



**Western Cape
Government**

Education

Procedural Policy Framework

Universal Access to Quality Grade R

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1. Definitions

In these guidelines, any word or expression to which a meaning has been assigned in the regulations bears the meaning assigned to it and, unless the context otherwise indicates,

“department” means the Western Cape Education Department;

“Head of Department” means the head of the Western Cape Education Department;

“Pre-primary school” means a school for learners of not younger than three years and not older than six years;

“Regulations” means the Regulations relating to the registration of and subsidies to independent schools (including independent pre-primary schools); and

“the Act” means the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997).

Acronyms

ABET	Adult Basic Education and Training
AET	Adult Education Training
CAPS	Curriculum Assessment Policy Statement
CBO	Community Based Organisation
CEMIS	Central Education Management Information System
ECD	Early Childhood Development
EEA	Employment of Equity Act
EPWP	Expanded Public Works Programme
ESS	Education Support Services
FET	Further Education and Training
LRA	Labour Relations Act
LTSEN	Learners with Special Education Needs
NDBE	National Department of Basic Education
NEPA	National Education Policy Act
NPDE	National Professional Diploma in Education
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
OBE	Outcomes-Based Education
OHSA	Occupational Health and Safety Act, 1993 (Act 85/93)
PFMA	Public Finance Management Act
REQV	Relative Educational Qualification Value
NCS	National Curriculum Statements
RPL	Recognition of Prior Learning
RTO	Resource and Training Organisations
SACE	South African Council for Educators
SAQA	South African Qualifications Authority
SASA	South African Schools Act, 1996 (Act 84/1996)
SBA	School Based Assessment
SETA	Sectoral Education and Training Authority
SGB	School Governing Body
SMB	School Management Board
SMC	School Management Committee
WCED	Western Cape Education Department

2. Purpose

The purpose of this document is to provide the procedural policy framework for the full realisation of universal access to quality Grade R and make reference to existing policy relating to Grade R in the Western Cape Province. The major thrust of the policy is to ensure the phasing in of Grade R as part of the schooling system and provide quality learning and teaching to five to six year old children in the province.

3. Scope

This document outlines the different pillars upon which the programme to universalize Grade R is based namely:

- 3.1 Provision
- 3.2 Registration
- 3.3 Practitioner Training, Accreditation and Employment
- 3.4 Funding
- 3.5 Transport
- 3.6 Health and Safety Measures
- 3.7 Health and Safety and Community involvement
- 3.8 Safety Committees, Structures and Environmental Design
- 3.9 Nutrition
- 3.10 Institutional Management and Governance
- 3.11 Monitoring and Evaluation
- 3.12 Nutrition Programme
- 3.13 Effective Governance of Grade R
- 3.14 Assessment
- 3.15 Reporting Progress and Recording
- 3.16 Learners with Special Needs
- 3.17 Children Infected and Affected by HIV and AIDS

The pillars cover the areas that provide the framework for realizing the vision of ensuring that all children in Grade 1 have had access to quality Grade R provision.

The specific outcomes focus on increasing access to Grade R and improving the quality of provision within the Grade R setting.

4. Provisioning

The Department of Education (DoE) has prioritised Grade R provisioning via the development and implementation of White Paper 5 on Early Childhood Development (DoE, 2001).

This policy focuses on children from birth to six years of age, with the emphasis on the provision of education to Grade R.

The target is to increase access to 80% coverage in public primary schools and 20% in ECD independent schools and eventually to have all primary schools offering access to the Grade R programme

4.1 Public Ordinary Schools (POS)

4.1.1 Public schools are not obliged to implement Grade R.

4.2.2 Schools that do however wish to start Grade R classes may apply to do so under the following provisions:

- (a) The school has a separate or privately funded separate facility to house the Grade R learners, or still have classrooms available in the school building after all the learners of compulsory school-going age (Grade 1 to Grade 9), who applied to the school, have been admitted.
- (b) The school has identified and found that after it has consulted with community based ECD centres in the immediate vicinity (within a radius of 5km) regarding ways to fully utilise the existing Grade R infrastructure in the community these centres cannot satisfy the demand. It is recommended that the school enter into an agreement with the existing community-based ECD centres to provide the Grade R for the school.
- (c) Educators currently employed by the department may not be utilised for Grade R classes.
- (d) The school has a suitably qualified and/or trained practitioner to teach the Grade R class.
- (e) The SGB is responsible for the remuneration of this practitioner.

