



# Annual Citizens' Report 2022/23

[\*the citizen's report is a snapshot of the Western Cape Education Department's comprehensive Annual Report (AR) for the period under review. The full AR is obtainable at [WCED Annual Report](#).]



**David Maynier**

Minister of Education in the  
Western Cape

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



**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.













**The VISION of the WCED** is to deliver quality education for every learner, in every classroom, in every school in the province – and to that end we:

- 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);
- Developmental opportunities for educators and non-educators;
- A targeted feeding programme and other poverty alleviation and safety measures;
- Support to educators through the provision of basic conditions of service, incentives; and an
- Employee Health and Wellness Programme (EHWP).

## WCED @ a glance

	8 Districts		81,4% NSC Pass Rate
	1 524 Schools		42,7% Bachelor's Pass
	1 205 172 Learners		75,3% Retention rate: Gr. 10-12
	888 No Fee Schools	$x = y^2$	67,9% Mathematics Pass
	835 019 Learners in public schools benefitted from the "No Fee" policy.	$E = mc^2$	81,1% Physical Sciences Pass
	94 099 Learners benefitted from fee exemptions.		21 881 Learners at subsidised registered independent schools.
	65 594 Learners benefitted from the transport programme.		510 956 learners benefitted from the nutrition programme.

## WCED activities – scope and scale

Learners	2022/23
Learners in ordinary public schools: Grades 1–12	1 116 010
Learners with special educational needs (LSEN) units in ordinary public schools	870
Learners in Schools of Skills: Year 1-4	200
Learners in special needs schools	20 572
<b>Subtotal</b>	<b>1 137 652</b>
Learners in Grade R in ordinary public schools	67 520
<b>Total</b>	<b>1 205 172</b>
Institutions	
Ordinary public schools	1 451
Schools for learners with special needs	69
<b>Subtotal</b>	<b>1 520</b>
Hospital schools	4
<b>Total</b>	<b>1 524</b>
District offices	8

Enrolment Source: 2022 Annual School Surveys - Ordinary Sector; ECD Sector and SNE Sector. \*Figure excludes 204 learners at Hospital Schools

## Enrolment at ordinary public schools (2018-2022) over the last five years

Year	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
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	86 024	81 890	69 765	57 791	1 098 878
2022	105 945	104 833	100 922	104 141	100 189	99 984	99 076	96 119	86 957	87 157	70 751	59 936	1 116 010

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

## The Class of '22

### NSC examinations

- **60 338** Grade 12 candidates wrote the 2022 National Senior Certificate (NSC) examinations.
- Overall pass rate increased from 81,2 to **81,4%**.
- Bachelor's pass rate of **42,7%** in 2022 - the highest in the country.
- Subject distinctions increased from 26 407 to **26 428**.
- Pass rate in majority of quintiles (1, 3 & 4) has increased.
- Number of public ordinary schools achieving below 60% decreased from 37 to **29**.
- **60 338 out of 62 350** registered Grade 12 learners actually wrote the exam – a turnout rate of 96,8%.
- Pass rate for **Mathematics** of **67,9%** is the highest in the country.
- Pass rate for **Physical Sciences** of **81,1%** is the highest in the country.
- Pass rate for **Accounting** as well as the percentage of distinctions achieved is also the highest in the country.

See: [NSC 2022 Examination Report](#)



[Western Cape Celebrates NSC Results](#)

[Class of 2022 results](#)

### NSC Examinations for learners with special education needs

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

- **10** special schools that follow the Curriculum Assessment Policy Statements wrote the **NSC examination** and achieved an overall **pass rate** of **85,9%**.

## Specialised Education



**Specialised education continues to flourish: 69 special schools accommodated 20 572 learners with special education needs.**

Some special schools are currently collaborating with the private sector and the Department

of Labour to place learners with disabilities in employment and this has resulted in learnership and work opportunities for a number of school leavers.

**WCED outreach teams**, funded by a National Conditional Grant, in collaboration with the departments of Health and Social Development, **supported 1 646 learners with severe to profound intellectual disabilities** in 62 special care centres.

A special schools web page <https://wcedportal.co.za/special-schools> on the ePortal has been designed for supporting material as well as examples of good practice.

Also, the WCED employed therapists, psychologists, Learning Support Practitioners and social workers, posted about activities on social media, provided information brochures, pamphlets, and videos to assist educators, learners and parents.

