ALBERT	PRINCE ALBERT	3,81
100000648	338	JONGA STREET SECONDARY SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	THEMBALETHU	GEORGE	
100000661	339	TABATHA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO	THEMBALETHU	GEORGE	
118356301	340	HIBERNIA VGK PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		GEORGE	
100000780	341	GARDEN ROUTE HIGH SCHOOL	Secondary School	EDEN AND CENTRAL KAROO	KWANONQABA EXT	MOSSELBAY	
102006062	342	AKASIAPARK LAERSKOOL	Primary School	METRO CENTRAL	ACACIA PARK	CITY OF CAPE TOWN	3,33
105483311	343	ALEXANDER SINTON SECONDARY	Secondary School	METRO CENTRAL	BELGRAVIA	CITY OF CAPE TOWN	3,4
105480029	344	ALICEDALE PRIMARY SCHOOL	Primary School	METRO CENTRAL	ATHLONE	CITY OF CAPE TOWN	3,26
102480037	345	ARCADIA PRIMARY SCHOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	2,79
102483338	346	ARCADIA SENIOR SEKONDÊRE SKOOL	Secondary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	2,32
105480045	347	ATHLONE NORTH PRIMARY SCHOOL	Primary School	METRO CENTRAL	SILVERTOWN	CITY OF CAPE TOWN	3,52

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMENT
105483346	348	ATHLONE SECONDARY SCHOOL	Secondary School	METRO CENTRAL	SILVERTOWN	CITY OF CAPE TOWN	3,48
105311073	349	ATHWOOD PRIMARY SCHOOL	Primary School	METRO CENTRAL	PINATI	CITY OF CAPE TOWN	3,1
105483362	350	BELGRAVIA SECONDARY	Secondary School	METRO CENTRAL	BELGRAVIA	CITY OF CAPE TOWN	3,3
105311545	351	BELMOR PRIMARY SCHOOL	Primary School	METRO CENTRAL	HANOVER PARK	CITY OF CAPE TOWN	3,15
105480118	352	BELTHORN PRIMARY SCHOOL	Primary School	METRO CENTRAL	BELTHORN ESTATE	CITY OF CAPE TOWN	3,21
102480088	353	BERGSIG PRIMARY SCHOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	3,67
105311081	354	BLOMVLEI PRIMARY SCHOOL	Primary School	METRO CENTRAL	MOUNTVIEW	CITY OF CAPE TOWN	3,62
105480134	355	BLOSSOM STREET PRIMARY SCHOOL	Primary School	METRO CENTRAL	SILVERTOWN	CITY OF CAPE TOWN	3,6
105480940	356	BOKMAKIERIE PRIMARY SCHOOL	Primary School	METRO CENTRAL	HAZENDAL	CITY OF CAPE TOWN	3,98
106042204	357	BONGA LOWER PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,64
102483389	358	BONTEHEUWEL SEKONDÊR	Secondary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	3,23
102480177	359	BOUNDARY PRIMARY SCHOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	3,02
102480169	360	BRAMBLE WAY PRIMARY SCHOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	3,06
105483397	361	BRIDGETOWN SECONDARY	Secondary School	METRO CENTRAL	BRIDGETOWN	CITY OF CAPE TOWN	3,45
105480150	362	BRIDGEVILLE PRIMARY SCHOOL	Primary School	METRO CENTRAL	BRIDGETOWN	CITY OF CAPE TOWN	3,68
103310325	363	CAMPS BAY HIGH SCHOOL	Secondary School	METRO CENTRAL	CAMPS BAY / BAKOVEN	CITY OF CAPE TOWN	3,54
103309222	364	CAMPS BAY PRIMARY SCHOOL	Primary School	METRO CENTRAL	CAMPS BAY / BAKOVEN	CITY OF CAPE TOWN	4,1
103310213	365	CAPE TOWN HIGH SCHOOL	Secondary School	METRO CENTRAL	CAPE TOWN CITY CENTRE	CITY OF CAPE TOWN	3,43
105483400	366	CATHKIN SECONDARY SCHOOL	Secondary School	METRO CENTRAL	HEIDEVELD	CITY OF CAPE TOWN	2,57
103310174	367	CECIL ROAD PRIMARY SCHOOL	Primary School	METRO CENTRAL	SALT RIVER	CITY OF CAPE TOWN	3,18
102480185	368	CEDAR PRIMARY SCHOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	2,67
102480193	369	CENTRAL PARK PRIMARY SCHOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	2,95
103310077	370	CHAPEL STREET PRIMARY SCHOOL	Primary School	METRO CENTRAL	ZONNEBLOEM	CITY OF CAPE TOWN	3,15
100000055	371	CLAREMONT HIGH SCHOOL	Secondary School	METRO CENTRAL	CLAREMONT	CITY OF CAPE TOWN	3,42
105309223	372	CLAREMONT PRIMARY SCHOOL	Primary School	METRO CENTRAL	CLAREMONT	CITY OF CAPE TOWN	3,79
105313602	373	CRYSTAL SEKONDÊR	Secondary School	METRO CENTRAL	HANOVER PARK	CITY OF CAPE TOWN	3,39
105480231	374	CYPRESS PRIMARY SCHOOL	Primary School	METRO CENTRAL	BRIDGETOWN	CITY OF CAPE TOWN	3,79
105480258	375	DAGBREEK PRIMARY SCHOOL	Primary School	METRO CENTRAL	HEIDEVELD	CITY OF CAPE TOWN	3,4
102480266	376	DISA PRIMARY SCHOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	3,13
100000078	377	DISA PRIMARY SCHOOL (HOUT BAY)	Primary School	METRO CENTRAL	HOUT BAY	CITY OF CAPE TOWN	4,57
105480274	378	DOWNVILLE PRIMARY SCHOOL	Primary School	METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	3,22
103310301	379	DRYDEN STREET PRIMARY SCHOOL	Primary School	METRO CENTRAL	SALT RIVER	CITY OF CAPE TOWN	3,08
105480622	380	E. A. JANARI PRIMARY SCHOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	3,06
105480282	381	EASTER PEAK PRIMARY SCHOOL	Primary School	METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	3,2
105480290	382	EDENDALE PRIMÊRE SKOOL	Primary School	METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	2,4
103309241	383	ELLERTON PRIMARY SCHOOL	Primary School	METRO CENTRAL	THREE ANCHOR BAY	CITY OF CAPE TOWN	3,24
103322113	384	FACTRETON PRIMARY SCHOOL	Primary School	METRO CENTRAL	WINDERMERE	CITY OF CAPE TOWN	3,28
106042201	385	FEZEKA SECONDARY SCHOOL	Secondary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,19
103316563	386	GARDEN VILLAGE PRIMARY SCHOOL	Primary School	METRO CENTRAL	GARDEN VILLAGE	CITY OF CAPE TOWN	4,58
103307200	387	GARDENS COMMERCIAL HIGH SCHOOL	Secondary School	METRO CENTRAL	CAPE TOWN CITY CENTRE	CITY OF CAPE TOWN	4,09
105480371	388	GARLANDALE PRIMARY SCHOOL	Primary School	METRO CENTRAL	ATHLONE	CITY OF CAPE TOWN	3,41
105483435	389	GARLANDALE SEKONDÊR	Secondary School	METRO CENTRAL	ATHLONE	CITY OF CAPE TOWN	3,42
105309253	390	GOLDEN GROVE PRIMARY SCHOOL	Primary School	METRO CENTRAL	RONDEBOSCH	CITY OF CAPE TOWN	3,68
103310238	391	GOOD HOPE SEMINARY HIGH SCHOOL	Secondary School	METRO CENTRAL	GARDENS	CITY OF CAPE TOWN	3,46
103309254	392	GOOD HOPE SEMINARY JUNIOR	Primary School	METRO CENTRAL	VREDEHOEK	CITY OF CAPE TOWN	3,41
105309258	393	GREENFIELD GIRLS' PRIMARY SCHOOL	Primary School	METRO CENTRAL	CLAREMONT	CITY OF CAPE TOWN	3,72



EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
105483443	394	GROENVLEI SECONDARY SCHOOL	Secondary School	METRO CENTRAL	LANSDOWNE	CITY OF CAPE TOWN	3,47
105310240	395	GROOTE SCHUUR HIGH SCHOOL	Secondary School	METRO CENTRAL	NEWLANDS	CITY OF CAPE TOWN	3,28
105309259	396	GROOTE SCHUUR PRIMARY SCHOOL	Primary School	METRO CENTRAL	RONDEBOSCH	CITY OF CAPE TOWN	3,08
105309260	397	GROVE PRIMARY SCHOOL	Primary School	METRO CENTRAL	CLAREMONT	CITY OF CAPE TOWN	3,88
103322121	398	H.J. KRONEBERG JUNIOR PRIMARY SCHOOL	Primary School	METRO CENTRAL	MAITLAND	CITY OF CAPE TOWN	3,41
103313378	399	HAROLD CRESSY HIGH SCHOOL	Secondary School	METRO CENTRAL	ZONNEBLOEM	CITY OF CAPE TOWN	3,53
105310409	400	HAZENDAL PRIMARY SCHOOL	Primary School	METRO CENTRAL	HAZENDAL	CITY OF CAPE TOWN	4,9
105480401	401	HEATHERDALE PRIMARY SCHOOL	Primary School	METRO CENTRAL	BELGRAVIA	CITY OF CAPE TOWN	3,13
105480428	402	HEIDEVELD PRIMARY SCHOOL	Primary School	METRO CENTRAL	HEIDEVELD	CITY OF CAPE TOWN	4,98
105483451	403	HEIDEVELD SEKONDÊR	Secondary School	METRO CENTRAL	HEIDEVELD	CITY OF CAPE TOWN	3,18
105313904	404	HOUTBAAI SEKONDÊR	Secondary School	METRO CENTRAL	HOUT BAY	CITY OF CAPE TOWN	3,71
106042301	405	I. D. MKIZE SEN SECONDARY	Secondary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,37
102041321	406	IKAMVALETHU SECONDARY SCHOOL	Secondary School	METRO CENTRAL	LANGA	CITY OF CAPE TOWN	3,08
106042207	407	INTSHINGA PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,09
106042118	408	INTSHUKUMO SECONDARY SCHOOL	Secondary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,41
102042104	409	ISILIMELA SECONDARY SCHOOL	Secondary School	METRO CENTRAL	LANGA	CITY OF CAPE TOWN	2,99
103310246	410	JAN VAN RIEBEECK HOËRSKOOL	Secondary School	METRO CENTRAL	GARDENS	CITY OF CAPE TOWN	4,16
103309268	411	JAN VAN RIEBEECK PRIMÊRE SKOOL	Primary School	METRO CENTRAL	GARDENS	CITY OF CAPE TOWN	3,68
102480460	412	KALKSTEENFONTEIN PRIMÊRE SKOOL	Primary School	METRO CENTRAL	KALKSTEENFONTEIN	CITY OF CAPE TOWN	3,3
103322148	413	KENMERE PRIMARY SCHOOL	Primary School	METRO CENTRAL	KENSINGTON	CITY OF CAPE TOWN	3,85
103323810	414	KENSINGTON SECONDARY SCHOOL	Secondary School	METRO CENTRAL	KENSINGTON	CITY OF CAPE TOWN	2,98
105309376	415	KENWYN PRIMARY SCHOOL	Primary School	METRO CENTRAL	LANSDOWNE	CITY OF CAPE TOWN	3,56
105480495	416	KEWTOWN PRIMARY SCHOOL	Primary School	METRO CENTRAL	KEWTOWN	CITY OF CAPE TOWN	3,55
102480509	417	KLIPFONTEIN PRIMÊRE SKOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	3,41
103309308	418	KOEBERG PRIMARY SCHOOL	Primary School	METRO CENTRAL	MAITLAND	CITY OF CAPE TOWN	3,94
105309283	419	KRONENDAL PRIMARY SCHOOL	Primary School	METRO CENTRAL	HOUT BAY	CITY OF CAPE TOWN	3,35
102042218	420	KULANI SECONDARY SCHOOL	Secondary School	METRO CENTRAL	LANGA	CITY OF CAPE TOWN	3,43
102042103	421	LANGA SECONDARY SCHOOL	Secondary School	METRO CENTRAL	LANGA	CITY OF CAPE TOWN	3,13
106042210	422	LEHLOHONOLO PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,27
106042303	423	LITHA PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,41
105313343	424	LIVINGSTONE HIGH SCHOOL	Secondary School	METRO CENTRAL	CLAREMONT	CITY OF CAPE TOWN	3,18
105309291	425	LLANDUDNO PRIMARY SCHOOL	Primary School	METRO CENTRAL	LLANDUDNO	CITY OF CAPE TOWN	3,41
106042305	426	LUZUKO PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,26
106042108	427	LWAZI PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3
103323829	428	MAITLAND HIGH SCHOOL	Secondary School	METRO CENTRAL	MAITLAND	CITY OF CAPE TOWN	2,59
105480533	429	MANENBERG PRIMARY SCHOOL	Primary School	METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	2,54
105483486	430	MANENBERG SEKONDÊR	Secondary School	METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	3,26
102480568	431	MIMOSA PRIMARY SCHOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	3,09
102483508	432	MODDERDAM SEKONDÊR	Secondary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	3,24
102042308	433	MOKONE PRIMARY SCHOOL	Primary School	METRO CENTRAL	LANGA	CITY OF CAPE TOWN	3,25
102480576	434	MONTANA PRIMARY SCHOOL	Primary School	METRO CENTRAL	KALKSTEENFONTEIN	CITY OF CAPE TOWN	3,77
102480975	435	MONTEVIDEO PRIMARY SCHOOL	Primary School	METRO CENTRAL	MONTANA	CITY OF CAPE TOWN	3,81
105311340	436	MORGENSON PRIMARY SCHOOL	Primary School	METRO CENTRAL	MOUNTVIEW	CITY OF CAPE TOWN	2,93
102042309	437	MOSHESH PRIMARY SCHOOL	Primary School	METRO CENTRAL	LANGA	CITY OF CAPE TOWN	3,42
105313610	438	MOUNT VIEW SECONDARY SCHOOL	Secondary School	METRO CENTRAL	MOUNTVIEW	CITY OF CAPE TOWN	3,68
103309300	439	MOUNTAIN ROAD PRIMARY SCHOOL	Primary School	METRO CENTRAL	WOODSTOCK	CITY OF CAPE TOWN	3,11

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
106042213	440	MSEKI PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,4
105483516	441	NED DOMAN HIGH SCHOOL	Secondary School	METRO CENTRAL	ATHLONE	CITY OF CAPE TOWN	3,01
102480584	442	NERINA PRIMARY SCHOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	2,97
105480932	443	NEWFIELDS PRIMARY SCHOOL	Primary School	METRO CENTRAL	NEWFIELDS	CITY OF CAPE TOWN	3,42
105480606	444	NORMA ROAD PRIMARY SCHOOL	Primary School	METRO CENTRAL	SILVERTOWN	CITY OF CAPE TOWN	3,44
105309306	445	OAKHURST GIRLS' PRIMARY SCHOOL	Primary School	METRO CENTRAL	RONDEBOSCH	CITY OF CAPE TOWN	4,01
105313432	446	OAKLANDS SEKONDÊR	Secondary School	METRO CENTRAL	LANSDOWNE	CITY OF CAPE TOWN	4,06
103309307	447	OBSERVATORY JUNIOR	Primary School	METRO CENTRAL	OBSERVATORY	CITY OF CAPE TOWN	3,53
103303206	448	OUDE MOLEN HTS.	Secondary School	METRO CENTRAL	MAITLAND	CITY OF CAPE TOWN	3,97
105311146	449	PARKFIELDS PRIMARY SCHOOL	Primary School	METRO CENTRAL	HANOVER PARK	CITY OF CAPE TOWN	3,36
105483524	450	PEAK VIEW SEKONDÊR	Secondary School	METRO CENTRAL	BRIDGETOWN	CITY OF CAPE TOWN	3,01
105483494	451	PHOENIX SEKONDÊR	Secondary School	METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	3,2
102309319	452	PINEHURST PRIMARY SCHOOL	Primary School	METRO CENTRAL	PINELANDS	CITY OF CAPE TOWN	3,87
102310278	453	PINELANDS HIGH SCHOOL	Secondary School	METRO CENTRAL	PINELANDS	CITY OF CAPE TOWN	3,33
102309321	454	PINELANDS NORTH PRIMARY SCHOOL	Primary School	METRO CENTRAL	PINELANDS	CITY OF CAPE TOWN	3,74
105480967	455	PORTAVUE PRIMARY SCHOOL	Primary School	METRO CENTRAL	SURREY	CITY OF CAPE TOWN	3,58
105480630	456	PORTIA PRIMARY SCHOOL	Primary School	METRO CENTRAL	LANSDOWNE	CITY OF CAPE TOWN	4,47
103310085	457	PRESTWICH STREET PRIMARY SCHOOL	Primary School	METRO CENTRAL	CAPE TOWN CITY CENTRE	CITY OF CAPE TOWN	2,95
105480649	458	PRIMROSE PARK PRIMARY SCHOOL	Primary School	METRO CENTRAL	NEWFIELDS	CITY OF CAPE TOWN	3,24
102480657	459	PROTEA PRIMARY SCHOOL (BONTEHEUWEL)	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	2,96
103310281	460	QUEENS PARK HIGH SCHOOL	Secondary School	METRO CENTRAL	WOODSTOCK	CITY OF CAPE TOWN	3,23
103316016	461	RAHMANIYEH PRIMARY SCHOOL	Primary School	METRO CENTRAL	ZONNEBLOEM	CITY OF CAPE TOWN	3,1
105480673	462	RED RIVER PRIMARY SCHOOL	Primary School	METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	4,07
105310284	463	RHODES HIGH SCHOOL	Secondary School	METRO CENTRAL	MOWBRAY	CITY OF CAPE TOWN	3,52
105480681	464	RIO GRANDE PRIMARY SCHOOL	Primary School	METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	2,35
105310288	465	RONDEBOSCH BOYS' HIGH SCHOOL	Secondary School	METRO CENTRAL	RONDEBOSCH	CITY OF CAPE TOWN	4,04
105309330	466	RONDEBOSCH BOYS' PREPARATORY	Primary School	METRO CENTRAL	RONDEBOSCH	CITY OF CAPE TOWN	4,13
105309331	467	RONDEBOSCH EAST PRIMARY SCHOOL	Primary School	METRO CENTRAL	RONDEBOSCH EAST	CITY OF CAPE TOWN	3,62
105309332	468	ROSEBANK JUNIOR	Primary School	METRO CENTRAL	RONDEBOSCH	CITY OF CAPE TOWN	3,52
102480711	469	ROSEWOOD PRIMARY SCHOOL	Primary School	METRO CENTRAL	BONTEHEUWEL	CITY OF CAPE TOWN	4,49
105310115	470	ROSMEAD CENTRAL PRIMARY SCHOOL	Primary School	METRO CENTRAL	CLAREMONT	CITY OF CAPE TOWN	3,38
105310291	471	RUSTENBURG GIRLS' HIGH SCHOOL	Secondary School	METRO CENTRAL	ROSEBANK	CITY OF CAPE TOWN	4,11
105309333	472	RUSTENBURG GIRLS' JUNIOR SCHOOL	Primary School	METRO CENTRAL	RONDEBOSCH	CITY OF CAPE TOWN	3,96
105062458	473	RYLANDS HIGH SCHOOL	Secondary School	METRO CENTRAL	GATESVILLE	CITY OF CAPE TOWN	3,7
105062424	474	RYLANDS PRIMARY SCHOOL	Primary School	METRO CENTRAL	RYLANDS	CITY OF CAPE TOWN	3,55
105310293	475	S.A. COLLEGE HIGH SCHOOL	Secondary School	METRO CENTRAL	NEWLANDS	CITY OF CAPE TOWN	3,86
105309334	476	S.A. COLLEGE JUNIOR SCHOOL	Primary School	METRO CENTRAL	NEWLANDS	CITY OF CAPE TOWN	4
105480738	477	SAAMBOU PRIMÊRE SKOOL	Primary School	METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	2,79
103313459	478	SALT RIVER SECONDARY SCHOOL	Secondary School	METRO CENTRAL	OBSERVATORY	CITY OF CAPE TOWN	3,38
105310296	479	SANS SOUCI GIRLS' HIGH SCHOOL	Secondary School	METRO CENTRAL	NEWLANDS	CITY OF CAPE TOWN	3,37
103310297	480	SEA POINT HIGH SCHOOL	Secondary School	METRO CENTRAL	SEA POINT	CITY OF CAPE TOWN	3,44
103309338	481	SEA POINT PRIMARY SCHOOL	Primary School	METRO CENTRAL	SEA POINT	CITY OF CAPE TOWN	3,66
105313033	482	SENTINEL PRIMARY SCHOOL	Primary School	METRO CENTRAL	HOUT BAY	CITY OF CAPE TOWN	4,09
100000129	483	SILIKAMVA HIGH SCHOOL	Secondary School	METRO CENTRAL	HOUT BAY	CITY OF CAPE TOWN	0
105480754	484	SILVERLEA PRIMARY SCHOOL	Primary School	METRO CENTRAL	SILVERTOWN	CITY OF CAPE TOWN	4,07

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
105480762	485	SILVERSTREAM PRIMARY SCHOOL	Primary School	METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	3,93
102042310	486	SIYABULELA PRIMARY SCHOOL	Primary School	METRO CENTRAL	LANGA	CITY OF CAPE TOWN	3,52
106042214	487	SIYAZINGISA PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,18
106042215	488	SOKHANYO PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,2
105480770	489	SONDEREND PRIMARY SCHOOL	Primary School	METRO CENTRAL	MANENBERG	CITY OF CAPE TOWN	2,93
105483540	490	SPES BONA HIGH SCHOOL	Secondary School	METRO CENTRAL	HAZENDAL	CITY OF CAPE TOWN	3,49
105062400	491	STARLING PRIMARY SCHOOL	Primary School	METRO CENTRAL	MOUNTVIEW	CITY OF CAPE TOWN	3,58
105311200	492	SUMMIT PRIMARY SCHOOL	Primary School	METRO CENTRAL	HANOVER PARK	CITY OF CAPE TOWN	3,78
103322156	493	SUNDERLAND PRIMARY SCHOOL	Primary School	METRO CENTRAL	WINDERMERE	CITY OF CAPE TOWN	2,92
105309348	494	SUNLANDS PRIMARY SCHOOL	Primary School	METRO CENTRAL	LANSDOWNE	CITY OF CAPE TOWN	3,38
105480789	495	SUNNYSIDE PRIMARY SCHOOL	Primary School	METRO CENTRAL	BELGRAVIA	CITY OF CAPE TOWN	3,07
105480797	496	SURREY PRIMARY SCHOOL	Primary School	METRO CENTRAL	SURREY	CITY OF CAPE TOWN	3,07
103309357	497	TAMBOERSKLOOF PRIMARY SCHOOL	Primary School	METRO CENTRAL	TAMBOERSKLOOF	CITY OF CAPE TOWN	3,52
105041120	498	THANDOKHULU SECONDARY SCHOOL	Secondary School	METRO CENTRAL	MOWBRAY	CITY OF CAPE TOWN	3,97
102309320	499	THE PINELANDS PRIMARY SCHOOL	Primary School	METRO CENTRAL	PINELANDS	CITY OF CAPE TOWN	3,23
102042312	500	THEMBANI PRIMARY SCHOOL	Primary School	METRO CENTRAL	LANGA	CITY OF CAPE TOWN	3,77
102309358	501	THORNTON PRIMARY SCHOOL	Primary School	METRO CENTRAL	THORNTON	CITY OF CAPE TOWN	3,32
105480819	502	THORNTONWEG PRIMARY SCHOOL	Primary School	METRO CENTRAL	CRAWFORD	CITY OF CAPE TOWN	2,96
103313335	503	TRAFALGAR SECONDARY SCHOOL	Secondary School	METRO CENTRAL	ZONNEBLOEM	CITY OF CAPE TOWN	3,19
105480827	504	TURFHALL PRIMARY SCHOOL	Primary School	METRO CENTRAL	BELTHORN ESTATE	CITY OF CAPE TOWN	3,71
105480878	505	VANGUARD PRIMARY SCHOOL	Primary School	METRO CENTRAL	VANGUARD	CITY OF CAPE TOWN	3,28
103313416	506	VISTA HIGH SCHOOL	Secondary School	METRO CENTRAL	SCHOTSCHЕКLOOF	CITY OF CAPE TOWN	3,12
105311286	507	VOORSPOED PRIMARY SCHOOL	Primary School	METRO CENTRAL	HANOVER PARK	CITY OF CAPE TOWN	3,34
105310311	508	VOORTREKKER HOËRSKOOI	Secondary School	METRO CENTRAL	KENILWORTH	CITY OF CAPE TOWN	3,42
106042114	509	VUKUKHANYE PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,22
106042313	510	VUYANI PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,26
103322164	511	W.D. HENDRICKS PRIMARY SCHOOL	Primary School	METRO CENTRAL	WINDERMERE	CITY OF CAPE TOWN	3
103313122	512	WALMER SECONDARY SCHOOL	Secondary School	METRO CENTRAL	WOODSTOCK	CITY OF CAPE TOWN	3,37
105480886	513	WELCOME PRIMARY SCHOOL	Primary School	METRO CENTRAL	WELCOME	CITY OF CAPE TOWN	2,95
105310316	514	WESTERFORD HIGH SCHOOL	Secondary School	METRO CENTRAL	RONDEBOSCH	CITY OF CAPE TOWN	3,89
105480908	515	WILLOWS PRIMARY SCHOOL	Primary School	METRO CENTRAL	HEIDEVELD	CITY OF CAPE TOWN	3,26
103322172	516	WINDERMERE PRIMARY SCHOOL	Primary School	METRO CENTRAL	KENSINGTON	CITY OF CAPE TOWN	3,17
103323837	517	WINDERMERE SEKONDËR	Secondary School	METRO CENTRAL	WINDERMERE	CITY OF CAPE TOWN	3,48
105310317	518	WINDSOR HIGH SCHOOL	Secondary School	METRO CENTRAL	LANSDOWNE	CITY OF CAPE TOWN	2,86
105308212	519	WINDSOR PREPARATORY	Primary School	METRO CENTRAL	LANSDOWNE	CITY OF CAPE TOWN	3,72
103322180	520	WINGFIELD PRIMARY SCHOOL	Primary School	METRO CENTRAL	WINDERMERE	CITY OF CAPE TOWN	4,16
105480916	521	WOODLANDS PRIMARY SCHOOL	Primary School	METRO CENTRAL	HEIDEVELD	CITY OF CAPE TOWN	3,02
106042314	522	XOLANI PRIMARY SCHOOL	Primary School	METRO CENTRAL	GUGULETU	CITY OF CAPE TOWN	3,05
105480924	523	YORK ROAD PRIMARY SCHOOL	Primary School	METRO CENTRAL	LANSDOWNE	CITY OF CAPE TOWN	3,33
102042315	524	ZIMASA PRIMARY SCHOOL	Intermediate School	METRO CENTRAL	LANGA	CITY OF CAPE TOWN	3,31
100000656	525	HOUT BAY PRIMARY SCHOOL	Primary School	METRO CENTRAL	HOUT BAY	CITY OF CAPE TOWN	
100000795	526	NOWERS HIGH SCHOOL ACADEMY	Secondary School	METRO CENTRAL	HOUT BAY	CITY OF CAPE TOWN	
111007178	527	A.C.J. PHAKADE PRIMARY SCHOOL	Primary School	METRO EAST	NOMZAMO	CITY OF CAPE TOWN	4,21
109321567	528	ACADEMIA PRIMARY SCHOOL	Primary School	METRO EAST	DRIFTSANDS	CITY OF CAPE TOWN	3,24
100000548	529	ALTENA PRIMARY SCHOOL	Primary School	METRO EAST	STRAND	CITY OF CAPE TOWN	5
100000609	530	APEX HIGH SCHOOL	Secondary School	METRO EAST	BLUE DOWNS CBD	CITY OF CAPE TOWN	0

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
101309202	531	ARISTEA PRIMARY SCHOOL	Primary School	METRO EAST	WINDSOR PARK ESTATE	CITY OF CAPE TOWN	3,88
107309204	532	BASTION PRIMARY SCHOOL	Primary School	METRO EAST	PROTEA HEIGHTS	CITY OF CAPE TOWN	3,97
110309205	533	BEAUMONT PRIMARY SCHOOL	Primary School	METRO EAST	LAND EN ZEEZICHT	CITY OF CAPE TOWN	3,97
101309206	534	BELLPARK PRIMARY SCHOOL	Primary School	METRO EAST	OAKDALE	CITY OF CAPE TOWN	3,49
101310200	535	BELLVILLE HOËRSKOOL	Secondary School	METRO EAST	CHRISMAR	CITY OF CAPE TOWN	3,3
101303200	536	BELLVILLE HOËR TEGNIESE SKOOL	Secondary School	METRO EAST	LABIANCE	CITY OF CAPE TOWN	3,55
101309207	537	BELLVILLE PRIMARY SCHOOL	Primary School	METRO EAST	OAKDALE	CITY OF CAPE TOWN	3,23
101309208	538	BELLVILLE-NOORD PRIMËRE SKOOL	Primary School	METRO EAST	OAKDALE	CITY OF CAPE TOWN	3,66
101323764	539	BERNADINO HEIGHTS SEKONDËR	Secondary School	METRO EAST	SCOTSDENE	CITY OF CAPE TOWN	4,17
107322237	540	BEVERLEY PARK PRIMARY SCHOOL	Primary School	METRO EAST	EERSTERIVIER SOUTH	CITY OF CAPE TOWN	4,32
107321796	541	BLACKHEATH PRIMARY SCHOOL	Primary School	METRO EAST	AUSTINVILLE	CITY OF CAPE TOWN	3,22
107323888	542	BLACKHEATH SEKONDËR	Secondary School	METRO EAST	DENNEMERE	CITY OF CAPE TOWN	3,4
107328324	543	BLOEKOMBOS PRIMARY SCHOOL	Primary School	METRO EAST	BLOEKOMBOS	CITY OF CAPE TOWN	3,6
107007987	544	BLOEKOMBOS SECONDARY SCHOOL	Secondary School	METRO EAST	KRAAIFONTEIN EAST	CITY OF CAPE TOWN	3,92
107007988	545	BLUE DOWNS PRIMARY SCHOOL	Primary School	METRO EAST	MALIBU VILLAGE	CITY OF CAPE TOWN	4,63
107326070	546	BOTTELARY PRIMËRE SKOOL	Primary School	METRO EAST	BOTTELARY	CITY OF CAPE TOWN	4,49
107310205	547	BRACKENFELL HOËRSKOOL	Secondary School	METRO EAST	MORGENSTER HEIGHTS	CITY OF CAPE TOWN	3,78
107309213	548	BRACKENFELL PRIMARY SCHOOL	Primary School	METRO EAST	ARAUNA	CITY OF CAPE TOWN	3,67
107322326	549	BROOKLANDS PRIMARY SCHOOL	Primary School	METRO EAST	NORTHPINE	CITY OF CAPE TOWN	3,48
106041121	550	BULUMKO SECONDARY SCHOOL	Secondary School	METRO EAST	EYETHU	CITY OF CAPE TOWN	3,11
101320986	551	CAVALLERIA PRIMARY SCHOOL	Primary School	METRO EAST	SCOTSDENE	CITY OF CAPE TOWN	3,69
106008233	552	CENTRE OF SCIENCE AND TECHNOLOGY	Secondary School	METRO EAST	ILITHA PARK	CITY OF CAPE TOWN	0
106041332	553	CHRIS HANI SECONDARY SCHOOL	Secondary School	METRO EAST	UMRHABULO TRIANGLE	CITY OF CAPE TOWN	3,85
100000217	554	CHRISTMAS TINTO PRIMARY SCHOOL	Primary School	METRO EAST	ASANDA	CITY OF CAPE TOWN	0
106041319	555	CHUMA PUBLIC PRIMARY SCHOOL	Primary School	METRO EAST	MANDELA PARK	CITY OF CAPE TOWN	3,36
106041218	556	CHUMISA PRIMARY SCHOOL	Primary School	METRO EAST	NONQUBELA	CITY OF CAPE TOWN	2,95
110320315	557	DANIE ACKERMANN PRIMARY SCHOOL	Primary School	METRO EAST	MALL TRIANGLE	CITY OF CAPE TOWN	3,2
110309228	558	DE HOOP LAERSKOOL	Primary School	METRO EAST	BRIZA	CITY OF CAPE TOWN	4,02
107310218	559	DE KUILEN HOËRSKOOL	Secondary School	METRO EAST	ELIM	CITY OF CAPE TOWN	3,74
107309229	560	DE KUILEN PRIMARY SCHOOL	Primary School	METRO EAST	ELIM	CITY OF CAPE TOWN	3,82
107322229	561	DENNEMERE PRIMARY SCHOOL	Primary School	METRO EAST	DENNEMERE	CITY OF CAPE TOWN	4,14
111320633	562	DR. G.J. JOUBERT PRIMËRE SKOOL	Primary School	METRO EAST	STRAND	CITY OF CAPE TOWN	3,37
101310229	563	EBEN DONGES HOËRSKOOL	Secondary School	METRO EAST	BELMONT PARK	CITY OF CAPE TOWN	3,14
107323861	564	EERSTERIVIER SEKONDËR	Secondary School	METRO EAST	EERSTERIVIER SOUTH	CITY OF CAPE TOWN	3,76
101321524	565	EIKENDAL PRIMARY SCHOOL	Primary School	METRO EAST	EIKENDAL	CITY OF CAPE TOWN	3,22
107322423	566	EKUTHULENI PRIMARY SCHOOL	Primary School	METRO EAST	BLOEKOMBOS	CITY OF CAPE TOWN	3,39
106041217	567	ELUXOLWENI PRIMARY SCHOOL	Primary School	METRO EAST	EYETHU	CITY OF CAPE TOWN	2,99
106322385	568	ENCOTSHENI PRIMARY SCHOOL	Primary School	METRO EAST	MXOLISI PHETANI	CITY OF CAPE TOWN	3,2
107322377	569	ENKULULEKWENI PRIMARY SCHOOL	Primary School	METRO EAST	WALLACEDENE	CITY OF CAPE TOWN	3,61
102323934	570	ESANGWENI SECONDARY SCHOOL	Secondary School	METRO EAST	KUYASA	CITY OF CAPE TOWN	3,6
100000602	571	SOLOMON MAHLANGU PRIMARY SCHOOL	Primary School	METRO EAST	WALLACEDENE	CITY OF CAPE TOWN	5
101309243	572	EXCELSIOR PRIMARY SCHOOL (BELLVILLE)	Primary School	METRO EAST	DE LA HAYE	CITY OF CAPE TOWN	3,45
101309245	573	FANIE THERON PRIMARY SCHOOL	Primary School	METRO EAST	PEERLESS PARK NORTH	CITY OF CAPE TOWN	3,29
110322016	574	FIRGROVE PRIMARY SCHOOL	Primary School	METRO EAST	FIRGROVE	CITY OF CAPE TOWN	3,47
107323853	575	FOREST HEIGHTS HOËRSKOOL	Secondary School	METRO EAST	FOREST HEIGHTS	CITY OF CAPE TOWN	3,3

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMENT
107322083	576	FOREST HEIGHTS PRIMARY SCHOOL	Primary School	METRO EAST	FOREST HEIGHTS	CITY OF CAPE TOWN	3,49
100000432	577	FOREST VILLAGE LEADERSHIP ACADEMY	Primary School	METRO EAST	FOREST VILLAGE	CITY OF CAPE TOWN	New
110323438	578	GORDON SEKONDÊR	Secondary School	METRO EAST	MALL TRIANGLE	CITY OF CAPE TOWN	3,4
111309256	579	GORDONSBAAI LAERSKOOL	Primary School	METRO EAST	MOUNTAINSIDE	CITY OF CAPE TOWN	3,84
100000433	580	HAPPY VALLEY PRIMARY SCHOOL	Primary School	METRO EAST	SILVERSANDS	CITY OF CAPE TOWN	4,93
103323918	581	HARRY GWALA SECONDARY SCHOOL	Secondary School	METRO EAST	UMRHABULO TRIANGLE	CITY OF CAPE TOWN	3,19
107323136	582	HECTOR PETERSON SECONDARY SCHOOL	Secondary School	METRO EAST	WALLACEDENE	CITY OF CAPE TOWN	3,31
107321877	583	HELDERKRUIN PRIMARY SCHOOL	Primary School	METRO EAST	KLEINVLEI TOWN	CITY OF CAPE TOWN	3,16
111309261	584	HENDRIK LOUW LAERSKOOL	Primary School	METRO EAST	STRAND	CITY OF CAPE TOWN	3,75
100000431	585	HIGHBURY PRIMARY SCHOOL	Primary School	METRO EAST	HIGHBURY	CITY OF CAPE TOWN	0
106041202	586	HOMBA PRIMARY SCHOOL	Primary School	METRO EAST	KHAYA	CITY OF CAPE TOWN	4,43
107328650	587	HOOFWEG PRIMARY SCHOOL	Primary School	METRO EAST	WESBANK	CITY OF CAPE TOWN	3,93
106041317	588	HOPOLANG PRIMARY SCHOOL	Intermediate School	METRO EAST	EYETHU	CITY OF CAPE TOWN	3,4
110310242	589	HOTTENTOTS-HOLLAND HOËRSKOOL	Secondary School	METRO EAST	STRAND	CITY OF CAPE TOWN	3,67
106041221	590	IKHUSI PRIMARY SCHOOL	Primary School	METRO EAST	VICTORIA MXENGE	CITY OF CAPE TOWN	4,26
106041215	591	IKHWEZI IESIZWE PRIMARY SCHOOL	Primary School	METRO EAST	KHAYA	CITY OF CAPE TOWN	2,97
106041223	592	IMPENDULO PUBLIC PRIMARY SCHOOL	Primary School	METRO EAST	UMRHABULO TRIANGLE	CITY OF CAPE TOWN	3,73
107322431	593	IMVUMELWANO PRIMARY SCHOOL	Primary School	METRO EAST	WALLACEDENE	CITY OF CAPE TOWN	3,19
106041203	594	INJONGO PRIMARY SCHOOL	Primary School	METRO EAST	KHAYA	CITY OF CAPE TOWN	3,15
100000613	595	INKANINI PRIMARY SCHOOL	Primary School	METRO EAST	KHAYALITSHA	CITY OF CAPE TOWN	0
106041318	596	INTLANGANISO SECONDARY SCHOOL	Secondary School	METRO EAST	MXOLISI PHETANI	CITY OF CAPE TOWN	3,75
106041335	597	INTSHAYELELO PRIMARY SCHOOL	Primary School	METRO EAST	ILITHA PARK	CITY OF CAPE TOWN	3,48
106324086	598	IQHAYIYA SECONDARY SCHOOL	Secondary School	METRO EAST	EYETHU	CITY OF CAPE TOWN	2,96
107321753	599	IRISTA PRIMARY SCHOOL	Primary School	METRO EAST	SAREPTA	CITY OF CAPE TOWN	3,52
106322350	600	ISIKHOKELO PRIMARY SCHOOL	Primary School	METRO EAST	MXOLISI PHETANI	CITY OF CAPE TOWN	3,33
106322369	601	ISIPHIWO PRIMARY SCHOOL	Primary School	METRO EAST	HARARE	CITY OF CAPE TOWN	3,42
106041220	602	JOE SLOVO SECONDARY SCHOOL	Secondary School	METRO EAST	KHAYA	CITY OF CAPE TOWN	2,89
107008021	603	KALKFONTEIN PRIMARY SCHOOL	Primary School	METRO EAST	KALKFONTEIN II	CITY OF CAPE TOWN	3,38
111323942	604	KHANYOLWETHU SECONDARY SCHOOL	Secondary School	METRO EAST	LWANDLE	CITY OF CAPE TOWN	3,43
107323578	605	KLEINVLEI SEKONDÊR	Secondary School	METRO EAST	KLEINVLEI TOWN	CITY OF CAPE TOWN	3,28
107320323	606	KUILS RIVER PRIMARY SCHOOL	Primary School	METRO EAST	SAREPTA	CITY OF CAPE TOWN	3,34
107323977	607	KUILS RIVER TECHNICAL SECONDARY SCHOOL	Secondary School	METRO EAST	HIGHBURY	CITY OF CAPE TOWN	4,69
106041205	608	KUKHANYILE PUBLIC PRIMARY SCHOOL	Primary School	METRO EAST	NONQUBELA	CITY OF CAPE TOWN	3,49
106400742	609	KUYASA PRIMARY SCHOOL	Primary School	METRO EAST	KUYASA	CITY OF CAPE TOWN	3,79
106323128	610	KWAMFUNDO SECONDARY SCHOOL	Secondary School	METRO EAST	HARARE	CITY OF CAPE TOWN	3,61
101309285	611	LABIANCE PRIMARY SCHOOL	Primary School	METRO EAST	LABIANCE	CITY OF CAPE TOWN	3,87
101320234	612	LAWRENCIA PRIMÈRE SKOOL	Intermediate School	METRO EAST	OUTSIDE A TOWN	CITY OF CAPE TOWN	3,25
111309292	613	LOCHNERHOF LAERSKOOL	Primary School	METRO EAST	STRAND	CITY OF CAPE TOWN	1,65
106008327	614	LUDWE NGAMLANA PRIMARY SCHOOL	Primary School	METRO EAST	KUYASA	CITY OF CAPE TOWN	3,78
106041101	615	LUHLAZA SECONDARY SCHOOL	Secondary School	METRO EAST	KHAYA	CITY OF CAPE TOWN	3,51
106041329	616	LULEKA PRIMARY SCHOOL	Primary School	METRO EAST	HARARE	CITY OF CAPE TOWN	3,84
106041206	617	LWANDLE PRIMARY SCHOOL	Primary School	METRO EAST	EYETHU	CITY OF CAPE TOWN	3,03
110320811	618	MACASSAR PRIMÈRE SKOOL	Primary School	METRO EAST	RIVERSIDE	CITY OF CAPE TOWN	3,44
110323527	619	MACASSAR SEK	Secondary School	METRO EAST	MACASSAR	CITY OF CAPE TOWN	3,15
107323802	620	MALIBU SEKONDÊR	Secondary School	METRO EAST	MALIBU VILLAGE	CITY OF CAPE TOWN	3,62