4.2.3 The principle of first providing support to those who need it most will apply.

4.2.4 Public schools which do not have suitable accommodation nor are able to fund the provision of Grade R from school funds are requested not to implement Grade R at this stage, but to support the existing services in the community.

4.2.5 Existing Grade R classes that have been approved by the Head of Department may continue operating with the personnel presently in the Grade R post.

4.2.6 Schools should ensure that they have written approval from the Head of Department for the Grade R class, i.e. Schools should apply for the extension of their curriculum.

4.3 Independent Schools

- 4.3.1 An independent school that is registered with the education department may apply to offer Grade R at the school if they comply with the conditions for registration set out in paragraph 5 of this policy framework.
- 4.3.2 The Grade R class may qualify for a subsidy from the education department on condition that they meet all the criteria for funding as set out in paragraph 8.

4.4 Community-Based Independent ECD Centres

- 4.4.1 Community-based independent ECD centres that meet the requirements of the department may offer Grade R.
- 4.4.2 The Grade R class may qualify for a subsidy from the department on condition that they meet all the criteria for funding as set out in paragraph 8.

4.5 Practitioner: Learner Ratio

- 4.5.1 The learner: practitioner ratio for Grade R is 30:1.

4.6 Targeted Provisioning

4.6.1 The pro-poor approach favours the most disadvantaged in society. This approach is informed by two factors:

- It costs more to educate poor learners; and
- Non poor communities are in better position to supplement the state's resourcing

4.7 Admission

- 4.7.1 The responsibility to admit learners to public schools in terms of section 41 of the Act is vested in the Head of Department.
- 4.7.2 School principals, as members of SGBs, participate in the process to determine the admission policy of the school and school principals administer the admissions and registration of learners to schools in terms of the registration process determined by the HOD and the school's admission policy.
- 4.7.3 The admission age of a learner to a public school in terms of section 41(4) of the Act to –
- *Grade R is age four turning five by June in the year of admission*
 - *Grade 1 is age five turning six by June of the year of admission*
- 4.7.4 Priority should be given to children who have already reached their fifth birthday prior to the beginning of the New Year.
- 4.7.5 However, children who turn five before the end of June may also be admitted to the reception programme, provided this acceptance does not displace a seat for a child who has already turned five.
- 4.7.6 Some schools not able to fill their Grade R class with children who have already reached their fifth birthday prior to the beginning of the New Year could enrol the younger learners i.e. children turning five by June of that year (age of four years and six months) to fill their classes.
- 4.7.7 All learners, the five year olds and the four years and six months, must receive the same Grade R Learning Programmes based on the current outcomes and assessment standards for Grade R as outlined in the CAPS Document of 2010/11.
- 4.7.8 No learner may be refused admission to an ECD programme on the grounds that his/her parents/caregiver is unable to pay, or has not paid, school fees.

4.8 More time needed in Grade R

- 4.8.1 A child may spend another year in Grade R **if the child started Grade R at the age of four years and six months** because the child is not yet of compulsory school going age and it has been determined, that even with the support given **throughout the year** and it is in the child's best interest, he/she would benefit from an additional year in Grade R.
- 4.8.2 The assessment of these Grade R learners is based on the Curriculum Assessment Policy Statements (CAPS Foundation Phase) and not based on school readiness tests.
- 4.8.3 Funding for the younger Grade R learner cannot be withheld in the second year because compulsory school going age is six years turning seven in the year of admission to Grade 1.
- 4.8.4 However, children who are of the **compulsory school going age, i.e. six turning seven must progress to Grade 1.**
- 4.8.5 Progression in the Foundation Phase is with age cohort and the learner is only allowed to repeat once within the Foundation Phase.

4.9 Documents required for admission

4.9.1 The Admission Policy for Public Ordinary Schools states that the documents for a learner to be admitted are:

- The learner's **birth certificate**. If the parent is unable to supply a birth certificate, the school must conditionally accept the learner until a copy of the birth certificate is obtained from the Department of Home Affairs
- **Proof of immunization**. If a learner has not been immunized, the principal must admit the learner and advise her or him how to get immunized
- If the learner is transferring from another school, she or he must produce a **transfer card** or a **report card** or any document from the previous school with an **affidavit** stating why the learner does not have a transfer card.

