

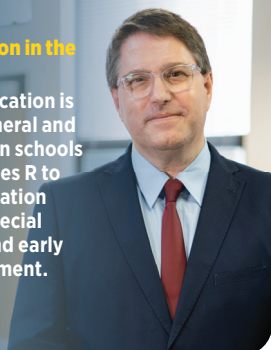


Annual Citizens' Report 2021/22

David Maynier

Minister of Education in the Western Cape

The Minister of Education is responsible for General and Further Education in schools (GET and FET, Grades R to 12), including education for learners with special education needs and early childhood development.



Brent Walters

Head of Education

The Head of Education is a public servant, appointed to ensure that the Western Cape Education Department (WCED) delivers quality education to all through enabling leadership and implementing policies and innovative strategies, effectively and efficiently.



Our vision:

Quality education to every learner in every classroom in every school in the province.

What do we do?

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

OUR SERVICES INCLUDE:

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

WCED activities – scope and scale

Learners	2021/22
Learners in ordinary public schools: Grades 1–12	1 098 878
Learners with special educational needs (SEN) units in ordinary public schools	852
Learners in special needs schools	20 048
Subtotal	1 119 778
Learners in Grade R in ordinary public schools	68 862
Total	1 188 640
Institutions	
Ordinary public schools	1 449
Schools for learners with special needs	67
Subtotal	1 516
Hospital schools	4
Total	1 520
District offices	8
Enrolment Source: 2020 Annual School Surveys - Ordinary Sector; ECD Sector and SNE Sector.	

Annual Theme

The theme, **“The Year of Values-Driven Leadership”**, with the sub-text, **“Enhancing Functional Schools”**, was declared for 2021. The annual theme stimulated conversations and actions that concentrated departmental efforts to:

- drive values conversations;
- transform mindsets;
- enhance school functionality;
- ensure curriculum delivery; and
- provide psycho-social and employee wellness support.



COVID-19



- At the start of the 2021 academic year, some schools still applied Temporary Revised Education Plans.
- Schools were provided with funds to procure required sanitising material.
- By 26 July 2021, all learners returned to school full time.
- A blended approach to training was implemented.

NSC examinations

- 57 709 Grade 12 candidates wrote the 2021 National Senior Certificate (NSC) examinations.
- A pass rate of 81,2% was achieved.
- Bachelor's pass rate of 45,3% in 2021, an increase of 1,5% - the highest in the country.
- Pass rate for Mathematics of 71,6% with 27% achieving 60% or more.
- Pass rate for Physical Sciences of 76,2% with 32% achieving 60% or more.
- 3rd place NSC performance in the country.



Management changes in 2021/22

- Mr Brent Walters was appointed as Head of Department, with effect from 01 April 2021, after the retirement of Mr Brian Schreuder as Superintendent General.
- Other appointments made in the Senior Management Service (SMS) space included:
 - Deputy Director-General: Curriculum Management and Teacher Development - Haroon Mahomed
 - Chief Director: Assessment and Examinations - Bertram Loriston
 - Director: Examinations Administration - Lucia Bredenkamp
 - Director: Strategic People Management - Hlengiwe Sishi
 - Director: Employee Relations - Colin Esau
 - District Director: Metro Central - Brenda Robertson

Inclusive Basket of Criteria

When the national Inclusive Basket of Criteria was applied to rank Provincial Education Departments, the WCED ranked 1st to 3rd place in most of the following nine criteria:

1. Overall Achievement – 3rd
2. Mathematics Participation – 3rd
3. Mathematics Achievement - 1st
4. Physical Science Achievement – 1st
5. Technical Mathematics Achievement – 4th
6. Accounting Achievement – 6th
7. Admission to Bachelor's – 1st
8. Distinctions Achievement – 1st
9. Throughput Rate – 3rd

Infrastructure

Infrastructure projects completed during 2021/22:

Four new schools, namely:

1. De Doorns Primary
2. Garden Route High
3. Bothasig High
4. Fisantekraal No.2 HS



Four replacement schools, namely:

1. Willows Primary
2. PC Petersen Primary
3. Turfhall Primary
4. Kwa-Faku Primary

School maintenance projects:

A total of 60 scheduled maintenance projects were concluded in 2021/22. Six of these were carried over from 2020/2021 and completed in 2021/22 along with the 54 projects that were planned for the reporting year.

High security perimeter fencing:

A total of 54 schools were provided with high security perimeter fencing.



Transform to Perform (T2P)

The T2P strategy which seeks to impact on the attitude and mindset of learners, teachers and officials, continued to be implemented through:

- implementing **Growth Mindset** in **240 schools**;
- training **187** schools on the **Change Mindset Programme**;
- training middle and senior managers using a basket of **Leadership Development Courses**;
- supporting the **psycho-emotional wellbeing of officials** through various wellbeing channels;
- **Executive Coaching** for SMS members; and engaging in **Values Conversations** at all levels of the organisation.