See: [Specialised Support Services](#)

See: [World Play Day](#)

## Finance @ a glance

### Social support initiatives

The department's continued 2022/2023 "pro-poor approach" benefitted learners as follows:

- **R85, 075 million** was paid to support **fee exemptions** for **94 099** learners in **550** schools, an increase from the **90 797** learners of the previous year.
- No Fee schools increased to 248 schools in 2023 for an additional 1093 learners.
- The National School Nutrition Programme fed **511 777** learners at **1 029** schools – an increase of nine schools. The breakfast programme continues with seven schools benefitting from the Tiger Brands Foundation, another nine from the Department of Economic Development and Tourism, and five schools from Pioneer Foods.

The department spent 99,9% of the adjusted budget for 2022/23. The under-expenditure amounted to R36,985 million or 0,1% of the adjusted budget.

### Education Resources

#### Furniture and equipment:

The WCED delivered:

- **91 648** items of **furniture valued at R58 584 012,79** to 621 schools;
- **2640** furniture items with a total expenditure of **R1 170 436,20** to **46** schools with new Grade R classes; and
- **13 585** furniture items to **47** Mass Participation, Opportunity and Access, Development and Growth Centres. They also received **laptops valued at R936 146**.

### Learning and Teaching Support Material (LTSM)

**451 139** top-up textbooks were delivered to schools prior to the 2023 academic year.

**239** non-section 21 schools received stationery and cleaning materials.

**5 792** literature books were procured and delivered to 269 schools with Grades 10–12 learners.

Programme name	2021/22	2022/23
	Actual expenditure	Actual expenditure
	R'000	R'000
1. Administration	1,332,420	1,456,507
2. Ordinary public school education	18,940,004	20,004,427
3. Independent school subsidies	130,508	143,544
4. Special school education	1,443,830	1,507,392
5. ECD	621,102	986,010
6. Infrastructure development	1,711,264	2,539,794
7. Examination and education related services	1,176,773	1,491,257
<b>Total</b>	<b>25,355,901</b>	<b>28,128,931</b>

### Learner Transport Schemes (LTS)

**65 785** learners made use of LTS services. Currently **605** routes are approved throughout

the province and 483 schools are serviced by the scheme.

## Infrastructure Development

### Projects completed during 2022/23:

**Eight new schools**, namely:

New Moorreesburg, Klapmuts, Tafelsig no. 2, Lwandle and Fairdale **High Schools**;

Rosendaal and Saxonsea **Junior High Schools**; and Klapmuts no. 2 **Primary School**

**Three replacement schools**, namely:

Chatsworth, Umyezo Wama Apile and Perivale **Primary Schools** were built.

[Celebration as new Perivale Primary School buildings are opened](#)

### School maintenance projects:

54 scheduled maintenance projects were concluded in 2022/23.

**602 new classrooms** were built.

### High security perimeter fencing:

**32** schools were provided with high security perimeter fencing.

Read about the **WCED's Rapid School Building Programme** here: [Rapid Schools Building Programme](#)



### Specialised education

A “new school” for learners who present with Autism Spectrum Disorder and who have high support needs, was started at the old Cheré Botha school satellite campus in Herbert Street, Bellville.

See the new facilities here: [A Remarkable School](#)



## Early Childhood Development

In accordance with the President's Proclamation of 2019, the WCED was granted the ECD function in 2022. 51 officials who worked at the ECD directorate for the Department of Social Development were transferred to the WCED.

The WCED's core responsibilities in respect of ECD are to provide:

- ECD at Grade and pre-Grade R level, in accordance with White Paper 5 (eLearning is also included.)
- Specific ordinary public schools with resources required for Grade R.
- Grade R support at ECD centres.
- Training and payment stipends to pre-Grade R practitioners/educators.
- Departmental services for the development of practitioners/educators and non-educators at ECD centres.

**70 060** Grade R learners were enrolled in ordinary public schools, independent sites, special schools and pre-primary schools.

- **63 086** of the **70 060** Grade R learners were enrolled in ordinary public schools.
- **248** additional classrooms were provided to **24** ordinary public schools.
- **1 373** ECD practitioners were trained.

## Teacher Development Training

The **Cape Teaching and Leadership Institute (CTLI)**, responsible for in-service training of educators, school leaders and curriculum officials of the WCED, has provided several online professional learning opportunities to educators through a blended learning approach:

- **3 834** educators attended Information and Communication Technology integration training; and
- **828** educators attended formal courses through the CTLI.

**Read more about the CTLI here:**

<https://wcedctli.co.za>

## eLearning Strategy

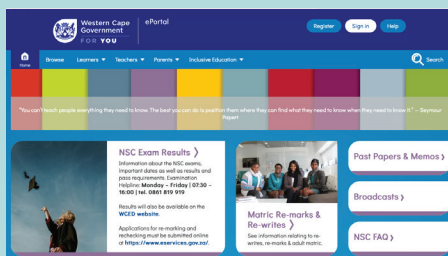
**1 296** schools were provided with broadband whilst **902** of those schools received Local Area Networks (Wi-Fi) and the maintenance thereof, thereby enabling access for close to **850 000** learners and **25 200** educators.