4.10 Standards

4.10.1 A planning tool was developed for utilisation by provinces indicating standards for targeting of Grade R classes in POS.

4.10.2 These standards are:

- **Grade R Eligibility:** Any public ordinary school offering Grade 1 is eligible for Grade R targeting.
- **Management Readiness:** The school targeted for Grade R eligibility must possess management readiness to offer publicly funded Grade R. This indicator is based on the following three(3) considerations:
 - (1) Quality of financial management in relation to the school fund
 - (ii) General effectiveness of the school governing body
 - (iii) Quality of teaching and learning relative to the level of disadvantage of the school community.
- **Physical Space:** Space should be expressed in terms of the number of Grade R learners that can be accommodated, and should take into account seating, workspace and recreational space. It should be based on the Norms and Standards for indoor and
- **Budgets:** Budgets and financial reports must clearly separate expenditure on Grade R from other expenditure in both POS and IS.
- **Per Learner Cost:** This cost should be equal to 70% of the total learner cost for Grade 1.
- **Full Coverage Per School:** Full coverage for Grade R in any school in any year is defined as the number of learners equal to the average of the enrolments in Grades 1,2 and 3 during the previous year.
- **The Pro-Poor Funding Gradient:** Level of Grade R funding must be higher in schools serving poorer communities.

5. Registration

5.1 Requirements and Conditions for Registration of Independent ECD Sites, Centres, Learning Sites and Grade R Classes

5.1.1 The requirements and conditions for the registration of independent pre-primary schools (learning sites) have been laid down in Regulation B2 of the Regulations promulgated in terms of the Act and includes the registration criteria as stipulated in the guidelines for registration:

However, the following criteria should be included:

1. No pre-primary school should be established within a radius of 5 km of another registered independent pre-primary school. This condition may be waived, based on the availability of accommodation and the need for provision.
2. The independent pre-primary schools (learning sites) should follow the curriculum as approved by the education department.

5.2 Application for Registration of Independent ECD Schools

- 5.2.1 An application must be submitted on the prescribed application form that will be made available by the Education Districts for this purpose, together with the relevant documentation. (Annexure A).
- 5.2.2 The application must be signed by the principal/owner and forwarded to the IMG adviser at the relevant education district office.
- 5.2.3 An assessment must be conducted by the IMG adviser or IMG ECD adviser to ascertain the applicant's compliance with criteria relating to the curriculum, building conditions, financial reports, etc.
- 5.2.4 The forms must be signed and recommended by the relevant role-players.
- 5.2.5 The application must be forwarded to the Head of Department for consideration.
- 5.2.6 The Head of Department must issue a registration certificate after approval of the application.

5.3 Withdrawal of Registration of the Learning Sites

- 5.3.1 The withdrawal of registration has been captured in existing departmental document "Closure of an ECD Independent Site/School". (Annexure B)
- 5.3.2 Any of the following can lead to the closure or withdrawal of the ECD Independent School registration:
- Reduction in the number of children utilising the facility over three years.
 - Appropriate management systems, administrative systems and procedures not in place.
 - Absence of a professionally qualified principal teacher.
 - No qualified teacher(s)/practitioner(s) or insufficient or incapable personnel.
 - The curriculum utilised was not approved by the WCED.
 - No assessment and evaluation system in place.
 - Inadequate learner teacher support material and systems.
 - Is located within a five kilometres offering Grade R metre radius of the closest POS or a WCED registered Independent School offering Grade R.
 - A management committee that is not functioning, dysfunctional, has poor co-operation and/or is involved with corruption and maladministration.
 - Unsafe buildings or structures.
 - Inadequate space and unsuitable accommodation.
 - Children's health is jeopardised.
 - Refusal to meet the stipulated requirements of the local authorities.
 - Discrimination that leads to the violation of children's rights