Early Childhood Development

- The department is responsible for ECD and enrolled **70 938** Grade R learners in ordinary public schools, ECD independent sites, special schools, and pre-primary schools.
- **68 862** of the 70 938 Grade R learners were in ordinary public schools.
- **48** additional classes were provided to 29 ordinary public schools.
- **935** ECD practitioners were trained in the National Curriculum Framework at Technical Vocational Education and Training Colleges, using a blended learning approach.

eLearning Strategy

eLearning supports teaching and learning which enhances the learning experience. This, in turn, leverages off technology and its infrastructure: During this year:

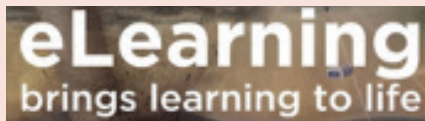
- **83** schools received Local Area Networks (LAN);
- **89** subject-specific computer labs received technology refreshes;
- **1164** technology-enabled classrooms (i.e. Smart classrooms) were provided; and
- **160** schools were provided with multi-media resources.

To institutionalise eLearning in order to support, advise and monitor teachers within their space, the WCED continued to:

- create professional learning environments;

- enable more teacher Information and Communications Technology (ICT) training enrolments;
- increase ICT capacity, and
- capacitate eTeacher networks, champions, lead teachers, etc.

Digital and online resources were made available on the ePortal, to provide users with access to learning material in various formats such as video, animations, simulations, collaborations, topic quizzes, formative assessments, and interactive activities.



STEAMAC Strategy

STEAMAC is an acronym for Science, Technology, Engineering, Arts, Maths, Agriculture, and Coding and Computational Skills. The STEAMAC strategy's delivery agenda included and achieved the following outputs:

- More learners were selecting STEAMAC subjects as more schools offered and expanded these subject choices to learners.
- A pilot Coding & Robotics programme had been implemented.
- Robot kits were provided to each district for training purposes.
- A Creative Arts conference was hosted in August 2021, focusing on equity and diversity in Creative Arts education.

Diagnostic Systemic Assessment

The department conducted its annual diagnostic systemic assessment in October 2021, after a COVID-19 induced hiatus in 2020. The results illustrated the devastating impact of the pandemic creating learning backlogs.

The Foundation Phase was the most severely affected as learners at this age need face-to-face contact time with their teachers.

Collaboration Schools

The second phase of the Collaboration Schools programme continued at 14 no-fee **public schools**. The programme seeks to:

- **improve the quality of education** at public schools;
- demonstrate **effective models of partnerships** in education;
- **strengthen public school governance and accountability**; and

- **develop teachers professionally.**

Promising results are evident with a Collaboration School, Silikamva High School, being recognised for the **Most Improved Matric Pass** rate and the **Most Improved Bachelor Pass** rate in the 2021 NSC examinations.

Curriculum

Foundation Phase:

Grades R–3 project in 103 schools

Structured and focused support **for improved learning in the Foundation Phase** in **103 schools** was provided. This aided the department to ensure that all Foundation Phase learners **read and write at the required level** before the end of Grade 3.

GET:

- We continued our **reading strategy** that was **launched in 2020** and comprises **six pillars** with reading norms to assist early diagnosis of learners with reading barriers.
- Our **Grade 4 creative writing campaign, Story Stars**, where learners can write their story in English, Afrikaans or Xhosa, **continued with a 2nd edition.**

FET:

The telematics programme continued and provided much needed support to learners severely affected by the pandemic.

- **FET video lessons** were broadcasted via **satellite and live streaming** to Grade 10–12 learners in partnership with SUNCEP (Faculty of Education, Stellenbosch University).
- Learners attended support classes to cover the curriculum.

Funza Lushaka Graduates

Teacher placement:

We placed **334 (60%)** of the 556 Funza Lushaka **bursary holders** in permanent and contract teaching positions in the 2021 academic year.

Teacher Training

The **Cape Teaching and Leadership Institute** is responsible for in-service training of teachers, school leaders and curriculum officials of the WCED and provided online professional learning opportunities to teachers through a blended learning approach.

During the year:

- **5260** teachers attended ICT integration training.
- **10 000** teachers were reached in one year,

whereas pre-COVID-19 the reach was fewer than **4 000** teachers.

- **76 online teacher professional development courses** were offered.

Education Resources

Furniture and equipment:

During the period under review, we delivered:

- **97 826** items of **furniture** to 410 schools; and
- **7 983** items of **equipment** to schools.



Awards and Accolades

- **Jakes Gerwel Technical High School** represented South Africa at the international T4Education Teacher Tech Summit.
- The department won **nine awards** at the National Teaching Awards, including **first place** in both the **Best Teacher, Excellence in Secondary School Leadership** and **Excellence in Special Needs Education** categories.
- Other awards included two 2nd places and four 3rd places.
- **Irista Primary** represented the department at the **National Best School Awards** and received a consolation prize.

Specialised Education

Grade 12 learners with special needs performed admirably in the NSC examinations:

- Achieved an overall **pass rate of 94,3%**; and
- **10** special schools that follow the NCS CAPS curriculum wrote the **NSC examination**, of which six schools achieved a **100% pass rate**.