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
106373435	621	MANYANO HIGH SCHOOL	Secondary School	METRO EAST	ILITHA PARK	CITY OF CAPE TOWN	3,86
110321494	622	MARVIN PARK PRIMARY SCHOOL	Primary School	METRO EAST	MACASSAR	CITY OF CAPE TOWN	3,47
107393436	623	MASIBAMBANE SECONDARY SCHOOL	Secondary School	METRO EAST	BLOEKOMBOS	CITY OF CAPE TOWN	3,31
110377104	624	MASIPHUMELELE PRIMARY SCHOOL	Primary School	METRO EAST	UMRHABULO TRIANGLE	CITY OF CAPE TOWN	3,89
106041105	625	MASIYILE SENIOR SECONDARY SCHOOL	Secondary School	METRO EAST	EYETHU	CITY OF CAPE TOWN	3,71
106041102	626	MATHEW GONIWE MEMORIAL HIGH SCHOOL	Secondary School	METRO EAST	NONQUBELA	CITY OF CAPE TOWN	2,93
107320978	627	MELTON PRIMARY SCHOOL	Primary School	METRO EAST	KLEINVLEI TOWN	CITY OF CAPE TOWN	3,51
107309296	628	MIKRO LAERSKOOL	Primary School	METRO EAST	KLIPDAM	CITY OF CAPE TOWN	3,78
101310264	629	MONUMENT PARK HOËRSKOOL	Secondary School	METRO EAST	WINDSOR PARK ESTATE	CITY OF CAPE TOWN	3,91
106041320	630	NKAZIMLO PRIMARY SCHOOL	Primary School	METRO EAST	UMRHABULO TRIANGLE	CITY OF CAPE TOWN	3,63
106460826	631	NOLUNGILE PRIMARY SCHOOL	Primary School	METRO EAST	MXOLISI PHETANI	CITY OF CAPE TOWN	3,37
106041229	632	NOMSA MAPONGWANA PRIMARY SCHOOL	Primary School	METRO EAST	MANDELA PARK	CITY OF CAPE TOWN	2,92
100000328	633	NOMZAMO HIGH SCHOOL	Secondary School	METRO EAST	NOMZAMO	CITY OF CAPE TOWN	3,08
100000327	634	NOMZAMO PRIMARY SCHOOL	Primary School	METRO EAST	NOMZAMO	CITY OF CAPE TOWN	0
107321915	635	NORTHPINE PRIMARY SCHOOL	Primary School	METRO EAST	NORTHPINE	CITY OF CAPE TOWN	0
100000108	636	NORTHPINE TECHNICAL HIGH SCHOOL	Secondary School	METRO EAST	NORTHPINE	CITY OF CAPE TOWN	3,33
106008326	637	NOXOLO XAUKA PRIMARY SCHOOL	Primary School	METRO EAST	UMRHABULO TRIANGLE	CITY OF CAPE TOWN	4,14
106041219	638	NTWASAHLOBO PRIMARY SCHOOL	Primary School	METRO EAST	VICTORIA MXENGE	CITY OF CAPE TOWN	3,66
110321001	639	OKLAHOMASTRAAT PRIMÈRE SKOOL	Primary School	METRO EAST	DEACONVILLE	CITY OF CAPE TOWN	3,31
107322393	640	PALM PARK PRIMARY SCHOOL	Primary School	METRO EAST	ROSEDALE	CITY OF CAPE TOWN	4,11
110310273	641	PAREL VALLEI HOËRSKOOL	Secondary School	METRO EAST	PAREL VALLEI	CITY OF CAPE TOWN	3,8
101320900	642	PARKDENE PRIMARY SCHOOL (BELLVILLE)	Primary School	METRO EAST	SCOTTSdene	CITY OF CAPE TOWN	4,23
107321702	643	PETUNIA PRIMARY SCHOOL	Primary School	METRO EAST	SCOTTSVILLE	CITY OF CAPE TOWN	3,25
100000355	644	PROTEA HEIGHTS ACADEMY	Secondary School	METRO EAST	PROTEA HEIGHTS	CITY OF CAPE TOWN	3,02
107320803	645	R.R. FRANKS PRIMÈRE SKOOL	Primary School	METRO EAST	KLEINVLEI TOWN	CITY OF CAPE TOWN	4,16
107328642	646	RAINBOW PRIMARY SCHOOL	Primary School	METRO EAST	WESBANK	CITY OF CAPE TOWN	3,37
100000614	647	FALSE BAY PRIMARY SCHOOL	Primary School	METRO EAST	MACASSAR VILLAGE	CITY OF CAPE TOWN	3,31
100000127	648	ROUXVILLE PRIMARY SCHOOL	Primary School	METRO EAST	KUILSRIVER	CITY OF CAPE TOWN	0
111320439	649	RUSTHOF PRIMÈRE SKOOL	Primary School	METRO EAST	STRAND	CITY OF CAPE TOWN	4,02
111323896	650	RUSTHOF SEKONDËR	Secondary School	METRO EAST	STRAND	CITY OF CAPE TOWN	4,12
106041209	651	SAKULMANDELA PRIMARY SCHOOL	Primary School	METRO EAST	VICTORIA MXENGE	CITY OF CAPE TOWN	3,37
107320331	652	SAREPTA PRIMARY SCHOOL	Primary School	METRO EAST	SAREPTA	CITY OF CAPE TOWN	3,34
107323748	653	SAREPTA SEKONDËR	Secondary School	METRO EAST	SAREPTA	CITY OF CAPE TOWN	3,04
101323039	654	SCOTTSdene HIGH SCHOOL	Secondary School	METRO EAST	SCOTTSdene	CITY OF CAPE TOWN	3,36
107320846	655	SCOTTSVILLE PRIMARY SCHOOL	Primary School	METRO EAST	SCOTTSVILLE	CITY OF CAPE TOWN	4,42
101323632	656	SCOTTSVILLE SEKONDËR	Secondary School	METRO EAST	SCOTTSVILLE	CITY OF CAPE TOWN	3,52
111400750	657	SILUKHANYO PRIMARY SCHOOL	Primary School	METRO EAST	ASANDA	CITY OF CAPE TOWN	3,62
107322318	658	SILVERSANDS PRIMARY SCHOOL	Primary School	METRO EAST	SILVERSANDS	CITY OF CAPE TOWN	3,42
105008252	659	SILVERSANDS SECONDARY SCHOOL	Secondary School	METRO EAST	HIGHBURY	CITY OF CAPE TOWN	3,67
111322504	660	SIMANYENE SECONDARY SCHOOL	Secondary School	METRO EAST	ASANDA	CITY OF CAPE TOWN	3,27
101309341	661	SIMONSBERG PRIMARY SCHOOL	Primary School	METRO EAST	KRAAIFONTEIN	CITY OF CAPE TOWN	3,5
110007280	662	SINAKO HIGH SCHOOL	Secondary School	METRO EAST	UMRHABULO TRIANGLE	CITY OF CAPE TOWN	3,39
106323993	663	SIPHAMANDLA SECONDARY SCHOOL	Secondary School	METRO EAST	KUYASA	CITY OF CAPE TOWN	3,54
110322075	664	SIR LOWRY'S PASS PRIMÈRE SKOOL	Primary School	METRO EAST	SIR LOWRY'S PASS	CITY OF CAPE TOWN	3,45
106041225	665	SIVILE PRIMARY SCHOOL	Primary School	METRO EAST	THEMBOKWEZI	CITY OF CAPE TOWN	3,5

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
106041333	666	SIVUYISENI PUBLIC PRIMARY SCHOOL	Primary School	METRO EAST	MANDELA PARK	CITY OF CAPE TOWN	3,79
106323144	667	SIZIMISELE SECONDARY SCHOOL	Secondary School	METRO EAST	MANDELA PARK	CITY OF CAPE TOWN	3,6
106041210	668	SOBAMBISANA PRIMARY SCHOOL	Primary School	METRO EAST	VICTORIA MXENGE	CITY OF CAPE TOWN	3,52
111008382	669	SOLOMON QATYANA PRIMARY SCHOOL	Primary School	METRO EAST	ASANDA	CITY OF CAPE TOWN	3,94
110309342	670	SOMERSET-WES LAERSKOOL	Primary School	METRO EAST	SOMERSET WEST	CITY OF CAPE TOWN	3,58
100000272	671	SONEIKE HIGH SCHOOL	Secondary School	METRO EAST	HIGHBURY	CITY OF CAPE TOWN	0
106041222	672	SOSEBENZA PRIMARY SCHOOL	Primary School	METRO EAST	NONQUBELA	CITY OF CAPE TOWN	3,6
106041211	673	SOYISILE PRIMARY SCHOOL	Primary School	METRO EAST	NONQUBELA	CITY OF CAPE TOWN	3,62
107322288	674	SPURWING PRIMARY SCHOOL	Primary School	METRO EAST	ELECTRIC CITY	CITY OF CAPE TOWN	2,9
111310327	675	STRAND HOËRSKOOL	Secondary School	METRO EAST	STRAND	CITY OF CAPE TOWN	3,75
111323721	676	STRAND SEKONDËR	Secondary School	METRO EAST	STRAND	CITY OF CAPE TOWN	3,25
107322210	677	STRATFORD PRIMARY SCHOOL	Primary School	METRO EAST	EERSTERIVIER	CITY OF CAPE TOWN	3,64
111320307	678	TEMPERANCE TOWN PRIMËRE SKOOL	Primary School	METRO EAST	TEMPERANCE TOWN	CITY OF CAPE TOWN	3,44
103313947	679	THEMBELIHLE HIGH SCHOOL	Secondary School	METRO EAST	MANDELA PARK	CITY OF CAPE TOWN	3,75
107322105	680	TUSCANY GLEN PRIMARY SCHOOL	Primary School	METRO EAST	TUSCANY GLEN	CITY OF CAPE TOWN	3,4
107323187	681	TUSCANY GLEN SECONDARY SCHOOL	Secondary School	METRO EAST	TUSCANY GLEN	CITY OF CAPE TOWN	3,3
106041212	682	UMMANGALISO PRIMARY SCHOOL	Primary School	METRO EAST	VICTORIA MXENGE	CITY OF CAPE TOWN	3,62
111041228	683	UMNQOPHISO PRIMARY SCHOOL	Primary School	METRO EAST	LWANDLE	CITY OF CAPE TOWN	3,16
106041328	684	UMTHAWELANGA PRIMARY SCHOOL	Primary School	METRO EAST	EKUPHUMULENI	CITY OF CAPE TOWN	3,13
103323926	685	USASAZO SECONDARY SCHOOL	Secondary School	METRO EAST	VICTORIA MXENGE	CITY OF CAPE TOWN	3,6
106041339	686	UXOLO HIGH SCHOOL	Secondary School	METRO EAST	MANDELA PARK	CITY OF CAPE TOWN	3,69
106041214	687	VUSELELA PRIMARY SCHOOL	Primary School	METRO EAST	MXOLISI PHETANI	CITY OF CAPE TOWN	2,82
106041213	688	VUZAMANZI PUBLIC PRIMARY SCHOOL	Primary School	METRO EAST	MXOLISI PHETANI	CITY OF CAPE TOWN	3,21
107008015	689	WALLACEDENE PRIMARY SCHOOL	Primary School	METRO EAST	WALLACEDENE	CITY OF CAPE TOWN	4,21
107008016	690	WALLACEDENE SECONDARY SCHOOL	Secondary School	METRO EAST	WALLACEDENE	CITY OF CAPE TOWN	4,38
101321788	691	WATSONIA PRIMARY SCHOOL	Primary School	METRO EAST	SCOTSDENE	CITY OF CAPE TOWN	3
107324078	692	WEST BANK HIGH SCHOOL	Secondary School	METRO EAST	WESBANK	CITY OF CAPE TOWN	3,52
107319333	693	WEST BANK NO.1 PRIMARY SCHOOL	Primary School	METRO EAST	WESBANK	CITY OF CAPE TOWN	3,6
107008229	694	WESTERN CAPE SPORT SCHOOL	Secondary School	METRO EAST	KUILSRIVER	CITY OF CAPE TOWN	0
106041216	695	YOMELELA PRIMARY SCHOOL	Primary School	METRO EAST	NONQUBELA	CITY OF CAPE TOWN	3,17
110323780	696	ZANDVLIE HOËRSKOOL	Secondary School	METRO EAST	MACASSAR	CITY OF CAPE TOWN	3,25
102483605	697	ZOLA SENIOR SECONDARY SCHOOL	Secondary School	METRO EAST	THEMBOKWEZI	CITY OF CAPE TOWN	3,38
100000626	698	KRAAIFONTEIN HIGH SCHOOL	Secondary School	METRO EAST	KRAAIFONTEIN	CITY OF CAPE TOWN	
100000638	699	EMITHINI PRIMARY SCHOOL	Primary School	METRO EAST	KRAAIFONTEIN	CITY OF CAPE TOWN	
100000625	700	VREDEKLOOF PRIMARY	Primary School	METRO EAST	VREDEKLOOF	CITY OF CAPE TOWN	
100000678	701	APEX PRIMARY SCHOOL	Primary School	METRO EAST	BLUE DOWNS CBD	CITY OF CAPE TOWN	
100000805	702	LWANDLE HIGH SCHOOL	Secondary School	METRO EAST	STRAND	CITY OF CAPE TOWN	
107008336	703	ABEDARE PRIMARY SCHOOL	Primary School	METRO NORTH	DELFT 6	CITY OF CAPE TOWN	4,67
101321761	704	ACCORDIONSTRAAT PRIMARY SCHOOL	Primary School	METRO NORTH	BELHAR EXT 6	CITY OF CAPE TOWN	3,53
101320749	705	ALPHA PRIMËRE SKOOL	Intermediate School	METRO NORTH	MORNINGSTAR	CITY OF CAPE TOWN	3,27
132473316	706	ATLANTIS SEKONDËRE SKOOL	Secondary School	METRO NORTH	AVONDALE	CITY OF CAPE TOWN	2,97
132470058	707	AVONDALE PRIMARY SCHOOL	Primary School	METRO NORTH	AVONDALE	CITY OF CAPE TOWN	3,12
102480061	708	BALVENIE PRIMARY SCHOOL	Primary School	METRO NORTH	BALVENIE	CITY OF CAPE TOWN	3,92
107008345	709	BARDALE PRIMARY SCHOOL	Primary School	METRO NORTH	FAIRDALE	CITY OF CAPE TOWN	0
107008380	710	BARDALE SECONDARY SCHOOL	Secondary School	METRO NORTH	FAIRDALE	CITY OF CAPE TOWN	0

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
102483354	711	BEAUVALLON SEKONDÊR	Secondary School	METRO NORTH	VALHALLA PARK	CITY OF CAPE TOWN	2,34
101321397	712	BELHAR PRIMARY SCHOOL	Primary School	METRO NORTH	BELHAR EXT 2	CITY OF CAPE TOWN	3,36
101323500	713	BELHAR SEKONDÊR	Secondary School	METRO NORTH	BELHAR EXT 1	CITY OF CAPE TOWN	3,55
101320188	714	BELLVILLE-SUID PRIMÊRE SKOOL	Primary School	METRO NORTH	BELLVILLE SOUTH	CITY OF CAPE TOWN	3,36
101323349	715	BELLVILLE-SUID SEKONDÊR	Secondary School	METRO NORTH	BELLVILLE SOUTH	CITY OF CAPE TOWN	3,04
101321605	716	BELVUE PRIMARY SCHOOL	Primary School	METRO NORTH	BELHAR EXT 4	CITY OF CAPE TOWN	3,64
102480096	717	BERGVILLE PRIMÊRE SKOOL	Primary School	METRO NORTH	BISHOP LAVIS	CITY OF CAPE TOWN	3,32
132470066	718	BERZELIA PRIMARY SCHOOL	Primary School	METRO NORTH	PROTEA PARK	CITY OF CAPE TOWN	3,07
102480126	719	BISHOP LAVIS PRIMARY SCHOOL	Primary School	METRO NORTH	BISHOP LAVIS	CITY OF CAPE TOWN	2,96
102483370	720	BISHOP LAVIS SEKONDÊR	Secondary School	METRO NORTH	BISHOP LAVIS	CITY OF CAPE TOWN	3,28
103309210	721	BLOUBERG RIDGE PRIMARY SCHOOL	Primary School	METRO NORTH	BLOUBERG RISE	CITY OF CAPE TOWN	3,74
103008009	722	BLOUBERGRANT SECONDARY SCHOOL	Secondary School	METRO NORTH	BLOUBERG RISE	CITY OF CAPE TOWN	3,85
102310204	723	BOSMANSDAM HOËRSKOOL	Secondary School	METRO NORTH	BOTHASIG	CITY OF CAPE TOWN	3,23
102309211	724	BOSMANSDAM PRIMARY SCHOOL	Primary School	METRO NORTH	BOTHASIG	CITY OF CAPE TOWN	3,48
101309212	725	BOSTON PRIMARY SCHOOL	Primary School	METRO NORTH	BOSTON	CITY OF CAPE TOWN	3,33
103310208	726	BUREN HOËRSKOOL	Secondary School	METRO NORTH	BROOKLYN	CITY OF CAPE TOWN	3,62
102480223	727	C.L. WILMOT PRIMARY SCHOOL	Primary School	METRO NORTH	UITSIG	CITY OF CAPE TOWN	3,53
102480215	728	CLARKE PRIMÊRE SKOOL	Primary School	METRO NORTH	ADRIAANSE	CITY OF CAPE TOWN	3,09
102062450	729	CRAVENBY SECONDARY SCHOOL	Combined School	METRO NORTH	CRAVENBY	CITY OF CAPE TOWN	3,69
101310217	730	D.F. MALAN HOËRSKOOL	Secondary School	METRO NORTH	BOSTON	CITY OF CAPE TOWN	3,38
101309230	731	DE TYGER LAERSKOOL	Primary School	METRO NORTH	FAIRFIELD ESTATE	CITY OF CAPE TOWN	3,7
102309232	732	DE VRIJE ZEE PRIMARY SCHOOL	Primary School	METRO NORTH	RICHMOND ESTATE	CITY OF CAPE TOWN	3,57
101309602	733	DE WAVEREN PRIMARY SCHOOL	Primary School	METRO NORTH	RUYTERWACHT	CITY OF CAPE TOWN	2,87
107322202	734	DELFT PRIMARY SCHOOL	Primary School	METRO NORTH	VOORBRUG	CITY OF CAPE TOWN	3,16
100000109	735	DELFT TECHNICAL HIGH SCHOOL	Secondary School	METRO NORTH	DELFT 5	CITY OF CAPE TOWN	0
107007179	736	DELFT-SOUTH PRIMARY SCHOOL	Primary School	METRO NORTH	DELFT SOUTH	CITY OF CAPE TOWN	3,01
101322024	737	DR. VAN DER ROSS PRIMARY SCHOOL	Primary School	METRO NORTH	BELHAR EXT 12	CITY OF CAPE TOWN	3,48
103007995	738	DU NOON PRIMARY SCHOOL	Primary School	METRO NORTH	DUNOON	CITY OF CAPE TOWN	4,29
101310227	739	DURBANVILLE HOËRSKOOL	Secondary School	METRO NORTH	DURBANVILLE	CITY OF CAPE TOWN	4,51
101309237	740	DURBANVILLE PRIMARY SCHOOL	Primary School	METRO NORTH	DURBANVILLE	CITY OF CAPE TOWN	3,8
101308202	741	DURBANVILLE VOORBEREIDINGSKOOL	Primary School	METRO NORTH	DURBANVILLE	CITY OF CAPE TOWN	3,81
102310230	742	EDGE MEAD HIGH SCHOOL	Secondary School	METRO NORTH	EDGE MEAD	CITY OF CAPE TOWN	3,81
102309238	743	EDGE MEAD PRIMARY SCHOOL	Primary School	METRO NORTH	EDGE MEAD	CITY OF CAPE TOWN	3,64
102480304	744	EDWARD PRIMARY SCHOOL	Primary School	METRO NORTH	CLARKES ESTATE	CITY OF CAPE TOWN	3,35
107322296	745	EINDHOVEN PRIMARY SCHOOL	Primary School	METRO NORTH	EINDHOVEN	CITY OF CAPE TOWN	3,21
102480347	746	ELDENE PRIMARY SCHOOL	Primary School	METRO NORTH	AVON	CITY OF CAPE TOWN	3,18
102480312	747	ELNOR PRIMARY SCHOOL	Primary School	METRO NORTH	ELNOR	CITY OF CAPE TOWN	3,11
102480339	748	ELSBURY PRIMARY SCHOOL	Primary School	METRO NORTH	MATROOSFONTEIN	CITY OF CAPE TOWN	3,52
102483419	749	ELSIESRIVIER SEKONDÊR	Secondary School	METRO NORTH	ELSIES RIVER	CITY OF CAPE TOWN	3,53
102480355	750	ELSWOOD PRIMÊRE SKOOL	Primary School	METRO NORTH	LEONSDALE	CITY OF CAPE TOWN	3,34
102483427	751	ELSWOOD SEKONDÊR	Secondary School	METRO NORTH	LEONSDALE	CITY OF CAPE TOWN	3,06
101321389	752	ERICA PRIMARY SCHOOL	Primary School	METRO NORTH	BELHAR EXT 17 ERICA	CITY OF CAPE TOWN	3,52
100000618	753	ESSENHOUT PRIMARY SCHOOL	Primary School	METRO NORTH	DELFT SOUTH	CITY OF CAPE TOWN	0
102320560	754	EURECON PRIMARY SCHOOL	Primary School	METRO NORTH	CONNAUGHT	CITY OF CAPE TOWN	3,15
102480363	755	EUREKA PRIMÊRE SKOOL	Primary School	METRO NORTH	EUREKA ESTATE	CITY OF CAPE TOWN	3,31



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101309242	756	EVERSDAL PRIMARY SCHOOL	Primary School	METRO NORTH	EVERSDAL - BELLVILLE	CITY OF CAPE TOWN	3,97
101323616	757	EXCELSIOR SEKONDÉR	Secondary School	METRO NORTH	BELHAR EXT 4	CITY OF CAPE TOWN	3,06
102310231	758	FAIRBAIRN COLLEGE	Secondary School	METRO NORTH	RICHMOND ESTATE	CITY OF CAPE TOWN	4,33
101310232	759	FAIRMONT HIGH SCHOOL	Secondary School	METRO NORTH	EVERSDAL HEIGHTS	CITY OF CAPE TOWN	4,1
100000122	760	FISANTEKRAAL HIGH SCHOOL	Secondary School	METRO NORTH	FISANTEKRAAL	CITY OF CAPE TOWN	3,98
101323373	761	FLORIDA SEKONDÉR	Secondary School	METRO NORTH	RAVENSMEAD	CITY OF CAPE TOWN	3,63
101321508	762	GARDENIA PRIMARY SCHOOL	Primary School	METRO NORTH	BELHAR EXT 3	CITY OF CAPE TOWN	3,33
100000126	763	GATEWAY PRIMARY SCHOOL	Primary School	METRO NORTH	DELFT 1 & 2	CITY OF CAPE TOWN	0
101309250	764	GENE LOUW PRIMARY SCHOOL	Primary School	METRO NORTH	EVERSDAL - DURBANVILLE	CITY OF CAPE TOWN	3,9
101320218	765	GOEIE HOOP PRIMÉRE SKOOL	Primary School	METRO NORTH	BELLVILLE SOUTH	CITY OF CAPE TOWN	3,1
102310219	766	GOODWOOD KOLLEGE	Secondary School	METRO NORTH	RUYTERWACHT	CITY OF CAPE TOWN	3,17
102309255	767	GOODWOOD PARK PRIMARY SCHOOL	Primary School	METRO NORTH	GOODWOOD EXT 1	CITY OF CAPE TOWN	3,62
102480398	768	GREENLANDS PRIMARY SCHOOL	Primary School	METRO NORTH	BISHOP LAVIS	CITY OF CAPE TOWN	3,49
132470139	769	GROSVENOR PRIMÉRE SKOOL	Primary School	METRO NORTH	SAXONSEA	CITY OF CAPE TOWN	3,34
102480436	770	HELDERBERG PRIMARY SCHOOL	Primary School	METRO NORTH	BISHOP LAVIS	CITY OF CAPE TOWN	3,07
132470147	771	HERMESLAAN PRIMARY SCHOOL	Primary School	METRO NORTH	SAXONSEA	CITY OF CAPE TOWN	3,38
102480444	772	HILLSIDE PRIMÉRE SKOOL	Primary School	METRO NORTH	BISHOP LAVIS	CITY OF CAPE TOWN	3,06
107008334	773	HINDLE HIGH SCHOOL	Secondary School	METRO NORTH	DELFT 7	CITY OF CAPE TOWN	4,44
107008335	774	HINDLE ROAD WEST PRIMARY SCHOOL	Primary School	METRO NORTH	DELFT 7	CITY OF CAPE TOWN	4,98
103373443	775	INKWENKWEZI SECONDARY SCHOOL	Secondary School	METRO NORTH	DUNOON	CITY OF CAPE TOWN	3,93
107008220	776	ITSITSA PRIMARY SCHOOL	Primary School	METRO NORTH	MFULENI	CITY OF CAPE TOWN	4,18
102310245	777	J.G. MEIRING HOËRSKOOL	Secondary School	METRO NORTH	GOODWOOD ESTATE	CITY OF CAPE TOWN	3,43
102480452	778	J.S. KLOPPER PRIMARY SCHOOL	Primary School	METRO NORTH	BALVENIE	CITY OF CAPE TOWN	3,22
102483478	779	JOHN RAMSAY HOËRSKOOL	Secondary School	METRO NORTH	BISHOP LAVIS	CITY OF CAPE TOWN	3,47
107322466	780	KAIROS PRIMARY SCHOOL	Primary School	METRO NORTH	LEIDEN	CITY OF CAPE TOWN	3,26
101323586	781	KASSELSVLEI KOMPREHENSIEWE HOËRSKOOL	Secondary School	METRO NORTH	SAXON INDUSTRIAL	CITY OF CAPE TOWN	3,2
101320544	782	KASSELSVLEI PRIMARY SCHOOL	Primary School	METRO NORTH	SAXON INDUSTRIAL	CITY OF CAPE TOWN	4,42
101309272	783	KENRIDGE PRIMARY SCHOOL	Primary School	METRO NORTH	KENRIDGE - DURBANVILLE	CITY OF CAPE TOWN	4,05
132470198	784	KERRIA PRIMARY SCHOOL	Primary School	METRO NORTH	PROTEA PARK	CITY OF CAPE TOWN	3,11
102309279	785	KOOS SADIE PRIMARY SCHOOL	Primary School	METRO NORTH	GOODWOOD ESTATE	CITY OF CAPE TOWN	3,41
102480517	786	LAVISRYLAAN PRIMARY SCHOOL	Primary School	METRO NORTH	BISHOP LAVIS	CITY OF CAPE TOWN	2,65
107008019	787	LEIDEN AVENUE PRIMARY SCHOOL	Primary School	METRO NORTH	LEIDEN	CITY OF CAPE TOWN	3,21
107008018	788	LEIDEN PRIMARY SCHOOL	Primary School	METRO NORTH	LEIDEN	CITY OF CAPE TOWN	3,17
107007994	789	LEIDEN SECONDARY SCHOOL	Secondary School	METRO NORTH	LEIDEN	CITY OF CAPE TOWN	3,2
102480525	790	LEONSDALE PRIMÉRE SKOOL	Primary School	METRO NORTH	LEONSDALE	CITY OF CAPE TOWN	3,36
132470783	791	MAMRE PRIMÉRE SKOOL	Primary School	METRO NORTH	MAMRE	CITY OF CAPE TOWN	3,24
199042109	792	MANZOMTHOMBO SECONDARY SCHOOL	Secondary School	METRO NORTH	MFULENI	CITY OF CAPE TOWN	3,65
103322474	793	MARCONI BEAM PRIMARY SCHOOL	Primary School	METRO NORTH	PHOENIX	CITY OF CAPE TOWN	3,74
103313920	794	MASIBAMBISANE SECONDARY SCHOOL	Secondary School	METRO NORTH	DELFT SOUTH	CITY OF CAPE TOWN	3,32
107322415	795	MASONWABE PRIMARY SCHOOL	Primary School	METRO NORTH	DELFT SOUTH	CITY OF CAPE TOWN	3,64
101321885	796	MATROOSBERGWEG PRIMARY SCHOOL	Primary School	METRO NORTH	BELHAR EXT 13	CITY OF CAPE TOWN	3,27
102480541	797	MATROOSFONTEIN PRIMARY SCHOOL	Primary School	METRO NORTH	MATROOSFONTEIN	CITY OF CAPE TOWN	3,84
100000110	798	MELKBOS HIGH SCHOOL	Secondary School	METRO NORTH	MELKBOSCH STRAND	CITY OF CAPE TOWN	4,37
132320773	799	MEULENHOF PRIMARY SCHOOL	Primary School	METRO NORTH	CAPE FARMS - DISTRICT C	CITY OF CAPE TOWN	2,72
107042109	800	MFULENI PRIMARY SCHOOL	Primary School	METRO NORTH	MFULENI	CITY OF CAPE TOWN	3,51

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
107008031	801	MFULENI SECONDARY SCHOOL	Secondary School	METRO NORTH	MFULENI	CITY OF CAPE TOWN	3,74
103310260	802	MILNERTON HIGH SCHOOL	Secondary School	METRO NORTH	MILNERTON	CITY OF CAPE TOWN	4,2
103309297	803	MILNERTON PRIMARY SCHOOL	Primary School	METRO NORTH	MILNERTON	CITY OF CAPE TOWN	3,54
102309299	804	MONTE VISTA PRIMARY SCHOOL	Primary School	METRO NORTH	MONTE VISTA	CITY OF CAPE TOWN	3,61
106461792	805	MZAMOMTSHA PRIMARY SCHOOL	Intermediate School	METRO NORTH	DRIFTSANDS	CITY OF CAPE TOWN	3,24
107328661	806	NAL'IKAMVA PRIMARY SCHOOL	Primary School	METRO NORTH	MFULENI	CITY OF CAPE TOWN	4,14
101320382	807	NEBO PRIMARY SCHOOL	Primary School	METRO NORTH	RAVENSMEAD	CITY OF CAPE TOWN	3,29
102480592	808	NOOITGEDACHT PRIMARY SCHOOL	Primary School	METRO NORTH	NOOITGEDACHT	CITY OF CAPE TOWN	3,79
101320099	809	NORTHWAY PRIMÉRE SKOOL	Primary School	METRO NORTH	RAVENSMEAD	CITY OF CAPE TOWN	3,41
102480614	810	NORWOOD SENTRAAL PRIMARY SCHOOL	Primary School	METRO NORTH	ELSIES RIVER	CITY OF CAPE TOWN	3,09
107322482	811	NYAMEKO PRIM	Primary School	METRO NORTH	MFULENI	CITY OF CAPE TOWN	3,85
101309312	812	PANORAMA LAERSKOOL	Primary School	METRO NORTH	WELGELEGEN	CITY OF CAPE TOWN	4,32
102480487	813	PARKVALE PRIMÉRE SKOOL	Primary School	METRO NORTH	VALHALLA PARK	CITY OF CAPE TOWN	3,19
132470414	814	PARKVIEW PRIMÉRE SKOOL	Primary School	METRO NORTH	AVONDALE	CITY OF CAPE TOWN	2,99
100000445	815	PARLIAMENT STREET PRIMARY SCHOOL	Primary School	METRO NORTH	FAIRDALE	CITY OF CAPE TOWN	0
101310274	816	PAROW HOËRSKOOL	Secondary School	METRO NORTH	OOSTERZEE- BELLVILLE	CITY OF CAPE TOWN	3,91
101308206	817	PAROW INKLUSIEWE SKOOL	Primary School	METRO NORTH	GLENLILY	CITY OF CAPE TOWN	3,43
101309313	818	PAROW-NOORD PRIMARY SCHOOL	Primary School	METRO NORTH	PAROW NORTH	CITY OF CAPE TOWN	4,13
101309315	819	PAROW-OOS LAERSKOOL	Primary School	METRO NORTH	FAIRFIELD ESTATE	CITY OF CAPE TOWN	3,79
101309314	820	PAROW-WES PRIMARY SCHOOL	Primary School	METRO NORTH	CHURCHILL ESTATE	CITY OF CAPE TOWN	3,59
101308207	821	PAROWVALLEI PRIMÉRE SKOOL	Primary School	METRO NORTH	PAROW VALLEY	CITY OF CAPE TOWN	3,9
101323772	822	PERSEVERANCE SEK	Secondary School	METRO NORTH	BELHAR EXT 16	CITY OF CAPE TOWN	3,08
132309317	823	PHILADELPHIA PRIMARY SCHOOL	Primary School	METRO NORTH	PHILADELPHIA	CITY OF CAPE TOWN	3,11
101320579	824	PINEDENE PRIMARY SCHOOL	Primary School	METRO NORTH	RAVENSMEAD	CITY OF CAPE TOWN	3,49
102310280	825	PRESIDENT HOËRSKOOL	Secondary School	METRO NORTH	RICHMOND ESTATE	CITY OF CAPE TOWN	3,37
132470457	826	PROTEA PARK PRIMÉRE SKOOL	Primary School	METRO NORTH	PROTEA PARK	CITY OF CAPE TOWN	3,44
132473332	827	PROTEUS SEKONDÉR	Secondary School	METRO NORTH	PROTEA PARK	CITY OF CAPE TOWN	3,42
102480665	828	RANGE PRIMARY SCHOOL	Primary School	METRO NORTH	THE RANGE	CITY OF CAPE TOWN	3,28
102483532	829	RANGE SEKONDÉR	Secondary School	METRO NORTH	THE RANGE	CITY OF CAPE TOWN	3,11
101323624	830	RAVENSMEAD SEKONDÉR	Secondary School	METRO NORTH	RAVENSMEAD	CITY OF CAPE TOWN	3,61
132470473	831	REYGERSDAL PRIMÉRE SKOOL	Primary School	METRO NORTH	ROBINVALE	CITY OF CAPE TOWN	3,13
101322067	832	RIEBEECKSTRAAT PRIMARY SCHOOL	Primary School	METRO NORTH	BELHAR EXT 15	CITY OF CAPE TOWN	3,41
102480703	833	RIVERTON PRIMÉRE SKOOL	Primary School	METRO NORTH	BISHOP LAVIS	CITY OF CAPE TOWN	3,37
132473464	834	ROBINVALE HIGH SCHOOL	Secondary School	METRO NORTH	ROBINVALE	CITY OF CAPE TOWN	3,52
107323101	835	ROSENDAAL SEKONDÉR	Secondary School	METRO NORTH	ROOSENDAL	CITY OF CAPE TOWN	3,2
107322261	836	ROSENDAL LAERSKOOL	Primary School	METRO NORTH	ROOSENDAL	CITY OF CAPE TOWN	3,09
101308210	837	RUYTERWACHT VOORBEREIDINGSKOOL	Primary School	METRO NORTH	RUYTERWACHT	CITY OF CAPE TOWN	3,54
101309336	838	SAFFIER PRIMARY SCHOOL	Primary School	METRO NORTH	KLIPKOP	CITY OF CAPE TOWN	3,8
132470511	839	SAXONSEA PRIMÉRE SKOOL	Primary School	METRO NORTH	SAXONSEA	CITY OF CAPE TOWN	3,33
132473324	840	SAXONSEA SEKONDÉR	Secondary School	METRO NORTH	SAXONSEA	CITY OF CAPE TOWN	3,27
103309339	841	SEAMOUNT PRIMARY	Primary School	METRO NORTH	MILNERTON	CITY OF CAPE TOWN	3,51
100000545	842	SILVERLEAF PRIMARY SCHOOL	Primary School	METRO NORTH	DUNOON	CITY OF CAPE TOWN	New
107007096	843	SIMUNYE SEKONDÉR	Secondary School	METRO NORTH	DELFT SOUTH	CITY OF CAPE TOWN	3
103353491	844	SINENJONGO HIGH SCHOOL	Secondary School	METRO NORTH	JOE SLOVO PARK	CITY OF CAPE TOWN	0
103007218	845	SOPHAKAMA PRIMARY SCHOOL	Primary School	METRO NORTH	DUNOON	CITY OF CAPE TOWN	4,37
102483591	846	ST. ANDREW'S SEKONDÉR	Secondary School	METRO NORTH	CONNAUGHT	CITY OF CAPE TOWN	3,12

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
101310326	847	STELLENBERG HOËRSKOOL	Secondary School	METRO NORTH	STELLENRYK	CITY OF CAPE TOWN	3,72
100000235	848	SUNNINGDALE PRIMARY SCHOOL	Primary School	METRO NORTH	SUNNINGDALE	CITY OF CAPE TOWN	4,64
107007099	849	SUNRAY PRIMARY SCHOOL	Primary School	METRO NORTH	DELFT SOUTH	CITY OF CAPE TOWN	2,41
101321729	850	SYMPHONY PRIMARY SCHOOL	Primary School	METRO NORTH	BELHAR EXT 7	CITY OF CAPE TOWN	3,24
101323659	851	SYMPHONY SEKONDÊR	Secondary School	METRO NORTH	BELHAR EXT 6	CITY OF CAPE TOWN	3,34
103310307	852	TABLE VIEW HOËRSKOOL	Secondary School	METRO NORTH	FLAMINGO VLEI	CITY OF CAPE TOWN	3,3
103309356	853	TABLE VIEW PRIMARY SCHOOL	Primary School	METRO NORTH	TABLE VIEW	CITY OF CAPE TOWN	3,6
107322334	854	THE HAGUE PRIMARY SCHOOL	Primary School	METRO NORTH	THE HAGUE	CITY OF CAPE TOWN	3,11
101310308	855	THE SETTLERS HIGH SCHOOL	Secondary School	METRO NORTH	OOSTERZEE- BELLVILLE	CITY OF CAPE TOWN	3,48
101309360	856	TOTIUS PRIMÊRE SKOOL	Primary School	METRO NORTH	BOSTON	CITY OF CAPE TOWN	3,32
101327956	857	TREVOR MANUEL PRIMARY SCHOOL	Primary School	METRO NORTH	FISANTEKRAAL	CITY OF CAPE TOWN	3,32
101310310	858	TYGERBERG HOËRSKOOL	Secondary School	METRO NORTH	DE TIJGER	CITY OF CAPE TOWN	4,15
103309363	859	TYGERHOF PRIMARY SCHOOL	Primary School	METRO NORTH	TIJGERHOF	CITY OF CAPE TOWN	3,25
102480835	860	TYGERSIG PRIMÊRE SKOOL	Primary School	METRO NORTH	UITSIG	CITY OF CAPE TOWN	4,43
102480843	861	UITSIG PRIMÊRE SKOOL	Primary School	METRO NORTH	UITSIG	CITY OF CAPE TOWN	3,23
102480851	862	VALHALLA PRIMARY SCHOOL	Primary School	METRO NORTH	RIVERTON ELSIES RIVER	CITY OF CAPE TOWN	3,13
102483575	863	VALHALLA SEKONDÊRE SKOOL	Secondary School	METRO NORTH	ELSIES RIVER	CITY OF CAPE TOWN	3,47
102480479	864	VALPARK PRIMÊRE SKOOL	Primary School	METRO NORTH	VALHALLA PARK	CITY OF CAPE TOWN	3,04
132309366	865	VAN RIEBEECKSTRAND LAERSKOOL	Primary School	METRO NORTH	MELKBOSCH STRAND	CITY OF CAPE TOWN	3,65
107322245	866	VERGENOEGD PRIMARY SCHOOL	Primary School	METRO NORTH	VOORBRUG	CITY OF CAPE TOWN	3,25
101327972	867	VISSERSHOK PRIMÊRE SKOOL	Primary School	METRO NORTH	CAPE FARMS - DISTRICT C	CITY OF CAPE TOWN	3,85
107323845	868	VOORBRUG SEKONDÊR	Secondary School	METRO NORTH	VOORBRUG	CITY OF CAPE TOWN	3,08
101320714	869	VORENTOE PRIMARY SCHOOL	Primary School	METRO NORTH	RAVENSMEAD	CITY OF CAPE TOWN	3,14
101309369	870	VREDELUST PRIMARY SCHOOL	Primary School	METRO NORTH	VREDELUST BELLVILLE	CITY OF CAPE TOWN	3,39
102308211	871	VRIJZEE VOORBEREIDINGSKOOL	Primary School	METRO NORTH	VASCO ESTATE	CITY OF CAPE TOWN	3,6
101320528	872	WEBNERSTRAAT PRIMÊRE SKOOL	Primary School	METRO NORTH	FLORIDA	CITY OF CAPE TOWN	3,7
101309374	873	WELGEMOED PRIMARY SCHOOL	Primary School	METRO NORTH	WELGEMOED	CITY OF CAPE TOWN	3,83
107331023	874	WELWITSICHA PRIMARY SCHOOL	Primary School	METRO NORTH	DELFT SOUTH	CITY OF CAPE TOWN	3,55
132470600	875	WESFLEUR PRIMÊRE SKOOL	Primary School	METRO NORTH	AVONDALE	CITY OF CAPE TOWN	4,3
103008011	876	WEST RIDING PRIMARY SCHOOL	Primary School	METRO NORTH	WEST RIDING	CITY OF CAPE TOWN	4,03
101321265	877	WINSLEY PRIMÊRE SKOOL	Primary School	METRO NORTH	BELLVILLE SOUTH	CITY OF CAPE TOWN	3,12
102309377	878	WOLRAAD WOLTEMADE PRIMARY SCHOOL	Primary School	METRO NORTH	BOTHASIG	CITY OF CAPE TOWN	3,51
103309384	879	WOODBIDGE PRIMARY SCHOOL	Primary School	METRO NORTH	MILNERTON	CITY OF CAPE TOWN	3,38
103308214	880	YSTERPLAAT JUNIOR PRIMARY SCHOOL	Primary School	METRO NORTH	BROOKLYN	CITY OF CAPE TOWN	3,17
103309383	881	YSTERPLAAT PRIMARY SCHOOL	Primary School	METRO NORTH	BROOKLYN	CITY OF CAPE TOWN	3,81
100000654	882	SANDAALHOUT PRIMARY SCHOOL	Primary School	METRO NORTH	DELFT	CITY OF CAPE TOWN	
100000657	883	DELFT HIGH SCHOOL	Secondary School	METRO NORTH	DELFT 1 & 2	CITY OF CAPE TOWN	
100000653	884	FAIRDALE HIGH SCHOOL	Secondary School	METRO NORTH	SILVERSANDS	CITY OF CAPE TOWN	
100000652	885	FAIRDALE PRIMARY SCHOOL	Primary School	METRO NORTH	FAIRDALE	CITY OF CAPE TOWN	
100000693	886	SUNRIDGE CIRCLE PRIMARY SCHOOL	Primary School	METRO NORTH	TABLE VIEW	CITY OF CAPE TOWN	
100000701	887	DELFT-NORTH PRIMARY SCHOOL	Primary School	METRO NORTH	DELFT	CITY OF CAPE TOWN	
100000703	888	FISANTEKRAAL PRIMARY SCHOOL	Primary School	METRO NORTH	DURBANVILLE	CITY OF CAPE TOWN	
100000702	889	WITSAND PRIMARY SCHOOL	Primary School	METRO NORTH	ATLANTIS	CITY OF CAPE TOWN	
100000766	890	BOTHASIG HIGH SCHOOL	Secondary School	METRO NORTH	BOTHASIG	CITY OF CAPE TOWN	
100000764	891	FAIRDALE NO.2 HIGH SCHOOL	Secondary School	METRO NORTH	SILVERSANDS	CITY OF CAPE TOWN	