6. Curriculum

- 6.1 The curriculum is at the heart of the education and training system
- 6.2 The care and development of young children must be the foundation of social relations and the starting point of human resources development strategies from community to national levels.
- 6.3 The Grade R curriculum is part of the Foundation Phase curriculum.
- 6.4 The curriculum has been strengthened by the Curriculum Assessment Policy Statement (CAPS) which was implemented in the foundation phase in 2012.
- 6.5 The development of curriculum policy for the Foundation Phase, Grade R has been based on the following national policy documents:
 - (a) White Paper 1996 on Education and Training
 - (b) White Paper 5: Early Childhood Development
 - (c) National Curriculum Statement (NCS) General Education and Training
 - (d) CAPS
- 6.6 The White Paper on Education and Training acknowledges that the curriculum for Grade R will be in line with the CAPS policy for the Foundation Phase (Grades R - 3) and will be offered according to provincial guidelines.
- 6.7 From 2011 the curriculum for the Foundation Phase will follow the CAPS.
- 6.8 Educational Focus

The key principles guiding the CAPS implementation include the following:

- (a) Learner-centred integrated curriculum.
- (b) The holistic development of learners, i.e. their social, emotional, cognitive, physical, moral and spiritual development.
- (c) Relevance to developmental needs and the child's life world.
- (d) Flexibility, accountability and transparency.
- (e) The development of critical and creative thinking.
- (f) The progression of learners in a planned, continuous developmental sequence.
- (g) The acquisition of knowledge, skills, values and attitudes that will lay the foundation for lifelong learning.
- (h) The development of perceptual skills that are required for learning to read, write, count and solve problems.
- (i) The laying of a foundation for literacy, numeracy and life skills.
- (j) A human rights approach, including learners with special education needs.
- (k) Quality assurance based on international benchmarks.
- (l) Grade R programmes in which learners are given adequate opportunities to develop to their fullest potential.

7. Practitioner Training, Development and Employment

7.1 Teachers/Practitioners as Facilitators

The teacher/ practitioner plays an active role while he or she performs the following functions:

- Teaching of specific skills
- Facilitation and mediation of learning
- Observation of learners
- Planning of purposeful activities according to outcomes
- Assessment of learners' developmental levels
- Encouragement of active participation
- Development of thinking skills
- Adapting activities according to learners' needs

7.2 Practitioner Training and Accreditation

Trained and accredited teachers/ practitioners ensure that the programmes in the Western Cape ECD sector are of the required quality.

There are two types of training:

- In-Service
- Pre-Service.

- 7.2.1 Training providers will consist of departmental officials, including the curriculum advisors; Further Education and Training and Higher Education and Training Institutions; and Resource And Training Organisations (RTO).
- 7.2.2 The WCED works in close collaboration with all the training providers to ensure that the training programmes are in line with the SAQA and NQF requirements.
- 7.2.3 ECD training providers are encouraged to follow the SAQA accreditation process to ensure that ECD practitioners receive an NQF recognised qualification.
- 7.2.4 Adult learners should ensure that the training they receive is offered by accredited training providers.
- 7.2.5 All ECD practitioners are to have the minimum accredited qualifications to be eligible for registration with SACE.
- 7.2.6 The minimum accredited qualification to be eligible for registration is NQF Level 4 and all teachers should strive to achieve this level as a start to their career path.
- 7.2.7 Practitioners should note that this is an interim arrangement made by the National Department of Basic Education (NDBE) with SACE and eventually the required minimum level for registration will be REQV 13 (ECD Level 6).
- 7.2.8 From 2003, access to in-service training has been provided through the ETDP SETA learnerships, the EPWP Conditional Grant, the Education Districts and accredited training providers, and was facilitated and monitored by the WCED.
- 7.2.9 Level 4 training is available to teachers who were part of the Conditional Grant and EPWP funding.
- 7.2.10 Career-pathing and lifelong learning, which includes RPL and part and whole qualifications, should be linked to ensure a SAQA accredited qualification recognised by SACE.
- 7.2.11 All ECD training should have a theoretical and a practical component.

- 7.2.12 The NPDE is available to under qualified teachers who are at REQV 11 and 12, and will take them to REQV 13.
- 7.2.13 This is the minimum level that will be required for registration with SACE
- 7.2.14 All training should be monitored and evaluated on an on-going basis to ensure effective service delivery and workplace implementation.
- 7.2.15 Implementation of training is to be monitored by the WCED
- 7.2.16 Support and guidance will be offered to all practitioners in the implementation of quality ECD programmes.
- 7.2.17 Currently, ECD Levels 1, 4 and 5 learnerships are offered through the Expanded Public Works Programme (EPWP).