A total of **72 special schools** accommodated **20 048 learners with special educational needs**.

Skills education was supported with the introduction of the full four-year programme at Silverstream Secondary School.

A total of **586 Learner Support Teachers** and **307 therapists/specialist staff** provided support to learners at special schools in 2021.



Communications Campaigns

The department embarked on numerous campaigns to advocate and support the key strategies of the department, including:

- A reading ambassadors initiative aimed at parents and community;
- The Grade 4 Story Stars: creative writing campaign; and
- An enrolment campaign to advocate early and timely school enrolment/applications.

Posters were provided to advocate and support the 2022 theme, **“The year of learning: Leadership driving resilience”**, launched at the end of 2021.



WCED @ a glance

	8 Districts		81,2% NSC Pass Rate
	1520 Schools		45,3% Bachelor's Pass
	1 098 878 Learners		74,6% Retention rate: Gr. 10-12
	886 No Fee Schools	$x = y^2$	71,6% Mathematics Pass
	658 380 Learners in public schools benefitted from the "No Fee" policy.	$E=mc^2$	76,2% Physical Sciences Pass
	90 797 Learners benefitted from fee exemptions.		22 702 Learners at subsidised registered independent schools.
	63 462 Learners benefitted from the transport programme.		500 073 learners benefitted from the nutrition programme.

Enrolment at Ordinary Public Schools (2018 - 2020)

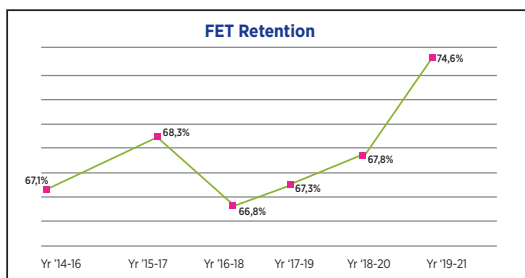
Jaar	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
2018	104 336	103 671	104 357	106 969	97 900	92 044	85 794	83 376	74 613	77 245	62 832	51 459	1 044 596
2019	105 207	102 990	101 563	108 724	101 936	95 227	90 148	87 796	77 603	77 475	63 548	51 076	1 063 293
2020	105 602	103 064	100 937	107 013	102 858	99 368	93 653	91 334	80 999	79 563	63 886	52 374	1 080 651
2021	105 831	102 300	100 827	104 113	102 114	100 979	97 489	89 755	86 755	81 890	69 765	57 791	1 098 878

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

Learner Retention @ Ordinary Public Schools:

The FET retention rate improved significantly to **74,6%** in 2021, in relation to the 67,8% of the previous year.

- the **T2P** work on **mindset and attitude**, emphasising **values** and behavioural choices;
- the **subject offerings** through the **STEAMAC** strategy;
- the high adoption rate of **eLearning**; and
- a **key campaign** focused on learners: **"Invest in your future self"** focused on learners.



Finance @ a glance

Social Support Initiatives

- Norms and Standards allocations to schools are weighted in favour of schools in less economically active areas.
- In the past, schools in National Quintiles (NQs) 1–3 received graded pro-poor weightings.
- The “per learner” amounts paid to public schools in NQs 1, 2 and 3 were equalised from 2013/14; in other words, **NQ 2 and 3 schools receive the same funding as NQ 1 schools.**

The department’s 2021/2022 **pro-poor approach** benefitted learners as follows:

- In 2021, **R72, 799** million was paid to support **fee exemptions** for **90 797** learners in **553** schools, which is an increase from the 87 590 learners of the previous year.

- **63 462** qualifying learners used **Learner Transport Schemes** to travel to and from school;
- **497 660** targeted learners were fed at 1020 schools;
- **248 830** learners were fed daily during lock down level 3, and
- **416 218 food parcels** were provided to learners at 1020 schools, which led to a milestone 100% National School Nutrition Programme budget use.

The department spent 99,9% of the adjusted budget for 2021/22. The under-expenditure amounted to R32,347 million or 0,1% of the adjusted budget.

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

In conclusion

The department remains committed to promoting the best possible learning opportunities for learners to acquire the values, skills and knowledge needed to thrive in an everchanging environment. It continues to strive towards the attainment of its vision of quality education to every learner, in every classroom, in every school in the province.

How to contact us

The WCED operates in eight districts and has its Head Office in Cape Town.

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



Personnel and Finance queries: 086 192 3322

Safe Schools: 080 045 4647

EHWP: Toll-free: 0800 111 011

USSD: Send a “please call me” to *134*664*38#

Email: wced@mhg.co.za

For other psycho-social interventions such as awareness programmes, workshops etc., implemented on a team or departmental level, kindly contact your departmental EHWP practitioner.

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

Email list: WCEDnews <http://list.pgwc.gov.za/mailman/listinfo/wcednews>.

Twitter (micro-blogging)

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

WCED ePortal <https://wcedportal.co.za/> (digital learning resources)