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
100000767	892	AQUILA HIGH SCHOOL	Secondary School	METRO NORTH	DURBANVILLE	CITY OF CAPE TOWN	
100000740	893	MFULENI NO.2 HIGH SCHOOL	Secondary School	METRO NORTH	MFULENI	CITY OF CAPE TOWN	
100000739	894	SUNRIDGE CIRCLE HIGH SCHOOL	Secondary School	METRO NORTH	TABLE VIEW	CITY OF CAPE TOWN	
100000802	895	EDISON CENTURY CITY HIGH SCHOOL	Secondary School	METRO NORTH	CENTURY CITY	CITY OF CAPE TOWN	
100000794	896	ROSENDAAL HIGH SCHOOL NO.2	Secondary School	METRO NORTH	ROOSENDAL	CITY OF CAPE TOWN	
100000803	897	SAXONSEA NO.2 HIGH SCHOOL	Secondary School	METRO NORTH	SAXONSEA	CITY OF CAPE TOWN	
100000793	898	TYGERBERG STEM ACADEMY	Secondary School	METRO NORTH	CLAMHALL	CITY OF CAPE TOWN	
100000268	899	A.Z. BERMAN HIGH SCHOOL	Secondary School	METRO SOUTH	TAFELSIG	CITY OF CAPE TOWN	0
106490571	900	A.Z. BERMAN PRIMARY SCHOOL	Primary School	METRO SOUTH	BEACON VALLEY	CITY OF CAPE TOWN	3,52
106490024	901	SUMMERDALE HIGH SCHOOL	Intermediate School	METRO SOUTH	LENTEGEUR	CITY OF CAPE TOWN	3,17
106493317	902	ALOE SECONDARY SCHOOL	Secondary School	METRO SOUTH	LENTEGEUR	CITY OF CAPE TOWN	2,81
106490547	903	ALPINE PRIMARY SCHOOL	Primary School	METRO SOUTH	BEACON VALLEY	CITY OF CAPE TOWN	3,1
106042302	904	ANDILE PRIMARY SCHOOL	Primary School	METRO SOUTH	NYANGA	CITY OF CAPE TOWN	2,79
105316717	905	BATTSWOOD OEFEN NGK PRIMÈRE SKOOL	Primary School	METRO SOUTH	OTTERY	CITY OF CAPE TOWN	3,63
104309271	906	BAY PRIMARY SCHOOL	Primary School	METRO SOUTH	FISH HOEK	CITY OF CAPE TOWN	3,86
106493325	907	BEACON HILL SEKONDÊR	Secondary School	METRO SOUTH	BEACON VALLEY	CITY OF CAPE TOWN	3,61
106490539	908	BEACON VIEW PRIMARY SCHOOL	Primary School	METRO SOUTH	BEACON VALLEY	CITY OF CAPE TOWN	3,19
105310201	909	BERGVLIET HIGH SCHOOL	Secondary School	METRO SOUTH	BERGVLIET	CITY OF CAPE TOWN	3,87
105309209	910	BERGVLIET PRIMARY SCHOOL	Primary School	METRO SOUTH	BERGVLIET	CITY OF CAPE TOWN	3,76
106005109	911	BONGOLETHU PRIMARY SCHOOL(NYANGA)	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,49
105490059	912	BUCK ROAD PRIMARY SCHOOL	Primary School	METRO SOUTH	LOTUS RIVER	CITY OF CAPE TOWN	4,39
105483613	913	CAPE ACADEMY FOR MATHS, SCIENCE AND TECHNOLOGY	Secondary School	METRO SOUTH	CONSTANTIA	CITY OF CAPE TOWN	3,32
106490083	914	CARADALE PRIMARY SCHOOL	Primary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,13
106490091	915	CARAVELLE PRIMARY SCHOOL	Primary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,21
106490075	916	CASCADE PRIMARY SCHOOL	Primary School	METRO SOUTH	TAFELSIG	CITY OF CAPE TOWN	2,98
106493333	917	CEDAR SECONDARY SCHOOL	Secondary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,24
105310123	918	CONSTANTIA PRIMARY SCHOOL	Primary School	METRO SOUTH	CONSTANTIA	CITY OF CAPE TOWN	3,22
106490105	919	CORNFLOWER PRIMARY SCHOOL	Primary School	METRO SOUTH	LENTEGEUR	CITY OF CAPE TOWN	3,01
105313599	920	CRESTWAY SECONDARY SCHOOL	Secondary School	METRO SOUTH	RETREAT	CITY OF CAPE TOWN	2,6
105310646	921	DELTA PRIMARY SCHOOL	Primary School	METRO SOUTH	RETREAT	CITY OF CAPE TOWN	4,05
106490563	922	DENNEGEUR PRIMARY SCHOOL	Primary School	METRO SOUTH	STRANDFONTEIN	CITY OF CAPE TOWN	3,53
105490490	923	DIE DUINE PRIMARY SCHOOL	Primary School	METRO SOUTH	LOTUS RIVER	CITY OF CAPE TOWN	4,38
106042317	924	DR. NELSON R. MANDELA HIGH SCHOOL	Secondary School	METRO SOUTH	CROSSROADS	CITY OF CAPE TOWN	3,34
106490113	925	DUNESIDE PRIMARY SCHOOL	Primary School	METRO SOUTH	WESTRIDGE	CITY OF CAPE TOWN	3,02
106490032	926	EASTVILLE PRIMARY SCHOOL	Primary School	METRO SOUTH	EASTRIDGE	CITY OF CAPE TOWN	2,61
106490121	927	EISLEBEN ROAD PRIMARY SCHOOL	Primary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,32
106005107	928	ENTSHONA PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	4,02
105313769	929	FAIRMOUNT SECONDARY SCHOOL	Secondary School	METRO SOUTH	PARKWOOD	CITY OF CAPE TOWN	3,61
105311243	930	FAIRVIEW PRIMARY SCHOOL	Primary School	METRO SOUTH	GRASSY PARK	CITY OF CAPE TOWN	4,74
105309246	931	FERNDALE PRIMARY SCHOOL	Primary School	METRO SOUTH	OTTERY	CITY OF CAPE TOWN	3,37
104314201	932	FISH HOEK HIGH SCHOOL	Secondary School	METRO SOUTH	FISH HOEK	CITY OF CAPE TOWN	3,8
104309247	933	FISH HOEK PRIMARY SCHOOL	Primary School	METRO SOUTH	FISH HOEK	CITY OF CAPE TOWN	3,49
105310735	934	FLOREAT PRIMARY SCHOOL	Primary School	METRO SOUTH	STEENBERG	CITY OF CAPE TOWN	4,5
106493430	935	GLENDALE SECONDARY SCHOOL	Secondary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,42
105313815	936	GRASSDALE HOËRSKOOL	Secondary School	METRO SOUTH	GRASSY PARK	CITY OF CAPE TOWN	3,88

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
105313408	937	GRASSY PARK SECONDARY SCHOOL	Secondary School	METRO SOUTH	GRASSY PARK	CITY OF CAPE TOWN	3,21
105310441	938	HARMONY PRIMARY SCHOOL	Primary School	METRO SOUTH	STEENBERG	CITY OF CAPE TOWN	2,96
106490148	939	HARVESTER PRIMARY SCHOOL	Primary School	METRO SOUTH	WESTRIDGE	CITY OF CAPE TOWN	3,26
106490156	940	HAZELDENE PRIMARY SCHOOL	Primary School	METRO SOUTH	PORTLAND	CITY OF CAPE TOWN	3,65
105313467	941	HEATHFIELD HIGH SCHOOL	Secondary School	METRO SOUTH	HEATHFIELD	CITY OF CAPE TOWN	3,42
105311049	942	HEATHFIELD PRIMARY SCHOOL	Primary School	METRO SOUTH	ELFINDALE	CITY OF CAPE TOWN	3,34
106312088	943	HEINZ PARK PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,31
106490164	944	HIGHLANDS PRIMARY SCHOOL	Primary School	METRO SOUTH	WOODLANDS	CITY OF CAPE TOWN	3,33
106490172	945	HILLSIDE PRIMARY SCHOOL (M/PLAIN)	Primary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,58
105311448	946	HILLWOOD PRIMARY SCHOOL	Primary School	METRO SOUTH	LAVENDER HILL	CITY OF CAPE TOWN	3,22
106042205	947	HLENGISA PRIMARY SCHOOL	Intermediate School	METRO SOUTH	NYANGA	CITY OF CAPE TOWN	3,06
106490180	948	HUGUENOT PRIMARY SCHOOL	Primary School	METRO SOUTH	TAFELSIG	CITY OF CAPE TOWN	3,31
106490199	949	HYACINTH PRIMARY SCHOOL	Primary School	METRO SOUTH	LENTEGEUR	CITY OF CAPE TOWN	2,94
105311111	950	HYDE PARK PRIMARY SCHOOL	Primary School	METRO SOUTH	OTTERY	CITY OF CAPE TOWN	3,05
106042222	951	IMBASA PRIMARY SCHOOL	Intermediate School	METRO SOUTH	CROSSROADS	CITY OF CAPE TOWN	2,95
106490504	952	IMPERIAL PRIMARY SCHOOL	Primary School	METRO SOUTH	BEACON VALLEY	CITY OF CAPE TOWN	3,57
106323969	953	INTSEBENZISWANO SECONDARY SCHOOL	Secondary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,48
100000607	954	ITHEMBA PRIMARY SCHOOL	Primary School	METRO SOUTH	VRYGROND	CITY OF CAPE TOWN	0
106490202	955	JAMAICAWEG PRIMARY SCHOOL	Primary School	METRO SOUTH	PORTLAND	CITY OF CAPE TOWN	3,16
105309269	956	JOHN GRAHAM PRIMARY SCHOOL	Primary School	METRO SOUTH	PLUMSTEAD	CITY OF CAPE TOWN	3,23
106042208	957	JOHN PAMA PRIMARY SCHOOL	Primary School	METRO SOUTH	NYANGA	CITY OF CAPE TOWN	3,51
105310468	958	KANNEMEYER PRIMARY SCHOOL	Primary School	METRO SOUTH	GRASSY PARK	CITY OF CAPE TOWN	3,37
106312061	959	KHANYA PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,66
105309273	960	KIRSTENHOF PRIMARY SCHOOL	Primary School	METRO SOUTH	KIRSTENHOF	CITY OF CAPE TOWN	3,73
104310972	961	KLEINBERG PRIMARY SCHOOL	Primary School	METRO SOUTH	OCEAN VIEW	CITY OF CAPE TOWN	2,95
104309277	962	KOMMETJIE PRIMARY SCHOOL	Primary School	METRO SOUTH	KOMMETJIE	CITY OF CAPE TOWN	3,66
106041313	963	KUYAKHANYA PRIMARY	Intermediate School	METRO SOUTH	CROSSROADS	CITY OF CAPE TOWN	3,53
106325651	964	KWA-FAKU PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,06
106490210	965	LANTANA PRIMARY SCHOOL	Primary School	METRO SOUTH	LENTEGEUR	CITY OF CAPE TOWN	3,54
105313661	966	LAVENDER HILL HIGH SCHOOL	Secondary School	METRO SOUTH	LAVENDER HILL	CITY OF CAPE TOWN	3,6
106493392	967	LENTEGEUR SECONDARY SCHOOL	Secondary School	METRO SOUTH	LENTEGEUR	CITY OF CAPE TOWN	3,02
105311456	968	LEVANA PRIMARY SCHOOL	Primary School	METRO SOUTH	LAVENDER HILL	CITY OF CAPE TOWN	3,53
106490229	969	LIESBEECK PRIMARY SCHOOL	Primary School	METRO SOUTH	PORTLAND	CITY OF CAPE TOWN	3,17
106042211	970	LINGE PRIMARY SCHOOL	Primary School	METRO SOUTH	NYANGA	CITY OF CAPE TOWN	2,42
106490393	971	LITTLEWOOD PRIMARY SCHOOL	Primary School	METRO SOUTH	EASTRIDGE	CITY OF CAPE TOWN	3,08
106042304	972	LIWA PRIMARY SCHOOL	Primary School	METRO SOUTH	NYANGA	CITY OF CAPE TOWN	2,97
105310166	973	LOTUS RIVER PRIMARY SCHOOL	Primary School	METRO SOUTH	LOTUS RIVER	CITY OF CAPE TOWN	3,45
105493341	974	LOTUS SEKONDÉR	Secondary School	METRO SOUTH	LOTUS RIVER	CITY OF CAPE TOWN	3,16
105310794	975	LOURIER PRIMARY SCHOOL	Primary School	METRO SOUTH	RETREAT	CITY OF CAPE TOWN	2,79
106490601	976	MANDALAY PRIMARY SCHOOL	Primary School	METRO SOUTH	IKWEZI PARK	CITY OF CAPE TOWN	3,85
104311030	977	MARINE PRIMARY SCHOOL	Primary School	METRO SOUTH	OCEAN VIEW	CITY OF CAPE TOWN	3,02
104373427	978	MASIPHUMELELE HIGH SCHOOL	Secondary School	METRO SOUTH	SUNNYDALE	CITY OF CAPE TOWN	3,22
106007100	979	MASIVUKE PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,31
106490237	980	MEADOWRIDGE PRIMARY SCHOOL	Primary School	METRO SOUTH	LENTEGEUR	CITY OF CAPE TOWN	3,63
106490245	981	MERRYDALE PRIMARY SCHOOL	Primary School	METRO SOUTH	LENTEGEUR	CITY OF CAPE TOWN	3,81
106008013	982	MITCHELL HEIGHTS PRIMARY SCHOOL	Primary School	METRO SOUTH	TAFELSIG	CITY OF CAPE TOWN	3,77

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
106490253	983	MITCHELL'S PLAIN PRIM	Primary School	METRO SOUTH	WESTRIDGE	CITY OF CAPE TOWN	3,57
106042307	984	MKHANYISELI PRIMARY SCHOOL	Primary School	METRO SOUTH	NYANGA	CITY OF CAPE TOWN	3,7
106493368	985	MONDALE HIGH SCHOOL	Secondary School	METRO SOUTH	PORTLAND	CITY OF CAPE TOWN	3,44
106490261	986	MONTAGU DRIVE PRIMARY SCHOOL	Primary School	METRO SOUTH	PORTLAND	CITY OF CAPE TOWN	3,07
105310883	987	MONTAGU'S GIFT PRIMARY SCHOOL	Primary School	METRO SOUTH	LOTUS RIVER	CITY OF CAPE TOWN	3,19
104310265	988	MUIZENBERG HIGH SCHOOL	Secondary School	METRO SOUTH	MUIZENBERG	CITY OF CAPE TOWN	3,4
104309301	989	MUIZENBERG JUNIOR SCHOOL	Primary School	METRO SOUTH	MUIZENBERG	CITY OF CAPE TOWN	3,62
106005100	990	MVULA PRIMARY SCHOOL	Primary School	METRO SOUTH	CROSSROADS	CITY OF CAPE TOWN	2,97
106041226	991	MZAMOMHLE PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,1
106007058	992	NAL'UXULO PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,08
106493554	993	NEW EISLEBEN SECONDARY SCHOOL	Secondary School	METRO SOUTH	CROSSROADS	CITY OF CAPE TOWN	4,17
106042110	994	NOBANTU PRIMARY SCHOOL	Primary School	METRO SOUTH	GUGULETU	CITY OF CAPE TOWN	4,09
106042111	995	NOMLINGANISELO PRIMARY SCHOOL	Intermediate School	METRO SOUTH	NYANGA	CITY OF CAPE TOWN	2,83
105310269	996	NORMAN HENSHILWOOD HIGH SCHOOL	Secondary School	METRO SOUTH	PLUMSTEAD	CITY OF CAPE TOWN	3,88
106490288	997	NORTHWOOD PRIMARY SCHOOL	Primary School	METRO SOUTH	WOODLANDS	CITY OF CAPE TOWN	3,18
104313491	998	OCEAN VIEW SECONDARY SCHOOL	Secondary School	METRO SOUTH	OCEAN VIEW	CITY OF CAPE TOWN	3,82
106042203	999	OSCAR MPETHA HIGH SCHOOL	Secondary School	METRO SOUTH	NYANGA	CITY OF CAPE TOWN	2,5
106493503	1000	OVAL NORTH SECONDARY SCHOOL	Secondary School	METRO SOUTH	BEACON VALLEY	CITY OF CAPE TOWN	3,38
106490318	1001	PARKHURST PRIMARY SCHOOL	Primary School	METRO SOUTH	WESTRIDGE	CITY OF CAPE TOWN	3,55
105310522	1002	PARKWOOD PRIMARY SCHOOL	Primary School	METRO SOUTH	LOTUS RIVER	CITY OF CAPE TOWN	2,46
104309316	1003	PAUL GREYLING PRIMÈRE SKOOL	Primary School	METRO SOUTH	FISH HOEK	CITY OF CAPE TOWN	3,37
105062454	1004	PELICAN PARK HIGH SCHOOL	Secondary School	METRO SOUTH	EAGLE PARK	CITY OF CAPE TOWN	2,76
105062434	1005	PELICAN PARK PRIMARY	Primary School	METRO SOUTH	PELIKAN PARK	CITY OF CAPE TOWN	3,34
105310689	1006	PERIVALE PRIMARY SCHOOL	Primary School	METRO SOUTH	LOTUS RIVER	CITY OF CAPE TOWN	2,95
100000621	1007	PERSERVERANCE PRIMARY SCHOOL	Primary School	METRO SOUTH	TAFELSIG	CITY OF CAPE TOWN	0
106313939	1008	PHAKAMA SECONDARY SCHOOL	Secondary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,29
106008035	1009	PHANDULWAZI HIGH SCHOOL	Secondary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,73
106008278	1010	PHILLIPI SECONDARY SCHOOL	Secondary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3
105311103	1011	PLANTATION PRIMARY SCHOOL	Primary School	METRO SOUTH	LOTUS RIVER	CITY OF CAPE TOWN	4,14
105310279	1012	PLUMSTEAD HIGH SCHOOL	Secondary School	METRO SOUTH	PLUMSTEAD	CITY OF CAPE TOWN	3,56
105308208	1013	PLUMSTEAD PREPARATORY	Primary School	METRO SOUTH	PLUMSTEAD	CITY OF CAPE TOWN	3,84
106490326	1014	PORTLAND PRIMARY SCHOOL	Primary School	METRO SOUTH	PORTLAND	CITY OF CAPE TOWN	3,49
106493376	1015	PORTLAND SECONDARY SCHOOL	Secondary School	METRO SOUTH	PORTLAND	CITY OF CAPE TOWN	3,04
105311596	1016	PRINCE GEORGE PRIMARY SCHOOL	Primary School	METRO SOUTH	LAVENDER HILL	CITY OF CAPE TOWN	3,32
106493481	1017	PRINCETON SECONDARY SCHOOL	Secondary School	METRO SOUTH	WOODLANDS	CITY OF CAPE TOWN	3,67
106490334	1018	RIDGEVILLE PRIMARY SCHOOL	Primary School	METRO SOUTH	WESTRIDGE	CITY OF CAPE TOWN	3,91
106490342	1019	ROCKLANDS PRIMARY SCHOOL	Primary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,39
106493384	1020	ROCKLANDS SECONDARY SCHOOL	Secondary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,43
106312703	1021	SAMORA MACHEL PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,68
106490598	1022	SEARIDGE PARK PRIMARY SCHOOL	Primary School	METRO SOUTH	TAFELSIG	CITY OF CAPE TOWN	3,29
106490350	1023	SEAVIEW PRIMARY SCHOOL	Primary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,21
105313106	1024	SIBELIUS HOÈRSKOOL	Secondary School	METRO SOUTH	STEENBERG	CITY OF CAPE TOWN	2,85
105310484	1025	SID G. RULE PRIMARY SCHOOL	Primary School	METRO SOUTH	GRASSY PARK	CITY OF CAPE TOWN	3,42
102041344	1026	SIGCAWU PUBLIC PRIMARY SCHOOL	Primary School	METRO SOUTH	CROSSROADS	CITY OF CAPE TOWN	0
106042306	1027	SIKELELA IMIZAMO PRIMARY SCHOOL	Primary School	METRO SOUTH	CROSSROADS	CITY OF CAPE TOWN	0
105309340	1028	SIMON VAN DER STEL PRIMÈRE SKOOL	Primary School	METRO SOUTH	WYNBERG	CITY OF CAPE TOWN	3,03

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
104312245	1029	SIMON'S TOWN SCHOOL	Combined School	METRO SOUTH	SIMON'S TOWN	CITY OF CAPE TOWN	3,41
106041230	1030	SINETHEMBA SECONDARY SCHOOL	Secondary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,64
106042101	1031	SITHEMBELE MATISO SECONDARY SCHOOL	Secondary School	METRO SOUTH	NYANGA	CITY OF CAPE TOWN	3,21
106041325	1032	SIYAZAKHA PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,8
106042113	1033	SONWABO PRIMARY SCHOOL	Primary School	METRO SOUTH	GUGULETU	CITY OF CAPE TOWN	3,32
106007098	1034	SOPHUMELELA SECONDARY SCHOOL	Secondary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,62
105313351	1035	SOUTH PENINSULA HIGH SCHOOL	Secondary School	METRO SOUTH	PLUMSTEAD	CITY OF CAPE TOWN	3,63
105309343	1036	SOUTHFIELD PRIMARY SCHOOL	Primary School	METRO SOUTH	SOUTHFIELD	CITY OF CAPE TOWN	3,17
106493422	1037	SPINE ROAD HIGH SCHOOL	Secondary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,53
106490377	1038	SPINE VIEW PRIMARY SCHOOL	Primary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,33
106490385	1039	SPRINGDALE PRIMARY SCHOOL	Primary School	METRO SOUTH	LENTEGEUR	CITY OF CAPE TOWN	3,18
105310824	1040	SQUARE HILL PRIMARY SCHOOL	Primary School	METRO SOUTH	RETREAT	CITY OF CAPE TOWN	3,62
105310298	1041	STEENBERG PRIMARY	Primary School	METRO SOUTH	STEENBERG	CITY OF CAPE TOWN	3,14
105313521	1042	STEENBERG SECONDARY SCHOOL	Secondary School	METRO SOUTH	STEENBERG	CITY OF CAPE TOWN	3,65
105490415	1043	STEPHENWEG PRIMARY SCHOOL	Primary School	METRO SOUTH	LOTUS RIVER	CITY OF CAPE TOWN	3,24
106490407	1044	STRANDFONTEIN PRIMARY SCHOOL	Primary School	METRO SOUTH	STRANDFONTEIN	CITY OF CAPE TOWN	3,22
106493406	1045	STRANDFONTEIN SEKONDER	Secondary School	METRO SOUTH	STRANDFONTEIN	CITY OF CAPE TOWN	3,09
105310638	1046	SULLIVAN PRIMARY SCHOOL	Primary School	METRO SOUTH	STEENBERG	CITY OF CAPE TOWN	4,03
104309347	1047	SUN VALLEY PRIMARY SCHOOL	Primary School	METRO SOUTH	SUNVALLEY	CITY OF CAPE TOWN	3,95
105309352	1048	SWEET VALLEY PRIMARY SCHOOL	Primary School	METRO SOUTH	BERGVLIET	CITY OF CAPE TOWN	3,89
106490296	1049	TAFELSIG PRIMARY SCHOOL	Primary School	METRO SOUTH	TAFELSIG	CITY OF CAPE TOWN	3,23
106493414	1050	TAFELSIG SEKONDÊR	Secondary School	METRO SOUTH	TAFELSIG	CITY OF CAPE TOWN	3,04
105310360	1051	THOMAS WILDSCHUTT JUNIOR PRIMARY SCHOOL	Primary School	METRO SOUTH	RETREAT	CITY OF CAPE TOWN	2,63
105310875	1052	THOMAS WILDSCHUTT PRIMARY SCHOOL	Primary School	METRO SOUTH	RETREAT	CITY OF CAPE TOWN	2,96
105309359	1053	TIMOUR HALL PRIMARY SCHOOL	Primary School	METRO SOUTH	PLUMSTEAD	CITY OF CAPE TOWN	3,8
104041331	1054	UKHANYO PRIMARY SCHOOL	Primary School	METRO SOUTH	SUNNYDALE	CITY OF CAPE TOWN	3,75
106007103	1055	VUKANI PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	2,95
106041343	1056	VUYISEKA SECONDARY SCHOOL	Secondary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	0
106042216	1057	WALTER TEKA PUBLIC PRIMARY SCHOOL	Primary School	METRO SOUTH	NYANGA	CITY OF CAPE TOWN	2,75
106490431	1058	WAVECREST PRIMARY SCHOOL	Primary School	METRO SOUTH	ROCKLANDS	CITY OF CAPE TOWN	3,19
106007097	1059	WELTEVREDEN VALLEY CORE PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,65
106490423	1060	WESPOORT PRIMARY SCHOOL	Primary School	METRO SOUTH	PORTLAND	CITY OF CAPE TOWN	3,26
106490458	1061	WEST END PRIMARY SCHOOL	Primary School	METRO SOUTH	LENTEGEUR	CITY OF CAPE TOWN	3,58
105309375	1062	WESTCOTT PRIMARY SCHOOL	Primary School	METRO SOUTH	DIEPRIVER	CITY OF CAPE TOWN	3,83
100000056	1063	WESTLAKE PRIMARY SCHOOL	Primary School	METRO SOUTH	WESTLAKE	CITY OF CAPE TOWN	4,08
106493449	1064	WESTRIDGE SECONDARY SCHOOL	Secondary School	METRO SOUTH	WESTRIDGE	CITY OF CAPE TOWN	3,15
106490466	1065	WESTVILLE PRIMARY SCHOOL	Primary School	METRO SOUTH	WESTRIDGE	CITY OF CAPE TOWN	3,21
105313424	1066	WITTEBOME HIGH SCHOOL	Secondary School	METRO SOUTH	WYNBERG	CITY OF CAPE TOWN	3,61
106493457	1067	WOODLANDS SECONDARY SCHOOL	Secondary School	METRO SOUTH	WOODLANDS	CITY OF CAPE TOWN	3,01
106490474	1068	WOODVILLE PRIMARY SCHOOL	Primary School	METRO SOUTH	WOODLANDS	CITY OF CAPE TOWN	3,17
105310318	1069	WYNBERG BOYS' HIGH SCHOOL	Secondary School	METRO SOUTH	WYNBERG	CITY OF CAPE TOWN	4,08
105309381	1070	WYNBERG BOYS' JUNIOR	Primary School	METRO SOUTH	WYNBERG	CITY OF CAPE TOWN	3,8
105310321	1071	WYNBERG GIRLS' HIGH SCHOOL	Secondary School	METRO SOUTH	WYNBERG	CITY OF CAPE TOWN	3,85
105309382	1072	WYNBERG GIRLS' JUNIOR SCHOOL	Primary School	METRO SOUTH	WYNBERG	CITY OF CAPE TOWN	4,14
105313696	1073	WYNBERG SEKONDÊR	Secondary School	METRO SOUTH	WYNBERG	CITY OF CAPE TOWN	3,02

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
106490369	1074	YELLOWWOOD PRIMARY SCHOOL	Primary School	METRO SOUTH	TAFELSIG	CITY OF CAPE TOWN	3,27
106328634	1075	ZANEMFUNDO PRIMARY SCHOOL	Primary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,72
105490482	1076	ZEEKOEVLEI PRIMARY SCHOOL	Primary School	METRO SOUTH	LOTUS RIVER	CITY OF CAPE TOWN	4,61
105313890	1077	ZEEKOEVLEI SECONDARY SCHOOL	Secondary School	METRO SOUTH	EAGLE PARK	CITY OF CAPE TOWN	2,97
105312010	1078	ZERILDA PARK PRIMARY SCHOOL	Primary School	METRO SOUTH	SEAWINDS	CITY OF CAPE TOWN	3,73
106007102	1079	ZISUKHANYO SECONDARY SCHOOL	Secondary School	METRO SOUTH	PHILIPPI	CITY OF CAPE TOWN	3,7
105309386	1080	ZWAANSWYK ACADEMY/AKADEMIE	Primary School	METRO SOUTH	BERGVLIET	CITY OF CAPE TOWN	3,58
105310323	1081	ZWAANSWYK HIGH SCHOOL	Secondary School	METRO SOUTH	BERGVLIET	CITY OF CAPE TOWN	2,87
100000649	1082	JUPITER STREET PRIMARY SCHOOL	Primary School	METRO SOUTH	OCEAN VIEW	CITY OF CAPE TOWN	
100000667	1083	MITCHELL'S PLAIN HIGH SCHOOL	Secondary School	METRO SOUTH	MITCHELLS PLAIN CBD	CITY OF CAPE TOWN	
100000694	1084	WASHINGTON DRIVE PRIMARY SCHOOL	Primary School	METRO SOUTH	COLORADO PARK	CITY OF CAPE TOWN	
104316849	1085	CAPRICORN PRIMARY SCHOOL	Primary School	METRO SOUTH	VRYGROND	CITY OF CAPE TOWN	
100000783	1086	GATEWAY HIGH SCHOOL	Secondary School	METRO SOUTH	OTTERY	CITY OF CAPE TOWN	
100000799	1087	TAFELSIG NO.2 HIGH SCHOOL	Secondary School	METRO SOUTH	TAFELSIG	CITY OF CAPE TOWN	
100000798	1088	WASHINGTON DRIVE HIGH SCHOOL	Secondary School	METRO SOUTH	COLORADO PARK	CITY OF CAPE TOWN	
113333360	1089	ALBERT MYBURGH SEKONDÊRE SKOOL	Secondary School	OVERBERG	BREDASDORP	BREDASDORP	3,61
117330205	1090	B.F. OOSTHUIZEN PRIMÊRE SKOOL	Intermediate School	OVERBERG	BARRYDALE	BARRYDALE	3,21
117312200	1091	BARRYDALE HOËRSKOOL	Combined School	OVERBERG	BARRYDALE	BARRYDALE	3,52
114330779	1092	BISSETSDRIFT PRIMÊRE SKOOL	Intermediate School	OVERBERG	OUTSIDE A TOWN	OUTSIDE A TOWN	3,63
117330221	1093	BONTEBOK PRIMÊRE SKOOL	Primary School	OVERBERG	RAILTON	SWELLEN DAM	3,18
114330590	1094	BOTRIVIER PRIMÊRE SKOOL	Intermediate School	OVERBERG	BOT RIVER	BOT RIVER	3,47
113310206	1095	BREDASDORP HOËRSKOOL	Secondary School	OVERBERG	BREDASDORP	BREDASDORP	3,49
113309216	1096	BREDASDORP PRIMARY SCHOOL	Primary School	OVERBERG	BREDASDORP	BREDASDORP	3,67
117309219	1097	BUFFELJAGSRIVIER LAERSKOOL	Primary School	OVERBERG	BUFFELJAGSRIVIER	BUFFELJAGSRIVIER	3,69
114309225	1098	DANIEL LE ROUX PRIMÊRE SKOOL	Primary School	OVERBERG	OUTSIDE A TOWN	OUTSIDE A TOWN	4,06
113330809	1099	DE HEIDE PRIMARY SCHOOL	Primary School	OVERBERG	BREDASDORP	BREDASDORP	3,43
114310220	1100	DE VILLIERS GRAAFF HOËRSKOOL	Secondary School	OVERBERG	VILLIERSDORP	VILLIERSDORP	3,64
114309231	1101	DE VILLIERS GRAAFF PRIMARY SCHOOL	Primary School	OVERBERG	VILLIERSDORP	VILLIERSDORP	3,64
115330396	1102	DIE BRON PRIMARY SCHOOL	Primary School	OVERBERG	STANFORD	STANFORD	3,44
114333328	1103	EMIL WEDER SEKONDÊR	Secondary School	OVERBERG	GENADENDAL	GENADENDAL	3,51
115007999	1104	GANSBAAI ACADEMIA	Secondary School	OVERBERG	GANS BAY	GANS BAY	3,89
115309249	1105	GANSBAAI LAERSKOOL	Primary School	OVERBERG	GANS BAY	GANS BAY	3,56
115330493	1106	GANSBAAI PRIMÊRE SKOOL	Primary School	OVERBERG	BLOMPARK	GANS BAY	4,25
114312224	1107	GRABOUW HOËRSKOOL	Combined School	OVERBERG	GRABOUW	GRABOUW	3,6
114330612	1108	GREYTON PRIMÊRE SKOOL	Primary School	OVERBERG	GREYTON	GREYTON	3
114333387	1109	GROENBERG SEKONDÊR	Secondary School	OVERBERG	PINEVIEW	GRABOUW	3,56
115330191	1110	HAWSTON PRIMÊRE SKOOL	Primary School	OVERBERG	HAWSTON	HAWSTON	4,41
115333565	1111	HAWSTON SEKONDÊR	Secondary School	OVERBERG	HAWSTON	HAWSTON	3,4
115310241	1112	HERMANUS HOËRSKOOL	Secondary School	OVERBERG	EASTCLIFF	HERMANUS	3,81
115309262	1113	HERMANUS PRIMARY SCHOOL	Primary School	OVERBERG	WESTCLIFF	HERMANUS	3,85
114309270	1114	JONGENSKLIP PRIMÊRE SKOOL	Primary School	OVERBERG	OUTSIDE A TOWN	OUTSIDE A TOWN	3,61
114330027	1115	KATHLEEN MURRAY PRIMÊRE SKOOL	Primary School	OVERBERG	PINEVIEW	GRABOUW	3,94
114309607	1116	KLEINMOND LAERSKOOL	Primary School	OVERBERG	KLEINMOND	KLEINMOND	3,61
114330663	1117	KLEINMOND PRIMARY SCHOOL	Primary School	OVERBERG	KLEINMOND	KLEINMOND	3,44
114330639	1118	KOSIE DE WET PRIMARY SCHOOL	Primary School	OVERBERG	VILLIERSDORP	VILLIERSDORP	3,96
115042107	1119	LUKHANYO PRIMARY SCHOOL	Primary School	OVERBERG	ZWELIHLE	HERMANUS	3,87



EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
115008277	1120	MASAKHANE PRIMARY SCHOOL	Primary School	OVERBERG	MASAKHANE	GANS BAY	3,52
115330175	1121	MOUNT PLEASANT PRIMÈRE SKOOL	Primary School	OVERBERG	MOUNT PLEASANT	HERMANUS	3,99
117330604	1122	MULLERSRUS PRIMÈRE SKOOL	Primary School	OVERBERG	OUTSIDE A TOWN	OUTSIDE A TOWN	3,34
115309609	1123	OKKIE SMUTS PRIMARY SCHOOL	Primary School	OVERBERG	STANFORD	STANFORD	3,5
114310270	1124	OVERBERG HIGH SCHOOL	Secondary School	OVERBERG	CALEDON	CALENDON	3,78
114309310	1125	OVERBERG LAERSKOOL	Primary School	OVERBERG	CALEDON	CALENDON	3,78
114330256	1126	PINEVIEW PRIMÈRE SKOOL	Primary School	OVERBERG	PINEVIEW	GRABOUW	4,73
113330248	1127	PROTEA PRIMÈRE SKOOL	Primary School	OVERBERG	NAPIER	NAPIER	3,24
113336092	1128	PROTEM NGK PRIMÈRE SKOOL	Primary School	OVERBERG	OUTSIDE A TOWN	OUTSIDE A TOWN	3,19
115333646	1129	QHAYIYA SECONDARY SCHOOL	Secondary School	OVERBERG	ZWELIHLE	HERMANUS	2,9
114312243	1130	RIVIERSONDEREND HOËRSKOOL	Combined School	OVERBERG	RIVIERSONDEREND	RIVIERSONDEREND	3,32
114330671	1131	RIVIERSONDEREND PRIMÈRE SKOOL	Intermediate School	OVERBERG	RIVIERSONDEREND	RIVIERSONDEREND	3,4
113330345	1132	STRUISBAAI PRIMÈRE SKOOL	Primary School	OVERBERG	MOLSHOOP	STRUIS BAY	3,57
117330787	1133	SUURBRAAK PRIMÈRE SKOOL	Intermediate School	OVERBERG	SUURBRAAK	SUURBRAAK	3,75
114330078	1134	SWARTBERG PRIMÈRE SKOOL	Primary School	OVERBERG	BERGSIG	CALEDON	3,21
114333336	1135	SWARTBERG SEKONDÊR	Secondary School	OVERBERG	BERGSIG	CALEDON	4,28
117310305	1136	SWELLEN DAM HOËRSKOOL	Secondary School	OVERBERG	SWELLEN DAM	SWELLEN DAM	3,58
117309353	1137	SWELLEN DAM LAERSKOOL	Primary School	OVERBERG	SWELLEN DAM	SWELLEN DAM	4,07
117333417	1138	SWELLEN DAM SEKONDÊR	Secondary School	OVERBERG	RAILTON	SWELLEN DAM	3,43
114309364	1139	UITKYK LAERSKOOL	Primary School	OVERBERG	GREYTON	GREYTON	3,41
100000288	1140	UMYEZO WAMA APILE HIGH SCHOOL	Secondary School	OVERBERG	GRABOUW	GRABOUW	0
114041326	1141	UMYEZO WAMA APILE PRIMARY SCHOOL	Primary School	OVERBERG	GRABOUW	GRABOUW	3,16
114333077	1142	VILLIERSDORP SEKONDÊR	Secondary School	OVERBERG	VILLIERSDORP	VILLIERSDORP	3,89
100000437	1143	VRT PITT PRIMARY SCHOOL	Primary School	OVERBERG	RAILTON	SWELLEN DAM	New
113336041	1144	WAGENHUISKRANTZ PRIMÈRE SKOOL	Primary School	OVERBERG	ARNISTON	ARNISTON	3,27
115008001	1145	ZWELIHLE PRIMARY SCHOOL	Primary School	OVERBERG	HERMANUS	HERMANUS	4,42
132476021	1146	ANNE PIENAAR GEDENK NGK PRIMÈRE SKOOL	Primary School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	3,16
136312208	1147	AUGSBURG LANDBOUGIMNASIUM	Combined School	WEST COAST	CLANWILLIAM	CLANWILLIAM	3,41
133312600	1148	AURORA HOËRSKOOL	Intermediate School	WEST COAST	AURORA	AURORA	3,23
133476137	1149	BRANDENBURG PRIMÈRE SKOOL	Primary School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	4,15
100000091	1150	CEDERBERG ACADEMY	Secondary School	WEST COAST	CITRUSDAL	CITRUSDAL	4,1
136470082	1151	CITRUSDAL PRIMÈRE SKOOL	Primary School	WEST COAST	HEUWELSIG	CITRUSDAL	3,35
136473472	1152	CLANWILLIAM SEKONDÊR	Secondary School	WEST COAST	CLANWILLIAM	CLANWILLIAM	3,59
132309226	1153	DARLING LAERSKOOL	Primary School	WEST COAST	DARLING	DARLING	3,23
134473359	1154	DIAZVILLE HOËRSKOOL	Secondary School	WEST COAST	DIAZVILLE	SALDANHA	3,53
134470090	1155	DIAZVILLE PRIMARY SCHOOL	Primary School	WEST COAST	DIAZVILLE	SALDANHA	3,46
135310225	1156	DIRKIE UYS HOËRSKOOL	Secondary School	WEST COAST	BERGSIG	MOORREESBURG	3,51
132309233	1157	DIRKIE UYS LAERSKOOL	Primary School	WEST COAST	BERGSIG	MOORREESBURG	3,38
138347043	1158	DORINGBAAI PRIMÈRE SKOOL	Primary School	WEST COAST	DORINGBAAI	DORINGBAAI	3,33
138340219	1159	EBENHAEZER PRIMÈRE SKOOL	Intermediate School	WEST COAST	EBENHAEZER	EBENHAEZER	0
134470112	1160	EDEN PRIMARY SCHOOL	Primary School	WEST COAST	LOUWVILLE	VREDENBURG	3,47
133476323	1161	EENDEKUIL PRIMÈRE SKOOL	Primary School	WEST COAST	EENDEKUIL	EENDEKUIL	2,69
132476404	1162	GOEDEHOOP PRIMÈRE SKOOL	Primary School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	2,99
136476420	1163	GRAAFWATER PRIMÈRE SKOOL	Primary School	WEST COAST	GRAAFWATER	GRAAFWATER	3,51
136331058	1164	GROOTKLOOF PRIMÈRE SKOOL	Primary School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	2,98
131470163	1165	HOLVLEI PRIMÈRE SKOOL	Primary School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	3,54