Further deployment and growth of Smart Classroom projects continued with **9 981** of these projects across **806** schools implemented already.

Teacher Professional Development in eLearning exceeded the target of **4 400** educators by an additional **4 793** educators. Online platforms have presented unparalleled opportunities when offering guided and facilitated courses in virtual environments.

The WCED's ePortal is the premier gateway for learners, educators and parents to gain direct access to learning resources across grades and subjects. Its asset base of digital resources and collaborations are continually being developed, sourced or collaborated with.

### WCED ePortal



## Diagnostic Systemic Assessment

The 2022's Systemic Test results reflect that recovery interventions are having an impact, particularly in the Foundation Phase. Relative to the 2021 results, the Grade 3 Mathematics pass rate and average scores increased significantly, as did the Grade 3 Language pass rate and average scores. Improvements relative to the 2021 results were also seen in the Grade 6 Mathematics pass rate and average score, the Grade 9 Mathematics average score, and the Grade 9 Language pass rate and average score.

[Systemic Testing Works](#)

## #Back on track (BOT)

[The Western Cape is getting #BackonTrack!](#)

BOT was added as a ministerial priority aimed at supporting parents to get their children to read and do Mathematics every day as well as recouping learning losses experienced during COVID-19.

It also advocates various Foundation Phase initiatives that would contribute to improved results in the annual WCED Systemic Tests for Language and Mathematics - and to have all 10- year-old learners read for meaning at the correct level by 2023.

[BOT Recovery Programme](#)

## Funza Lushaka Graduates

**344 (58,6%)** of the 587 Funza Lushaka **bursary holders** were placed (within six months of completing their qualifications) in permanent and contract teaching positions in the 2022 academic year.

## STEAMAC/Coding and Robotics (C&R)

The strategy of promoting Science, Technology, Engineering, Arts, Maths, Agriculture (STEAMAC), and C&R skills is gaining more and more traction.

The 2022 pilot for C&R was extended into 2023.

Officials, across all phases, are working around the clock to implement a C&R curriculum. A

C&R Provincial Core Group consisting of district Foundation Phase advisers are developing activities aligned to empower educators by showing how the integration of C&R into Language, Mathematics and Life Skills can enhance current teaching and learning practices.

Intermediate and Senior Phase officials, in collaboration with the CTLI, are developing an introduction to a coding course whilst Senior Curriculum Planners for C&R are playing a leading role in finalising a draft curriculum for approval by Umalusi.

[Rural school robotics team takes the world by storm](#)

## Safe Schools

A total of 143 schools were supported with target hardening strategies varying from alarm systems, access gates motorisation, security gates, stone guards, intercom systems, and fence repairs. Various developmental and pre-emptive programmes were rolled out to facilitate attitudinal or behavioural changes of stakeholders. In fact:

- **7900** learners participated in after school programmes.
- **11 374** learners attended holiday programmes.
- **1 481** learners were tested for banned substances.
- **50** schools and **257** educators received drug testing training.
- **369** home visits were done and, subsequently, **293** learners were reintegrated.
- **520** educators received Occupational Health and Safety Training, whilst a further 192 and 32 underwent first aid and firefighting training respectively.
- **2 444 learners and 52 educators** attended conflict management whilst **7 564 learners and 226 educators** received anti-bullying training.

[Safe Schools Holiday Programme](#)

## Employee Health and Wellness Programme (EWH)

**64** psycho-social training interventions **reached 2379 employees**.

**1200** individual counselling sessions and **34** trauma debriefing sessions were conducted, reaching **425 employees**.

EHW services were promoted via Registry and **Health Bytes** were circulated by the EHW service provider.

A **Teacher Wellness Seminar** reached more than 250 employees.

Psychosocial training interventions were provided on stress management, mental health awareness, team building, conflict resolution training, stress management and burnout

## Communication campaigns

An expansive admissions campaign was launched, aimed at encouraging parents and caregivers of learners entering Grades 1 and 8, as well as learners transferring from schools in 2024, to apply early and at more than three schools. The process was augmented by a video guide (on how to apply online) garnering more than 42 000 views on YouTube, advertising in newspapers, on radio stations, billboards, backs of buses, in-taxi ads, hotspot enrolment areas, community loud hailing sessions, mass pamphleteering and poster-placement. Digitally too, the WCED targeted Facebook, Twitter, Instagram, Google Display ads and well over 800 000 listeners on various local radio stations.