7.3 Employment of Grade R Practitioners

- 7.3.1 Grade R practitioners are not WCED employees.
- 7.3.2 The education department will not pay the practitioner's salary.
- 7.3.3 The payment of the practitioners salary occurs through the per child per capita subsidy.
- 7.3.4 The subsidy money is managed by the SGB and becomes the ECD practitioner employer.
- 7.3.5 SGBs or School committees who act as the ECD practitioner employer must ensure that the conditions of employment as determined by the Labour Relations Act (LRA), Act 66 of 1995 apply.

7.3.6 The SGB must ensure that a practitioner receives the following legal documents which must be stored in a special file:

- (a) Employment Contract
 - (b) Conditions of Service
 - (c) Monthly Salary Advice
 - (d) Proof of UIF Payment
 - (e) Proof of Tax deductions and payments made to SARS
- 7.3.7 The employer as well as the employee must take responsibility for the above mentioned legal documents as these will be requested regularly for scrutiny by both the district and head office ECD officials

8. Funding

8.1 Funding Source

- 8.1.1 In accordance with the proposals of Education White Paper 5, published in 2001, the state will follow a phased approach to introduce publicly funded Grade R classes across the whole public schooling system by 2014.
- 8.1.2 The approach favours the most disadvantaged in society.
- 8.1.3 The level of Grade R funding must be higher in schools serving poorer communities.

8.1.4 The pro-poor approach is informed by two factors:

- it costs more to educate learners from disadvantaged backgrounds,
- and non-poor communities are in a better position to supplement the state's resourcing through private resourcing.

8.1.5 Education White Paper 5 recommends the per learner cost should be, equal to 70% of the total per learner cost for Grade 1.

8.1.6 The per learner cost determined by the Department must cover the full cost of a basic package of inputs.

This basic package of inputs must include:

- The personnel cost of an educator working as an ECD practitioner, teaching a class of a size deemed reasonable by the Department,
- Non-personnel recurrent inputs required by the Grade R learners such as learner support materials, minor building repairs, utilities such as electricity and water, administrative support, copying of materials and media collections.

8.1.7 In the two least poor quintiles, where public funding is not intended to cover the entire basic minimum package, it is anticipated that private contributions, in particular school fees, will top up the public allocation so that a reasonable level of expenditure can be attained.

8.2 Two Models of Grade R Funding

8.2.1 Model 1:

In the first model, public funds for the Grade R service, covering both personnel and non-personnel items, are transferred directly into the banking account of the school fund by the Department.

8.2.2 Model 2:

- 8.2.2.1 In the second model, the funds based on the per capita are partly converted to educator posts.
- 8.2.2.2 The remaining amount, after the cost of the educator posts have been subtracted, is either transferred into the banking account of the school fund or is retained by the Department so that it can procure goods and services on behalf of the school

8.3 Roll Out Plan

- 8.3.1 A roll-out plan for public school Grade R, using the information on Grade R eligibility, management readiness, and physical space, budgets, per learner cost, learner coverage per school, and the pro-poor funding gradient must be formulated.
- 8.3.2 The target of the roll-out plan should be universal Grade R by 2014, and possibly before 2014.

- 8.3.3 The introduction of publicly funded Grade R involves new planning and reporting procedures for schools.
- 8.3.4 These should be integrated into the general planning cycles of the school as far as possible.
- 8.3.5 However, funds for Grade R should be accounted for separately, although they will be kept in the general school banking account.

8.4 Public Funding for Grade R in Independent Schools (IS)

In accordance with the proposals of Education White Paper 5, the state will fund Grade R in non-public institutions where there is a need for the piloting of new approaches or there is a need to reduce the distance travelled by poor Grade R learners between home and the institution.

(Refer to IS Registration Criteria paragraph 5)

8.5 Registration of Community-Based Sites as Independent Schools

- 8.5.1 The WCED has amended their registration criteria to make it possible for publicly funded community based ECD sites to become Independent Schools (IS).