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
131312226	1166	HOPEFIELD HOËRSKOOL	Combined School	WEST COAST	HOPEFIELD	HOPEFIELD	3,48
131470171	1167	HOPEFIELD PRIMÈRE SKOOL	Intermediate School	WEST COAST	OUDEKRAALFONTEIN	HOPEFIELD	3,13
132473510	1168	ILINGELETHU SECONDARY SCHOOL	Secondary School	WEST COAST	ILINGE LETHU	MALMESBURY	3,79
134470775	1169	JURIE HAYES PRIMARY SCHOOL	Intermediate School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	3,66
137309274	1170	KLAWER LAERSKOOL	Primary School	WEST COAST	KLAWER	KLAWER	3,75
138347299	1171	KLEINRIVIER VGK LAERSKOOL	Primary School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	3,64
100000700	1172	LAMBERTS BAY HIGH SCHOOL	Secondary School	WEST COAST	LAMBERTS BAY	LAMBERTS BAY	3,79
131470252	1173	LANGEBAAN PRIMÈRE SKOOL	Primary School	WEST COAST	LANGEBAAN	LANGEBAAN	3,66
131309287	1174	LANGEBAANWEG LAERSKOOL	Primary School	WEST COAST	LANGEBAANWEG	SALDANHA BAY RURAL	2,8
135470279	1175	LAURIE HUGO PRIMÈRE SKOOL	Intermediate School	WEST COAST	DOORKLOOF	MOORREESBURG	3,44
132470287	1176	LIEBENBERG PRIMARY SCHOOL	Primary School	WEST COAST	WESBANK	MALMESBURY	3,47
100000124	1177	LOUWVILLE HOËRSKOOL	Secondary School	WEST COAST	LOUWVILLE	VREDENBURG	4,49
138312229	1178	LUTZVILLE HOËRSKOOL	Combined School	WEST COAST	LUTZVILLE	LUTZVILLE	3,53
138347078	1179	LUTZVILLE NGK PRIMÈRE SKOOL	Primary School	WEST COAST	OLIFANTS RIVER	MATZIKAMA RURAL	3,24
134008284	1180	MASIPHATHISANE PRIMARY SCHOOL	Primary School	WEST COAST	ONGEGUND	VREDENBURG	3,99
137340049	1181	MASKAM PRIMÈRE SKOOL	Primary School	WEST COAST	MASKAMSIG	VANRHYNSDORP	3,53
132470317	1182	MEIRING PRIMÈRE SKOOL	Primary School	WEST COAST	RIEBEEK-KASTEEL	RIEBEEK-KASTEEL	3,4
100000599	1183	MIDDELPOS PRIMARY SCHOOL	Primary School	WEST COAST	MIDDELPOS	SALDANHA	5
138347264	1184	NAASTDRIFT PRIMÈRE SKOOL	Primary School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	3,57
132470805	1185	NAPHAKADE PRIMARY SCHOOL	Primary School	WEST COAST	ILINGE LETHU	MALMESBURY	3,33
137340065	1186	NIEUWOUDT PRIMÈRE SKOOL	Intermediate School	WEST COAST	KLAWER	KLAWER	3,48
134470376	1187	NOORDHOEK PRIMÈRE SKOOL	Intermediate School	WEST COAST	NOORDHOEK	VELDDRIF	3,65
137312234	1188	NUWERUS HOËRSKOOL	Combined School	WEST COAST	NUWERUS	NUWERUS	3,32
132476919	1189	O.J. ERASMUS NGK PRIMÈRE SKOOL	Primary School	WEST COAST	KALBASKRAAL	KALBASKRAAL	3,75
136312206	1190	OLIFANTSVALLEI PRIMÈRE SKOOL	Primary School	WEST COAST	CITRUSDAL	CITRUSDAL	3,35
136470465	1191	P.W. DE BRUIN PRIMÈRE SKOOL	Intermediate School	WEST COAST	LAMBERTS BAY	LAMBERTS BAY	2,96
134470406	1192	PANORAMA PRIMÈRE SKOOL (VREDENBURG)	Primary School	WEST COAST	LOUWVILLE	VREDENBURG	3,23
133312238	1193	PIKETBERG HOËRSKOOL	Combined School	WEST COAST	PIKETBERG	PIKETBERG	3,57
133312241	1194	PORTERVILLE HOËRSKOOL	Combined School	WEST COAST	PORTERVILLE	PORTERVILLE	3,41
133470619	1195	PORTERVILLE PRIMÈRE SKOOL	Intermediate School	WEST COAST	MONTE BERTHA	PORTERVILLE	4,51
132309327	1196	RIEBEECK-KASTEEL LAERSKOOL	Primary School	WEST COAST	RIEBEEK-KASTEEL	RIEBEEK-KASTEEL	3,25
132470481	1197	RIEBEECK-WES PRIMÈRE SKOOL	Intermediate School	WEST COAST	RIEBEEK WEST	RIEBEEK WEST	3,58
132477133	1198	RUSTSTASIE PRIMÈRE SKOOL	Primary School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	3,04
134309337	1199	SALDANHA LAERSKOOL	Primary School	WEST COAST	SALDANHA	SALDANHA	3,81
132473405	1200	SCHOONSPRUIT SEKONDÊR	Secondary School	WEST COAST	WESBANK	MALMESBURY	3,37
136470538	1201	SEDERBERG PRIMÈRE SKOOL	Primary School	WEST COAST	CLANWILLIAM	CLANWILLIAM	3,34
138347310	1202	SPRUITDRIFT PRIMÈRE SKOOL	Primary School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	3,36
134477303	1203	ST. ANDREW'S PRIMÈRE SKOOL	Primary School	WEST COAST	WHITE CITY	SALDANHA	3,84
134477311	1204	ST. AUGUSTINE'S PRIMÈRE SKOOL	Primary School	WEST COAST	KLIPIRUG	PATERNOSTER	3,28
134470554	1205	ST. HELENABAAI INTERMEDIATE SCHOOL	Intermediate School	WEST COAST	LAINGVILLE	ST HELENA BAY	0
132477389	1206	ST. MICHAEL'S PRIMÈRE SKOOL	Primary School	WEST COAST	ABBOTSDALE	MALMESBURY	3,18
132470651	1207	ST. THOMAS PRIMÈRE SKOOL	Primary School	WEST COAST	WESBANK	MALMESBURY	4,7
133477338	1208	STAWELKLIP MOR PRIMÈRE SKOOL	Intermediate School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	3,73
138477362	1209	STEILHOOGTE NGK PRIMÈRE SKOOL	Primary School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	3,88
133470546	1210	STEYNVILLE PRIMÈRE SKOOL	Primary School	WEST COAST	PIKETBERG	PIKETBERG	4,39
133473413	1211	STEYNVILLE SEKONDÊR	Secondary School	WEST COAST	PIKETBERG	PIKETBERG	3,65

EMIS Nr	No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	CONDITION ASSESSMEN T
132310302	1212	SWARTLAND HOËRSKOOL	Secondary School	WEST COAST	MALMESBURY	MALMESBURY	3,3
132309349	1213	SWARTLAND LAERSKOOL	Primary School	WEST COAST	MALMESBURY	MALMESBURY	3,26
138347167	1214	TRAWAL PRIMÊRE SKOOL	Primary School	WEST COAST	OUTSIDE A TOWN	OUTSIDE A TOWN	3,43
138347108	1215	UITKYK PRIMÊRE SKOOL	Intermediate School	WEST COAST	UITKYK	LUTZVILLE	3,58
137312254	1216	VANRHYNSDORP HOËRSKOOL	Combined School	WEST COAST	MASKAMSIG	VANRHYNSDORP	3,33
133312257	1217	VELDDRIF HOËRSKOOL	Combined School	WEST COAST	VELDDRIF	VELDDRIF	3,37
138347248	1218	VERGENOEG RK PRIMÊRE SKOOL	Primary School	WEST COAST	JOE SLOVO PARK	VREDENDAL	4,04
132470562	1219	VOORUITSIG PRIMÊRE SKOOL	Intermediate School	WEST COAST	NUWEDORP	DARLING	4,58
134310314	1220	VREDENBURG HOËRSKOOL	Secondary School	WEST COAST	RUSFONTEIN	VREDENBURG	3,82
134309371	1221	VREDENBURG LAERSKOOL	Primary School	WEST COAST	RUSFONTEIN	VREDENBURG	3,72
138310312	1222	VREDENDAL HOËRSKOOL	Secondary School	WEST COAST	VREDENDAL	VREDENDAL	3,66
138309370	1223	VREDENDAL LAERSKOOL	Primary School	WEST COAST	VREDENDAL	VREDENDAL	3,76
138473421	1224	VREDENDAL SEKONDÊR	Secondary School	WEST COAST	VREDENDAL	VREDENDAL	3,41
138347256	1225	VREDENDAL-NOORD PRIMÊRE SKOOL	Primary School	WEST COAST	VREDENDAL	VREDENDAL	3,71
132470686	1226	WESBANK SEKONDÊR	Secondary School	WEST COAST	WESBANK	MALMESBURY	3,41
134473456	1227	WESTON SEKONDÊR	Secondary School	WEST COAST	LOUWVILLE	VREDENBURG	3,29
100000773	1228	NEW VREDENBURG HIGH SCHOOL	Secondary School	WEST COAST	VREDENBURG	SALDANHA BAY	
100000734	1229	SANDVELD LS	Primary School	WEST COAST	REDELINGHUYS	BERGRIVIER	
100000791	1230	NEW MOORREESBURG HIGH SCHOOL	Secondary School	WEST COAST	ROSENHOF	SWARTLAND	

Intermediate School	47
Primary School	789
Combined School	32
Secondary School	362
	<b>1230</b>

**TEMPLATE 2.2: SCHEDULE and CONDITION ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - LEASED ORDINARY SCHOOL ACCOMMODATION**

**TEMPLATE 2.2: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - LEASED ORDINARY SCHOOL ACCOMMODATION**

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	CONDITION ASSESSMENT	EMIS Nr
1	A.F. KRIEL VGK PS	PS	CAPE WINELANDS	MONTAGU	3.66	127337447
2	AAN DE DOORNS NGK PS	PS	CAPE WINELANDS	WORCESTER	0	130338087
3	ACHTERTUIN AME PS	PS	CAPE WINELANDS	CERES	0	126337994
4	AGTERWITZENBERG VGK PS	PS	CAPE WINELANDS	WITZENBERGVALLEI	3.47	126336831
5	BADEN NGK PS	PS	CAPE WINELANDS	MONTAGU	0	127337404
6	BERGENDAL SSKV PS	Intermediate School	CAPE WINELANDS	PAARL	3.52	108476730
7	BERGRIVIER NGK PS	PS	CAPE WINELANDS	VOELGESANG	3.12	112476072
8	BET-EL PS	PS	CAPE WINELANDS	WORCESTER	3.57	130330426
9	BOESMANSRIVIER NGK PS	PS	CAPE WINELANDS	BONNIEVALE	0	117338273
10	BOPLAAS NGK PS	PS	CAPE WINELANDS	KOUE BOKKEVELD	0	126336963
11	BOTHA'S HALTE NGK PS	PS	CAPE WINELANDS	WOSLEY	3.76	130338214
12	BRANDWACHT NGK PS	PS	CAPE WINELANDS	WORCESTER	6	130338427
13	BRITSUM NGK PS	PS	CAPE WINELANDS	DE EIKEN	0	126338842
14	BUFFELSKLOOF SSKV PS	PS	CAPE WINELANDS	MCGREGOR	0	128338532
15	CONCORDIA NGK PS	PS	CAPE WINELANDS	MONTAGU	3.06	127337528
16	DAL JOSAPHAT PS	PS	CAPE WINELANDS	DAL JOSAPHAT	0	108476218
17	DE MEUL NGK PS	PS	CAPE WINELANDS	KOUE BOKKEVELD	3.12	126336998
18	DIE EIKE VGK PS	Intermediate School	CAPE WINELANDS	WITZENBERG VALLEI	6	126336769
19	DRIEFONTEIN NGK PS	PS	CAPE WINELANDS	PRINCE ALFRED HAMLET	3.81	126337099
20	EILANDIA NGK PS	PS	CAPE WINELANDS	EILANDIA	2.89	128337641
21	ERRIE MOLLER NGK PS	PS	CAPE WINELANDS	WOLSELEY	3.42	129338745
22	EZELFONTEIN NGK PS	PS	CAPE WINELANDS	CERES	0	126336858
23	FAIRFIELD NGK PS	PS	CAPE WINELANDS	CERES	3.12	126336823
24	FRANSIE DU TOIT NGK PS	PS	CAPE WINELANDS	MONTAGU	0	127337412
25	G.B. BATT NGK PS	PS	CAPE WINELANDS	MONTAGU	0	127337544
26	GELUKSHOOP NGK PS	PS	CAPE WINELANDS	BONNIEVALE	0	117338435
27	GLEN HEATLIE AME PS	PS	CAPE WINELANDS	DE WET	6	130337978
28	GOUDINI BAD NGK PS	PS	CAPE WINELANDS	RAWSONVILLE	3.21	130337943
29	GROENBERG NGK PS	PS	CAPE WINELANDS	WELLINGTON	3.39	112476439
30	HUGUENOOT VGK PS	PS	CAPE WINELANDS	ROBERTSON	0	128337617
31	JAKES GERWEL ENTREPRENEURIAL SCHOOL	SS School	CAPE WINELANDS	BONNIEVALE	0	100000577
32	JOOSTENBERG SSKV PS	PS	CAPE WINELANDS	MULDERSVLEI	3.98	108476501
33	KEEROM SSKV PS	PS	CAPE WINELANDS	MONTAGU	0	127330892
34	KEISIE VGK PS	PS	CAPE WINELANDS	MONTAGU	3.18	127337536
35	KERSBOSLAAGTE SSKV PS	PS	CAPE WINELANDS	AGTER PAARL	0	108476579
36	KOELFONTEIN NGK PS	PS	CAPE WINELANDS	PRINCE ALFRED HAMLET	4.03	126336807
37	KROMLIN PS	PS	CAPE WINELANDS	KOUE BOKKEVELD	3.33	126337013
38	LAASTEDRIF NGK PS	Intermediate School	CAPE WINELANDS	CERES	0	126336890
39	LE CHASSEUR VGK PS	Intermediate School	CAPE WINELANDS	ROBERTSON	3.23	128337625
40	LEIPZIG SSKV PS	PS	CAPE WINELANDS	NUY	0	130338729

### TEMPLATE 2.2: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - LEASED ORDINARY SCHOOL ACCOMMODATION

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	CONDITION ASSESSMENT	EMIS Nr
41	LEMOENPOORT PS	PS	CAPE WINELANDS	WORCESTER	0	130330434
42	LORRAINE NGK PS	PS	CAPE WINELANDS	RAWSONVILLE	0	130337935
43	MARAISDAL NGK PS	PS	CAPE WINELANDS	BONNIEVALE	0	117338303
44	MATJIESRIVIER NGK PS	PS	CAPE WINELANDS	CERES	3.38	126336785
45	MONTROUGE VGK PS	PS	CAPE WINELANDS	TULBAGH	3.34	129338761
46	NORTHBRIDGE NGK PS	PS	CAPE WINELANDS	CERES	0	126336793
47	NUYSTASIE NGK PS	PS	CAPE WINELANDS	NUY	0	130338222
48	OVERHEX NGK PS	PS	CAPE WINELANDS	OVERHEX	3.3	130338249
49	PAARDEKLOOF NGK PS	Intermediate School	CAPE WINELANDS	CERES	3.06	126336777
50	PIET HUGO GEDENK NGK PS	PS	CAPE WINELANDS	KOUE BOKKEVELD	3.22	126337005
51	PIETERSFONTEIN NGK PS	PS	CAPE WINELANDS	PIETERSFONTEIN	0	127337552
52	RAITHBY PS	PS	CAPE WINELANDS	RAITHBY	4.41	110321842
53	RAWSONVILLE PS	PS	CAPE WINELANDS	DE NOVA	3.48	130330647
54	RIETFONTEIN NGK PS (WORC)	PS	CAPE WINELANDS	KOUE BOKKEVELD	3.12	126338877
55	RIETVLEI NR 1 EK PS (MONTAGU)	PS	CAPE WINELANDS	MONTAGU	0	127337471
56	RIETVLEI NR 2 NGK PS	PS	CAPE WINELANDS	PLAAS	0	127338850
57	SANDHILLS NGK PS	PS	CAPE WINELANDS	SANDHILLS	2.99	130338036
58	SLANGHOEK NGK PS	PS	CAPE WINELANDS	PK RAWSONVILLE	3.59	130337927
59	SOETENDAL NGK PS	PS	CAPE WINELANDS	HERMONWEG	3.21	112477249
60	ST. IDAS RK PS	PS	CAPE WINELANDS	IDASVALLEI	0	109327999
61	ST. VINCENT RC PS	PS	CAPE WINELANDS	KOELENHOF	0	109327352
62	STETTYN PS	PS	CAPE WINELANDS	WORCESTER	0	130336335
63	STOCKWELL NGK PS	PS	CAPE WINELANDS	ASHTON	2.82	127338826
64	TALANA NGK PS	PS	CAPE WINELANDS	MONTAGU	3.65	128337420
65	TANDFONTEIN NGK PS	PS	CAPE WINELANDS	KOUE BOKKEVELD	3.51	126338893
66	TWEE JONGE GEZELLEN VGK PS	PS	CAPE WINELANDS	TULBAGH	3.23	129338788
67	UITNOOD NGK PS	PS	CAPE WINELANDS	ROBERTSON	0	128337587
68	VLOTTENBURG PS	PS	CAPE WINELANDS	VLOTTENBURG	0	109321893
69	WABOOMSHEUWEL NGK PS	PS	CAPE WINELANDS	PLAAS WABOOMSHEUWEL	0	117338354
70	WAGENMAKERSVALLEI NGK PS	PS	CAPE WINELANDS	WELLINGTON	3.48	112477540
71	WAKKERSTROOM-OOS NGK PS	PS	CAPE WINELANDS	WAKKERSTROOM-OOS	3.85	128338281
72	WANGANELLA NGK PS	PS	CAPE WINELANDS	CERES	3.26	126338664
73	WARDIA VGK PS	PS	CAPE WINELANDS	VIA MONTAGU	0	127338656
74	WEBER GEDENK NGK PS	PS	CAPE WINELANDS	JAMESTOWN	3.22	109327409
75	WELGEMOED NGK PS	PS	CAPE WINELANDS	WARMBOKKEVELD	0	126336815
76	WELTEVREDE NGK PS (ROBERTSON)	PS	CAPE WINELANDS	MCGREGOR	0	128337595
77	WELTEVREDE NGK PS (WORCESTER)	PS	CAPE WINELANDS	RAWSONVILLE	0	130337951
78	WELVAART NGK PS	PS	CAPE WINELANDS	WARM BOKKEVELD	3.77	126336874
79	WELVILLE EK PS	PS	CAPE WINELANDS	BONNIEVALE	0	117337838
80	WILLEM BUCHHOLZ NGK PS	PS	CAPE WINELANDS	ROBERTSON	6	128337668
81	WORCESTER MOSLEM PRIMËR	PS	CAPE WINELANDS	ESSELENPARK	0	130338001
82	WORCESTER NGK OEFEN PS	PS	CAPE WINELANDS	WORCESTER	0	130338117
83	WORCESTER RK PS	Intermediate School	CAPE WINELANDS	WORCESTER	3.02	130338400

### TEMPLATE 2.2: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - LEASED ORDINARY SCHOOL ACCOMMODATION

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	CONDITION ASSESSMENT	EMIS Nr
84	AMALIENSTEIN LB PS	PS	EDEN AND CENTRAL KAROO	ZOAR	3.3	123358282
85	AVONTUUR LB PS	PS	EDEN AND CENTRAL KAROO	AVONTUUR	0	125357758
86	BAARTMANSFONTEIN NGK PS	PS	EDEN AND CENTRAL KAROO	LAINGSBURG	0	140337331
87	BRACKEN HILL EK PS	PS	EDEN AND CENTRAL KAROO	N2 EAST OF KNYSNA	0	119356735
88	BRITSEVLAKTE NGK PS	PS	EDEN AND CENTRAL KAROO	UNIONDALE	0	125357871
89	DANKOORD VGK PS	PS	EDEN AND CENTRAL KAROO	LADISMITH	0	123356883
90	DE JAGER VGK PS	PS	EDEN AND CENTRAL KAROO	BUFFELSDIFT	0	124358118
91	DIEPKLOOF VGK PS	PS	EDEN AND CENTRAL KAROO	SINKSABRUG	0	118356271
92	EXCELSIOR VGK PS	Intermediate School	EDEN AND CENTRAL KAROO	BERGSIG	0	122356018
93	FRANKEN VGK PS	Intermediate School	EDEN AND CENTRAL KAROO	HEROLD	0	118356476
94	GELHOUTBOOM VGK PS	PS	EDEN AND CENTRAL KAROO	DIST. BLANCO	3.79	118356298
95	GOEDGEGUN VGK PS	PS	EDEN AND CENTRAL KAROO	RIVERSDAL	0	121357588
96	GROOTKRAAL UCC PS	PS	EDEN AND CENTRAL KAROO	PAD OOR KANGO GROTTIE	0	124356182
97	HARKERVILLE EK PS	PS	EDEN AND CENTRAL KAROO	HARKERVILLE	3.55	119356689
98	HOEKO VGK PS	PS	EDEN AND CENTRAL KAROO	VGK KERKGRONDE	0	123356891
99	HOLY CROSS PS (GEORGE)	PS	EDEN AND CENTRAL KAROO	GEORGE	0	118104601
100	KLIPDRIFT EK PS	PS	EDEN AND CENTRAL KAROO	GEORGE	0	118356409
101	KOMMANDANTSDRIFT SSKV PS	PS	EDEN AND CENTRAL KAROO	OOR UNIONDALE	4.74	125358339
102	KRUISRIVIER-WES UCC PS	PS	EDEN AND CENTRAL KAROO	DISTRIK CALITZDORP	0	122356115
103	LANCEWOOD PS	PS	EDEN AND CENTRAL KAROO	LANCEWOOD	0	118358185
104	MATJIESFONTEIN LB PS	PS	EDEN AND CENTRAL KAROO	MATJIESFONTEIN	0	140337307
105	MELKHOUTFONTEIN PS	Intermediate School	EDEN AND CENTRAL KAROO	STILBAAI	3.3	121357375
106	MOOI UITSIG PS NO.2	PS	EDEN AND CENTRAL KAROO	PAARDEBONT AFRIT	0	124350680
107	MOSSSELBAAI EK PS	PS	EDEN AND CENTRAL KAROO	UITBREIDING 6	0	120357057
108	RODEWAL UCC PS	PS	EDEN AND CENTRAL KAROO	SCHOEMANSHOEK	0	124358258
109	ROOIBERG SSKV PS	PS	EDEN AND CENTRAL KAROO	OUTDSHOORN	0	124356204
110	ROOIRIVIER VGK PS	PS	EDEN AND CENTRAL KAROO	UNIONDALE WEG	0	125357820
111	RUIGTEVLEI PS	PS	EDEN AND CENTRAL KAROO	KNYSNA	3.54	119350311
112	SACRED HEART RK PS	PS	EDEN AND CENTRAL KAROO	BRIDGTON	0	124357154
113	SCHEEPERSKRAAL SSKV PS	PS	EDEN AND CENTRAL KAROO	OUTDSHOORN	0	124358673
114	ST. BLAIZE RK PS	PS	EDEN AND CENTRAL KAROO	UITBREIDING 23	0	120358312
115	ST. KONRAD RK PS	PS	EDEN AND CENTRAL KAROO	WAAIKRAAL	0	124357162
116	ST. LUKE'S (EC) SCHOOL	PS	EDEN AND CENTRAL KAROO	BRANDWAG	0	120357030
117	ST. MARY'S RK PS (GEORGE)	PS	EDEN AND CENTRAL KAROO	ROSEMOOR	0	118356425
118	ST. PAUL'S EK PS (GEORGE)	PS	EDEN AND CENTRAL KAROO	GEORGE	0	118356360
119	VLAKTEPLAAS UCC PS	PS	EDEN AND CENTRAL KAROO	DE RUST	0	124356239
120	VONDELING NAK PS	PS	EDEN AND CENTRAL KAROO	WITSAND	0	116337242
121	W.J. LE ROUX LB PS	PS	EDEN AND CENTRAL KAROO	DIST. LADISMITH	0	123357014
122	WABOOMSKRAAL VGK PS	PS	EDEN AND CENTRAL KAROO	GEORGE	0	118356492

### TEMPLATE 2.2: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - LEASED ORDINARY SCHOOL ACCOMMODATION

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	CONDITION ASSESSMENT	EMIS Nr
123	ZEEKOEGAT VGK PS	PS	EDEN AND CENTRAL KAROO	SAFARI VOLSTRUISPLAAS	0	124357219
124	ZOAR EK PS	PS	EDEN AND CENTRAL KAROO	LOVEDALE	0	123357022
125	ZOAR R.P. BOTHA VGK PS	Intermediate School	EDEN AND CENTRAL KAROO	ZOAR	0	123356913
126	HABIBIA PS	PS	METRO CENTRAL	ATHLONE	3.41	105486027
127	HOLY CROSS RC PS	PS	METRO CENTRAL	CAPE TOWN	0	103316369
128	ORANJEKLOOF MOR PS	PS	METRO CENTRAL	HOUT BAY	3.02	105316660
129	REGINA COELI RC PS	PS	METRO CENTRAL	BELGRAVIA	3.57	105486043
130	SCHOTSCHEKLOOF MOS PS	PS	METRO CENTRAL	SCHOTSCHEKLOOF	4.02	103316636
131	ST. AGNES'S PS	PS	METRO CENTRAL	WOODSTOCK	0	103304603
132	ST. JOHN'S RC PS	PS	METRO CENTRAL	KENSINGTON	0	103328316
133	ST. MARY'S PS (GARDENS)	PS	METRO CENTRAL	GARDENS	0	103304605
134	ST. PAUL'S PS (WYNBERG)	PS	METRO CENTRAL	CAPE TOWN	0	103311898
135	ST. RAPHAEL'S RC PS	PS	METRO CENTRAL	ATHLONE	3.26	105486086
136	ST. THERESA R.C. PS	PS	METRO CENTRAL	WELCOME ESTATE	3.5	105486094
137	TALFALAH PS	PS	METRO CENTRAL	SHERWOOD PARK	3.56	105480746
138	WALMER ESTATE PS	PS	METRO CENTRAL	WALMER ESTATE	0	103310379
139	WESLEY METHODIST PRACTISING SCHOOL	PS	METRO CENTRAL	SALT RIVER	0	103316725
140	ZONNEBLOEM BOYS PS	PS	METRO CENTRAL	WALMER ESTATE	0	103316733
141	ZONNEBLOEM GIRLS PRAC. SCHOOL	PS	METRO CENTRAL	WALMER ESTATE	0	103316741
142	ZONNEBLOEM NEST SENIOR SCHOOL	SS School	METRO CENTRAL	WALMER ESTATE	0	103310328
143	KRAAIFONTEIN AME PS	PS	METRO EAST	KRAAIFONTEIN	3.23	101326615
144	LORETO PS	PS	METRO EAST	STRAND	0	111000840
145	SOMERSET-WES MET PS	PS	METRO EAST	SOMERSET-WES	3.34	110327301
146	ST. PAUL'S PS	PS	METRO EAST	FAURE	0	109327255
147	STRAND MOS PS	PS	METRO EAST	STRAND	3.56	111327247
148	ATTIE VAN WYK VGK PS	PS	METRO NORTH	DURBANVILLE	3.46	101328197
149	KLIPHEUWEL PS	PS	METRO NORTH	KLIPHEUWEL	0	132326011
150	MARIAN RC SS SCHOOL	SS School	METRO NORTH	MATROOSFONTEIN	0	102489220
151	MATROOSBERG HOLY TRINITY RC PRIMARY SCHOOL	PS	METRO NORTH	MATROOSFONTEIN	0	102486035
152	PELLA MOR PS	PS	METRO NORTH	KATZENBERG	3.13	132476994
153	ST. AUGUSTINE'S RC PRIM	PS	METRO NORTH	PAROW	3.19	101326003
154	THE VALLEY PS	PS	METRO NORTH	ALTYDGEDACHT-PLAAS	3.3	101321990
155	VAATJIE MOR PS	PS	METRO NORTH	PHILADELPHIA	0	132477486
156	CHRISTIAN DAVID MOR PS	PS	METRO SOUTH	STEENBERG	0	105316644
157	DIETRICH MOR PS	PS	METRO SOUTH	PHILIPPI	3.15	106486019
158	DOUGLAS ROAD PS	PS	METRO SOUTH	WYNBERG	3.27	105310212
159	GRASSY PARK EC PS	PS	METRO SOUTH	GRASSY PARK	2.94	105316199
160	IMMACULATA RK SS SCHOOL	SS School	METRO SOUTH	WITTEBOME	3.32	105319228
161	KLIPFONTEIN MET PS	PS	METRO SOUTH	PHILLIPI EAST	3.54	106496006
162	MUHAMMADEYAH MOS PS	PS	METRO SOUTH	WYNBERG	3.49	105316024
163	OTTERY ROAD (METH) PS	PS	METRO SOUTH	WYNBERG	2.82	105316407
164	ST. ANNE'S PS	PS	METRO SOUTH	PLUMSTEAD	3.26	105304604
165	ST. ANTHONY'S RC PS	PS	METRO SOUTH	HEATHFIELD	0	105316172

### TEMPLATE 2.2: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - LEASED ORDINARY SCHOOL ACCOMMODATION

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	CONDITION ASSESSMENT	EMIS Nr
166	ST. AUGUSTINE'S RC PS	PS	METRO SOUTH	WITTEBOME	3.39	105316288
167	ST. CLEMENTS RC PS	PS	METRO SOUTH	GRASSY PARK	3.25	105316687
168	ST. JAMES RC PS	PS	METRO SOUTH	KALK BAY	0	104316466
169	ST. MARY'S (RC) PS (NYANGA)	PS	METRO SOUTH	NYANGA	0	106490628
170	ST. MARY'S RC PS (RETREAT)	PS	METRO SOUTH	RETREAT	0	105316520
171	STAR OF THE SEA CONVENT PS	PS	METRO SOUTH	ST JAMES	0	104304606
172	AKKERBOOM PS	PS	OVERBERG	BARRYDALE	3.2	117337862
173	ARIESKRAAL SSKV PS	PS	OVERBERG	ELGIN	0	114336394
174	BEREA MOR PS	PS	OVERBERG	BEREAVILLE	0	114336599
175	BLOEMENHOF NGK PS	PS	OVERBERG	GANSKRAAL	0	114336696
176	BOONTJIESKRAAL PS	PS	OVERBERG	CALEDON	0	114336440
177	DE RUST FUTURA AKADEMIE	Combined School	OVERBERG	DE RUST LANDGOED	0	114336734
178	DENNEGEUR NGK PS	PS	OVERBERG	APPLETISER PAD	0	114336742
179	ELANDSRIVIER NGK PS	PS	OVERBERG	VILLIERSDORP	0	114336351
180	ELIM MOR PS	Intermediate School	OVERBERG	ELIM	0	113336181
181	GLEN ELGIN MOR PS	PS	OVERBERG	MOLTENO TRUST	0	114336653
182	KLEINFONTEIN PS	PS	OVERBERG	SWELLENDAAM	0	117337714
183	KLIPDALE EK PS	PS	OVERBERG		0	113336017
184	KLUITJIESKRAAL NGK PS	PS	OVERBERG	SWELLENDAAM	0	117337722
185	L.R. SCHMIDT MOR PS	PS	OVERBERG	GENADENDAL	0	114336602
186	LEMOENSHOEK NGK PS	PS	OVERBERG	BARRYDALE	0	117337846
187	MAXONIA NGK PS	PS	OVERBERG	HOOGLAND PAD	0	114336750
188	OUPLAAS EK PS	PS	OVERBERG	WYDGELEE	0	113336068
189	ST. JOHN'S EK PS	PS	OVERBERG	BUFFELJAGSRIVIER	0	117337765
190	ST. MICHAEL'S EK PS	PS	OVERBERG	GRABOUW	0	114336254
191	ST. PAUL'S LAERSKOOL	PS	OVERBERG	STANFORD	0	115336548
192	TESLAARSDAL PS	PS	OVERBERG	TESLAARSDAL	0	114330264
193	THE GLEBE PS	PS	OVERBERG	MIDDLETON	0	114336513
194	UITVLUG VGK PS	PS	OVERBERG	SWELLENDAAM	3.79	117337749
195	VLEIPLAAS NGK PS	PS	OVERBERG	PK BARRYDALE	3	117337854
196	WELTEVREDE VGK PS (BARRYDALE)	PS	OVERBERG	BARRYDALE	0	117337889
197	BERGHOF NGK PS	PS	WEST COAST	PORTERVILLE	0	133476064
198	BITTERFONTEIN PS	PS	WEST COAST	WESTPOINT	3.61	137340359
199	BLOEMENDAL NGK PS	PS	WEST COAST	BLOEMENDAL	0	132476099
200	BOOYSENDAL NGK PS	PS	WEST COAST	VREDENDAL	0	138347418
201	BREEVLEI PS	PS	WEST COAST	PALEISHEUWEL	0	136476145
202	CARL SCHREVE (MOR) PS	PS	WEST COAST	WITTEWATER	0	133477613
203	CHATSWORTH AME PS	PS	WEST COAST	CHATSWORTH	0	132476161
204	E.J. MALGARTE PS	PS	WEST COAST	STOMPNEUSBAAI	0	134477400
205	ELANDSFONTEIN NGK PS	PS	WEST COAST	CLANWILLIAM	0	136476358
206	ELIZABETHFONTEIN MOR PS	PS	WEST COAST	CLANWILLIAM	0	136476331
207	ENGELBRECHT NGK PS	PS	WEST COAST	ELANDSBAAI	0	133477702
208	GOEDVERWACHT MOR PS	PS	WEST COAST	GOEDVERWACHT	0	133476412



**TEMPLATE 2.2: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - LEASED ORDINARY SCHOOL ACCOMMODATION**

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	CONDITION ASSESSMENT	EMIS Nr
209	GROENVLEI PS	PS	WEST COAST	PIKETBERG	3.26	133470155
210	H.P. WILLIAMS LAERSKOOL	PS	WEST COAST	STOMPNEUSBAAI	0	134309604
211	HEXRIVIER NGK PS	PS	WEST COAST	CITRUSDAL	0	136476471
212	KAROOKOP PS	PS	WEST COAST	HET KRUIS	0	133476552
213	KLEINKARNMELKVLEI NGK PS	PS	WEST COAST	MOORREESBURG	0	135476609
214	KOEKENAAP VGK PS	PS	WEST COAST	KOEKENAAP	0	138347086
215	KORANRUG PS	PS	WEST COAST	DARLING	0	132476676
216	KORINGBERG PS	PS	WEST COAST	RAUTENVILLE	3.27	132470228
217	KWEEKKRAAL NGK PS	PS	WEST COAST	CITRUSDAL	0	136476706
218	LANGVLEI SSKV PS	PS	WEST COAST	SANDBERG	0	136476722
219	LEIPOLDTVILLE NGK PS	PS	WEST COAST	LEIPOLDTVILLE	3.14	136476749
220	MIDDELDEURVLEI NGK PS	PS	WEST COAST	PIKETBERG	0	133476838
221	MORNING STAR NGK PS	PS	WEST COAST	DARLING	0	132476870
222	NOORDHOEK NGK PS	PS	WEST COAST	CITRUSDAL	0	136476889
223	NUHOOP NGK PS	PS	WEST COAST	PORTERVILLE	0	133476897
224	NUWEFONTEIN PS	PS	WEST COAST	HOOFWEG	0	137340391
225	PAARDEKOP NGK PS	PS	WEST COAST	CITRUSDAL	0	136476943
226	RIETPOORT RK PS	Intermediate School	WEST COAST	RIETPOORT	0	137346934
227	SANDBERG NGK PS	PS	WEST COAST	SANDBERG	0	136477141
228	ST. BONIFACE (RK) PS	Intermediate School	WEST COAST	RIETPOORT	0	137346942
229	STEENBERG'S COVE PS	PS	WEST COAST	STEENBERG'S COVE	0	134477346
230	WELGEMEEND NGK PS	PS	WEST COAST	MALMESBURY	0	132328049
231	WELTEVREDEN NGK PS	PS	WEST COAST	RIEBEECK-WES	0	132477664
232	WUPPERTHAL MOR PS	Intermediate School	WEST COAST	WUPPERTHAL	0	136477621
233	PROSPECT NGK PRIMÈRE SKOOL	PS	CAPE WINELANDS	OUTSIDE A TOWN	0	128337501
234	RIVERLANDS PRIMÈRE SKOOL	PS	WEST COAST	ATTAWAY	3.27	132470724
235	CAPE WINELANDS HIGH SCHOOL FOR AEROSPACE SCIENCE	SS School	CAPE WINELANDS	STELLENBOSCH		100000741
236	CAMPS BAY PRIMARY SCHOOL - Grade R	PS	METRO CENTRAL	CAMPS BAY / BAKOVEN	CITY OF CAPE TOWN	103309222
237	RIVERGATE PRIMARY SCHOOL	Primary School	METRO NORTH	RIVERGATE	CITY OF CAPE TOWN	100000801
<b>Summary</b>					<b>AMOUNT</b>	
	PS	217			1221	
	SS School	5			236	
	Combined School	1			8	
	Intermediate School	14			<b>1465</b>	
		<b>237</b>				

**TEMPLATE 2.3: SCHEDULE and CONDITION ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - STATE OWNED LSEN ACCOMMODATION**

<b>TEMPLATE 2.3: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - STATE OWNED LSEN ACCOMMODATION</b>						
<b>No.</b>	<b>PROPERTY DESCRIPTION / NAME OF SCHOOL</b>	<b>TYPE OF SCHOOL</b>	<b>EDUCATION DISTRICT</b>	<b>TOWN</b>	<b>CONDITION ASSESSMENT</b>	<b>EMIS Nr</b>
1	Dorothea Spes Sk	Special School	Cape Winelands	Stellenbosch		109329754
2	Eden Skool	Special School	Cape Winelands	Worcester	3.76	130334634
3	Breede Valley SOS	School of Skills	Cape Winelands	Rawsonville	3.24	130447838
4	Langerugskool	Special School	Cape Winelands	Worcester		100000436
5	Ligstraal Skool	Special School	Cape Winelands	Paarl		108474126
6	Paarl SOS	School of Skills	Cape Winelands	Paarl	3.01	108447870
7	WELLINGTON SCHOOL OF SKILLS	School of Skills	Cape Winelands	Wellington		112447811
8	Carpe Diem Skool	Special School	Eden And Central Karoo	George	3.55	118456233
9	Eljada-Kairoos Skool	Special School	Eden And Central Karoo	Oudtshoorn		124447889
10	Olympia Skool	School of Skills	Eden And Central Karoo	Pacaltsdorp	2.92	118447846
11	Oudtshoorn SOS	School of Skills	Eden And Central Karoo	Oudtshoorn		100000119
12	Van Kervel Spes Sk.	School of Skills	Eden And Central Karoo	George	3.35	118102203
13	Alpha Skool	Special School	Metro Central	Cape Town	3.59	103484644
14	Astra Skool	Special School	Metro Central	Bellville	3.22	102484679
15	Batavia Spes Sk	School of Skills	Metro Central	Wynberg	3.18	105302200
16	Bel Porto Skool	Special School	Metro Central	Wynberg		105315601
17	De Grendel Spes Sk	School of Skills	Metro North	Cape Town	3.31	103302201
18	Erosskool	Special School	Metro Central	Athlone	3.37	105484652
19	Groote Schuur Hosp Sk	Hospital School	Metro Central	Cape Town		103305600
20	Maitland Cottage Home	Hospital School	Metro Central	Wynberg		105315036
21	Mary Kihn School	Special School	Metro Central	Cape Town	2.94	105309608
22	Molenbeek Skool	Special School	Metro Central	Cape Town		103315608
23	Nompumelelo Skool	Special School	Metro Central	Cape Town		103000129
24	Red Cross Children's Hosp	Hospital School	Metro Central	Cape Town		103305603
25	Siviwe SOS	School of Skills	Metro Central	Cape Town	3.64	106008228
26	Tembaletu	Special School	Metro Central	Cape Town	3.74	106000113
27	Vera-School	Special School	Metro Central	Cape Town		105315612
28	Axios SOS	School of Skills	Metro East	Faure		107008381
29	Khayelitsha LSEN Sch	Special School	Metro East	Khayelitsha		106324531
30	Lathi-Tha SOS	School of Skills	Metro East	Khayelitsha	3.41	106008368
31	Rusthof Skool	Special School	Metro East	Somerset West	3.04	110324159
32	Westcliff Spes Sk	School of Skills	Metro East	Bellville	3.66	101302204
33	Atlantis SOS	School of Skills	Metro North	Atlantis		132447897
34	Bet-El Skool Vir Epileptic	Special School	Metro East	Kuilsrivier		107324647
35	Bishops SOS	School of Skills	Metro North	Bellville	3.53	100000073
36	Carel Du Toit Sentrum.	Special School	Metro North	Parow	3.8	101301602
37	Chere Botha Skool	Special School	Metro East	Bellville	3.41	101328529
38	Filia Skool	Special School	Metro North	Goodwood	3.19	102484636
39	Florida SOS	School of Skills	Metro North	Goodwood	3.42	101324795
40	Oasis Special School	Special School	Metro North	Bellville	2.93	101324639
41	Robinhill Special School	Special School	Metro North	Atlantis		132329746
42	Tafelbergskool	Special School	Metro North	Goodwood	3.79	105315611
43	Tygerberg Hospitaalskool	Hospital School	Metro North	Parow		101305604
44	HERBERT STREET SPECIAL SCHOOL	Special School	METRO NORTH	Bellville		100000772

**TEMPLATE 2.3: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - STATE OWNED LSEN ACCOMMODATION**

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	CONDITION ASSESSMENT	EMIS Nr
45	POSITIVE BEHAV INTERV AND RES CENTR	Special School Resource Cen	METRO SOUTH	WYNBERG		100000760
46	SEVEN STEPS ACADEMY FOR THE DEAF	Special School	METRO CENTRAL	ZONNEBLOEM		103315605
47	SILVERSTREAM SCHOOL OF SKILLS	School of Skills	METRO CENTRAL	MANENBERG		100000774
48	Beacon Skool	Special School	Metro South	Mitchell's Plain		106494623
49	Cafda SOS	School of Skills	Metro South	Wynberg	3.81	105314387
50	Glenbridge Special School	Special School	Metro South	Wynberg	3.22	105315606
51	Lentegeur School For Lsen-Smh	Special School	Metro South	Mitchell's Plain		106494615
52	Mitchell's Plain SOS	School of Skills	Metro South	Mitchell's Plain	3.21	106008227
53	Ocean View Skool	Special School	Metro South	Cape Town		104314706
54	Agulhas SOS	School of Skills	Overberg	Napier	3.4	113008387
55	Karitas Skool	Special School	West Coast	Vredenburg	4.53	134324663
56	Riebeeck Valley Sp Sch	School of Skills	West Coast	Riebeek-West	3.41	132324671
57	Graafwater Special School	Special School	West Coast	Graafwater		100000728
58	Weskus Spes Sk	School of Skills	West Coast	Saldanha	3.61	134302600
59	OTTERY JEUGSORG EN ONDERWYSENTRUM	Youth Centre	METRO SOUTH	OTTERY		105447900
60	Mary Harding Skool	Special School	Metro Central	Athlone		105484628
	Hospital School	4				
	School of Skills	21				
	Special School	33				
	Special School Resource Cen	1				
	Youth Centre	1	1			
		<b>60</b>				