**WCED Language Services** provided translation, proofreading and editing services to WCED components. Altogether, 1 301 documents were translated, edited, and proofread, which tallied to 4 634 pages.

There were **4 831 Edumedia services** ranging from desktop publishing, web page maintenance, printing, audio and video productions and still photography.

Google analytics shows **more than 9,8 million views** (which is an increase of more than a million views compared to 2021/22) **of the WCED's website** - underpinning its value.

Explore it here: <https://wcedonline.westerncape.gov.za>

## Annual theme



2022 saw a new annual theme. 2021's **“The Year of Values-Driven Leadership”**, with the sub-text, **“Enhancing Functional Schools”**, was replaced by 2022's new annual theme **“The Year of Learning”**, with the sub-text, **“Leadership driving resilience”**. It became critical for those in leadership, especially, to show determination in steering education in the province safely from the ravages of COVID-19.

## Curriculum

### Foundation Phase:

**The Grades R–3 project** targeted 103 Xhosa Learning of Learning and Teaching schools in the province with its focus being the development of the leadership of School Management Teams and provisioning and monitoring of LTSM.

**In all, 60 trolley cases of 10 tablets each were provided to 20 schools** during the project. Additional procurement is underway for the remaining 83 schools to get a further 2940 tablets for group teaching in Mathematics and group-guided reading in Home Languages.

### GET:

The third edition of the Grade 4 creative writing campaign, **Story Stars**, continued. Learners could write their story, which ultimately was turned into a video, in English, Afrikaans or Xhosa. The winning video can be viewed and/or downloaded at <https://wcedonline.westerncape.gov.za/story-stars>

Several interventions linked to the reading strategy took place, namely the Growsmart competition, WOW spelling festival, PANSALB writing competition and the Spelling Bee competition.

### FET:

**The CTLI appointed an FET course coordinator** that would assist with the expansion of the CTLI offering of professional learning opportunities (PLOs) in the FET band. Since the appointment was made in August 2022 much groundwork was done to implement the PLOs for Term 4 (2022) and Terms 1–4 (2023).



## Awards and accolades

Educators, learners, officials, and schools of the Western Cape did not disappoint in excelling at national level and in the case of two schools, even international level. Some highlights are:

Estelle de Wit, principal of Sunningdale Primary School, was named the Suid-Afrikaanse Onderwysers Unie national winner in the category Excellence in Educational Leadership: Primary Schools.

**Four** Western Cape educators were named South Africa's top educators in their respective categories in the **National Teaching Awards** while two others emerged as the first runners-up.

[Congratulations to our National Teaching Award winners!](#)

Pinelands North and West End Primary Schools were recognised globally as Top 10 Schools (with Pinelands North PS attaining Top 3

status!) in the category "Overcoming Adversity" in the World's Best School Competition.

[Pinelands North PS and West End PS make us proud!](#)

Athwood Primary School and Gardens Commercial High School were internationally recognised:

[Athwood Attains an Annual Anthem Award from America!](#) and

[US Organisations and Freshly Ground's Zolani help Gardens Commercial HS "take it to the bridge"](#)

Senior Curriculum Planner: Life Orientation and Life Skills, Ismail Teladia, represented South Africa in the over-60s Cricket World Cup in Queensland, Australia.

One of [Durbanville High school's teams](#) was [crowned national netball champions](#).

## How to contact us

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

Location	Postal Address	Telephone
<b>WCED Head Office</b>	1 North Wharf, 2 Lower Loop Street, Cape Town	0861 819 919
<b>Metro Central</b>	Gate House 2, Alexandra Provincial Office Precinct, Haven Road, Garden Village, Maitland	021 514 6700
<b>Metro East</b>	Belhar Main Road and New Nooiensfontein Drive, Kuils River	021 900 7000
<b>Metro North</b>	9 Timmerman Street, Parow	021 938 3000
<b>Metro South</b>	Lentegeur Hospital, AZ Berman Drive, Lentegeur, Mitchell's Plain	021 370 2000
<b>Cape Winelands</b>	9 Durban Street, Worcester	023 347 4600
<b>Eden &amp; Central Karoo</b>	York Park Building, 1st Floor, St Johns Street, George	044 803 8300
<b>Overberg</b>	15 College Road, Caledon	028 214 7300
<b>West Coast</b>	6 Hospital Street, Paarl	021 860 1200



Caring



Competence



Accountability



Integrity



Innovation



Responsiveness



# WCED

Call Centres, Websites and Social Media:

**Personnel and Finance queries:** 0861 819 919

**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](mailto: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>

**X (formerly Twitter)**

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

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

Every effort has been made to ensure the correctness of the links in this publication.  
Should some links not work periodically, please check again at a later stage.