(Refer to IS Registration Criteria at paragraph 5)

8.6 Management of School Funds

8.6.1 Financial Administration

- 8.6.1.1 Bank accounts should be opened in the registered name of the ECD Centre if it is an Independent School (IS).
- 8.6.1.2 At least two out of three of the committee members should have signing powers.
- 8.6.1.3 Signatories should only sign cheques with a completed requisition from the Principal or Management.
- 8.6.1.4 The chairperson and treasurer should work closely regarding the financial position of the centre.
- 8.6.1.5 Financial reports should be presented at management, parent and special meetings.
- 8.6.1.6 Expenditure should always be in accordance with the annual budget.
- 8.6.1.7 Receipting of funds should be done on the day of receipt.
- 8.6.1.8 Parents should insist on being handed receipts.
- 8.6.1.9 The Management Committee should draw up a budget for the year.
- 8.6.1.10 The treasurer should supply the School Management Committee/Board (SMC/B), or the SGB or principal with a petty cash monthly.
- 8.6.1.11 Salary decisions are based on 80% of the subsidy or the minimum stipulated amount in the case of the Grade R practitioner.
- 8.6.1.12 The school treasurer or SGB/SMC should hand the Manager or Principal a receipt for the total amount of subsidy and other fees or donations received.
- 8.6.1.13 Salary deductions must be paid over to the indicated departments e.g. Department of Labour or SARS.

8.6.2 Audit Process

- 8.6.2.1 Account books should be taken to trial balance before being taken to auditors.
- 8.6.2.2 Copies of the audited financial statements must be submitted to the Department, Department of Social Development, the NPO Directorate, and other Donors funding and supporting your programme.

9. Learner Transport

- 9.1 It is the aim of the WCED to assist those learners who cannot access Grade R because they live far from the school closest to their residence offering Grade R and would require a long time to walk to school.
- 9.1.2 1 January 2010, this policy became applicable to learners attending public ordinary schools in the WCED.
- 9.1.3 Applications for learner transport shall be considered subject to the availability of funding.

9.2 Rural Districts Criteria to Qualify for Learner Transport:

9.2.1 Grade R Learners

- 9.2.1.1 9.2.1.1 Grade R learners who qualify for transport and who live in an area that qualifies for learner transport shall be accommodated on WCED transport if –
- the Grade R learners are part of the enrolment of the public school; **and**
 - a learner transport scheme to the relevant public school is in operation.
- 9.2.1.2 Due to the difference in school times, every effort should be made for learners in Grades R – 2 who qualify for learner transport to be transported on a transport scheme separate to that used for the older learners.
- 9.3.1.3 Always use safe and reliable transport.
- 9.3.1.4 Do not overload taxis and buses.
- 9.3.1.5 Children being transported must always be under adult supervision.
- 9.3.1.6 Check for valid driver's licence, registrations and PDP.
- 9.3.1.7 Check for overloading of taxis and buses

10. Health and Safety Measures

10.1 Health and Safety

ECD learning sites should strive to develop quality learning within a safe and healthy environment that is conducive to learning and teaching.

10.1.1 Each learning site should have a safety plan that is well practised that will ensure the following:

- A secure and healthy environment with clean sanitation
- Safety on the premises at all times
- Educational programmes on Safety and Care
- The clustering of learning sites within a geographical area
- Community involvement
- Safe, reliable transportation of the school population
- A means of indemnity
- The management and control of hazardous substances.

10.1.2 A safety plan is -

- (a) an inclusive strategy to assist sites in dealing with crime and violence and in reducing or isolating and eliminating health risks.
- (b) a written agreement of guidelines and methodologies, which deal with crime, violence and health within the parameters of ECD sites.
- (c) a means of addressing the safety concerns of the school identified through a systematic planning process. It should be driven by a community-orientated problem-solving approach.

10.2 Safety Structures

- 10.2.1 In accordance with Government Notice 1040, Regulations relating to Safety Measures at Public Schools ECD sites should develop safety structures to support and encourage safety.
- 10.2.2 The OHS Act requires principals and SGBs to ensure the health and safety of all learners and staff at ECD sites.
- 10.2.3 ECD sites should encourage inter- and intra-departmental partnerships and links with NGOs and CBOs.
- 10.2.4 Community participation should be ensured by engaging in a continued process of critical assessment and change.