**TEMPLATE 2.4: SCHEDULE and CONDITON ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - LEASED LSEN ACCOMMODATION**

**TEMPLATE 2.4: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - LEASED LSEN ACCOMMODATION**

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	CONDITION ASSESSMENT	EMIS Nr
1	De La Bat-Skool	Special School	Cape Winelands	Worcester		130315604
2	Nuwe Hoop-Sentrum	Special School	Cape Winelands	Worcester	3.08	130334626
3	Pionier-Skool	Special School	Cape Winelands	Worcester		130315610
4	Steinthal Sek.	School of Skills	Cape Winelands	Tulbagh		129333050
5	St. Joseph's School	Special School	Metro Central	Bellville		102316490
6	Vista Nova-Skool	Special School	Metro Central	Cape Town		105315613
7	Alta Du Toit Skool	Special School	Metro East	Kuilsrivier		107315600
8	Jan Kriel-Skool	Special School	Metro East	Kuilsrivier		107315607
9	Noluthando Sch. For The Deaf	Special School	Metro East	Khayelitsha		106000108
10	Paarl-Skool Vir Neuraal Gestremde Kinde	Special School	Metro East	Bellville		107315609
11	Athlone Skool Vir Blindes	Special School	Metro North	Bellville	3.36	101324612
12	Agapeskool	Special School	Metro South	Mitchell's Plain		106494631
13	Blouvillei Skool	Special School	Metro South	Wynberg		105314196
14	Dominikaanse Skool Vir Dowes	Special School	Metro South	Cape Town		105314633
15	Mispah-Skool	Special School	Overberg	Elim		113334642

<b>Summary</b>	
Hospital School	0
School of Skills	1
Special School	14
Special Youth School	0
Youth Centre	0
	<b>15</b>

<b>OWNERSHIP</b>	<b>TOTAL</b>
State Owned	60
Leased	15
<b>TOTAL</b>	<b>75</b>

**TEMPLATE 2.5: SCHEDULE and CONDITION ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - MISCELLANEOUS ACCOMMODATION**

<b>TEMPLATE 2.5: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - MISCELLANEOUS ACCOMMODATION</b> <b>USER DEPARTMENT: EDUCATION</b>							
No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	CONDITION ASSESSMENT	EMIS Nr	LEASED FACILITIES
1	Frank Pietersen Musieksentrum	Music Centre	Cape Winelands	Paarl		108474134	Yes
2	Hugo Naude Kunssentrum	Art Centre	Cape Winelands	Worcester	3.38	130319600	No
3	P J Olivier Kunssentrum	Art Centre	Cape Winelands	Stellenbosch	3.67	109319601	No
4	The Jack Meyer Art Centre	Art Centre	Cape Winelands	Paarl		108319604	No
5	Wes-Kaap Jeugtrust	Outdoor Education Centre	Cape Winelands	Stellenbosch		109322601	No
6	Beau Soleil Musieksentrum	Music Centre	Metro Central	Wynberg		105318600	No
7	Children's Art Centre	Art Centre	Metro Central	Cape Town		103319767	Yes
8	Peter Clarke / Frank Joubert Art Centre	Art Centre	Metro Central	Wynberg	3.22	105319603	No
9	Hugo Lambrechts Musieksentrum	Music Centre	Metro North	Parow	3.85	101318601	No
10	Tygerberg Kunssentrum	Art Centre	Metro North	Parow	3.68	101319602	No
11	Battswood Kunssentrum	Art Centre	Metro South	Grassy Park	3.59	105319783	No
12	Centre for Conservation Ed.	Education Museum	Metro South	Wynberg	3.11	105326608	No
13	Burger Strandhuis	Outdoor Education Centre	Metro South	Muizenberg		111006081	Yes
14	Skool in die Wildernis	Outdoor Education Centre	Overberg	Villiersdorp		114322600	No

<b>Summary</b>	
Art Centre	7
Education Museum	1
Education Technology Centre	0
Museum School	0
Music Centre	3
Outdoor Education Centre	3
	<b>14</b>

**TEMPLATE 2.6: SCHEDULE and CONDITION ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - STATE OWNED OFFICE ACCOMMODATION**

TEMPLATE 2.6: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - STATE OWNED OFFICE ACCOMMODATION							
N o.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	CONDITI ON ASSESS MENT	EMIS Nr	NOTES
1	CAPE WINELANDS EDUCATION DISTRICT	EDUC DISTR OFFICE	CAPE WINELANDS	WORCESTER		100000017	
2	CERES SATELLITE OFFICE	DISTRICT SATELLITE	CAPE WINELANDS	CERES		100000245	
3	EDEN AND CENTRAL KAROO EDUCATION DISTRICT	EDUC DISTR OFFICE	EDEN AND CENTRAL KAROO	GEORGE		100000016	
4	BEAUFORT-WEST SATELLITE OFFICE	DISTRICT SATELLITE	EDEN AND CENTRAL KAROO	BEAUFORT WEST		139007182	
5	MOSEL BAY SATELLITE OFFICE	DISTRICT SATELLITE	EDEN AND CENTRAL KAROO	MOSELBAY		100000247	
6	OUTDSHOORN SATELLITE OFFICE	DISTRICT SATELLITE	EDEN AND CENTRAL KAROO	OUTDSHOORN		100000249	
7	CAPE TEACHING AND LEADERSHIP INST.	HEAD OFFICE	HEAD OFFICE	KUILSRIVER		100000242	
8	EDULIS	HEAD OFFICE	HEAD OFFICE	KUILSRIVER		101007559	
9	EDUMEDIA	HEAD OFFICE	HEAD OFFICE	MOWBARY	3.34	105006098	
10	Alfred Street	HEAD OFFICE	HEAD OFFICE	Cape Town			28 Registry officials earmarked to occupy 2nd floor beginning April 2022.
11	METRO CENTRAL EDUCATION DISTRICT	EDUC DISTR OFFICE	METRO CENTRAL	MAITLAND	4.91	105007958	
12	METRO EAST EDUCATION DISTRICT	EDUC DISTR OFFICE	METRO EAST	KUILSRIVER		107007959	
13	METRO NORTH EDUCATION DISTRICT	EDUC DISTR OFFICE	METRO NORTH	PAROW		101007960	
14	METRO SOUTH EDUCATION DISTRICT	EDUC DISTR OFFICE	METRO SOUTH	MITCHELL'S PLAIN		106007961	
15	MITCHELL'S PLAIN SATELLITE OFFICE	DISTRICT SATELLITE	METRO SOUTH	MITCHELL'S PLAIN		100000252	
16	OTTERY SATELLITE OFFICE	DISTRICT SATELLITE	METRO SOUTH	WYNBERG		100000241	
17	OVERBERG EDUCATION DISTRICT	EDUC DISTR OFFICE	OVERBERG	CALEDON		130007962	
18	CLANWILLIAM SATELLITE OFFICE	DISTRICT SATELLITE	WEST COAST	CLANWILLIAM		100000257	
19	MALMESBURY SATELLITE OFFICE	DISTRICT SATELLITE	WEST COAST	MALMESBURY		100000254	
20	VREDENBURG SATELLITE OFFICE	DISTRICT SATELLITE	WEST COAST	VREDENBURG	3.76	100000256	Reconfiguration/alternative accommodation due to zoning problems
21	VREDENDAL SATELLITE OFFICE	DISTRICT SATELLITE	WEST COAST	VREDENDAL		100000258	
22	WEST COAST EDUCATION DISTRICT	EDUC DISTR OFFICE	WEST COAST	PAARL		108007964	Source alternative suitable accommodation - Shared Service Centre
23	PIKETBERG SATELITE OFFICE	DISTRICT SATELLITE	WEST COAST	Piketberg		100000255	
24	SWELLEN DAM SERVICE POINT	DISTRICT SATELLITE	Overberg	SWELLEN DAM			
25	ALEXANDRA EXAM PRINTING, PACKAGING AND DISTRIBUTION	HEAD OFFICE	HEAD OFFICE	MAITLAND			
26	BREDASDORP SATELITE OFFICE	DISTRICT SATELLITE	BREDASDORP	ALBERT MYBURGH HOSTEL			

<b>Summary</b>	
EDUC DISTR OFFICE	8
HEAD OFFICE	5
DISTRICT SATELLITE	13
	<b>26</b>

**TEMPLATE 2.7: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - LEASED OFFICE  
ACCOMMODATION**

<b>TEMPLATE 2.7: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - LEASED OFFICE ACCOMMODATION USER DEPARTMENT: EDUCATION</b>							
No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	CONDI TION ASSESS MENT	EMIS Nr	NOTES
1	Stellenbosch Satellite Office	DISTRICT SATELLITE	Cape Winelands	Stellenbosch		100000243	
2	Riversdale Circuit Office	DISTRICT SATELLITE	Eden and Central Karoo	Riversdale		100000168	
3	Waldorf Building / Ministry	Head Office	Head Office	Cape Town			
4	Waldorf Building / Schools Evaluation Authority	Head Office	Head Office	Cape Town			
5	Knysna Satellite Office	DISTRICT SATELLITE	Eden and Central Karoo	Knysna		100000248	
6	Golden Acre	Head Office	Head Office	Cape Town			Registries utilising 6 floors.
7	1 North Wharf Square (ENS House)	Head Office	Head Office	Cape Town			
8	Hermanus Satellite Office	DISTRICT SATELLITE	Overberg	Hermanus			Office space not conducive for education functioning, poor parking space, difficult to locate by stakeholders. OHS - second escape not assessable due to seating arrangements of official. Alternative office space in Hermanus or Caledon that is more user friendly.

Summary	
Head Office	4
DISTRICT SATELLITE	4
	<b>8</b>

**TEMPLATE 2.8: SCHEDULE and CONDITION ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - ECD ACCOMMODATION**

<b>TEMPLATE 2.8: SCHEDULE OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED - ECD ACCOMMODATION</b>						
<b>No.</b>	<b>PROPERTY DESCRIPTION / NAME OF SCHOOL</b>	<b>TYPE OF SCHOOL</b>	<b>EDUCATION DISTRICT</b>	<b>TOWN</b>	<b>CONDITION ASSESSMENT</b>	<b>EMIS Nr</b>
1	Montagu Pre-PS.	PrePS	Cape Winelands	Montagu	3,52	127301205
2	Paarl Hospitaal Pre-PS.	PrePS	Cape Winelands	Paarl		108301206
3	Athlone PrePS.	PrePS	Metro Central	Athlone		105484814
4	Harfield Pre-PS.	PrePS	Metro Central	Wynberg		103301600
5	Molteno Road Pre-PS.	PrePS	Metro Central	Wynberg		103301601
6	Trekvoeltjies PrePS.	PrePS	Metro Central	Goodwood		102007071
7	Husseland PrePS	PrePS	Metro North	Parow		101301202
8	Melkbos PrePS.	PrePS	Metro North	Cape Town	3,26	132301204

<b>Summary</b>	
Pre-PS	8
	<b>8</b>



**TEMPLATE 2.9: SCHEDULE and CONDITION ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED – HOSTEL ACCOMMODATION**

<b>TEMPLATE 2.9: SCHEDULE and CONDITION ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED – HOSTEL ACCOMMODATION</b>						
<b>NO.</b>	<b>EMIS Nr</b>	<b>SCHOOL NAME</b>	<b>NO OF HOSTELS</b>	<b>EDUCATION DISTRICT</b>	<b>SCHOOL ENROLLMENT</b>	<b>NO OF LEARNERS</b>
1	127333522	ASHTON SEKONDÊRE SKOOL	1	CAPE WINELANDS	1059	47
2	127310261	MONTAGU HOËRSKOOL	1	CAPE WINELANDS	526	28
3	117312202	BONNIEVALE HOËRSKOOL	1	CAPE WINELANDS	591	49
4	128333026	LANGEBERG SEKONDÊR	1	CAPE WINELANDS	1759	118
5	128310285	ROBERTSON HOËRSKOOL	2	CAPE WINELANDS	526	47
6	130333409	DE KRUINE SEKONDÊR	1	CAPE WINELANDS	629	37
7	130447838	BREED VALLEY SCHOOL OF SKILLS	3	CAPE WINELANDS	161	32
8	130315604	DE LA BAT-SKOOL	9	CAPE WINELANDS	171	144
9	130303201	DROSTDY HTS.	4	CAPE WINELANDS	1053	469
10	130333344	ESSELENPARK SEKONDÊR	1	CAPE WINELANDS	1562	19
11	130312220	GOUDINI HOËRSKOOL	1	CAPE WINELANDS	447	51
12	100000436	LANGERUGSKOOL	2	CAPE WINELANDS	146	10
13	130334626	NUWE HOOP-SENTRUM	3	CAPE WINELANDS	322	192
14	130315610	PIONIER-SKOOL	6	CAPE WINELANDS	113	78
15	130310235	WORCESTER GIMNASIUM	2	CAPE WINELANDS	931	49
16	126330949	BOY MULLER PRIMÊRE SKOOL	1	CAPE WINELANDS	108	59
17	126333034	CERES SEKONDÊR	1	CAPE WINELANDS	1690	151
18	126310214	CHARLIE HOFMEYR HOËRSKOOL	2	CAPE WINELANDS	609	143
19	126333425	SKURWEBERG SEKONDÊRE SKOOL	1	CAPE WINELANDS	860	28
20	112473340	BERGRIVIER SEKONDÊR	1	CAPE WINELANDS	1142	52
21	129333050	STEINTHAL SEKONDÊR	1	CAPE WINELANDS	369	178
22	108306202	BOLAND LANDBOUSKOOL	2	CAPE WINELANDS	341	245
23	112310243	HUGENOTE HOËRSKOOL	1	CAPE WINELANDS	857	89
24	112447811	WELLINGTON SCHOOL OF SKILLS	2	CAPE WINELANDS	370	57
25	108310249	HOËR JONGENSKOOL PAARL	4	CAPE WINELANDS	923	242
26	108310233	HOËRSKOOL GIMNASIUM PAARL	2	CAPE WINELANDS	1119	382
27	108310254	LA ROCHELLE MEISIES HOËRSKOOL	1	CAPE WINELANDS	558	144
28	108310257	LABORI HOËRSKOOL	2	CAPE WINELANDS	496	76
29	108312236	PAARL GIRLS HOËRSKOOL	1	CAPE WINELANDS	962	236
30	108312212	FRANSCHHOEK HOËRSKOOL	1	CAPE WINELANDS	587	20
31	109310202	BLOEMHOF HOËRSKOOL	1	CAPE WINELANDS	706	183
32	109310275	PAUL ROOS GIMNASIUM	1	CAPE WINELANDS	1263	173
33	109310282	RHENISH GIRLS' HIGH SCHOOL	1	CAPE WINELANDS	731	141
34	109310299	STELLENBOSCH HOËRSKOOL	1	CAPE WINELANDS	628	156
35	121112200	ALBERTINIA HOËRSKOOL	1	EDEN AND CENTRAL KAROO	566	15
36	116112221	HEIDELBERG HOËRSKOOL	1	EDEN AND CENTRAL KAROO	360	22
37	123112229	LADISMITH HOËRSKOOL	1	EDEN AND CENTRAL KAROO	487	75
38	123353450	LADISMITH SEKONDÊR	1	EDEN AND CENTRAL KAROO	492	81
39	121110243	LANGENHOVEN HOËRSKOOL	1	EDEN AND CENTRAL KAROO	497	111
40	121106203	OAKDALE LANDBOUSKOOL	1	EDEN AND CENTRAL KAROO	464	439
41	120109262	HERBERTSDALE LAERSKOOL	1	EDEN AND CENTRAL KAROO	188	38
42	120110264	PUNT HOËRSKOOL	1	EDEN AND CENTRAL KAROO	1221	43

<b>TEMPLATE 2.9: SCHEDULE and CONDITION ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED – HOSTEL ACCOMMODATION</b>						
<b>NO.</b>	<b>EMIS Nr</b>	<b>SCHOOL NAME</b>	<b>NO OF HOSTELS</b>	<b>EDUCATION DISTRICT</b>	<b>SCHOOL ENROLLMENT</b>	<b>NO OF LEARNERS</b>
43	120353353	SAO BRAS SEKONDÊR	1	EDEN AND CENTRAL KAROO	1389	76
44	118103202	EDEN TECHNICAL HIGH SCHOOL	2	EDEN AND CENTRAL KAROO	1032	86
45	118447846	OLYMPIA SKOOL	1	EDEN AND CENTRAL KAROO	474	134
46	118102203	VAN KERVEL SPESIALE SKOOL	2	EDEN AND CENTRAL KAROO	405	90
47	118110288	YORK HIGH SCHOOL	1	EDEN AND CENTRAL KAROO	944	87
48	119110238	KNYSNA HOËRSKOOL	1	EDEN AND CENTRAL KAROO	583	12
49	119353019	KNYSNA SEKONDÊR	1	EDEN AND CENTRAL KAROO	1593	77
50	119112261	WITTEDRIFT HOËRSKOOL	1	EDEN AND CENTRAL KAROO	414	36
51	124353361	BRIDGTON SEKONDÊR	1	EDEN AND CENTRAL KAROO	1377	169
52	122112206	CALITZDORP HOËRSKOOL	1	EDEN AND CENTRAL KAROO	647	77
53	124447889	ELJADA-KAIROS SKOOL	1	EDEN AND CENTRAL KAROO	259	61
54	124110240	LANGENHOVEN GIMNASIUM	2	EDEN AND CENTRAL KAROO	658	170
55	124110254	OUDTSHOORN HOËRSKOOL	2	EDEN AND CENTRAL KAROO	546	21
56	100000119	OUDTSHOORN SCHOOL OF SKILLS	1	EDEN AND CENTRAL KAROO	266	77
57	124353329	MORESTER SEK	1	EDEN AND CENTRAL KAROO	1027	143
58	125112257	UNIONDALE HOËRSKOOL	1	EDEN AND CENTRAL KAROO	502	115
59	140337331	BAARTMANSFONTEIN NGK PRIMÊRE SKOOL	1	EDEN AND CENTRAL KAROO	36	26
60	139363316	BASTIAANSE SEKONDÊRE SKOOL	1	EDEN AND CENTRAL KAROO	1073	148
61	139366129	KLAWERVLEI PRIMÊRE SKOOL	1	EDEN AND CENTRAL KAROO	67	53
62	140212221	LAINGSBURG HOËRSKOOL	1	EDEN AND CENTRAL KAROO	403	22
63	142360376	LEEU GAMKA PRIMÊRE SKOOL	1	EDEN AND CENTRAL KAROO	614	40
64	139209234	MERWEVILLE PRIMÊRE SKOOL	1	EDEN AND CENTRAL KAROO	93	70
65	141112238	MURRAYSBURG HOËRSKOOL	1	EDEN AND CENTRAL KAROO	491	51
66	141440698	MURRAYSBURG PRIMARY SCHOOL	1	EDEN AND CENTRAL KAROO	1227	83
67	139366080	RESTVALE MET PRIMÊRE SKOOL	1	EDEN AND CENTRAL KAROO	269	19
68	142366781	SEEKOEKAT VGK PRIMÊRE SKOOL	1	EDEN AND CENTRAL KAROO	21	9
69	139210225	SENTRAAL HOËRSKOOL	1	EDEN AND CENTRAL KAROO	324	20
70	139360155	TESKE GEDENK PRIMÊRE SKOOL	1	EDEN AND CENTRAL KAROO	992	145
71	142212240	ZWARTBERG HOËRSKOOL	1	EDEN AND CENTRAL KAROO	479	51
72	118456233	CARPE DIEM SKOOL	2	EDEN AND CENTRAL KAROO	359	70
73	118353310	GEORGE SEKONDÊR	1	EDEN AND CENTRAL KAROO	1687	70
74	100000329	HEATHERLANDS HIGH SCHOOL	2	EDEN AND CENTRAL KAROO	518	26
75	118110257	OUTENIQUA HOËRSKOOL	2	EDEN AND CENTRAL KAROO	1642	118
76	118353345	PACALTSORP SEKONDÊR	1	EDEN AND CENTRAL KAROO	1542	194
77	103310246	JAN VAN RIEBEECK HOËRSKOOL	1	METRO CENTRAL	421	70
78	103310238	GOOD HOPE SEMINARY HIGH SCHOOL	1	METRO CENTRAL	474	28
79	102484679	ASTRA SKOOL	1	METRO CENTRAL	158	31
80	105484652	EROSKOOL	1	METRO CENTRAL	324	51
81	103315605	DOMINICAN GRIMLEY-SCHOOL	2	METRO CENTRAL	93	35
82	105310291	RUSTENBURG GIRLS' HIGH SCHOOL	1	METRO CENTRAL	856	46
83	105310293	S.A. COLLEGE HIGH SCHOOL	2	METRO CENTRAL	870	108
84	105315612	VERA-SCHOOL	3	METRO CENTRAL	173	19
85	105484628	MARY HARDING SKOOL	2	METRO CENTRAL	268	12
86	106000113	TEMBALETU	1	METRO CENTRAL	165	27
87	105310240	GROOTE SCHUUR HIGH SCHOOL	1	METRO CENTRAL	998	65

<b>TEMPLATE 2.9: SCHEDULE and CONDITION ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED – HOSTEL ACCOMMODATION</b>						
<b>NO.</b>	<b>EMIS Nr</b>	<b>SCHOOL NAME</b>	<b>NO OF HOSTELS</b>	<b>EDUCATION DISTRICT</b>	<b>SCHOOL ENROLLMENT</b>	<b>NO OF LEARNERS</b>
88	105310288	RONDEBOSCH BOYS' HIGH SCHOOL	1	METRO CENTRAL	873	128
89	107324647	BET-EL SKOOL VIR EPILEPTICI	2	METRO EAST	430	20
90	107315609	PAARL-SKOOL VIR NEURAAAL GESTREMDE KINDE	1	METRO EAST	323	36
91	107315607	JAN KRIEL-SKOOL	4	METRO EAST	505	36
92	107315600	ALTA DU TOIT SKOOL	1	METRO EAST	352	66
93	101302204	WESTCLIFF SPESIALE SKOOL	1	METRO EAST	651	30
94	107008229	WESTERN CAPE SPORT SCHOOL	2	METRO EAST	439	109
95	101324612	ATHLONE SKOOL VIR BLINDES	1	METRO NORTH	311	83
96	101310227	DURBANVILLE HOËRSKOOL	1	METRO NORTH	1173	58
97	103302201	DE GRENDDEL SPESIALE SKOOL	2	METRO NORTH	403	31
98	132447897	ATLANTIS VAARDIGHEIDSKOOL	2	METRO NORTH	298	56
99	105447900	OTTERY JEUGSORG EN ONDERWYSSENTRUM	2	METRO SOUTH	42	35
100	105310318	WYNBERG BOYS' HIGH SCHOOL	1	METRO SOUTH	949	78
101	105310321	WYNBERG GIRLS' HIGH SCHOOL	1	METRO SOUTH	953	51
102	105483613	CAPE ACADEMY FOR MATHS, SCIENCE AND TECHNOLOGY	3	METRO SOUTH	558	37
103	105314633	DOMINIKAANSE SKOOL VIR DOWES	2	METRO SOUTH	190	121
104	104312245	SIMON'S TOWN SCHOOL	1	METRO SOUTH	960	36
105	113008387	AGULHAS SCHOOL OF SKILLS	1	OVERBERG	243	101
106	117312200	BARRYDALE HOËRSKOOL	1	OVERBERG	624	32
107	113310206	BREDASDORP HOËRSKOOL	1	OVERBERG	540	60
108	113309216	BREDASDORP PRIMARY SCHOOL	1	OVERBERG	627	7
109	113334642	MISPAH-SKOOL	1	OVERBERG	98	77
110	117310305	SWELLDAM HOËRSKOOL	1	OVERBERG	338	31
111	117333417	SWELLDAM SEKONDÊR	1	OVERBERG	1100	47
112	115309609	OKKIE SMUTS PRIMARY SCHOOL	1	OVERBERG	265	36
113	114310220	DE VILLIERS GRAAFF HOËRSKOOL	2	OVERBERG	363	109
114	114333328	EMIL WEDER SEKONDÊR	1	OVERBERG	619	54
115	114310270	OVERBERG HIGH SCHOOL	2	OVERBERG	483	72
116	114312243	RIVIERSONDEREND HOËRSKOOL	1	OVERBERG	522	47
117	132324671	RIEBECK VALLEY SPECIAL SCHOOL	3	WEST COAST	355	220
118	132473405	SCHOONSPRUIT SEKONDÊR	1	WEST COAST	1560	79
119	132310302	SWARTLAND HOËRSKOOL	2	WEST COAST	754	37
120	132309349	SWARTLAND LAERSKOOL	1	WEST COAST	1064	32
121	133312600	AURORA HOËRSKOOL	1	WEST COAST	225	45
122	135310225	DIRKIE UYS HOËRSKOOL	1	WEST COAST	360	41
123	132309233	DIRKIE UYS LAERSKOOL	1	WEST COAST	487	29
124	133312238	PIKETBERG HOËRSKOOL	2	WEST COAST	644	68
125	133312241	PORTERVILLE HOËRSKOOL	1	WEST COAST	528	51
126	133309324	REDELINGHUYLS LAERSKOOL	1	WEST COAST	45	23
127	133473413	STEYNVILLE SEKONDÊR	1	WEST COAST	1605	99
128	131312226	HOPEFIELD HOËRSKOOL	2	WEST COAST	738	89
129	134302600	WESKUS SPESIALE SKOOL	2	WEST COAST	455	160
130	134473456	WESTON SEKONDÊR	1	WEST COAST	1527	75
131	136312208	AUGSBURG LANDBOUGIMNASIUM	3	WEST COAST	523	161

<b>TEMPLATE 2.9: SCHEDULE and CONDITION ASSESSMENT OF ACCOMMODATION CURRENTLY OCCUPIED BY WCED – HOSTEL ACCOMMODATION</b>						
<b>NO.</b>	<b>EMIS Nr</b>	<b>SCHOOL NAME</b>	<b>NO OF HOSTELS</b>	<b>EDUCATION DISTRICT</b>	<b>SCHOOL ENROLLMENT</b>	<b>NO OF LEARNERS</b>
132	136473472	CLANWILLIAM SEKONDÊR	1	WEST COAST	777	99
133	136476331	ELIZABETHFONTEIN MOR PRIMÊRE SKOOL	1	WEST COAST	252	168
134	136312206	OLIFANTSVALLEI PRIMÊRE SKOOL	1	WEST COAST	303	64
135	136477621	WUPPERTHAL MOR PRIMÊRE SKOOL	1	WEST COAST	233	154
136	138312229	LUTZVILLE HOËRSKOOL	1	WEST COAST	451	33
137	137312234	NUWERUS HOËRSKOOL	1	WEST COAST	326	174
138	137312254	VANRHYNSDORP HOËRSKOOL	1	WEST COAST	482	40
139	138310312	VREDENDAL HOËRSKOOL	1	WEST COAST	449	49

**TEMPLATE 5.9: FENCING NEEDS**

<b>TEMPLATE 5.9: FENCING NEEDS</b>				
<b>USER DEPARTMENT: EDUCATION</b>				
<b>No.</b>	<b>EMIS Nr</b>	<b>SCHOOL NAME</b>	<b>EDUCATION DISTRICT</b>	<b>POLICE PRECINCT</b>
1	112473448	WELTEVREDE SEKONDÊR	Cape Winelands	VAN WYKS VLEI
2	109322342	IKAYA PRIMARY SCHOOL	Cape Winelands	KAYA MANDI
3	109325694	Kayamandi Primary School	Cape Winelands	PLANKENBRUG
4	128048365	Nkqubela Primary School	Cape Winelands	NKQUBELA
5	128041108	MASAKHEKE COMBINED SCHOOL	Cape Winelands	NKQUBELA
6	130041111	Sibabalwe Primary School	Cape Winelands	DE DOORNS
7	124041308	Bongolethu Primary School	Eden And Central Karoo	BONGOLETHU
8	124041301	Fezekile Secondary School	Eden And Central Karoo	OUDTSHOORN
9	139366919	ST. MATTHEWS PRIMÊRE SKOOL	Eden And Central Karoo	RUSTDENE
10	118041302	Imizamo Yethu Secondary School	Eden And Central Karoo	THEMBALETHU
11	139041303	MANDLENKOSI SECONDARY SCHOOL	Eden And Central Karoo	SIDESAVIWA
12	102042308	Mokone Primary School	Metro Central	LANGA
13	117333417	SWELLEN DAM SEKONDÊR	Overberg	RAILTON
14	105480886	Welcome Primary School	Metro Central	WELCOME
15	102323934	Esangweni Secondary School	Metro East	KUYASA
16	110323527	MACASSAR SEK	Metro East	MACASSAR
17	106041220	Joe Slovo Secondary School	Metro East	KHAYA
18	106041105	MASIYILE SENIOR SECONDARY SCHOOL	Metro East	EYETHU
19	106041225	Sivile Primary School	Metro East	THEMBOKWEZI
20	106041319	CHUMA PUBLIC PRIMARY SCHOOL	Metro East	MANDELA PARK
21	106008368	LATHI-THA SCHOOL OF SKILLS	Metro East	KHAYELITSHA
22	111400750	Silukhanyo Primary School	Metro East	ASANDA
23	102480614	NORWOOD SENTRAAL PRIMARY SCHOOL	Metro North	ELSIES RIVER
24	102480339	Elsbury Primary School	Metro North	MATROOSFONTEIN
25	106008013	MITCHELL HEIGHTS PRIMARY SCHOOL	Metro South	TAFELSIG
26	100000667	MITCHELL'S PLAIN HIGH SCHOOL	Metro South	MITCHELLS PLAIN CBD
27	134470090	Diazville Primary School	West Coast	DIAZVILLE
28	104313491	OCEAN VIEW SECONDARY SCHOOL	Metro South	OCEAN VIEW
29	105313602	CRYSTAL SEKONDÊR	Metro Central	HANOVER PARK
30	110323438	GORDON SEKONDÊR	Metro East	MALL TRIANGLE
31	108470295	L.K. ZEEMAN PRIMÊRE SKOOL	Cape Winelands	AMSTELHOF
32	108470309	MAGNOLIA PRIMÊRE SKOOL	Cape Winelands	KLEIN NEDERBURG
33	108470325	NEDERBURG PRIMÊRE SKOOL	Cape Winelands	KLEIN NEDERBURG
34	127041104	ASHTON PUBLIC COMBINED SCHOOL	Cape Winelands	ZOLANI
35	126041327	lingcinga Zethu Secondary School	Cape Winelands	NDULI

<b>TEMPLATE 5.9: FENCING NEEDS</b>				
<b>USER DEPARTMENT: EDUCATION</b>				
<b>No.</b>	<b>EMIS Nr</b>	<b>SCHOOL NAME</b>	<b>EDUCATION DISTRICT</b>	<b>POLICE PRECINCT</b>
36	109320293	IDASVALLEI PRIMARY SCHOOL	Cape Winelands	IDASVALLEI
37	119350036	Fraaisig Primary School	Eden And Central Karoo	HORNLEE WEST
38	118350117	Conville Primary School	Eden And Central Karoo	CONVILLE
39	124350338	DYSSSELDORP PRIMÈRE SKOOL	Eden And Central Karoo	DYSSSELDORP
40	103313459	Salt River Secondary School	Metro Central	OBSERVATORY
41	106490210	LANTANA PRIMARY SCHOOL	Metro South	LENTEGEUR
42	105480754	Silverlea Primary School	Metro Central	SILVERTOWN
43	105480371	Garlandale Primary School	Metro Central	ATHLONE
44	103000129	NOMPUMELELO SKOOL	Metro Central	GUGULETU
45	107322105	Tuscany Glen Primary School	Metro East	TUSCANY GLEN
46	100000217	Christmas Tinto Primary School	Metro East	ASANDA
47	107328650	Hoofweg Primary School	Metro East	WESBANK
48	107008021	KALKFONTEIN PRIMARY SCHOOL	Metro East	KALKFONTEIN II
49	102480479	VALPARK PRIMÈRE SKOOL	Metro North	VALHALLA PARK
50	102483575	VALHALLA SEKONDÈRE SKOOL	Metro North	ELSIES RIVER
51	107323845	VOORBRUG SEKONDÊR	Metro North	VOORBRUG
52	101321605	BELVUE PRIMARY SCHOOL	Metro North	BELHAR EXT 4
53	106490105	CORNFLOWER PRIMARY SCHOOL	Metro South	LENTEGEUR
54	105311049	Heathfield Primary School	Metro South	ELFINDALE
55	105313521	Steenberg secondary School	Metro South	STEENBERG
56	106493384	Rocklands Secondary School	Metro South	ROCKLANDS
57	106041230	Sinethemba Secondary School	Metro South	PHILIPPI
58	106490547	Alpine Primary School	Metro South	BEACON VALLEY
59	106490156	Hazeldene Primary School	Metro South	PORTLAND
60	106313939	Phakama Secondary School	Metro South	PHILIPPI
61	106490369	Yellowwood Primary School	Metro South	TAFELSIG
62	106490245	Merrydale Primary School	Metro South	LENTEGEUR
63	130333395	WORCESTER SEKONDÊR	Cape Winelands	WORCESTER
64	130334626	NUWE HOOP-SENTRUM	Cape Winelands	PARKERSDAM
65	130041107	H.F VAN CUTSEM HIGH SCHOOL	Cape Winelands	DE DOORNS
66	108470201	KLAPMUTS PRIMÈRE SKOOL	Cape Winelands	BENNETSVILLE
67	108470791	DALWEIDE PRIMÈRE SKOOL	Cape Winelands	GROENHEUWEL
68	105483540	Spes Bona High School	Metro Central	HAZENDAL
69	106041329	LULEKA PRIMARY SCHOOL	Metro East	HARARE
70	106008233	CENTRE OF SCIENCE AND TECHNOLOGY	Metro East	ILITHA PARK
71	100000327	Nomzamo Primary School	Metro East	NOMZAMO
72	107322237	BEVERLEY PARK PRIMARY SCHOOL	Metro East	EERSTERIVIER SOUTH
73	107321915	NORTHPINE PRIMARY SCHOOL	Metro East	NORTHPINE
74	100000431	HIGHBURY PRIMARY SCHOOL	Metro East	BELLVILLE TEACHERS COLLEGE
75	107322288	Spurwing Primary School	Metro East	ELECTRIC CITY

<b>TEMPLATE 5.9: FENCING NEEDS</b>				
<b>USER DEPARTMENT: EDUCATION</b>				
<b>No.</b>	<b>EMIS Nr</b>	<b>SCHOOL NAME</b>	<b>EDUCATION DISTRICT</b>	<b>POLICE PRECINCT</b>
76	107320803	R.R. FRANKS PRIMÊRE SKOOL	Metro East	KLEINVLEI TOWN
77	110309228	DE HOOP LAERSKOOL	Metro East	BRIZA
78	132470511	SAXONSEA PRIMÊRE SKOOL	Metro North	SAXONSEA
79	101320714	VORENTOE PRIMARY SCHOOL	Metro North	RAVENSMEAD
80	102480541	MATROOSFONTEIN PRIMARY SCHOOL	Metro North	MATROOSFONTEIN
81	101320544	KASSELSVLEI PRIMARY SCHOOL	Metro North	SAXON INDUSTRIAL
82	107322261	ROSENDAL LAERSKOOL	Metro North	ROOSENDAL
83	102480452	J.S. KLOPPER PRIMARY SCHOOL	Metro North	BALVENIE
84	102480843	UITSIG PRIMÊRE SKOOL	Metro North	UITSIG
85	102320560	EURECON PRIMARY SCHOOL	Metro North	CONNAUGHT
86	114333077	VILLIERSDORP SEKONDÊR	Overberg	VILLIERSDORP
87	115042107	Lukhanyo Primary School	Overberg	ZWELIHLE
88	114330639	KOSIE DE WET PRIMARY SCHOOL	Overberg	VILLIERSDORP
89	105483346	Athlone Secondary School	Metro Central	SILVERTOWN
90	105062424	Rylands Primary School	Metro Central	RYLANDS
91	126330507	MOOI-UITSIG PRIMÊRE SKOOL	Cape Winelands	BELLA VISTA
92	112473340	BERGRIVIER SEKONDÊR	Cape Winelands	HILLCREST
93	127330140	W.A. ROSSOUW PRIMÊRE SKOOL	Cape Winelands	BERGSIG
94	128330620	VERGESIG PRIMÊRE SKOOL	Cape Winelands	ROBERTSON
95	112447811	WELLINGTON SCHOOL OF SKILLS	Cape Winelands	HILLCREST
96	126330442	ST. MARK'S PRIMÊRE SKOOL (WORC)	Cape Winelands	PRINCE ALFRED HAMLET
97	130330965	HEXPARK PRIMÊRE SKOOL	Cape Winelands	HEXPARK
98	112470341	NEWTON PRIMÊRE SKOOL	Cape Winelands	NEWTOWN
99	130333352	BREËRIVIER HOËRSKOOL	Cape Winelands	WORCESTER
100	127330795	ASHBURY PRIMÊRE SKOOL	Cape Winelands	ASHBURY
101	121353337	GERRIT DU PLESSIS SEKONDÊR	Eden And Central Karoo	RIVERSDALE
102	122356018	EXCELSIOR VGK PRIMÊRE SKOOL	Eden And Central Karoo	BERGSIG
103	103310379	Walmer Estate Primary School	Metro Central	ZONNEBLOEM
104	105483400	Cathkin Secondary School	Metro Central	HEIDEVELD
105	103316369	Holy Cross RC Primary School	Metro Central	ZONNEBLOEM
106	107323977	KUILS RIVER TECHNICAL SECONDARY SCHOOL	Metro East	HIGHBURY
107	132470457	PROTEA PARK PRIMÊRE SKOOL	Metro North	PROTEA PARK
108	103308214	YSTERPLAAT JUNIOR PRIMARY SCHOOL	Metro North	BROOKLYN
109	101321265	WINSLEY PRIMÊRE SKOOL	Metro North	BELLVILLE SOUTH
110	101321990	THE VALLEY PRIMÊRE SKOOL	Metro North	CAPE FARMS - DISTRICT C
111	100000654	Sandaalhout Primary School	Metro North	DELFT 7
112	115330493	GANSBAAI PRIMÊRE SKOOL	Overberg	BLOMPARK
113	114333387	GROENBERG SEKONDÊR	Overberg	PINEVIEW
114	134008284	Masiphathisane Primary School	West Coast	ONGEGUND

**TEMPLATE 5.9: FENCING NEEDS**  
**USER DEPARTMENT: EDUCATION**

No.	EMIS Nr	SCHOOL NAME	EDUCATION DISTRICT	POLICE PRECINCT
115	132473405	SCHOONSPRUIT SEKONDÊR	West Coast	WESBANK
116	132470686	WESBANK SEKONDÊR	West Coast	WESBANK
117	137309274	KLAWER LAERSKOOL	West Coast	KLAWER
118	138340219	EBENHAESER PRIMÊRE SKOOL	West Coast	EBENHAEZER
119	100000728	Graafwater Special School	West Coast	GRAAFWATER
120	137340359	BITTERFONTEIN PRIMÊRE SKOOL	West Coast	BITTERFONTEIN
121	134470112	Eden Primary School	West Coast	LOUWVILLE
122	138347078	LUTZVILLE NGK PRIMÊRE SKOOL	West Coast	OLIFANTS RIVER SETTLEMENT
123	132476919	O.J. ERASMUS NGK PRIMÊRE SKOOL	West Coast	KALBASKRAAL
124	132477389	ST. MICHAEL'S PRIMÊRE SKOOL	West Coast	ABBOTSDALE
125	128330183	DE VILLIERS LAERSKOOL	Cape Winelands	ROBERTSON
126	128330884	MCGREGOR PRIMÊRE SKOOL	Cape Winelands	MCGREGOR
127	112470678	HILLCREST PRIMÊRE SKOOL	Cape Winelands	HILLCREST
128	109327409	WEBER GEDENK NGK PRIMÊRE SKOOL	Cape Winelands	STELLENBOSCH NU
129	109321893	VLOTTENBURG PRIMÊRE SKOOL	Cape Winelands	STELLENBOSCH
130	112470503	RONDEHEUWEL PRIMÊRE SKOOL	Cape Winelands	HERMON
131	132310302	SWARTLAND HOËRSKOOL	West Coast	MALMESBURY
132	107322326	BROOKLANDS PRIMARY SCHOOL	Metro Central	NORTHPINE
133	117330221	BONTEBOK PRIMÊRE SKOOL	Overberg	RAILTON



**TEMPLATE 5.10: ABLUTION**

**TEMPLATE 5.10: ABLUTION NEEDS**  
 USER DEPARTMENT: EDUCATION

N O.	EMIS Nr	SCHOOL NAME	SCHOOL TYPE	EDUCATION DISTRICT	CIRCUIT	NO OF LEARNERS	TOTAL NO OF EXISTING TOILETS MALE plus FEMALE	NO OF MALE plus FEMALE TOILETS REQ TO COMPLY (NandS)	TOTAL NO OF MALE plus FEMALE TOILETS TO BE ADDED (INCL. REINSTATEMENT OF EXIST.)	Year of Implementation
1	106490024	Summerdale HS	Secondary School	Metro South	4	998	14	20	6	2024/25
2	101323500	Belhar SS	Secondary School	Metro North	4	1240	9	24	15	2024/25
3	106041121	Bulumko SS	Primary School	Metro East	7	1405	9	24	15	2024/25
4	119390585	Chris Nissen PS *	Primary School	Eden and Central Karoo	4	968	22	27	5	2024/25
5	106041218	Chumisa PS	Primary School	Metro East	1	1243	16	27	11	2024/25
6	108042115	Dalubuhle PS	Secondary School	Cape Winelands	7	782	18	23	5	2024/25
7	110320315	Danie Ackermann PS *	Primary School	Metro East	9	1112	22	27	5	2024/25
8	107322202	Delft PS	Primary School	Metro North	5	1528	14	29	15	2024/25
9	130330965	Hexpark PS	Primary School	Cape Winelands	2	444	15	23	8	2024/25
10	130007282	Ihlumelo Jun SS	Secondary School	Cape Winelands	5	1638	20	28	8	2024/25
11	107322431	Imvumelwano PS	Primary School	Metro East	1	1906	16	32	16	2024/25
12	120041227	Indwe SS	Secondary School	Eden and Central Karoo	2	1656	15	28	13	2024/25
13	106042208	John Pama PS *	Primary School	Metro South	9	837	11	23	12	2024/25
14	107322466	Kairos PS	Secondary School	Metro North	4	1317	24	31	7	2024/25
15	116333069	Kairos SS	Secondary School	Eden and Central Karoo	1	548	12	17	5	2024/25
16	107008018	Leiden PS *	Secondary School	Metro North	5	947	17	23	6	2024/25
17	115042107	Lukhanyo PS	Primary School	Overberg	2	1766	23	29	6	2024/25
18	106373435	Manyano HS	Secondary School	Metro East	6	1250	10	24	14	2024/25
19	108042212	Mbekweni PS	Primary School	Cape Winelands	5	1333	11	29	18	2024/25
20	107008031	MFULENI SECONDARY SCHOOL	Primary School	Metro North	6	1361	21	28	7	2024/25
21	101310264	Monument Park HS	Primary School	Metro East	3	1331	13	22	9	2024/25
22	102042309	MOSHESH PRIMARY SCHOOL	Primary School	Metro Central	8	567	12	19	7	2024/25
23	119353078	MURRAY HIGH	Secondary School	Eden and Central Karoo	4	1727	14	20	6	2024/25
24	106041219	Ntwasahlobo PS	Secondary School	Metro East	3	998	12	23	11	2024/25
25	106493503	Oval North SS	Secondary School	Metro South	2	1331	20	28	8	2024/25
26	130041110	PJB Cona PS	Primary School	Cape Winelands	1	1050	16	23	7	2024/25
27	113330248	PROTEA PRIMÈRE SKOOL	Secondary School	Overberg	1	484	13	19	6	2024/25
28	130330817	RABIE PRIMÈRE SKOOL	Secondary School	Cape Winelands	1	350	13	19	6	2024/25
29	120353353	SAO Brass SS	Secondary School	Eden and Central Karoo	2	1472	17	24	7	2024/25
30	107323748	Sarepta SS	Primary School	Metro East	7	1457	10	24	14	2024/25
31	102042310	SIYABULELA PRIMARY SCHOOL	Secondary School	Metro Central	8	1034	8	23	15	2024/25
32	106041211	Soyisile PS	Secondary School	Metro East	6	1184	14	27	13	2024/25
33	105483540	Spes Bona HS	Secondary School	Metro Central	7	944	12	20	8	2024/25

<b>TEMPLATE 5.10: ABLUTION NEEDS</b> USER DEPARTMENT: EDUCATION										
N O.	EMIS Nr	SCHOOL NAME	SCHOOL TYPE	EDUCATION DISTRICT	CIRCUIT	NO OF LEARNERS	TOTAL NO OF EXISTING TOILETS MALE plus FEMALE	NO OF MALE plus FEMALE TOILETS REQ TO COMPLY (Nands)	TOTAL NO OF MALE plus FEMALE TOILETS TO BE ADDED (INCL. REINSTATEMENT OF EXIST.)	Year of Implementation
34	111323721	Strand SS	Primary School	Metro East	8	1003	16	24	8	2024/25
35	101327956	Trevor Manuel PS	Secondary School	Metro North	7	1415	20	31	11	2024/25
36	107323187	Tuscany Glen SS	Primary School	Metro East	5	1272	16	22	6	2024/25
37	101327972	VISSERSHOK PRIMÈRE SKOOL	Primary School	Metro North	7	606	9	19	10	2024/25
38	107323845	Voorbrug SS	Secondary School	Metro North	1	1358	20	30	10	2024/25
39	106041214	Vuselela PS	Primary School	Metro East	5	1117	12	27	15	2024/25
40	132470686	WESBANK SEKONDÊR	Primary School	West Coast	1	1619	10	24	14	2024/25
41	106490423	Wespoort PS	Secondary School	Metro South	3	1076	16	27	11	2024/25
42	102483605	Zola SS	Primary School	Metro East	4	916	10	22	12	2024/25
1	109321567	ACADEMIA PRIMARY SCHOOL	Primary School	METRO EAST		546	24	34	5	2024/25
2	108470023	ALFONS PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		190	14	22	8	2024/25
3	123358282	AMALIENSTEIN LB PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		361	19	34	16	2024/25
4	127309203	ASHTON LAERSKOOL	Primary School	CAPE WINELANDS		225	12	22	7	2024/25
5	101328197	ATTIE VAN WYK VGK PRIMÈRE SKOOL	Primary School	METRO NORTH		301	13	34	8	2024/25
6	133312600	AURORA HOËRSKOOL	Intermediate School	WEST COAST		224	10	22	8	2024/25
7	108476730	BERGENDAL SSKV PRIMÈRE SKOOL	Intermediate School	CAPE WINELANDS		481	9	34	13	2024/25
8	102483389	BONTEHEUWEL SEKONDÊR	Secondary School	METRO CENTRAL		1104	27	43	6	2024/25
9	117309219	BUFFELJAGSRIVIER LAERSKOOL	Primary School	OVERBERG		143	14	22	11	2024/25
10	103310174	CECIL ROAD PRIMARY SCHOOL	Primary School	METRO CENTRAL		498	22	34	7	2024/25
11	105313602	CRYSTAL SEK.	Secondary School	METRO CENTRAL		766	45	43	7	2024/25
12	114309225	DANIEL LE ROUX PRIMÈRE SKOOL	Primary School	OVERBERG		171	10	22	11	2024/25
13	105310212	DOUGLAS ROAD PRIMARY SCHOOL	Primary School	METRO SOUTH		264	9	22	10	2024/25
14	120350060	FRIEMERSHEIM PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		228	12	22	5	2024/25
15	122356026	GAMKA-OOS PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		349	11	34	10	2024/25
16	132476404	GOEDEHOOP PRIMÈRE SKOOL	Primary School	WEST COAST		158	9	22	11	2024/25
17	101320218	GOEIE HOOP PRIMÈRE SKOOL	Primary School	METRO NORTH		903	14	45	6	2024/25
18	130330515	H.M. BEETS PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		72	10	11	6	2024/25
19	105486027	HABIBIA PRIMARY SCHOOL	Primary School	METRO CENTRAL		1008	22	55	16	2024/25
20	118109265	HOEKWIL LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO		183	14	22	9	2024/25
21	119109273	KARATARA LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO		147	16	22	7	2024/25
22	114330663	KLEINMOND PRIMARY SCHOOL	Primary School	OVERBERG		848	30	45	7	2024/25
23	132470228	KORINGBERG PRIMÈRE SKOOL	Primary School	WEST COAST		248	15	22	9	2024/25
24	126309281	KOUE BOKKEVELD LAERSKOOL	Primary School	CAPE WINELANDS		160	18	22	15	2024/25

<b>TEMPLATE 5.10: ABLUTION NEEDS</b> USER DEPARTMENT: EDUCATION										
N O.	EMIS Nr	SCHOOL NAME	SCHOOL TYPE	EDUCATION DISTRICT	CIRCUIT	NO OF LEARNERS	TOTAL NO OF EXISTING TOILETS MALE plus FEMALE	NO OF MALE plus FEMALE TOILETS REQ TO COMPLY (Nands)	TOTAL NO OF MALE plus FEMALE TOILETS TO BE ADDED (INCL. REINSTATEMENT OF EXIST.)	Year of Implementation
25	101326615	KRAAIFONTEIN AME PRIMÈRE SKOOL	Primary School	METRO EAST		515	7	34	18	2024/25
26	106323128	KWAMFUNDO SECONDARY SCHOOL	Secondary School	METRO EAST		1439	33	56	24	2024/25
27	108473499	KYLEMORE SEKONDÊR	Secondary School	CAPE WINELANDS		933	19	43	8	2024/25
28	129338753	LA PLAISANTE NGK PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		119	7	11	7	2024/25
29	108309284	LA RÔCHELLE GIRLS PRIMARY SCHOOL	Primary School	CAPE WINELANDS		345	21	34	7	2024/25
30	106042210	LEHLOHONOLO PRIMARY SCHOOL	Primary School	METRO CENTRAL		427	22	34	5	2024/25
31	115008277	MASAKHANE PRIMARY SCHOOL	Primary School	OVERBERG		963	25	55	12	2024/25
32	105316024	MUHAMMADEYAH MOS PRIMARY SCHOOL	Primary School	METRO SOUTH		770	23	45	11	2024/25
33	126041106	NDULI PRIMARY SCHOOL	Primary School	CAPE WINELANDS		914	25	55	18	2024/25
34	130338109	NIEUWE MORGEN PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		149	12	22	6	2024/25
35	108042116	NONDZAME PRIMARY SCHOOL (S.A.)	Primary School	CAPE WINELANDS		265	8	22	10	2024/25
36	105316407	OTTERY ROAD (METH) PRIMARY SCHOOL	Primary School	METRO SOUTH		260	10	22	5	2024/25
37	112470430	PAUW GEDENK PRIMARY SCHOOL	Primary School	CAPE WINELANDS		581	19	34	5	2024/25
38	132476994	PELLA MOR PRIMÈRE SKOOL	Primary School	METRO NORTH		402	10	34	10	2024/25
39	132309317	PHILADELPHIA PRIMARY SCHOOL	Primary School	METRO NORTH		228	15	22	5	2024/25
40	128337501	PROSPECT NGK PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		227	16	22	6	2024/25
41	103316016	RAHMANIYEH PRIM.	Primary School	METRO CENTRAL		547	17	34	5	2024/25
42	105486043	REGINA COELI RC PRIMARY SCHOOL	Primary School	METRO CENTRAL		312	17	34	9	2024/25
43	112470503	RONDEHEUWEL PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		271	18	22	5	2024/25
44	108477087	RONWE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		202	15	22	15	2024/25
45	105480754	SILVERLEA PRIMARY SCHOOL	Primary School	METRO CENTRAL		777	32	45	7	2024/25
46	111322504	SIMANYENE SECONDARY SCHOOL	Secondary School	METRO EAST		1751	30	70	10	2024/25
47	110327301	SOMERSET-WES MET PRIMARY SCHOOL	Primary School	METRO EAST		814	28	45	25	2024/25
48	108470732	SONOP PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		307	18	34	10	2024/25
49	138347310	SPRUITDRIFT PRIMÈRE SKOOL	Primary School	WEST COAST		267	18	22	12	2024/25
50	134477311	ST. AUGUSTINE'S PRIMÈRE SKOOL	Primary School	WEST COAST		228	12	22	8	2024/25
51	132477389	ST. MICHAEL'S PRIMÈRE SKOOL	Primary School	WEST COAST		726	29	45	16	2024/25
52	105486094	ST. THERESA R.C. PRIMARY SCHOOL	Primary School	METRO CENTRAL		602	29	45	5	2024/25
53	127338826	STOCKWELL NGK PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		205	7	22	15	2024/25
54	111327247	STRAND MOS PRIMARY SCHOOL	Primary School	METRO EAST		918	20	55	11	2024/25
55	113330345	STRUISBAAI PRIMÈRE SKOOL	Primary School	OVERBERG		385	24	34	10	2024/25
56	111320307	TEMPERANCE TOWN PRIMÈRE SKOOL	Primary School	METRO EAST		979	18	55	21	2024/25
57	101321990	THE VALLEY PRIMÈRE SKOOL	Primary School	METRO NORTH		184	11	22	10	2024/25
58	102042312	THEMBANI PRIMARY SCHOOL	Primary School	METRO CENTRAL		1044	31	55	14	2024/25

<b>TEMPLATE 5.10: ABLUTION NEEDS</b> USER DEPARTMENT: EDUCATION										
N O.	EMIS Nr	SCHOOL NAME	SCHOOL TYPE	EDUCATION DISTRICT	CIRCUIT	NO OF LEARNERS	TOTAL NO OF EXISTING TOILETS MALE plus FEMALE	NO OF MALE plus FEMALE TOILETS REQ TO COMPLY (Nands)	TOTAL NO OF MALE plus FEMALE TOILETS TO BE ADDED (INCL. REINSTATEMENT OF EXIST.)	Year of Implementation
59	105310875	THOMAS WILDSCHUTT PRIMARY SCHOOL	Primary School	METRO SOUTH		466	18	34	5	2024/25
60	118358177	TOUWSRANTEN VGK PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		424	19	34	7	2024/25
61	138347167	TRAWAL PRIMÈRE SKOOL	Primary School	WEST COAST		96	9	11	5	2026/27
62	138347108	UITKYK PRIMÈRE SKOOL	Intermediate School	WEST COAST		1020	35	55	5	2026/27
63	124357200	VOLMOED PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		211	18	22	11	2026/27
64	121350214	VOORWAARTS PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		874	25	45	12	2026/27
65	106042114	VUKUKHANYE PRIMARY SCHOOL	Primary School	METRO CENTRAL		638	31	45	9	2026/27
66	113336041	WAGENHUISKRANTZ PRIMÈRE SKOOL	Primary School	OVERBERG		155	11	22	10	2026/27
67	128330655	WAKKERSTROOM-WES PRIMÈRE SKOOL	Intermediate School	CAPE WINELANDS		506	22	34	15	2026/27
68	119350303	WITEDRIF PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		222	14	22	6	2026/27
69	103308214	YSTERPLAAT JUNIOR PRIMARY SCHOOL	Primary School	METRO NORTH		691	31	45	8	2026/27
70	129330523	BAKERVILLE PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		672	26	45	19	2026/27
71	121109217	BERTIE BARNARD LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO		295	20	22	2	2026/27
72	102323934	ESANGWENI SECONDARY SCHOOL	Secondary School	METRO EAST		1098	25	43	18	2026/27
73	107042109	MFULENI PRIMARY SCHOOL	Primary School	METRO NORTH		1399	26	66	40	2026/27
74	138347264	NAASTDRIFT PRIMÈRE SKOOL	Primary School	WEST COAST		262	11	22	11	2026/27
75	132470805	NAPHAKADE PRIMARY SCHOOL	Primary School	WEST COAST		1411	26	66	40	2026/27
76	106312061	KHANYA PRIMARY SCHOOL	Primary School	METRO SOUTH		1559	26	77	51	2026/27
77	133470155	GROENVLEI PRIMÈRE SKOOL	Primary School	WEST COAST		223	14	22	8	2026/27
78	128048365	NKQUBELA PRIMARY SCHOOL	Primary School	CAPE WINELANDS		1088	21	55	34	2026/27
79	105310522	PARKWOOD PRIMARY SCHOOL	Primary School	METRO SOUTH		763	27	45	18	2026/27
80	105310115	ROSMEAD CENTRAL PRIMARY SCHOOL	Primary School	METRO CENTRAL		768	27	45	18	2026/27
81	103313459	SALT RIVER SECONDARY SCHOOL	Secondary School	METRO CENTRAL		663	19	34	15	2026/27
82	103353491	SINENJONGO HIGH SCHOOL	Secondary School	METRO NORTH		1543	22	68	46	2026/27
83	101309360	TOTIUS PRIMÈRE SKOOL	Primary School	METRO NORTH		558	41	34	-7	2026/27
84	124109347	WESBANK LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO		658	27	45	18	2026/27
1	105483311	ALEXANDER SINTON HIGH SCHOOL	Secondary School	METRO CENTRAL		1221	58	56	-2	
2	105480029	ALICEDALE PRIMARY SCHOOL	Primary School	METRO CENTRAL		581	22	45	23	
3	105483346	ATHLONE SECONDARY SCHOOL	Secondary School	METRO CENTRAL		801	20	43	23	
4	100000123	BEAUFORT WEST PRIM	Primary School	EDEN AND CENTRAL KAROO		1143	70	55	-15	
5	124350044	BERGSIG PRIMARY	Primary School	EDEN AND CENTRAL KAROO		1344	48	66	18	
6	118109218	BLANCO LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO		398	23	34	11	
7	102480177	BOUNDARY PRIMARY SCHOOL	Primary School	METRO CENTRAL		503	33	34	1	

<b>TEMPLATE 5.10: ABLUTION NEEDS</b> USER DEPARTMENT: EDUCATION										
N O.	EMIS Nr	SCHOOL NAME	SCHOOL TYPE	EDUCATION DISTRICT	CIRCUIT	NO OF LEARNERS	TOTAL NO OF EXISTING TOILETS MALE plus FEMALE	NO OF MALE plus FEMALE TOILETS REQ TO COMPLY (Nands)	TOTAL NO OF MALE plus FEMALE TOILETS TO BE ADDED (INCL. REINSTATEMENT OF EXIST.)	Year of Implementation
8	105480150	BRIDGEVILLE PRIMARY SCHOOL	Primary School	METRO CENTRAL		797	43	45	2	
9	107322423	EKUTHULENI PRIMARY SCHOOL	Primary School	METRO EAST		1613	23	77	54	
10	136476358	ELANDSFONTEIN NGK PRIMÈRE SKOOL	Primary School	WEST COAST		96	12	11	-1	
11	101309243	EXCELSIOR PRIM. (BELLVILLE)	Primary School	METRO EAST		1006	87	55	-32	
12	130330361	F.J. CONRADIE PRIM.	Primary School	CAPE WINELANDS		1376	60	66	6	
13	110323438	GORDON SEKONDÊR	Secondary School	METRO EAST		1402	30	56	26	
14	120350354	GREAT BRAK PRIMARY	Primary School	EDEN AND CENTRAL KAROO		953	71	55	-16	
15	120353396	GREAT BRAK SECONDARY	Combined School	EDEN AND CENTRAL KAROO		825	40	43	3	
16	118350109	HEIDEDAL PRIMARY	Primary School	EDEN AND CENTRAL KAROO		1496	48	77	29	
17	105483451	HEIDEVELD HIGH SCHOOL	Secondary School	METRO CENTRAL		1440	39	56	17	
18	120353388	HILLCREST SEC	Secondary School	EDEN AND CENTRAL KAROO		1406	51	56	5	
19	106042301	I. D. MKIZE SEN SECONDARY	Secondary School	METRO CENTRAL		1455	33	56	23	
20	118041302	IMI ZAMO YETHU HS	Secondary School	EDEN AND CENTRAL KAROO		1343	96	56	-40	
21	134470775	JURIE HAYES PRIMARY SCHOOL	Intermediate School	WEST COAST		756	22	45	23	
22	109325694	KAYAMANDI PRIMARY SCHOOL	Primary School	CAPE WINELANDS		1624	48	77	29	
23	111323942	KHANYOLWETHU SECONDARY SCHOOL	Secondary School	METRO EAST		1775	46	76	30	
24	114309607	KLEINMOND LAERSKOOL	Primary School	OVERBERG		349	16	34	18	
25	125358339	KOMMANDANTSDRIFT SSKV PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		34	5	9	4	
26	108042209	LANGABUYA PRIMARY SCHOOL	Primary School	CAPE WINELANDS		1482	34	77	43	
27	107007994	LEIDEN SECONDARY SCHOOL	Secondary School	METRO NORTH		1409	32	56	24	
28	106042211	LINGE PRIMARY SCHOOL	Primary School	METRO SOUTH		896	30	55	25	
29	106042303	LITHA PRIMARY SCHOOL	Primary School	METRO CENTRAL		846	23	45	22	
30	138347078	LUTZVILLE NGK PRIMÈRE SKOOL	Primary School	WEST COAST		277	9	22	13	
31	106042108	LWAZI PRIMARY SCHOOL	Primary School	METRO CENTRAL		1166	25	55	30	
32	128041108	MASAKHEKE COMBINED	Combined School	CAPE WINELANDS		757	12	34	22	
33	103313920	MASIBAMBISANE SECONDARY SCHOOL	Secondary School	METRO NORTH		1557	23	56	33	
34	132320773	MEULENHOF PRIMARY SCHOOL	Primary School	METRO NORTH		988	32	55	23	
35	130310263	MONTANA HS.	Secondary School	CAPE WINELANDS		418	59	28	-31	
36	106493554	NEW EISLEBEN HS	Secondary School	METRO SOUTH		1671	64	70	6	
37	106042110	NOBANTU PRIMARY SCHOOL	Primary School	METRO SOUTH		647	21	45	24	
38	132476919	O.J. ERASMUS NGK PRIMÈRE SKOOL	Primary School	WEST COAST		331	11	22	11	
39	103309307	OBSERVATORY JUNIOR SCHOOL	Primary School	METRO CENTRAL		824	63	45	-18	
40	118103202	EDEN TECHNICAL HIGH SCHOOL	Secondary School	EDEN AND CENTRAL KAROO		1092	113	43	-70	
41	103310085	PRESTWICH STREET PRIMARY SCHOOL	Primary School	METRO CENTRAL		704	31	45	14	

TEMPLATE 5.10: ABLUTION NEEDS										
USER DEPARTMENT: EDUCATION										
N O.	EMIS Nr	SCHOOL NAME	SCHOOL TYPE	EDUCATION DISTRICT	CIRCUIT	NO OF LEARNERS	TOTAL NO OF EXISTING TOILETS MALE plus FEMALE	NO OF MALE plus FEMALE TOILETS REQ TO COMPLY (Nands)	TOTAL NO OF MALE plus FEMALE TOILETS TO BE ADDED (INCL. REINSTATEMENT OF EXIST.)	Year of Implementation
42	107328642	RAINBOW PRIMARY SCHOOL	Primary School	METRO EAST		1252	47	64	17	
43	130338036	SANDHILLS NGK PRIM.	Primary School	CAPE WINELANDS		393	19	34	15	
44	103316636	SCHOTSCHKLOOF MOS PRIMARY SCHOOL	Primary School	METRO CENTRAL		495	24	34	10	
45	130041111	SIBALWE PRIMARY SCHOOL	Primary School	CAPE WINELANDS		489	12	34	22	
46	105008252	SILVERSANDS SECONDARY SCHOOL	Secondary School	METRO EAST		1067	34	43	9	
47	101309341	SIMONSBERG PRIM.	Primary School	METRO EAST		1551	82	77	-5	
48	106042214	SIYAZINGISA PRIMARY SCHOOL	Primary School	METRO CENTRAL		1023	19	55	36	
49	106042215	SOKHANYO PRIMARY SCHOOL	Primary School	METRO CENTRAL		674	25	45	20	
50	106042113	SONWABO PRIMARY SCHOOL	Primary School	METRO SOUTH		1018	28	55	27	
51	106490385	SPRINGDALE PRIMARY SCHOOL	Primary School	METRO SOUTH		1191	30	55	25	
52	105311200	SUMMIT PRIMARY SCHOOL	Primary School	METRO CENTRAL		1100	20	55	35	
53	103322156	SUNDERLAND PRIMARY SCHOOL	Primary School	METRO CENTRAL		1326	49	64	15	
54	102309358	THORNTON PRIMARY SCHOOL	Primary School	METRO CENTRAL		642	60	45	-15	
55	103313335	TRAFALGAR SECONDARY SCHOOL	Secondary School	METRO CENTRAL		813	17	43	26	
56	118041330	TYHOLORA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO		1579	23	77	54	
57	130041107	VAN CUTSEM COMBINED SCHOOL	Combined School	CAPE WINELANDS		848	35	70	35	
58	124109334	VAN REEDE LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO		960	30	55	25	
59	123356948	VAN WYKSDORP PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		140	10	22	12	
60	105310311	VOORTREKKER HIGH SCHOOL	Secondary School	METRO CENTRAL		616	41	34	-7	
61	106042216	WALTER TEKA PUBLIC PRIMARY SCHOOL	Primary School	METRO SOUTH		634	23	45	22	
62	105480886	WELCOME PRIMARY SCHOOL	Primary School	METRO CENTRAL		501	22	34	12	
63	103322172	WINDERMERE PRIMARY SCHOOL	Primary School	METRO CENTRAL		828	32	45	13	
64	105310317	WINDSOR HIGH SCHOOL	Secondary School	METRO CENTRAL		826	24	34	10	
65	105313424	WITTEBOME HIGH SCHOOL	Secondary School	METRO SOUTH		838	26	43	17	
66	130330272	WYSERSDRIFT PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		159	9	22	13	
67	106042314	XOLANI PRIMARY SCHOOL	Primary School	METRO CENTRAL		1125	35	55	20	
68	102042315	ZIMASA PRIMARY SCHOOL	Primary School	METRO CENTRAL		1575	31	77	46	
1	102006062	AKASIAPARK LAERSKOOL	Primary School	METRO CENTRAL		233	17	22	4	
2	117337862	AKKERBOOM PRIMÈRE SKOOL	Primary School	OVERBERG		34	5	9	1	
3	132476021	ANNE PIENAAR GEDENK NGK PRIMÈRE SKOOL	Primary School	WEST COAST		234	11	22	4	
4	130338133	BO-DOORNRIEVER PRIMÈRE SKOOL	Primary School	CAPE WINELANDS		67	8	11	4	
5	115330396	DIE BRON PRIM.	Primary School	OVERBERG		488	20	34	1	
6	118356441	DIEPRIVIER VGK PRIMÈRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		108	7	11	4	

## TEMPLATE 5.10: ABLUTION NEEDS

USER DEPARTMENT: EDUCATION

N O.	EMIS Nr	SCHOOL NAME	SCHOOL TYPE	EDUCATION DISTRICT	CIRCUIT	NO OF LEARNERS	TOTAL NO OF EXISTING TOILETS MALE plus FEMALE	NO OF MALE plus FEMALE TOILETS REQ TO COMPLY (Nands)	TOTAL NO OF MALE plus FEMALE TOILETS TO BE ADDED (INCL. REINSTATEMENT OF EXIST.)	Year of Implementation
7	138347043	DORINGBAAI PRIMÊRE SKOOL	Primary School	WEST COAST		159	5	22	4	
8	105316199	GRASSY PARK EC PRIMARY SCHOOL	Primary School	METRO SOUTH		494	23	34	4	
9	119356689	HARKERVILLE EK PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		349	10	34	4	
10	126041327	IINGCINGA ZETHU SECONDARY SCHOOL	Secondary School	CAPE WINELANDS		1030	24	43	3	
11	106042207	INTSHINGA PRIMARY SCHOOL	Primary School	METRO CENTRAL		449	24	34	1	
12	138347299	KLEINRIVIER VGK LAERSKOOL	Primary School	WEST COAST		274	17	22	3	
13	118356336	KRETZENSHOOP PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		861	31	45	4	
14	128337625	LE CHASSEUR VGK PRIMÊRE SKOOL	Intermediate School	CAPE WINELANDS		222	16	22	4	
15	105309291	LLANDUDNO PRIMARY SCHOOL	Primary School	METRO CENTRAL		218	17	22	2	
16	105483486	MANENBERG SEK.	Secondary School	METRO CENTRAL		1057	52	43	2	
17	121350281	MOLENRIVIER PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		67	6	11	3	
18	119350311	RUIGTEVLEI PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		74	5	11	1	
19	120109309	RUITERBOS LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO		107	9	11	3	
20	132477133	RUSTSTASIE PRIMÊRE SKOOL	Primary School	WEST COAST		107	10	11	3	
21	130338567	SCHERPENHEUWEL PRIMÊRE SKOOL	Primary School	CAPE WINELANDS		101	7	11	4	
22	119350524	SEDGEFIELD PRIMÊRE SKOOL	Primary School	EDEN AND CENTRAL KAROO		635	28	45	1	
23	105486086	ST. RAPHAEL'S RC PRIMARY SCHOOL	Primary School	METRO CENTRAL		743	30	45	1	
24	138477362	STEILHOOGTE NGK PRIMÊRE SKOOL	Primary School	WEST COAST		266	16	22	1	
25	120350664	T.M. NDANDA PRIMARY SCHOOL	Primary School	EDEN AND CENTRAL KAROO		312	24	34	4	
26	117337749	UITVLUG VGK PRIMÊRE SKOOL	Primary School	OVERBERG		28	4	9	3	
27	118109333	VAN DER HOVEN LAERSKOOL	Primary School	EDEN AND CENTRAL KAROO		69	9	11	3	
28	108470627	WILLIAM LLOYD PRIM.	Primary School	CAPE WINELANDS		1024	32	55	2	

**TEMPLATE 5.11: ADMINISTRATION FACILITY NEEDS**

<b>TEMPLATE 5.11: ADMINISTRATION FACILITY NEEDS</b>			
<b>No.</b>	<b>EMIS Nr</b>	<b>SCHOOL NAME</b>	<b>EDUCATION DISTRICT</b>
1	108042209	LANGABUYA PRIMARY SCHOOL	CAPE WINELANDS
2	126041327	IINGCINGA ZETHU SECONDARY SCHOOL	CAPE WINELANDS
3	106042211	LINGE PS	METRO SOUTH
4	106042208	JOHN PAMA,	METRO SOUTH
5	106042216	WALTER TEKA PS	METRO SOUTH
6	106042304	LIWA PS,	METRO SOUTH
7	130042202	DESMOND MPIOLO TUTU SEC.	CAPE WINELANDS
8	130007282	IHLUMELO JUN SEK	CAPE WINELANDS
9	108041324	IMBONISELO PRIM.	CAPE WINELANDS
10	108042212	MBEKWENI PRIM.	CAPE WINELANDS
11	109322342	IKAYA PRIM.	CAPE WINELANDS
12	112447811	WELLINGTON SCHOOL OF SKILLS	CAPE WINELANDS
13	102042310	SIYABELELA PRIMARY SCHOOL	METRO CENTRAL
14	102041321	IKHAMVALETHU SEC SCHOOL	METRO CENTRAL
15	120353388	HILLCREST SSS	EDEN AND CENTRAL KAROO
16	120350354	GREAT BRAK PRIMARY	EDEN AND CENTRAL KAROO
17	118353426	PARKDENE SECONDARY	EDEN AND CENTRAL KAROO
18	120350354	MURRAY HIGH SCHOOL	EDEN AND CENTRAL KAROO



**TEMPLATE 6.1: NEW SCHOOLS**

<b>TEMPLATE 6.1: NEW SCHOOLS &amp; HOSTELS</b>													
<b>USER DEPARTMENT: EDUCATION</b>													
Name School	District	Municipality	Sub - Programme Name	Current Project Stage	Site Handover	Practical Completion	Total project cost '000	Source of funding	2024/25 '000	2025/26 '000	2026/27 '000	2027/28 '000	2028/29 '000
Blue Ridge PS	Metro East	City of Cape Town	New School Primary	Stage 5: Works	Sep-23	Dec-24	85 000	ES	45 000				
Khayelitsha HS	Metro East	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Sep-23	Dec-24	90 000	ES	60 000				
Lwandle PS 1	Metro East	City of Cape Town	New School Primary	Stage 5: Works	Apr-23	Dec-24	85 000	ES	45 000				
Darling HS NEW	West Coast	Swartland	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-23	Dec-24	88 100	ES	55 000				
Lwandle Technical HS	Metro East	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-23	Dec-24	100 000	ES	60 000				
Blue Downs HS	Metro East	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-23	Dec-24	90 000	ES	60 000				
Somerset West HS	Metro East	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-23	Dec-24	90 000	ES	60 000				
Blue Ridge HS	Metro East	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-23	Dec-24	100 000	ES	60 000				
Brackenfell HS	Metro North	City of North Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Sep-23	Dec-24	90 000	ES	60 000				
Malmesbury HS	West Coast	Swartland	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-23	Dec-24	90 000	ES	60 000				
Sir Lowrys Pass SS	Metro East	City of Cape Town	New School Secondary	Stage 5: Works	Nov-21	Feb-24	108 423	EIG	20 000				
Grabouw / De Rust HS	Overberg	Theewaterskloof	New School Secondary - partnership/leased	Stage 1: Initiation / Pre-feasibility	Oct-23	Dec-24	22 000	ES	2 000				
Vuyiseka HS	Metro South	City of Cape Town	New School Primary	Stage 1: Initiation / Pre-feasibility	Jul-24	Dec-24	90 000	EIG	60 000				
Happy Valley PS No.2	Metro East	City of Cape Town	New School Primary	Stage 5: Works	Nov-22	Sep-24	76 225	EIG	20 000				
Lwandle Pre-PS	Metro East	City of Cape Town	New School Primary	Stage 4: Design Documentation	Aug-23	May-25	47 736	ES	30 000	8 000			

**TEMPLATE 6.1: NEW SCHOOLS & HOSTELS****USER DEPARTMENT: EDUCATION**

Name School	District	Municipality	Sub - Programme Name	Current Project Stage	Site Handover	Practical Completion	Total project cost '000	Source of funding	2024/25 '000	2025/26 '000	2026/27 '000	2027/28 '000	2028/29 '000
Manenberg SOS	Metro Central	City of Cape Town	New School of Skills	Stage 5: Works	Jul-22	Dec-25	94 000	ES	30 000	31 355			
Jagtershof SS	Metro East	City of Cape Town	New School Secondary	Stage 3: Design Development	Nov-23	May-26	95 719	ES	30 000	40 000	20 000		
New Klapmuts HS	Cape Winelands	Stellenbosch	New School Secondary	Stage 2: Concept / Feasibility	Apr-25	Dec-26	100 900	EIG	17 400	36 000	40 000		
New Klapmuts PS	Cape Winelands	Stellenbosch	New School Primary	Stage 2: Concept / Feasibility	Apr-25	Dec-26	100 900	EIG	17 400	36 000	40 000		
Mfuleni HS	Metro North	City of Cape Town	New School Secondary	Stage 4: Design Documentation	Aug-24	Jul-26	117 449	ES	30 000	60 000	10 000		
New Ashton HS	Cape Winelands	Breede Valley	New School Secondary	Stage 3: Design Development	Apr-24	May-26	83 000	EIG	30 000	40 000	10 000		
Jagtershof PS	Metro East	City of Cape Town	New School Primary	Stage 3: Design Development	Oct-24	Jun-26	101 285	EIG	20 000	55 000	23 800		
Summer Greens HS	Metro North	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-25	Jun-27	93 100	ES	2 000	40 000	40 000	8 000	
New Oudtshoorn HS	Eden & Central Karoo	Oudtshoorn	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-25	Jun-27	90 000	ES	2 000	40 000	40 000	8 000	
Constantia HS	Metro Central	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-25	Jun-27	90 000	ES	2 000	40 000	40 000	8 000	
Robinvale HS	Metro North	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-25	Jun-27	90 000	ES	2 000	40 000	40 000	8 000	
Sunningdale Full Service PS	Metro North	City of Cape Town	New School Primary	Stage 1: Initiation / Pre-feasibility	Jul-25	Oct-27	100 400	ES	2 000	40 000	40 000	18 000	
New Ocean View HS	Metro South	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-25	Oct-27	100 000	ES	2 000	40 000	40 000	18 000	
New Belhar HS	Metro North	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-25	Jun-27	90 000	ES	2 000	40 000	40 000	8 000	
Rivergate HS	Metro North	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Aug-26	Nov-28	100 000	ES		5 000	30 000	40 000	25 000
Lwandle PS no 2	Metro East	City of Cape Town	New School Primary	Stage 1: Initiation / Pre-feasibility	Aug-26	Nov-28	100 000	EIG		5 000	30 000	40 000	25 000
New Grabouw HS	Overberg	Theewaterskloof	New School Secondary	Stage 1: Initiation / Pre-feasibility	Aug-26	Jun-27	90 000	ES		5 000	30 000	40 000	15 000
New Grabouw PS	Overberg	Theewaterskloof	New School Primary	Stage 1: Initiation / Pre-feasibility	Aug-26	Jun-27	90 000	ES		5 000	30 000	40 000	15 000

**TEMPLATE 6.1: NEW SCHOOLS & HOSTELS****USER DEPARTMENT: EDUCATION**

Name School	District	Municipality	Sub - Programme Name	Current Project Stage	Site Handover	Practical Completion	Total project cost '000	Source of funding	2024/25 '000	2025/26 '000	2026/27 '000	2027/28 '000	2028/29 '000
New Brackenfell PS	Metro East	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Aug-26	Jun-27	90 000	ES		5 000	30 000	40 000	15 000
New Khayalitsha HS	Metro East	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Aug-26	Nov-28	100 000	ES		5 000	30 000	40 000	25 000
New Tygerhof HS	Metro North	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Apr-26	Dec-27	100 000	ES		5 000	30 000	40 000	25 000
Conistorn LSEN	Metro South	City of Cape Town	New Special School	Stage 1: Initiation / Pre-feasibility	Aug-26	Nov-28	100 000	ES		5 000	30 000	40 000	25 000
Mosselbay Technical HS	Eden & Central Karoo	Mossel Bay	New School Secondary	Stage 1: Initiation / Pre-feasibility	Aug-26	Jun-27	90 000	ES		5 000	30 000	40 000	15 000
Tafelsig HS No2	Metro South	City of Cape Town	New School Secondary	Stage 4: Design Documentation	Feb-27	Jun-28	80 032	EIG			7 000	40 000	26 000
Dafur HS	Metro North	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Aug-27	Dec-29	95 000	ES			5 000	30 000	60 000
Hermanus Technical HS	Overberg	Overstrand	New School Secondary	Stage 1: Initiation / Pre-feasibility	Aug-27	Dec-29	110 000	ES			5 000	30 000	60 000
New Belhar PS	Metro North	City of Cape Town	New School Primary	Stage 1: Initiation / Pre-feasibility	Apr-27	Dec-29	75 000	EIG			5 000	30 000	40 000
St Helenabaai HS	West Coast	Saldanha	New School Secondary	Stage 1: Initiation / Pre-feasibility	Apr-27	Dec-29	95 000	EIG			5 000	45 000	45 000
Blue Berry Hill HS	Metro East	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-28	Dec-30	100 000	ES				2 000	30 000
New Kraaifontein HS	Metro East	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-28	Dec-30	100 000	ES				2 000	30 000
New Fisantekraal HS	Metro North	City of Cape Town	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-28	Dec-30	100 000	ES				2 000	30 000
New Mfuleni PS	Metro North	City of Cape Town	New School Primary	Stage 1: Initiation / Pre-feasibility	Jul-28	Dec-30	100 000	ES				2 000	30 000
Saldanha Technical School	West Coast	Saldanha	New School Secondary	Stage 1: Initiation / Pre-feasibility	Jul-28	Dec-30	100 000	EIG				2 000	30 000
<b>TOTAL: NEW SCHOOLS</b>									<b>R885 800</b>	<b>R631 355</b>	<b>R720 800</b>	<b>R621 000</b>	<b>R566 000</b>

**TEMPLATE 6.2: GRADE R CLASSROOMS**

No.	SCHOOL NAME	DISTRICT	CLASSIFICATION	Anticipated Completion	NUMBER OF CLASSROOMS
None					

**TEMPLATE 6.3: ACCOMMODATION REQUIREMENTS - SCHOOL EXPANSION CLASSROOM PROJECTS**

TEMPLATE 6.3: ACCOMMODATION REQUIREMENTS - SCHOOL EXPANSION CLASSROOM PROJECTS								
USER DEPARTMENT: EDUCATION								
NO	SCHOOL NAME	EMIS NO	DISTRICT	SCHOOL TYPE	ENROLMENT NUMBERS	CLASSROOM RATIO	YEAR OF IMPLEMENTATION	NUMBER OF CLASSROOMS
TBC								

**TEMPLATE 7.1: REPLACEMENT SCHOOLS**

<b>TEMPLATE 7.1: REPLACEMENT SCHOOLS</b>													
<b>USER DEPARTMENT: EDUCATION</b>													
Name School	District	Municipality	Sub - Programme Name	Current Project Stage	Site Handover	Practical Completion	Total project cost '000	Source of funding	2024/25 '000	2025/26 '000	2026/27 '000	2027/28 '000	2028/29 '000
Concordia PS	Eden & Central Karoo	Knysna	Replacement Schools	Stage 5: Works	Mar-22	Mar-24	108 553	EIG	7 200				
De Waalville PS	Eden & Central Karoo	Hessequa	Replacement Schools	Stage 5: Works	Oct-21	Aug-23	76 738	EIG	5 000				
Panorama PS N2	West Coast	Saldanha	Replacement Schools	Stage 5: Works	Apr-19	Oct-24	89 285	ES	20 000				
Saldanha PS	West Coast	Saldanha	Replacement Schools	Stage 5: Works	Jul-21	Jul-23	98 311	EIG	2 000				
Macassar PS Nr.2	Metro East	City of Cape Town	Replacement Schools	Stage 5: Works	Jan-22	May-24	103 164	EIG	10 000				
Waveren SS	Cape Winelands	Witzenberg	Replacement Schools	Stage 5: Works	Feb-22	Mar-24	81 452	EIG	4 000				
Dal Josaphat PS	Cape Winelands	Drakenstein	Replacement Schools	Stage 5: Works	Feb-22	Sep-24	116 974	EIG	18 000				
Sunnyside PS	Metro Central	City of Cape Town	Replacement Schools	Stage 4: Design Documentation	Sep-23	Mar-25	97 675	ES	30 000	15 000			
Mvula PS	Metro South	City of Cape Town	Replacement Schools	Stage 4: Design Documentation	Apr-24	Nov-25	79 852	EIG	35 000	30 000			
Hopefield PS	West Coast	Saldanha	Replacement Schools	Stage 4: Design Documentation	Feb-24	Nov-25	81 641	EIG	40 000	35 000			
Nieuwoudt PS	West Coast	Matzikama	Replacement Schools	Stage 4: Design Documentation	Jan-24	Dec-25	96 674	EIG	50 000	40 000			
Roodewal PS	Cape Winelands	Breede Valley	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-24	Mar-26	90 683	EIG	20 000	65 000			
St Helenabaai Inter.	West Coast	Saldanha	Replacement Schools	Stage 3: Design Development	Apr-24	Oct-25	80 400	EIG	40 000	32 000			
Sonderend PS	Metro Central	City of Cape Town	Replacement Schools	Stage 2: Concept / Feasibility	Aug-24	Dec-27	98 552	EIG	2 000	30 000	40 000	15 000	8 000
Dagbreek LS	Cape Winelands	Langeberg	Replacement Schools	Stage 3: Design Development	Aug-24	Dec-27	95 000	EIG	2 000	30 000	40 000	15 000	8 000

<b>TEMPLATE 7.1: REPLACEMENT SCHOOLS</b>													
<b>USER DEPARTMENT: EDUCATION</b>													
Name School	District	Municipality	Sub - Programme Name	Current Project Stage	Site Handover	Practical Completion	Total project cost '000	Source of funding	2024/25 '000	2025/26 '000	2026/27 '000	2027/28 '000	2028/29 '000
Winsley PS / Bellville Suid PS (Merger)	Metro North	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Aug-24	Dec-27	95 000	EIG	2 000	30 000	40 000	15 000	8 000
Downville PS	Metro Central	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Aug-24	Dec-27	95 000	EIG	2 000	30 000	40 000	15 000	8 000
Primrose Park PS	Metro Central	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Aug-24	Dec-27	95 000	EIG	2 000	30 000	40 000	15 000	8 000
Montana PS	Metro Central	City of Cape Town	Replacement Schools	Stage 4: Design Documentation	Aug-24	Dec-27	95 000	EIG	2 000	30 000	40 000	15 000	8 000
Dagbreek PS	Metro Central	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Aug-24	Dec-27	95 000	EIG	2 000	30 000	40 000	15 000	8 000
Ebenezer PS	Cape Winelands	Drakenstein	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Aug-24	Dec-27	95 000	EIG	2 000	30 000	40 000	15 000	8 000
Surrey PS	Metro Central	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Aug-24	Dec-27	95 000	EIG	2 000	30 000	40 000	15 000	8 000
Conville PS	Eden & Central Karoo	Oudtshoorn	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Aug-24	Dec-27	95 000	EIG	2 000	30 000	40 000	15 000	8 000
Solomon Qatjana PS	Metro East	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-26	Dec-28	95 000	EIG		2 000	20 000	40 000	33 000
Kayamandi PS	Cape Winelands	Stellenbosch	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-26	Dec-28	95 000	EIG		2 000	20 000	40 000	33 000
Bardale PS	Metro North	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-26	Dec-28	95 000	EIG		2 000	20 000	40 000	33 000
Pacaltsdorp Secondary School	Eden & Central Karoo	George	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-26	Dec-28	95 000	EIG		2 000	20 000	40 000	33 000
Hockenheim Drive HS	Metro East	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Aug-26	Jun-27	90 000	ES		5 000	30 000	40 000	15 000
Kleinberg PS	Metro South	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-24	Dec-27	96 000	EIG		2 000	20 000	35 000	36 000
De Villiers PS	Eden & Central Karoo	Oudtshoorn	Replacement Schools	Stage 4: Design Documentation	Oct-24	Dec-27	96 000	EIG		2 000	20 000	35 000	36 000
Thomas Wildschutt PS	Metro South	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-24	Dec-27	96 000	EIG		2 000	20 000	35 000	36 000

<b>TEMPLATE 7.1: REPLACEMENT SCHOOLS</b>													
<b>USER DEPARTMENT: EDUCATION</b>													
Name School	District	Municipality	Sub - Programme Name	Current Project Stage	Site Handover	Practical Completion	Total project cost '000	Source of funding	2024/25 '000	2025/26 '000	2026/27 '000	2027/28 '000	2028/29 '000
Paarlzicht PS	Cape Winelands	Drakenstein	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-24	Dec-27	96 000	EIG		2 000	20 000	35 000	36 000
Sid G Rule PS	Metro South	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-24	Dec-27	96 000	EIG		2 000	20 000	35 000	36 000
Eldene PS	Metro North	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-24	Dec-27	96 000	EIG		2 000	20 000	35 000	36 000
Wemmershoek PS	Cape Winelands	Stellenbosch	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-24	Dec-27	96 000	EIG		2 000	20 000	35 000	36 000
Petra Gedenk PS	Cape Winelands	Witzenberg	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-24	Dec-27	96 000	EIG		2 000	20 000	35 000	36 000
Klipheuwel PS	Metro North	City of Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-24	Dec-27	95 000	EIG		2 000	20 000	35 000	35 000
Hyde Park PS	Metro South	City Cape Town	Replacement Schools	Stage 1: Initiation / Pre-feasibility	Oct-24	Dec-27	95 000	EIG		2 000	20 000	35 000	35 000
<b>TOTAL REPLACEMENT SCHOOLS</b>									<b>R301 200</b>	<b>R550 000</b>	<b>R710 000</b>	<b>R700 000</b>	<b>R585 000</b>



**TEMPLATE 7.2: UPGRADES and ADDITIONS**

<b>TEMPLATE 7.2: UPGRADES AND ADDITIONS</b>													
<b>USER DEPARTMENT: EDUCATION</b>													
Name School	District	Municipality	Sub - Programme Name	Current Project Stage	Site Handover	Practical Completion	Total project cost '000	Source of funding	2024/25 '000	2025/26 '000	2026/27 '000	2027/28 '000	2028/29 '000
LSEN (Autism)	Metro Central	City of Cape Town	Upgrades and Additions	Stage 1: Initiation / Pre-feasibility	Mar-23	Dec-23	143 320	ES	50 400	52 920			
Heathfield PS	Metro South	City of Cape Town	Upgrade and Additions (Major Refurbishment)	Stage 5: Works	Feb-23	Dec-23	52 000	ES	2 000				
Protea Park PS	Metro North	City of Cape Town	Upgrade and Additions (Major Refurbishment)	Stage 3: Design Development	Oct-23	Mar-25	81 000	EIG	45 000				
Cathkin SS	Metro Central	City of Cape Town	Upgrade and Additions (Major Refurbishment)	Stage 5: Works	Oct-22	May-25	77 644	EIG	30 249	3 395			
<b>TOTAL: UPGRADE AND ADDITIONS</b>									<b>R127 649</b>	<b>R56 315</b>	<b>R0</b>	<b>R0</b>	<b>R0</b>

**TEMPLATE 7.3: RE-PURPOSING SCHOOLS**

<b>TEMPLATE 7.3: RE-PURPOSING SCHOOLS</b>											
USER DEPARTMENT: EDUCATION											
Name School	District	Municipality	Sub - Programme Name	Current Project Stage	Site Handover	Practical Completion	Total project cost	Source of funding	2024/25	2024/25	2026/27

**TEMPLATE 7.4: DISCRETIONARY FUNDS**

<b>TEMPLATE 7.4: DONOR/DISCRETIONARY FUNDS</b>											
USER DEPARTMENT: EDUCATION											
Name School	District	Municipality	Sub - Programme Name	Current Project Stage	Site Handover	Practical Completion	Total project cost	Source of funding	2024/25	2024/25	2026/27
Donors/Discretionary (School Hall & Labs)	Western Cape	Across Districts	Transfers	Other - Packaged Ongoing Project	Apr-21	Mar-26	420 000	ES	30 000	30 000	30 000
<b>TOTAL: INFRASTRUCTURE</b>									<b>30 000</b>	<b>30 000</b>	<b>30 000</b>

**TEMPLATE 7.5: STEAMAC**

<b>TEMPLATE 7.5: STEAMAC</b>											
USER DEPARTMENT: EDUCATION											
Name School	District	Municipality	Sub - Programme Name	Current Project Stage	Site Handover	Practical Completion	Total project cost	Source of funding	2024/25	2024/25	2026/27

**TEMPLATE 7.6: SITE ACQUISITIONS AND TRANSFERS**

<b>TEMPLATE 7.6: SITE ACQUISITIONS AND TRANSFERS</b>					
<b>USER DEPARTMENT: EDUCATION</b>					
<b>No.</b>	<b>Facility/Asset Name and Project Name (List all projects pertaining to a specific facility/asset per category)</b>	<b>District</b>	<b>Type of infrastructure</b>	<b>Erf No</b>	<b>Property Need</b>
1	Saldanha PS	West Coast	New School Primary	Ptn of Farm 282/24 Kliprug	Transfer
2	Inkanini PS/ Khayelitsha PS	Metro East	New School Primary	Erf 74191	Transfer
3	Klapmuts HS and PS	Cape Winelands	New School Secondary	Ptn of Farm 742/2	Transfer
4	Chatsworth PS	West Coast	Inappropriate structures - Primary School	Erf 8093 Greater Chatsworth	Transfer
5	Bloekombos PS (Emithini PS)	Metro East	Inappropriate structures - classrooms	Erf 15273	Transfer
6	Iingcinga Zethu SS	Cape Winelands	Acquisition of existing school site	Erf 7607	Transfer
7	Piketberg PS	West Coast	New School Primary	Erf 4464 (a portion of Erf 1008 Piketberg)	Transfer
8	Nomzamo PS and SS	Metro East	New Schools - 3 STREAM	Ptn 187 of Farm 918	Transfer
9	Capricorn PS	Metro South	Acquisition for existing school	Erf 1115 Capricorn	Transfer
10	Boland College (office facilities)	Overberg	Transfer of existing facilities		Transfer
11	Rhenish Girls High School (donation)	Cape Winelands	Acquisition for existing school	Erf 16489	Transfer
12	Hoerskool Paarl Gimnasium	Cape Winelands	Acquisition for existing school (hostel)	Erf 9018	Transfer
13	Wittedrift HS	Cape Winelands	Acquisition for existing hostel	Erf 2	Acquisition
14	Hector Peterson PS	Metro East	Acquisition for existing school	Erf 14227	Transfer
15	Skurweberg SS (donation)	Cape Winelands	Acquisition of existing school	Existing school property	Transfer
16	La Rochelle Meisies Hoerskool (Land swap)	Cape Winelands	Acquisition for existing school	Portion of Erf 31005 Paarl	Transfer
17	Mfuleni HS	Metro North	New School Secondary	Erf 1	Transfer
18	Jagtershof PS / Rouxville	Metro East	New School Primary	Erf 235	Transfer
19	Jagtershof SS / Soneike	Metro East	New School Secondary	Erf 235	Transfer
20	Dominican Grimley School (Hout Bay)	Metro South	New TECH/SOS Secondary School	Erf 2770/RE	Transfer
21	Thembaletu PS	Eden and Central Karoo	New School Primary	Erf 6391 Tyolora (portion)	Transfer
22	Thembaletu PS	Eden and Central Karoo	New School Primary	Erf 6391 Tyolora	Acquisition
23	Wemmershoek PS (donation)	Cape Winelands	Inappropriate structures - Primary School	Ptn of Farm 1653, La Motte	Acquisition
24	Bardale SS	Metro North	Acquisition of existing mobile school site	Erf 23533	Acquisition

<b>TEMPLATE 7.6: SITE ACQUISITIONS AND TRANSFERS</b>					
<b>USER DEPARTMENT: EDUCATION</b>					
<b>No.</b>	<b>Facility/Asset Name and Project Name (List all projects pertaining to a specific facility/asset per category)</b>	<b>District</b>	<b>Type of infrastructure</b>	<b>Erf No</b>	<b>Property Need</b>
25	Bardale PS	Metro North	Acquisition of existing mobile school site	Erf 23065	Acquisition
26	Fisantekraal PS and HS	Metro North	New School Primary	Erf 251 and other	Acquisition
27	Mvula PS	Metro South	Acquisition of existing school site	Erven 14282, 13200 and 13201 Nyanga	Acquisition
28	Mfuleni PS	Metro North	Acquisition for existing school	Erf 11409	Acquisition
29	Aeronautical School	Cape Winelands	Acquisition of school site	TBC	Lease and Acquisition
30	Hermanus Tech HS	Overberg	New School Secondary	RE/2825 (Sandbaai, Hermanus)	Acquisition
31	Umyezo Wama Apile PS	Overberg	Inappropriate structures - Primary School	Erf 3274 and Unregistered Erf 7661	Acquisition
32	Mossel Bay Tech HS	Eden and Central Karoo	New School Secondary	Erf 5287, Mossel Bay	Acquisition
33	Ottery Donor Tech/SOS School	Metro South	New TECH/SOS School Secondary	Erf 177887/RE (Ptn)	Site allocation
34	Sunningdale PS	Metro North	New School Primary	TBC	Acquisition (Donation)
35	Agricultural School (Elsenburg)	Cape Winelands	New Secondary School	Remainder Farm 34 (Elsenburg) and Farm 62, Stellenbosch (Kromme Rhee)	Site allocation
36	Agricultural School (De Rust Futura)	Overberg	New Secondary School	Farm 326/9 and Farm 982	TBC
37	Saldanha Tech HS	West Coast (Saldanha)	New Secondary School	Erf 4541, Malmesbury	Site allocation
38	St Helenabaai HS	West Coast	New School Secondary	Ptn of Rem of Erf 80 Laingville	Acquisition
39	Zeekoevlei SS (TBC)	Metro South	Sports field	Erf 2862	Acquisition
40	Sunnyside PS	Metro Central	Acquisition of school site	Erven (multiple)	Acquisition
41	Ashton High School	Cape Winelands	New School Secondary	Erf 1517 Zolani	Acquisition
42	Ekhutuleni PS	Metro East	Acquisition of portion of school site	Erf 20358	Acquisition
43	Struisbaai Laerskool	Overberg	Acquisition for replacement school	Portion of Erf 856 Struisbaai	Acquisition
44	Moravian Church schools (Wuppertal and Oranjekloof)	Metro Central/West Coast	Acquisition for existing school and new school	Erf 1627 Hout Bay; Ptn of Farm 168 Wuppertal	Acquisition
45	Mfuleni PS	Metro North	New school Primary	Erf 11387, Mfuleni	Acquisition
46	Concordia PS	Eden and Central Karoo	New School Primary	Erven 19631, 19624, 20236, 20237	Acquisition and Transfer
47	New Bloekombos / Wallacedene PS and HS	Metro East	New School Primary and Secondary	Erf 29041/Re (29366)	
48	New Stellenbosch PS	Cape Winelands	New School Primary	TBC	Acquisition
49	Doornbach PS and HS	Metro North	New School sites	TBC	Acquisition
50	Wellington/Mbekweni HS	Cape Winelands	New School Secondary	TBC	Acquisition
51	Knysna PS	Eden and Central Karoo	New School Primary	TBC	Acquisition

**TEMPLATE 7.6: SITE ACQUISITIONS AND TRANSFERS****USER DEPARTMENT: EDUCATION**

<b>No.</b>	<b>Facility/Asset Name and Project Name (List all projects pertaining to a specific facility/asset per category)</b>	<b>District</b>	<b>Type of infrastructure</b>	<b>Erf No</b>	<b>Property Need</b>
52	New Masiphumelele PS	Metro South	New School Primary	TBC	Acquisition
53	Umyezo Wama Apile SS	Overberg	Acquisition for existing school	Ptn 18 of Farm Elgin Forest Reserve No 295	Acquisition
54	Y2K facility	Metro Central	Existing school	City owned	Transfer
55	New Mossel Bay PS	Eden and Central Karoo	New School Primary	Erf 2462 and 4464	Acquisition
56	New Harare PS, Khayelitsha	Metro East	New School Primary	TBC	Acquisition or allocation
57	New Grabouw PS and HS	Overberg	New school sites	TBC	Acquisition
58	New Philippi PS and HS	Metro South	New school sites	erf 1785, Weltevreden Valley; Erf 3842 Philippi	Allocation
59	New Nduli PS, Ceres	Cape Winelands	New school Primary	TBC	Acquisition
60	New Bobs way/ Forest Drive and Blue Downs	Metro East	New school sites	TBC	Acquisition or allocation
61	New Zwelihle PS and HS, Hermanus	Overberg	New school sites	TBC	Acquisition
62	New Joe Slovo PS	Metro North	New school Primary	TBC	Acquisition or allocation
63	New Belhar PS	Metro North	New school Primary	TBC	Acquisition or allocation
64	Malmesbury PS	West Coast	New School Primary	TBC	Acquisition
65	Rose Valley PS	Eden and Central Karoo	New School Primary	Portion of Erf 130 Rose Valley	Acquisition
66	New Nkqubela HS / Robertson	Cape Winelands	New School Secondary	Ptn of Erf 2 Nkqubela	Acquisition
67	New Vredenburg HS No2	West Coast	New School Secondary	Erf 1003	Acquisition
68	Grabouw PS Mobile School	Overberg	New school Primary	Erven 935 and 3273	Acquisition
69	Kwanokhutula HS	Plettenberg Bay/Kwanokhutula	New School Secondary	TBC	Acquisition or allocation

**TEMPLATE 7.7.1: MOD CENTRES****TEMPLATE 7.7.1: MOD Centre's  
USER DEPARTMENT:  
EDUCATION**

No.	PROJECT NAME	SCHOOLS	DISTRICT	PROJECT	BUDGET 2024/25 R'000	BUDGET 2025/26 R'001	BUDGET 2026/27 R'000	MTEF BUDGET R'000
1	Lentegeur CARES	Cornflower PS	Metro South	Sports Halls, Parking area, Reconfiguration work	8 885	16 501	0	176 429
2	Lentegeur CARES	Lentegeur SS	Metro South	New boundary wall, clubhouse	15 294	0	0	
3	Lavender Hills CARES	Lavender Hill HS	Metro South	Irrigation infrastructure	2 304	187	0	
4	Beaufort West CARES	Bastiaanse SS	Eden and Central Karoo	Phase 2 of Clubhouse	7 941	14 500	0	
5	George CARES	Imizamo Yethu SS	Eden and Central Karoo	Phase 2 of Clubhouse	6 009	858	0	
6	Beaufort West CARES	AH Barnard PS	-	Hardstands, fencing, Changing rooms	6 878	0	0	
7	TBC	TBC	-	-	8 937	26 728	61 407	
<b>TOTAL ANNUAL ALLOCATION</b>					<b>56 248</b>	<b>58 774</b>	<b>61 407</b>	<b>176 429</b>

**TEMPLATE 8.1: DISPOSALS**

<b>TEMPLATE 8.1: DISPOSALS</b>				
No.	Facility/Asset Name and Project Name (List all projects pertaining to a specific facility/asset per category)	District	Date of Closure	Current Status
1	KLUITJIESKRAAL NGK PS.	OVERBERG	31-Dec-20	Pending
2	REDELINGHUYS PS.	WEST COAST	31-Dec-20	Pending
3	ST. JOHN'S EK PS.	OVERBERG	31-Dec-19	Pending
4	ST. PAUL'S LAER	OVERBERG	31-Dec-19	Pending
5	UITVLUG VGK PS.	OVERBERG	31-Dec-19	Pending
6	VOOR-GROENBERG NGK PS.	CAPE WINELANDS	31-Dec-20	Pending
7	DIEPGAT NGK PS	OVERBERG	31-Dec-19	Closed
8	MERWEVILLE PS	EDEN and CENTRAL KAROO	31-Dec-20	Pending
9	REDLANDS PS	EDEN and CENTRAL KAROO	31-Dec-20	Pending
10	RUIGTEVLEI PS	EDEN and CENTRAL KAROO	31-Dec-20	Pending
11	ROBERTSON THUSONG CENTRE TO BE RELINQUISH	CAPE WINELANDS	30-Apr-19	WCED vacated the offices
12	SEEKOEKAT VGK PRIMÈRE SKOOL	EDEN AND CENTRAL KAROO	31-Dec-21	Closed

**TEMPLATE 8.2: DEMOLITIONS**

<b>TEMPLATE 8.2: DEMOLITIONS</b>				
No.	Facility/Asset Name and Project Name (List all projects pertaining to a specific facility/asset per category)	District	Type of infrastructure	Project Status
1	Graafwater PS	West Coast	Staff House	Approval
2	Windsor Sec	Metro Central	Prefabs Units	Approval
3	Uitsig HS	Metro North	Prefabs and Permanent structures	Approval
4	Replacement Schools	Western Cape	Prefabs and Permanent structures	Pre-feasibility
5	Upgrades and Additions	Western Cape	Prefabs and Permanent structures	Pre-feasibility
6	Ad hoc (Emergency Maintenance	Western Cape	Prefabs and Permanent structures	Pre-feasibility

**TEMPLATE 9.1: MAINTENANCE**

<b>TEMPLATE 9.1: MAINTENANCE</b>						
<b>USER DEPARTMENT: EDUCATION</b>						
<b>N o.</b>	<b>EMIS No.</b>	<b>SCHOOL</b>	<b>DISTRICT</b>	<b>CGI</b>	<b>CRITERIA</b>	<b>MTEF PERIOD</b>
1	105062454	PELICAN PARK HIGH SCHOOL	METRO SOUTH	2,76	CGI	24/25
2	106490121	EISLEBEN ROAD PRIMARY SCHOOL	METRO SOUTH	2,92	CGI	24/25
3	105313890	ZEEKOEVLEI SECONDARY SCHOOL	METRO SOUTH	2,97	CGI	24/25
4	105480401	HEATHERDALE PRIMARY SCHOOL	METRO CENTRAL	3,13	CGI	24/25
5	130338133	BO-DOORNRIVIER PRIMÊRE SKOOL	CAPE WINELANDS	3,14	CGI	24/25
6	101310229	EBEN DONGES HOËRSKOOL	METRO EAST	3,14	CGI	24/25
7	106041203	INJONGO PRIMARY SCHOOL	METRO EAST	3,15	CGI	24/25
8	132476021	ANNE PIENAAR GEDENK NGK PRIMÊRE SKOOL	WEST COAST	3,16	CGI	24/25
9	111041228	UMNQOPHISO PRIMARY SCHOOL	METRO EAST	3,16	CGI	24/25
10	107008018	LEIDEN PRIMARY SCHOOL	METRO NORTH	3,17	CGI	24/25
11	106041216	YOMELELA PRIMARY SCHOOL	METRO EAST	3,17	CGI	24/25
12	105302200	BATAVIA SPESIALE SKOOL	METRO CENTRAL	3,18	CGI	24/25
13	117330221	BONTEBOK PRIMÊRE SKOOL	OVERBERG	3,18	CGI	24/25
14	102480347	ELDENE PRIMARY SCHOOL	METRO NORTH	3,18	CGI	24/25
15	105483451	HEIDEVELD SEKONDÊR	METRO CENTRAL	3,18	CGI	24/25
16	108470392	PAARLZICHT PRIMÊRE SKOOL	CAPE WINELANDS	3,18	CGI	24/25
17	106490539	BEACON VIEW PRIMARY SCHOOL	METRO SOUTH	3,19	CGI	24/25
18	102484636	FILIA SKOOL	METRO NORTH	3,19	CGI	24/25
19	118353345	PACALTSDORP SEKONDÊR	EDEN AND CENTRAL KAROO	3,19	CGI	24/25
20	113336092	PROTEM NGK PRIMÊRE SKOOL	OVERBERG	3,19	CGI	24/25
21	121357413	BRAKFORTEIN EK PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,2	CGI	24/25
22	105480282	EASTER PEAK PRIMARY SCHOOL	METRO CENTRAL	3,2	CGI	24/25
23	105483494	PHOENIX SEKONDÊR	METRO CENTRAL	3,2	CGI	24/25
24	107323101	ROSENDAAL SEKONDÊR	METRO NORTH	3,2	CGI	24/25
25	108470589	WEMMERSHOEK PRIMÊRE SKOOL	CAPE WINELANDS	3,2	CGI	24/25
26	106490350	SEAVIEW PRIMARY SCHOOL	METRO SOUTH	3,21	CGI	24/25
27	106042101	SITHEMBELE MATISO SECONDARY SCHOOL	METRO SOUTH	3,21	CGI	24/25
28	114330078	SWARTBERG PRIMÊRE SKOOL	OVERBERG	3,21	CGI	24/25
29	105310123	CONSTANTIA PRIMARY SCHOOL	METRO SOUTH	3,22	CGI	24/25
30	101321524	EIKENDAL PRIMARY SCHOOL	METRO EAST	3,22	CGI	24/25
31	105315606	GLENBRIDGE SPECIAL SCHOOL	METRO SOUTH	3,22	CGI	24/25
32	105319603	PETER CLARKE / FRANK JOUBERT ART CENTRE	METRO CENTRAL	3,22	CGI_MISC	24/25
33	109321478	PIETER LANGEVELDT PRIMÊRE SKOOL	CAPE WINELANDS	3,23	CGI	24/25
34	106490296	TAFELSIG PRIMARY SCHOOL	METRO SOUTH	3,23	CGI	24/25
35	102480843	UITSIG PRIMÊRE SKOOL	METRO NORTH	3,23	CGI	24/25
36	127330140	W.A. ROSSOUW PRIMÊRE SKOOL	CAPE WINELANDS	3,23	CGI	24/25
37	109321567	ACADEMIA PRIMARY SCHOOL	METRO EAST	3,24	CGI	24/25
38	103309241	ELLERTON PRIMARY SCHOOL	METRO CENTRAL	3,24	CGI	24/25



<b>TEMPLATE 9.1: MAINTENANCE</b>						
<b>USER DEPARTMENT: EDUCATION</b>						
<b>N o.</b>	<b>EMIS No.</b>	<b>SCHOOL</b>	<b>DISTRICT</b>	<b>CGI</b>	<b>CRITERIA</b>	<b>MTEF PERIOD</b>
39	132470783	MAMRE PRIMÊRE SKOOL	METRO NORTH	3,24	CGI	24/25
40	102483508	MODDERDAM SEKONDÊR	METRO CENTRAL	3,24	CGI	24/25
41	105480649	PRIMROSE PARK PRIMARY SCHOOL	METRO CENTRAL	3,24	CGI	24/25
42	101321729	SYMPHONY PRIMARY SCHOOL	METRO NORTH	3,24	CGI	24/25
43	130312225	HEXVALLEI HOËRSKOOL	CAPE WINELANDS	3,25	CGI	24/25
44	101320900	PARKDENE PRIMARY SCHOOL (BELLVILLE)	METRO EAST	3,25	CGI	24/25
45	132309327	RIEBEECK-KASTEEL LAERSKOOL	WEST COAST	3,25	CGI	24/25
46	111323721	STRAND SEKONDÊR	METRO EAST	3,25	CGI	24/25
47	103309363	TYGERHOF PRIMARY SCHOOL	METRO NORTH	3,25	CGI	24/25
48	118350370	DELLVILLE PARK PRIMARY SCHOOL	EDEN AND CENTRAL KAROO	3,26	CGI	24/25
49	106490148	HARVESTER PRIMARY SCHOOL	METRO SOUTH	3,26	CGI	24/25
50	105483486	MANENBERG SEKONDÊR	METRO CENTRAL	3,26	CGI	24/25
51	132309349	SWARTLAND LAERSKOOL	WEST COAST	3,26	CGI	24/25
52	123350028	TOWERKOP PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,33	CGI	24/25
53	112473448	WELTEVREDE SEKONDÊR	CAPE WINELANDS	3,33	CGI	24/25
54	108470791	DALWEIDE PRIMÊRE SKOOL	CAPE WINELANDS	3,34	CGI	24/25
55	106042317	DR. NELSON R. MANDELA HIGH SCHOOL	METRO SOUTH	3,34	CGI	24/25
56	102480355	ELSWOOD PRIMÊRE SKOOL	METRO NORTH	3,34	CGI	24/25
57	120350532	ERIKA PRIMARY SCHOOL	EDEN AND CENTRAL KAROO	3,34	CGI	24/25
58	105311049	HEATHFIELD PRIMARY SCHOOL	METRO SOUTH	3,34	CGI	24/25
59	107323578	KLEINVLEI SEKONDÊR	METRO EAST	3,34	CGI	24/25
60	112470341	NEWTON PRIMÊRE SKOOL	CAPE WINELANDS	3,34	CGI	24/25
61	136470538	SEDERBERG PRIMÊRE SKOOL	WEST COAST	3,34	CGI	24/25
62	136470082	CITRUSDAL PRIMÊRE SKOOL	WEST COAST	3,35	CGI	24/25
63	102480304	EDWARD PRIMARY SCHOOL	METRO NORTH	3,35	CGI	24/25
64	101321397	BELHAR PRIMARY SCHOOL	METRO NORTH	3,36	CGI	24/25
65	106041319	CHUMA PUBLIC PRIMARY SCHOOL	METRO EAST	3,36	CGI	24/25
66	127330167	H. VENTER PRIMÊRE SKOOL	CAPE WINELANDS	3,36	CGI	24/25
67	107323748	SAREPTA SEKONDÊR	METRO EAST	3,36	CGI	24/25
68	118109218	BLANCO LAERSKOOL	EDEN AND CENTRAL KAROO	3,37	CGI	24/25
69	105310468	KANNEMEYER PRIMARY SCHOOL	METRO SOUTH	3,37	CGI	24/25
70	102480703	RIVERTON PRIMÊRE SKOOL	METRO NORTH	3,37	CGI	24/25
71	130330701	DE TUIJEN PRIMÊRE SKOOL	CAPE WINELANDS	3,38	CGI	24/25
72	132309233	DIRKIE UYS LAERSKOOL	WEST COAST	3,38	CGI	24/25
73	102483605	ZOLA SENIOR SECONDARY SCHOOL	METRO EAST	3,38	CGI	24/25
74	106041317	HOPOLANG PRIMARY SCHOOL	METRO EAST	3,4	CGI	24/25
75	102042309	MOSHESH PRIMARY SCHOOL	METRO CENTRAL	3,42	CGI	24/25
76	102310245	J.G. MEIRING HOËRSKOOL	METRO NORTH	3,43	CGI	24/25
77	102042218	KULANI SECONDARY SCHOOL	METRO CENTRAL	3,43	CGI	24/25

<b>TEMPLATE 9.1: MAINTENANCE</b>						
<b>USER DEPARTMENT: EDUCATION</b>						
<b>N o.</b>	<b>EMIS No.</b>	<b>SCHOOL</b>	<b>DISTRICT</b>	<b>CGI</b>	<b>CRITERIA</b>	<b>MTEF PERIOD</b>
78	120109309	RUITERBOS LAERSKOOL	EDEN AND CENTRAL KAROO	3,43	CGI	24/25
79	138347167	TRAWAL PRIMÊRE SKOOL	WEST COAST	3,43	CGI	24/25
80	132470287	LIEBENBERG PRIMARY SCHOOL	WEST COAST	3,44	CGI	24/25
81	105480606	NORMA ROAD PRIMARY SCHOOL	METRO CENTRAL	3,44	CGI	24/25
82	124110254	OUDTSHOORN HOËRSKOOL	EDEN AND CENTRAL KAROO	3,44	CGI	24/25
83	120109295	PARK LAERSKOOL MOSSELBAAI	EDEN AND CENTRAL KAROO	3,45	CGI	24/25
84	103310238	GOOD HOPE SEMINARY HIGH SCHOOL	METRO CENTRAL	3,46	CGI	24/25
85	118350400	ROSEMOOR PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,47	CGI	24/25
86	101308210	RUYTERWACHT VOORBEREIDING	METRO NORTH	3,54	CGI	24/25
87	106496006	KLIPFONTEIN MET PRIMÊRE SKOOL	METRO SOUTH	3,54	CGI	24/25
88	119350311	RUIGTEVLEI PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,54	CGI	24/25
89	105480495	KEWTOWN PRIMARY SCHOOL	METRO CENTRAL	3,55	CGI	24/25
90	119356689	HARKERVILLE EK PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,55	CGI	24/25
91	137340359	BITTERFONTEIN PRIMÊRE SKOOL	WEST COAST	3,61	CGI	24/25
92	108470716	CHARLESTON HILL PRIMARY SCHOOL	CAPE WINELANDS	3,66	CGI	24/25
93	131309287	LANGEBAAWEG LAERSKOOL	WEST COAST	3,66	CGI	24/25
94	129330760	WITZENBERG PRIMÊRE SKOOL	CAPE WINELANDS	3,66	CGI	24/25
95	102480088	BERGSIG PRIMARY SCHOOL	METRO CENTRAL	3,67	CGI	24/25
96	110310242	HOTTENTOTS-HOLLAND HOËRSKOOL	METRO EAST	3,67	CGI	24/25
97	140212221	LAINGSBURG HOËRSKOOL	EDEN AND CENTRAL KAROO	3,67	CGI	24/25
98	124350540	P.J. BADENHORST PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,67	CGI	24/25
99	128309329	ROBERTSON LAERSKOOL	CAPE WINELANDS	3,68	CGI	24/25
100	105480150	BRIDGEVILLE PRIMARY SCHOOL	METRO CENTRAL	3,68	CGI	24/25
101	139363030	BEAUFORT-WES SEKONDÊR	EDEN AND CENTRAL KAROO	3,69	CGI	24/25
102	117309219	BUFFELJAGSRIVIER LAERSKOOL	OVERBERG	3,69	CGI	24/25
103	120350362	RIDGEVIEW PRIMARY SCHOOL	EDEN AND CENTRAL KAROO	3,8	CGI	24/25
104	105309359	TIMOUR HALL PRIMARY SCHOOL	METRO SOUTH	3,8	CGI	24/25
1	130041111	SIBABALWE PRIMARY SCHOOL	CAPE WINELANDS	3,38	CGI	25/26
2	110323438	GORDON SEKONDÊR	METRO EAST	3,4	CGI	25/26
3	114330671	RIVIERSONDEREND PRIMÊRE SKOOL	OVERBERG	3,4	CGI	25/26
4	105483311	ALEXANDER SINTON SECONDARY	METRO CENTRAL	3,4	CGI	25/26
5	107322105	TUSCANY GLEN PRIMARY SCHOOL	METRO EAST	3,4	CGI	25/26
6	117312202	BONNIEVALE HOËRSKOOL	CAPE WINELANDS	3,4	CGI	25/26
7	136312208	AUGSBURG LANDBOUGIMNASIUM	WEST COAST	3,41	CGI	25/26
8	120350125	DIAZ PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,41	CGI	25/26

<b>TEMPLATE 9.1: MAINTENANCE</b>						
<b>USER DEPARTMENT: EDUCATION</b>						
<b>N o.</b>	<b>EMIS No.</b>	<b>SCHOOL</b>	<b>DISTRICT</b>	<b>CGI</b>	<b>CRITERIA</b>	<b>MTEF PERIOD</b>
9	106008368	LATHI-THA SCHOOL OF SKILLS	METRO EAST	3,41	CGI	25/26
10	106042118	INTSHUKUMO SECONDARY SCHOOL	METRO CENTRAL	3,41	CGI	25/26
11	103322121	H.J. KRONEBERG JUNIOR PRIMARY SCHOOL	METRO CENTRAL	3,41	CGI	25/26
12	105310484	SID G. RULE PRIMARY SCHOOL	METRO SOUTH	3,42	CGI	25/26
13	105480932	NEWFIELDS PRIMARY SCHOOL	METRO CENTRAL	3,42	CGI	25/26
14	119350591	SUNRIDGE PRIMÈRE SKOOL	EDEN AND CENTRAL KAROO	3,42	CGI	25/26
15	124353491	DE RUST SEKONDÊR	EDEN AND CENTRAL KAROO	3,42	CGI	25/26
16	126333425	SKURWEBERG SEKONDÊR	CAPE WINELANDS	3,42	CGI	25/26
17	106322369	ISIPHIWO PRIMARY SCHOOL	METRO EAST	3,42	CGI	25/26
18	111400750	SILUKHANYO PRIMARY SCHOOL	METRO EAST	3,42	CGI	25/26
19	105483435	GARLANDALE SEKONDÊR	METRO CENTRAL	3,42	CGI	25/26
20	113330809	DE HEIDE PRIMARY SCHOOL	OVERBERG	3,43	CGI	25/26
21	130041107	VAN CUTSEM COMBINED SCHOOL	CAPE WINELANDS	3,43	CGI	25/26
22	117333417	SWELLEN DAM SEKONDÊR	OVERBERG	3,43	CGI	25/26
23	106493384	ROCKLANDS SECONDARY SCHOOL	METRO SOUTH	3,43	CGI	25/26
24	103310213	CAPE TOWN HIGH SCHOOL	METRO CENTRAL	3,43	CGI	25/26
25	130333557	HEXVALLEI SEKONDÊR	CAPE WINELANDS	3,43	CGI	25/26
26	106493368	MONDALE HIGH SCHOOL	METRO SOUTH	3,44	CGI	25/26
27	106041206	LWANDLE PRIMARY SCHOOL	METRO EAST	3,44	CGI	25/26
28	111320307	TEMPERANCE TOWN PRIMÈRE SKOOL	METRO EAST	3,44	CGI	25/26
29	114330663	KLEINMOND PRIMARY SCHOOL	OVERBERG	3,44	CGI	25/26
30	118109333	VAN DER HOVEN LAERSKOOL	EDEN AND CENTRAL KAROO	3,45	CGI	25/26
31	105483397	BRIDGETOWN SECONDARY	METRO CENTRAL	3,45	CGI	25/26
32	124353361	BRIDGTON SEKONDÊR	EDEN AND CENTRAL KAROO	3,45	CGI	25/26
33	142360317	KLAARSTROOM PRIMÈRE SKOOL	EDEN AND CENTRAL KAROO	3,46	CGI	25/26
34	108477214	SIMONDIUM PRIMÈRE SKOOL	CAPE WINELANDS	3,46	CGI	25/26
35	134470112	EDEN PRIMARY SCHOOL	WEST COAST	3,47	CGI	25/26
36	106373435	MANYANO HIGH SCHOOL	METRO EAST	3,47	CGI	25/26
37	110322016	FIRGROVE PRIMARY SCHOOL	METRO EAST	3,47	CGI	25/26
38	127330795	ASHBURY PRIMÈRE SKOOL	CAPE WINELANDS	3,47	CGI	25/26
39	114330590	BOTRIVIER PRIMÈRE SKOOL	OVERBERG	3,47	CGI	25/26
40	107322326	BROOKLANDS PRIMARY SCHOOL	METRO EAST	3,48	CGI	25/26
41	103323837	WINDERMERE SEKONDÊR	METRO CENTRAL	3,48	CGI	25/26
42	105483346	ATHLONE SECONDARY SCHOOL	METRO CENTRAL	3,48	CGI	25/26
43	137340065	NIEUWOUDT PRIMÈRE SKOOL	WEST COAST	3,48	CGI	25/26
44	106323969	INTSEBENZISWANO SECONDARY SCHOOL	METRO SOUTH	3,48	CGI	25/26
45	118041306	M M MATEZA PRIMARY SCHOOL	EDEN AND CENTRAL KAROO	3,48	CGI	25/26
46	118350656	PARKDENE PRIMÈRE SKOOL (GEORGE)	EDEN AND CENTRAL KAROO	3,48	CGI	25/26

<b>TEMPLATE 9.1: MAINTENANCE</b>						
<b>USER DEPARTMENT: EDUCATION</b>						
<b>N o.</b>	<b>EMIS No.</b>	<b>SCHOOL</b>	<b>DISTRICT</b>	<b>CGI</b>	<b>CRITERIA</b>	<b>MTEF PERIOD</b>
47	121350214	VOORWAARTS PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,48	CGI	25/26
48	130330965	HEXPARK PRIMÊRE SKOOL	CAPE WINELANDS	3,48	CGI	25/26
49	105483540	SPES BONA HIGH SCHOOL	METRO CENTRAL	3,49	CGI	25/26
50	101320579	PINEDENE PRIMARY SCHOOL	METRO NORTH	3,49	CGI	25/26
51	118109236	DENNEOORD LAERSKOOL	EDEN AND CENTRAL KAROO	3,49	CGI	25/26
52	126330841	BELLA VISTA PRIMÊRE SKOOL	CAPE WINELANDS	3,5	CGI	25/26
53	121353337	GERRIT DU PLESSIS SEKONDÊR	EDEN AND CENTRAL KAROO	3,6	CGI	25/26
54	118109294	OUTENIQUA PRIMARY SCHOOL	EDEN AND CENTRAL KAROO	3,62	CGI	25/26
55	105316717	BATTSWOOD OEFEN NGK PRIMÊRE SKOOL	METRO SOUTH	3,63	CGI	25/26
56	119350435	THE CRAGS PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,79	CGI	25/26
57	101301602	CAREL DU TOIT SENTRUM	METRO NORTH	3,8	CGI	25/26
58	121109342	VOLSCHENK LAERSKOOL	EDEN AND CENTRAL KAROO	3,84	CGI	25/26
59	112309264	HUGENOTE PRIMARY SCHOOL	CAPE WINELANDS	3,84	CGI	25/26
60	119109279	KNYSNA PRIMARY SCHOOL	EDEN AND CENTRAL KAROO	3,85	CGI	25/26
61	105041120	THANDOKHULU SECONDARY SCHOOL	METRO CENTRAL	3,97	CGI	25/26
62	105480754	SILVERLEA PRIMARY SCHOOL	METRO CENTRAL	4,07	CGI	25/26
63	101323764	BERNADINO HEIGHTS SEKONDÊR	METRO EAST	4,17	CGI	25/26
64	107322237	BEVERLEY PARK PRIMARY SCHOOL	METRO EAST	4,32	CGI	25/26
65	105484814	ATHLONE PREPRIMARY SCHOOL	METRO CENTRAL	-	UNCLASSIFIED	25/26
66	105486027	HABIBIA PRIMARY SCHOOL	METRO CENTRAL	-	LEASED	25/26
67	130330833	ORCHARD PRIMÊRE SKOOL	CAPE WINELANDS	-	UNCLASSIFIED_LEASED	25/26
68	124357154	SACRED HEART RK PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	-	UNCLASSIFIED	25/26
69	111327247	STRAND MOS PRIMARY SCHOOL	METRO EAST	-	LEASED	25/26
70	105480746	TALFALAH PRIM. (Leased from CMES)	METRO CENTRAL	-	UNCLASSIFIED_LEASED	25/26
1	106490326	PORTLAND PRIMARY SCHOOL	METRO SOUTH	3,49	CGI	26/27
2	126333581	BELLA VISTA HOËRSKOOL	CAPE WINELANDS	3,49	CGI	26/27
3	111322504	SIMANYENE SECONDARY SCHOOL	METRO EAST	3,5	CGI	26/27
4	125353043	HAARLEM SEKONDÊR	EDEN AND CENTRAL KAROO	3,5	CGI	26/27
5	103309339	SEAMOUNT PRIMARY	METRO NORTH	3,51	CGI	26/27
6	107042109	MFULENI PRIMARY SCHOOL	METRO NORTH	3,51	CGI	26/27
7	135310225	DIRKIE UYS HOËRSKOOL	WEST COAST	3,51	CGI	26/27
8	102309377	WOLRAAD WOLTEMADE PRIMARY SCHOOL	METRO NORTH	3,51	CGI	26/27
9	108473375	NEW ORLEANS SEKONDÊR	CAPE WINELANDS	3,51	CGI	26/27
10	130309361	TOUWSRIVIER LAERSKOOL	CAPE WINELANDS	3,51	CGI	26/27
11	108042115	DALUBUHLE PRIMARY SCHOOL	CAPE WINELANDS	3,51	CGI	26/27
12	130338567	SCHERPENHEUWEL PRIMÊRE SKOOL	CAPE WINELANDS	3,51	CGI	26/27

<b>TEMPLATE 9.1: MAINTENANCE</b>						
<b>USER DEPARTMENT: EDUCATION</b>						
<b>N o.</b>	<b>EMIS No.</b>	<b>SCHOOL</b>	<b>DISTRICT</b>	<b>CGI</b>	<b>CRITERIA</b>	<b>MTEF PERIOD</b>
13	106008327	LUDWE NGAMLANA PRIMARY SCHOOL	METRO EAST	3,51	CGI	26/27
14	102480339	ELSBURY PRIMARY SCHOOL	METRO NORTH	3,52	CGI	26/27
15	108470732	SONOP PRIMÊRE SKOOL	CAPE WINELANDS	3,52	CGI	26/27
16	127301205	MONTAGU PREPRIMARY SCHOOL	CAPE WINELANDS	3,52	CGI	26/27
17	126330507	MOOI-UITSIG PRIMÊRE SKOOL	CAPE WINELANDS	3,52	CGI	26/27
18	106490571	A.Z. BERMAN PRIMARY SCHOOL	METRO SOUTH	3,52	CGI	26/27
19	117312200	BARRYDALE HOËRSKOOL	OVERBERG	3,52	CGI	26/27
20	101321389	ERICA PRIMARY SCHOOL	METRO NORTH	3,52	CGI	26/27
21	107320846	SCOTTSVILLE PRIMARY SCHOOL	METRO EAST	3,52	CGI	26/27
22	106041210	SOBAMBISANA PRIMARY SCHOOL	METRO EAST	3,52	CGI	26/27
23	126330442	ST. MARK'S PRIMÊRE SKOOL (WORC)	CAPE WINELANDS	3,52	CGI	26/27
24	108473499	KYLEMORE SEKONDÊR	CAPE WINELANDS	3,52	CGI	26/27
25	126041106	NDULI PRIMARY SCHOOL	CAPE WINELANDS	3,52	CGI	26/27
26	109322199	RIETENBOSCH PRIMÊRE SKOOL	CAPE WINELANDS	3,52	CGI	26/27
27	107321753	IRISTA PRIMARY SCHOOL	METRO EAST	3,52	CGI	26/27
28	105480045	ATHLONE NORTH PRIMARY SCHOOL	METRO CENTRAL	3,52	CGI	26/27
29	138312229	LUTZVILLE HOËRSKOOL	WEST COAST	3,53	CGI	26/27
30	106493422	SPINE ROAD HIGH SCHOOL	METRO SOUTH	3,53	CGI	26/27
31	101321761	ACCORDIONSTRAAT PRIMARY SCHOOL	METRO NORTH	3,53	CGI	26/27
32	134473359	DIAZVILLE HOËRSKOOL	WEST COAST	3,53	CGI	26/27
33	100000073	BISHOPS SCHOOL OF SKILLS	METRO NORTH	3,53	CGI	26/27
34	106041313	KUYAKHANYA PRIMARY	METRO SOUTH	3,53	CGI	26/27
35	103313378	HAROLD CRESSY HIGH SCHOOL	METRO CENTRAL	3,53	CGI	26/27
36	106490210	LANTANA PRIMARY SCHOOL	METRO SOUTH	3,54	CGI	26/27
37	106323993	SIPHAMANDLA SECONDARY SCHOOL	METRO EAST	3,54	CGI	26/27
38	131470163	HOLVLEI PRIMÊRE SKOOL	WEST COAST	3,54	CGI	26/27
39	118109265	HOEKWIL LAERSKOOL	EDEN AND CENTRAL KAROO	3,55	CGI	26/27
40	106490318	PARKHURST PRIMARY SCHOOL	METRO SOUTH	3,55	CGI	26/27
41	101323500	BELHAR SEKONDÊR	METRO NORTH	3,55	CGI	26/27
42	112470643	ST. ALBANS PRIMÊRE SKOOL	CAPE WINELANDS	3,56	CGI	26/27
43	105310279	PLUMSTEAD HIGH SCHOOL	METRO SOUTH	3,56	CGI	26/27
44	114333387	GROENBERG SEKONDÊR	OVERBERG	3,56	CGI	26/27
45	108473367	KLEIN NEDERBURG SEKONDÊR	CAPE WINELANDS	3,56	CGI	26/27
46	124350338	DYSELSDORP PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,56	CGI	26/27
47	130338141	RIVERVIEW PRIMÊRE SKOOL	CAPE WINELANDS	3,56	CGI	26/27
48	115309249	GANSBAAI LAERSKOOL	OVERBERG	3,56	CGI	26/27
49	126330949	BOY MULLER PRIMÊRE SKOOL	CAPE WINELANDS	3,56	CGI	26/27
50	119110238	KNYSNA HOËRSKOOL	EDEN AND CENTRAL KAROO	3,57	CGI	26/27
51	138347264	NAASTDRIFT PRIMÊRE SKOOL	WEST COAST	3,57	CGI	26/27

TEMPLATE 9.1: MAINTENANCE						
USER DEPARTMENT: EDUCATION						
N o.	EMIS No.	SCHOOL	DISTRICT	CGI	CRITERIA	MTEF PERIOD
52	113330345	STRUISBAAI PRIMÊRE SKOOL	OVERBERG	3,57	CGI	26/27
53	106490504	IMPERIAL PRIMARY SCHOOL	METRO SOUTH	3,57	CGI	26/27
54	136312222	GRAAFWATER HOËRSKOOL	WEST COAST	3,57	CGI	26/27
55	136473472	CLANWILLIAM SEKONDÊR	WEST COAST	3,59	CGI	26/27
56	108309372	W.A. JOUBERT PRIMÊRE SKOOL	CAPE WINELANDS	3,61	CGI	26/27
57	128310285	ROBERTSON HOËRSKOOL	CAPE WINELANDS	3,63	CGI	26/27
58	130334634	EDEN SKOOL	CAPE WINELANDS	3,76	CGI	26/27
59	105314387	CAFDA SCHOOL OF SKILLS	METRO SOUTH	3,81	CGI	26/27
60	142212240	ZWARTBERG HOËRSKOOL	EDEN AND CENTRAL KAROO	3,81	CGI	26/27
61	134309337	SALDANHA LAERSKOOL	WEST COAST	3,81	CGI	26/27
62	124109347	WESBANK LAERSKOOL	EDEN AND CENTRAL KAROO	3,85	CGI	26/27
63	138477362	STEILHOOGTE NGK PRIMÊRE SKOOL	WEST COAST	3,88	CGI	26/27
64	100000267	CONCORDIA PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	-	MOBILE	26/27
65	100000329	HEATHERLANDS HIGH SCHOOL	EDEN AND CENTRAL KAROO	-	UNCLASSIFIED_STATE-OWNED	26/27
66	109327352	ST. VINCENT RC PRIMARY SCHOOL	CAPE WINELANDS	-	UNCLASSIFIED_LEASED	26/27
67	102486035	MATROOSBERG HOLY TRINITY RC PRIMARY SCHOOL	METRO NORTH	-	UNCLASSIFIED_LEASED	26/27
68	105316660	ORANJEKLOOF MOR PRIMARY SCHOOL	METRO CENTRAL	-	UNCLASSIFIED_LEASED	26/27
69	118356425	ST. MARY'S RK PRIMÊRE SKOOL (GEORGE)	EDEN AND CENTRAL KAROO	-	LEASED	26/27
70	130338117	WORCESTER NGK OEFEN PRIMÊRE SKOOL	CAPE WINELANDS	-	UNCLASSIFIED_LEASED	26/27
1	102310204	BOSMANDAM HOËRSKOOL	METRO NORTH	3,23	CGI	27/28
2	120350060	FRIEMERSHEIM PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,26	CGI	27/28
3	133312238	PIKETBERG HOËRSKOOL	WEST COAST	3,57	CGI	27/28
4	105309386	ZWAANSWYK ACADEMY/AKADEMIE	METRO SOUTH	3,58	CGI	27/28
5	105480967	PORTAVUE PRIMARY SCHOOL	METRO CENTRAL	3,58	CGI	27/28
6	132470481	RIEBEECK-WES PRIMÊRE SKOOL	WEST COAST	3,58	CGI	27/28
7	106490172	HILLSIDE PRIMARY SCHOOL (M/PLAIN)	METRO SOUTH	3,58	CGI	27/28
8	138347108	UITKYK PRIMÊRE SKOOL	WEST COAST	3,58	CGI	27/28
9	106490458	WEST END PRIMARY SCHOOL	METRO SOUTH	3,58	CGI	27/28
10	108470120	GROENDAL PRIMÊRE SKOOL	CAPE WINELANDS	3,58	CGI	27/28
11	101308207	PAROWALLEI PRIMÊRE SKOOL	METRO NORTH	3,59	CGI	27/28
12	125112257	UNIONDALE HOËRSKOOL	EDEN AND CENTRAL KAROO	3,59	CGI	27/28
13	105319783	BATTSWOOD KUNSSENTRUM	METRO SOUTH	3,59	CGI_MISC	27/28
14	102308211	VRIJZEE VOORBEREIDINGSKOOL	METRO NORTH	3,6	CGI	27/28
15	114312224	GRABOUW HOËRSKOOL	OVERBERG	3,6	CGI	27/28
16	105480134	BLOSSOM STREET PRIMARY SCHOOL	METRO CENTRAL	3,6	CGI	27/28

<b>TEMPLATE 9.1: MAINTENANCE</b>						
<b>USER DEPARTMENT: EDUCATION</b>						
<b>N o.</b>	<b>EMIS No.</b>	<b>SCHOOL</b>	<b>DISTRICT</b>	<b>CGI</b>	<b>CRITERIA</b>	<b>MTEF PERIOD</b>
17	106041222	SOSEBENZA PRIMARY SCHOOL	METRO EAST	3,6	CGI	27/28
18	139360112	A.H. BARNARD PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,61	CGI	27/28
19	134302600	WESKUS SPESIALE SKOOL	WEST COAST	3,61	CGI	27/28
20	102309299	MONTE VISTA PRIMARY SCHOOL	METRO NORTH	3,61	CGI	27/28
21	114309270	JONGENSKLIP PRIMÊRE SKOOL	OVERBERG	3,61	CGI	27/28
22	113333360	ALBERT MYBURGH SEKONDÊR	OVERBERG	3,61	CGI	27/28
23	114309607	KLEINMOND LAERSKOOL	OVERBERG	3,61	CGI	27/28
24	106493325	BEACON HILL SEKONDÊR	METRO SOUTH	3,61	CGI	27/28
25	112470503	RONDEHEUWEL PRIMÊRE SKOOL	CAPE WINELANDS	3,62	CGI	27/28
26	109321036	DEVONVALLEI PRIMÊRE SKOOL	CAPE WINELANDS	3,62	CGI	27/28
27	105311081	BLOMVLEI PRIMARY SCHOOL	METRO CENTRAL	3,62	CGI	27/28
28	102309255	GOODWOOD PARK PRIMARY SCHOOL	METRO NORTH	3,62	CGI	27/28
29	101323632	SCOTTSVILLE SEKONDÊR	METRO EAST	3,62	CGI	27/28
30	106007098	SOPHUMELELA SECONDARY SCHOOL	METRO SOUTH	3,62	CGI	27/28
31	103310208	BUREN HOËRSKOOL	METRO NORTH	3,62	CGI	27/28
32	139360031	JOHN D CRAWFORD PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,63	CGI	27/28
33	105313351	SOUTH PENINSULA HIGH SCHOOL	METRO SOUTH	3,63	CGI	27/28
34	118108207	GEORGE VOORBEREIDEND	EDEN AND CENTRAL KAROO	3,63	CGI	27/28
35	106490237	MEADOWRIDGE PRIMARY SCHOOL	METRO SOUTH	3,63	CGI	27/28
36	101310264	MONUMENT PARK HOËRSKOOL	METRO EAST	3,63	CGI	27/28
37	101323373	FLORIDA SEKONDÊR	METRO NORTH	3,63	CGI	27/28
38	114310220	DE VILLIERS GRAAFF HOËRSKOOL	OVERBERG	3,64	CGI	27/28
39	136309286	LAMBERTSBAAI LAERSKOOL	WEST COAST	3,64	CGI	27/28
40	106041230	SINETHEMBA SECONDARY SCHOOL	METRO SOUTH	3,64	CGI	27/28
41	107322415	MASONWABE PRIMARY SCHOOL	METRO NORTH	3,64	CGI	27/28
42	119041307	THEMBELITSHA PRIMARY SCHOOL	EDEN AND CENTRAL KAROO	3,64	CGI	27/28
43	101321605	BELVUE PRIMARY SCHOOL	METRO NORTH	3,64	CGI	27/28
44	105313521	STEENBERG SECONDARY SCHOOL	METRO SOUTH	3,65	CGI	27/28
45	133473413	STEYNVILLE SEKONDÊR	WEST COAST	3,65	CGI	27/28
46	106007097	WELTEVREDEN VALLEY CORE PRIMARY SCHOOL	METRO SOUTH	3,65	CGI	27/28
47	140330329	ACACIA PRIMÊRE SKOOL	EDEN AND CENTRAL KAROO	3,65	CGI	27/28
48	199042109	MANZOMTHOMBO SECONDARY SCHOOL	METRO NORTH	3,65	CGI	27/28
49	106490156	HAZELDENE PRIMARY SCHOOL	METRO SOUTH	3,65	CGI	27/28
50	120350664	T.M. NDANDA PRIMARY SCHOOL	EDEN AND CENTRAL KAROO	3,66	CGI	27/28
51	124353418	DYSELSDORP SEKONDÊR	EDEN AND CENTRAL KAROO	3,66	CGI	27/28
52	130308213	WINELANDS PRIMARY SCHOOL	CAPE WINELANDS	3,71	CGI	27/28
53	119109313	SEDFIELD LAERSKOOL	EDEN AND CENTRAL KAROO	3,72	CGI	27/28

<b>TEMPLATE 9.1: MAINTENANCE</b>						
<b>USER DEPARTMENT: EDUCATION</b>						
<b>N o.</b>	<b>EMIS No.</b>	<b>SCHOOL</b>	<b>DISTRICT</b>	<b>CGI</b>	<b>CRITERIA</b>	<b>MTEF PERIOD</b>
54	124109293	LAURUS PRIMERE SKOOL	EDEN AND CENTRAL KAROO	3,81	CGI	27/28
55	106490245	MERRYDALE PRIMARY SCHOOL	METRO SOUTH	3,81	CGI	27/28
56	134310314	VREDENBURG HOËRSKOOL	WEST COAST	3,82	CGI	27/28
57	102480541	MATROOSFONTEIN PRIMARY SCHOOL	METRO NORTH	3,84	CGI	27/28
58	106490601	MANDALAY PRIMARY SCHOOL	METRO SOUTH	3,85	CGI	27/28
59	101309314	PAROW-WES PRIMARY SCHOOL	METRO NORTH	3,9	CGI	27/28
60	109320293	IDASVALLEI PRIMARY SCHOOL	CAPE WINELANDS	3,91	CGI	27/28
61	103303206	OUDE MOLEN HTS.	METRO CENTRAL	3,97	CGI	27/28
62	117309353	SWELLENDAM LAERSKOOL	OVERBERG	4,07	CGI	27/28
63	107008380	BARDALE SECONDARY SCHOOL	METRO NORTH	-	MOBILE	27/28
64	124447889	ELJADA-KAIROS SKOOL	EDEN AND CENTRAL KAROO	-	STATE-OWNED_LSE N	27/28
65	118358681	HOOGEKRAAL SSKV PRIMËRE SKOOL	EDEN AND CENTRAL KAROO	-	UNCLASSIFIED_STATE-OWNED	27/28
66	114336734	DE RUST FUTURA AKADEMIE	OVERBERG	-	LEASED	27/28
67	108476218	DAL JOSAPHAT PRIMËRE SKOOL	CAPE WINELANDS	-	LEASED	27/28
68	105316024	MUHAMMADEYAH MOS PRIMARY SCHOOL	METRO SOUTH	-	UNCLASSIFIED_LEASED	27/28
69	105316172	ST. ANTHONY'S RC PRIMARY SCHOOL	METRO SOUTH	-	UNCLASSIFIED_LEASED	27/28
70	105486086	ST. RAPHAEL'S RC PRIMARY SCHOOL	METRO CENTRAL	-	UNCLASSIFIED_LEASED	27/28



**TEMPLATE 9.2: 5 YEAR PLAN – HOSTELS**

<b>TEMPLATE 9.2-: 5 YEAR PLAN - HOSTELS</b>								
<b>USER DEPARTMENT: EDUCATION</b>								
<b>No.</b>	<b>SCHOOL</b>	<b>DISTRICT</b>	<b>FIDPM STAGE</b>	<b>BUDGET 2024/5 2 R'000</b>	<b>BUDGET 2025/2 6 R'000</b>	<b>BUDGET 2026/2 7 R'000</b>	<b>BUDGET 2027/2 8 R'000</b>	<b>BUDGET 2028/2 9 R'000</b>
1	Agulhas SOS (21/22 Rollover)	Overberg	3					
2	Bredasdorp HS (21/22 Rollover)	Overberg	3					
3	Hopefield HS (21/22 Rollover)	West Coast	3					
4	Merweville PS (21/22 Rollover)	Eden & Central Karoo	3					
5	Murraysburg HS (21/22 Rollover)	Eden & Central Karoo	3					
6	Oudtshoorn SOS (21/22 Rollover)	Eden & Central Karoo	3					
7	Riebeeck Vallei LSEN (21/22 Rollover)	West Coast	3					
8	Riebeeck-Kasteel LS (21/22 Rollover)	West Coast	3					
9	Riviersonderend HS (21/22 Rollover)	Overberg	3					
10	Robertson HS (21/22 Rollover)	Cape Winelands	3					
11	Van Kervel LSEN (21/22 Rollover)	Eden & Central Karoo	3					
0	Allowance for completion of 2024/25							
0	Allowance for Final Accounts	Eden & Central Karoo						
<b>TOTAL: HOSTELS</b>				<b>35 000</b>	<b>5 000</b>	<b>5 000</b>	<b>50 000</b>	<b>100 000</b>

**TEMPLATE 9.3: SCHEDULE OF NEW OFFICE ACCOMMODATION REQUIRED**

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
1	Vunani Chambers	Ministry	Head Office	Cape Town	100000753	The lease is set to expire in June 2023 and as such alternative accommodation will be required should the lease not be renewed.	none
2	Knysna Satellite Office	Satellite Office	Eden and Central Karoo	Knysna	100000248	The adjacent building has been identified as suitable office accommodation. This building is currently occupied; however, a possible swap will resolve this issue. DOI requested to enter into a lease for additional space or source new lease. This office is still in need of additional space and is a possible alternative to current accommodation. The Knysna office is still in the same office accommodation and as such the request for alternative accommodation is still applicable since the lease agreement will only come to an end on 31 October 2024. There are also safety and security concerns since the facility is shared with lodgers who also use WCED's ablution facilities and also cause disruptions to the office operations.	none
3	Metro South, Mitchell's Plain	District Office	Metro South	Cape Town	100000252	New office to be developed in Ottery. Site has been identified planning phase is completed. Project on hold due to budget cuts.	yes
4	Ottery Satellite Office	Satellite Office	Metro South	Cape Town	100000241	New office required, current buildings are in a bad state and not ideal for office accommodation. The site does not have water and the sewage and stormwater systems are constantly blocked.	none
5	Hermanus Satellite Office	Satellite Office	Overberg	Hermanus	100000681	New office required for the circuit, current accommodation is limited, no parking space available for GGs and officials, no storage facility available and the staff have to share only 1 ablution facility. Officials are divided into two offices which is not conducive for collaboration and cohesion within the circuit office.	none

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
6	Vredenburg Satellite Office	Satellite Office	West Coast	Vredenburg	100000256	Shared Service Centre (part of the urban design project by the municipality is to earmark a suitable site for a Shared Service Centre). The current office is dilapidated and no longer conducive for office operations. The property is also earmarked to become a school and as such it would be ideal for the circuit office to be accommodated elsewhere.	none
7	Piketburg Satellite Office	Satellite Office	West Coast	Piketberg	100000255	New suitable accommodation required due to current accommodation being located in a noisy area and not ideal for office operations. Furthermore, there is also no suitable parking for GGs.	none
8	Eden and Central Karoo Education District Office	District Office	Eden and Central Karoo	George	100000016	New office space for Circuit 3 and Circuit 8 offices. These two offices are currently located in the district office in York Park, George. The district office is in need of more office space and ideally the circuit offices should have their own offices. To date the circuit offices are still located within the district office and alternative space is still needed for these circuits. York Hostel, Eden HS, and a house at Heatherlands HS have been identified as possible suitable accommodation for the two circuit offices.	none

**TEMPLATE 9.4: SCHEDULE OF OFFICE ACCOMMODATION FOR EXPANSION**

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
1	Cape Teaching and Leadership Institute	Head Office	CTLI	De Kuilen	De Kuilen	100000242	Rooms 1 and 3 structural wall needs to be demolished between the 2 rooms to create one large room for the IT HUB which will be created. Electrical points, burglar bars and safety gates required for the room.	none
2	Alfred Street Complex	Head Office	REGISTRIES	De Waterkant	Cape Town		6 extra workstations are required, finance registry counter to be converted into 3 workstations. All registries are almost at full capacity and more shelving is required to accommodate all records.	none
3	Waldorf Building	Head Office	SEA (Schools Evaluation Authority)	Cape Town	Cape Town		6 extra workstations required.	none
4	Overberg Education District Office	District Office	Overberg	Caledon	Caledon	130007962	Require additional office space for additional staff as well as to accommodate staff in terms of national seating norms and standards. Registry do not comply with Registry requirements in terms of space occupied, require upgrade in line with legislation. Boardroom facilities to accommodate 50-100 officials for training and meetings, consultation rooms. Additional bathrooms for the B Block. Future requirements for exams - Walkin vault and client reception. New office space to replace mobile units, current units' condition has deteriorated - pose OHS risk. Include breakaway areas.	none
5	West Coast Education District	District Office	West Coast	Paarl	Paarl	130007962	There is a need for extra storage space for the district as currently the main hall is being used to store supplies and other materials.	none
6	Clanwilliam Satellite Office	Satellite Office	West Coast	Augsburg	Clanwilliam	100000257	Require 6 additional offices.	none

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
7	Vredenburg Satellite Office	Satellite Office	West Coast	Vredenburg	Vredenburg	100000256	The reception area needs to be expanded to create a waiting room for the public and separate it from the admin office. Additional storage space is also required.	none
8	Mitchell's Plain Satellite Office	Satellite Office	Metro South	Mitchell's Plain	Cape Town	100000252	Require 2 additional separate offices for additional staff (space available in the kitchen, dry wall required). Additional toilets are also required for the office. Toilet underground pipes are constantly blocked by tree roots, pipes need to be replaced, Fencing, windows and doors need service, painting inside and outside, floor need to be replaced, toilets need to be revamped, some offices have no windows. parking for officials.	none
9	Metro North Education District	District Office	Metro North	Parow	Parow	101007960	New wing for additional offices (at least 20 offices), boardrooms and stores. Additional ablution facilities required, additional registry and storage space required.	none
10	Cape Winelands Education District	District Office	Cape Winelands	Worcester	Worcester	100000017	Upgrading the current Annex Building from 1 story to 2 story building to provide office space for 35 officials (to pull in staff from Stellenbosch and Paarl offices). Additional storage space for assets, goods, and other material. Vacant land adjacent to the district office has been earmarked to be fenced and used as parking, however, it would be a suitable site to provide additional offices for staff.	In scoping
11	Alexandra Precinct (Exams Printing and Distribution)	Head Office	EXAMINATIONS	Maitland	Cape Town	100000752	Additional storage space required to store exam papers and other supplies and materials.	Containers in the process of being procured
12	EDUMEDIA	Head Office	EDUMEDIA	Mowbray	Cape Town	105006098	The external storage room needs to be converted into an office space to accommodate additional staff.	none
13	Riversdale Satellite Office	Satellite Office	Eden and Central Karoo	Riversdale	Riversdale	100000246	Additional office space required.	none
14	Mossel Bay Satellite Office	Satellite Office	Eden and Central Karoo	Mossel Bay	Mossel Bay	100000247	Additional storage space required.	none

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	SUBURB	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
15	Beaufort West Satellite Office	Satellite Office	Eden and Central Karoo	Beaufort West	Beaufort West	139007182	Additional storage space required.	none
16	Knysna Satellite Office	Satellite Office	Eden and Central Karoo	Knysna	Knysna	100000248	Ground floor space at the Royal Hotel has become available and can potentially meet the space requirements for the circuit office. Due to limited space the meeting room has been converted into office space and as such, an additional meeting room is required. Additional storage space and additional parking space for officials and GGs are also required, which gives rise to a need to find more suitable accommodation.	In scoping
17	Metro East Education District	District Office	Metro East	Kuils River	Cape Town	107007959	Expansion of reception area as per assessment to be conducted. The district needs additional space to be utilized for storage purposes. We would like the addition of 5 mobile units outside of our B-Block area to accommodate this request.	none
18	Eden and Central Karoo District office	District Office	Eden and Central Karoo	George	George	100000016	The district office needs additional space for the two circuit offices 3/8 which currently form part of District office. Due to COVID-19 more space was created to accommodate staff further apart on the first floor and we would require more space in York Park or elsewhere to accommodate the two circuit offices. Enclosure of kitchen area close to reception requested which will enhance the professional image of the department, visitors will not look into the kitchen area when food is being dished up or dishes being washed. DOI have looked at the options available to enclose the kitchen area but to date no work has commenced yet. There is also a possibility of converting the underutilised computer room into an open-plan office.	none

**TEMPLATE 9.5: SCHEDULE OF OFFICE ACCOMMODATION FOR SCHEDULED MAINTENANCE**

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
1	EDULIS	Head Office	EDULIS	De Kuilen		Balconies require damp proofing as mold is starting to build up on the walls. Roof leaks need to be repaired and sealed. Ceiling tiles also need to be replaced. Activation of the CCTV system as it is currently not working.	none
2	Cape Teaching and Leadership Institute	Head Office	CTLI	De Kuilen	100000242	Condition assessment to be performed and office revamped. Replacement of dried out putty, repairs on window frames of cafeteria, admin block and training areas. Puttying of all window frames needs to be prioritised as the matter is fast becoming a safety risk. General painting of the whole complex is needed. Airconditioning Units required in Little Theatre 1 and 2 as well as Training rooms 20, 21,22 in the Admin 2 Building, Room 1 in the A Block Training Area and in the Sound recording room M022. The large dusty, grass area outside the Main Kitchen needs to be paved. A Generator is required for the CTLI buildings and its two Hostels. Now with loadshedding the provision of back-up power is essential. The area behind the main kitchen and the C Hostel needs to be paved. The current area is uneven and sandy, and the Caterers utilize this area to cart food to the Restaurants when catering for Interventions. Auditoriums need to be modernised and also require sound and projection upgrades. Conference Centre requires an electrical compliance assessment. Roof leaks on the executive suites building need to be repaired, this issue has been ongoing for over 2 years.	In progress

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
3	Alexandra Precinct (Exams Printing and Distribution)	Head Office	EXAMINATIONS	Maitland	100000752	Installation of wire cage and access door in the ground floor corridors to create a second secure storage space. Replacement of the locks on all roller shutter doors is due to all doors using one key which poses a security risk. Installation of a security door at the entrance to the distribution vault to beef up security. Upgrading of the air-conditioning in the Kern wrapper room due to the machine being operational for long periods and heating being used to seal the plastic bags.	
4	Alfred Street Complex	Head Office	REGISTRIES	De Waterkant		Construction project defects need to be checked and rectified, the registry windows need to be shaded (darkened) to block out sunlight in order to comply with the requirements for archiving. The fire extinguishers are currently powder based and need to be replaced with CO2 extinguishers.	In progress
5	Riversdale Satellite Office	Satellite Office	Eden and Central Karoo	Riversdale	100000246	Full condition assessment and scheduled maintenance required for the building. A hydro boil or a hot water geyser is required in the kitchen. There is bird infestation on the aircon unit which causes the unit to malfunction. Security upgrades and assessment required for the property. Modernisation furniture is also required.	none
6	Oudtshoorn satellite Office	Satellite Office	Eden and Central Karoo	Oudtshoorn	100000249	The security gate at the entrance of the office requires a buzzer to open. Security assessment required for the circuit office. Defects on the windows still need to be attended to as most of the windows around the building do not close. Modernised furniture is also needed for the office.	none
7	Metro North Education District	District Office	Metro North	Parow	101007960	Installation of new suspended ceilings for all offices in A-passage. This includes the dropping of light fittings and fresh air feeds/aircons as well as fire detection system. Modernisation of office furniture required.	In progress



No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
8	Metro East Education District	District Office	Metro East	Kuilsriver	107007959	Additional parking bays required. Shading for vehicles in officials' parking bays. General maintenance including fire and OHS compliance. Installation of four carpets in the e-learning section and provision of 8 workstations. Upgrade of access control system and re-in forcing security infrastructure against protests, camera network inside of the building and parking area. Fencing, beam, and eye software for GG Vehicle section. Electrical fencing to be installed on the perimeter. Refurbishment of lab for registry i.e., blinds, cupboards to be removed, water supply to be removed and painting to be done. Delivery ramp to be built at B-block exit. General Painting of the whole complex. Air conditioners x 5 Renovation of the maintenance section in B-Block. Provide installation of lights in Parking area. Emergency exit doors also need to be repaired to ensure compliance. Modernised furniture is also required.	none
9	West Coast Education District and Jack Meyer Art Centre	District Office	West Coast	Paarl	108007964	Phase 1 construction defects still need to be rectified. Phase 2 - external building work and general maintenance to the district buildings and the Jack Meyer building will commence in July 2022. Phase 3 - will include civil works and work on the parking area. The security guardhouses need to be replaced as they are very dilapidated. Modernisation of furniture is also required.	In progress
10	Metro South Education District	District Office	Metro South	Mitchell's Plain	106007961	Scheduled general maintenance including fire and OHS compliance and office expansion project currently underway. Modernised furniture will be required once project is concluded.	In progress

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
11	Ceres Satellite Office	Satellite Office	Cape Winelands	Ceres	100000245	Paved parking at the rear parking area for staff and GG vehicles. Resurface office access road with paving. External/internal painting/maintenance and roof maintenance required. Repairs and additional remotes for motorised gates are required. Security and fencing (especially on the sides). Installation and upgrading of the telephone lines required. Security assessment for the office is required as well as modernised furniture.	none
12	Stellenbosch Satellite Office	Satellite Office	Cape Winelands	Stellenbosch	100000243	Condition assessment to be performed and office revamped.	none
13	EDUMEDIA	Head Office	Mowbray	Cape Town	100000242	Condition assessment to be performed and office revamped. Foundation settling resulting in large cracks - foundation to be stabilised. Damage to roof resulting in leaking roof and water damage. Replacement of windows and window panels. Burglar bars for unsecured windows. Main gate exterior access panel is not working. Fencing on the side. Painting interior and exterior. Filling of cracks in various offices and the caretakers' quarters. ground floor walls are dampening in. Interior lighting fixtures need attention. Exterior security light not working at Entrance to building. Entrance veranda concrete flooring needs fixing: cracked and slippery when wet. Carpet flooring tiles lifting in Inventory Storeroom. Cracked floor in Storeroom. Wooden flooring on first floor needs repairing as some floorboards are cracked. More air conditioners are required for the building (Printing Room, Reception and 3 offices). Modernised furniture is needed. First floor balcony wooden rails need varnishing to curb further damage from the sun and rain. JoJo tank to be installed as a water-saving measure for toilets. Solar panels to deal with load shedding.	none

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
14	Vredenburg Satellite Office	Satellite Office	West Coast	Vredenburg	100000256	General maintenance including fire and OHS compliance and a full facility condition assessment required. White gloss paint needed for doors. Paving bricks for pedestrian walking. The ceiling was damaged on the first floor. The complete building requires external painting and infrastructure repairs. The building needs to be made accessible to people with disabilities. Faulty window settings, leaking toilets, faulty geysers in hostel need replacement. The parking area needs to be clearly demarcated. Modernisation of furniture is also required.	none
15	Malmesbury Satellite Office	Satellite Office	West Coast	Malmesbury	100000254	General maintenance project including fire and OHS compliance are currently under way. Works to include architectural work, both external and internal, electrical, mechanical, structural, and civil works. Modernisation of the furniture will be required once project is completed.	In progress
16	Metro Central Education District	District Office	Metro Central	Maitland	105007958	Condition assessment to be performed and office revamped. Demolish the site office to construct the new parking area. New gatehouse. Changes to office site: Currently the District Office is storing the Exam tables in the site office. The site Office will be more beneficial to the District Office if it could be converted in storerooms. Supply and installation of backup water system, consisting of 5 water tanks and 2 booster pumps due to the low water pressure and disruptions currently being experienced at Alexandra Precinct.	none

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
17	Ottery Satellite Office	Satellite Office	Metro South	Ottery	100000241	<p>General maintenance including fire and OHS compliance. Full facility condition assessment to be performed and office revamped. Repair boardroom, admin block and training rooms window frames. Replacement of broken windows. General painting of the whole complex is needed. Plumbing repairs and additional toilets for staff. Water is unsafe to drink - requires replacement of underground waterpipes. Designated, enclosed and covered parking area for GG vehicles and designated parking space for visitors and staff. Alarm system and fire alarm installation required. Refurbishment of offices and boardroom. Refurbishment of the kitchen and hall. Air conditioners for office spaces. Repair and replace roofs of offices and the hall. Burglar bars on windows of exposed areas. Universal access for staff and visitors. Replacement of carpets and blinds. Signage and directions at entrance. Replace and repair carpets in the building. More storage space required at Curriculum building.</p>	none

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
18	Mitchells Plain Education Support Centre	Satellite Office	Metro South	Mitchells Plain	100000252	Full condition assessment needed. Major scheduled maintenance of building required. Painting inside and outside. Filling of cracks. Repair and replace loose floor tiles and wall tiles. Plumbing in toilets and kitchen. Revamp of offices and reception area. Tiling in toilets and kitchen. Toilets for visitors as the number of toilets available is inadequate. Designated parking for GG vehicles as well as staff and visitors required. Repairs and painting of the roof required. Security office for security guards. Electronic access gate. Security and safety upgrades (i.e., cctv cameras, fire alarm system, etc.) required. Air conditioners required. Perimeter lights, security lights as well as security gates and stone guard on windows and doors. Modernisation of furniture is also required.	none
19	Swellendam Service Point	Satellite Office	Overberg	Swellendam	100000750	OHS compliance requirements. Shared building, no second escape, other department is withholding the key, huge OHS risk. Alternative arrangement required / or hired. Corridor walls require damp proofing as they are affected by dampness. Modernised furniture required for the office.	none
20	Piketberg Satellite Office	Satellite Office	West Coast	Piketberg	100000255	Full facility condition assessment to be performed and office revamped, or alternative accommodation sourced. Fire and OHS compliance upgrades required. Modernisation of furniture is also required.	none
21	Clanwilliam Satellite Office	Satellite Office	West Coast	Clanwilliam	100000257	Installation of landlines for the office. A security assessment is required as no security system is currently installed at the office. Modernised furniture is also needed.	
22	Hermanus Satellite Office	Satellite Office	Overberg	Hermanus	100000681	Full facility condition assessment to be performed and office revamped, or alternative accommodation sourced. Modernisation of furniture is also required.	none

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
23	Worcester EMDC (Vodacom Building)	District Office	Cape Winelands	Worcester		Paved parking at the rear parking area for staff and GG vehicles. Resurface office access road with paving and new fencing. Security upgrades and access control required for the facility. Security guardhouse required as well.	In progress
24	Beaufort West Satellite Office	Satellite Office	Eden and Central Karoo	Beaufort West	139007182	New carpets are needed in the office or alternative flooring as the current carpets are very old, worn, loose and in need of replacement. Covered parking required for GG's and official's cars due to harsh weather conditions. The addition of a security gate in the reception area is needed to create a barrier between the officials and the public. Modernisation of furniture is also required.	none
25	Knysna Satellite Office	Satellite Office	Eden and Central Karoo	Knysna	100000248	The emergency exit is still a concern as it is mostly blocked by items stored at the bottom of the staircase. The office needs to be adapted for universal access. A security and safety assessment are required since no keys for the office doors are available. Leaks on the roof and ceilings need to be repaired. Modernisation of furniture is also required.	none
26	Cape Winelands	District Office	Cape Winelands	Worcester	100000017	Installation of motorised gate between staff parking and access to main building and GG compound. OHS compliance of fire exits on the first floor. OHS compliance - Exit door to courtyard at the Board room of Annex (CEI section). Repair trunking in several offices in the Main building. Wooden flooring needs repairs. Damp walls / paint starting to peel off in Room 1 and Room 40 (Curriculum office). Install flood lights in the cafeteria courtyard. Repair existing parking canopies in the GG parking area. Fencing of vacant plot adjacent to EDO which is currently used as dumping site. Resurfacing of access road from staff entry gate to parking area. Tar surfacing of overflow parking area.	In progress

No.	PROPERTY DESCRIPTION / NAME OF SCHOOL	TYPE OF SCHOOL	EDUCATION DISTRICT	TOWN	EMIS Nr	NOTES/WORK REQUIRED	APPROVED BY DOI
27	Overberg Education District Office	District Office	Overberg	Caledon	130007962	Additional parking space for GG's, officials, library buses and visitors. Modernisation of E-lab with fiber, furniture, and other ICT equipment. iSLES - therapy rooms / consultation rooms. Modernisation of office furniture. Upgrade of telecommunication systems.	none
28	Vredendal	Satellite Office	West Coast	Vredendal	100000258	Universal access upgrades required. Fence with OHS requirements. Paving and shading required at the rear parking area for GG vehicles. Access control with OHS requirements and fire compliance. Painting required. Ablution facilities required for males and females, respectively. The floor and carpeting needs attention. Aircon required for 7 offices. New blinds in offices. Security lights. Shelves in built-in cupboards. Replacement of gutters and down pipes. The scheduled maintenance project has currently stalled due to a delay with the rezoning application. Modernisation of furniture is also required.	In progress

**TEMPLATE 10.1: U-AMP BUDGET SUMMARY**

ITEM NO.	PROGRAMMES	BUDGET FOR 2024/25 R'000	%	BUDGET FOR 2025/26 R'000	%	BUDGET FOR 2026/27 R'000	%
<b>1</b>	<b>OPERATIONS</b>	<b>43 430</b>	<b>1,8%</b>	<b>45 696</b>	<b>2,1%</b>	<b>47 000</b>	<b>2,0%</b>
1,1	Office Buildings / Furniture	5 000	0,2%	5 000	0,2%	5 000	0,2%
1,2	Human Resource Capacity (IDIP/DORA)	38 430	1,6%	40 696	1,9%	42 000	1,8%
1,3	Relocation Mobiles	-	0,0%	-	0,0%	-	0,0%
<b>2</b>	<b>MAINTENANCE</b>	<b>667 538</b>	<b>28,0%</b>	<b>634 564</b>	<b>29,8%</b>	<b>653 800</b>	<b>28,0%</b>
2,1	Scheduled Maintenance (Preventative Maintenance)	498 674	20,9%	506 040	23,8%	518 800	22,2%
2,2	Emergency Maintenance ( Corrective Maintenance)	71 751	3,0%	71 419	3,4%	70 000	3,0%
2,3	E.P.W.P. (Preventative Maintenance)	-	0,0%	-	0,0%	-	0,0%
2,4	Hostel Maintenance PR2 (Preventative Maintenance)	35 000	1,5%	5 000	0,2%	5 000	0,2%
2,5	E.C.D.	6 711	0,3%	6 801	0,3%	15 000	0,6%
2,6	Aurecon PSP (Included with Preventative Maintenance)	55 402	2,3%	45 304	2,1%	45 000	1,9%
<b>3</b>	<b>ACQUISITIONS</b>	<b>1 674 423</b>	<b>70,2%</b>	<b>1 446 077</b>	<b>68,0%</b>	<b>1 637 800</b>	<b>70,0%</b>
<b>3,1</b>	<b>Schools</b>	<b>1 229 000</b>	<b>51,5%</b>	<b>1 183 355</b>	<b>55,7%</b>	<b>1 432 800</b>	<b>61,3%</b>
3.1.1	New Schools	887 800	37,2%	633 355	29,8%	722 800	30,9%
3.1.2	New Schools - Donor / Partnerships	40 000	1,7%	-	0,0%	-	0,0%
3.1.3	Replacement Schools	301 200	12,6%	550 000	25,9%	710 000	30,4%
<b>3,2</b>	<b>Improvements</b>	<b>176 649</b>	<b>7,4%</b>	<b>91 315</b>	<b>4,3%</b>	<b>35 000</b>	<b>1,5%</b>
3.2.1	Upgrade and Additions	77 249	3,2%	3 395	0,2%	-	0,0%
3.2.2	Re-purposing of Existing Schools	-	0,0%	-	0,0%	-	0,0%
3.2.3	Hotspot Areas_Improve Look & Feel	-	0,0%	-	0,0%	-	0,0%
3.2.4	Autism	50 400	2,1%	52 920	2,5%	-	0,0%
3.2.5	Green Initiatives	49 000	2,1%	35 000	1,6%	35 000	1,5%
<b>3,3</b>	<b>Norms and Standards</b>	<b>118 774</b>	<b>5,0%</b>	<b>121 407</b>	<b>5,7%</b>	<b>120 000</b>	<b>5,1%</b>
3.3.1	Laboratories	10 000	0,4%	10 000	0,5%	10 000	0,4%
3.3.2	Fencing	30 000	1,3%	30 000	1,4%	30 000	1,3%
3.3.3	Ablutions	-	0,0%	-	0,0%	-	0,0%
3.3.4	School Hall	20 000	0,8%	20 000	0,9%	20 000	0,9%
3.3.5	MOD Centres	58 774	2,5%	61 407	2,9%	60 000	2,6%
<b>3,4</b>	<b>Additional Classrooms</b>	<b>150 000</b>	<b>6,3%</b>	<b>50 000</b>	<b>2,4%</b>	<b>50 000</b>	<b>2,1%</b>
3.4.1	Expansion Classrooms	100 000	4,2%	30 000	1,4%	30 000	1,3%
3.4.2	Grade R : Classrooms	-	0,0%	-	0,0%	-	0,0%
3.4.3	Hotspot Mobiles	50 000	2,1%	20 000	0,9%	20 000	0,9%
<b>4</b>	<b>DISPOSALS</b>	<b>-</b>	<b>0%</b>	<b>-</b>	<b>0%</b>	<b>-</b>	<b>0%</b>
	<b>Grand Total</b>	<b>2 385 391</b>	<b>100%</b>	<b>2 126 337</b>	<b>100%</b>	<b>2 338 600</b>	<b>100%</b>