10.3 Safety Measures

Each learning site should have the following safety measures:

10.3.1 Environmental Design

Measures should be undertaken to ensure:

- (a) That open fields near schools do not represent a threat to the safety of the school population.
- (b) That trees and bushes on and around school premises that constitute a danger to the school population are removed.
- (c) That the institution lobbies with local government about unsafe surrounding areas that constitute a threat to the safety and security of the neighbourhood.
- (d) That dark areas are well illuminated where necessary.
- (e) That negotiations with businesses and other structures, e.g. shebeens and game shops, situated near schools occur in order to obtain support for the safety plans of the institution.
- (f) That telephones and other means of communication are installed.
- (g) That the school works in close co-operation and collaboration with the Neighbourhood Watch and the local police.
- (h) That young learners are always supervised by an adult while they are on the school premises.
- (i) That the surrounding communities participate in anti-vandalism campaigns and that they are informed about risk factors.

10.3.2 A Safety and Security Plan for the Premises

10.3.2.1 Measures must be instituted to manage or control the following:

- (a) Access or visitations, especially by unauthorised persons.
- (b) Constant supervision of learners.
- (c) Collecting of learners during or after school hours.
- (d) The opening and closing of gates.
- (e) The monitoring of security and duties of watchmen.
- (f) The identification of unsafe areas on the premises.
- (g) The safety of play structures and maintenance thereof.
- (h) Any drinking and drug abuse as set out in the document entitled **“Abuse No More”**.
- (i) Any vandalism or theft.
- (j) The possession of weapons as set out in The Criminal Procedure Act.
- (k) The inventory of all equipment in the school and supplying the Safety Team with regularly updated copies.
- (l) Hazardous substances as set out in OHS Act (Regulations for hazardous chemical substances).
- (m) Proper and well-equipped first aid kits.
- (n) Emergency evacuation plans with regard to fires, bombs and natural disasters or events.
- (o) Records of incidents, injuries and illnesses.
- (p) The monitoring of programmes and monthly reporting to SGBs.

- 10.3.2.2 Each learning site should erect near its front gate, a clear sign declaring its policy about safety and security and issuing warnings to trespassers and transgressors.
- 10.3.2.3 The Safety Team and SGB of each institution should draw up a priority list, time frames and an implementation plan for safety and security measures.

10.4 Medical Support

- 10.4.1 The health and safety plan should include clinical examinations, immunisations and first aid procedures.
- 10.4.2 Every centre must have at least one person trained in First Aid.
- 10.4.3 Every centre/school must have a First Aid Kit.
- 10.4.4 A medical file/ register must be kept and updated with special attention paid to children with allergies.
- 10.4.5 Children who become sick should be removed from the classroom and be given special attention until their parents or guardians are able to fetch them.
- 10.4.6 In the case of an emergency, the child must be taken to the nearest hospital or clinic.
- 10.4.7 Serious injuries should be recorded and reported immediately to the SMB/C, SGB, and Education District Director, District ECD Official and parent or guardian.

10.4.8 In the event of a death at a school/centre it must be reported to:

- The Parent or Guardian
- A Police Official
- Head of Education
- The District Head of Education
- The District ECD Official
- SGB or SMB/C

11. Health Safety and Community Involvement in the Educational Programme

11.1 Health, safety and security should form an integral part of the educational programme.

11.2 Steps should be taken to ensure the following:

- (a) That holistic education and development is provided for the entire school population.
- (b) That different and effective conflict management strategies are in place.
- (c) That guidelines on how to deal with trauma are provided.
- (d) That counselling teams and Parent Support groups are established.
- (e) That the issues of sexual abuse or harassment (Abuse No More), unsafe home environments, neglect, first aid, disaster and risk management, and HIV/AIDS and other infectious diseases are dealt with in the programme.
- (f) That posters depicting simple, but clear and acceptable, preventative measures are displayed in ECD sites and that each institution makes available to its school population a training guideline on HIV/AIDS and infectious diseases.
- (g) That the institution provides quality after-school care where applicable.

11.3 Cluster Committees and Community Involvement

11.3.1 Each learning site should form part of a cluster safety committee, consisting of all the institutions within a five kilometre geographical radius.

11.3.2 A detailed guideline on how to deal with safety and security aspects of the educational institutions should be made available to all schools.

11.4 Roles and Functions of Cluster Committees

11.4.1 Cluster Committee for the cluster/site functions are as follows:

- (a) Select a name and develop a constitution.
- (b) Formulate a cluster safety plan.
- (c) Sign a financial agreement when applicable.
- (d) Hold monthly meetings to be attended by the principals and safety co-ordinators.
- (e) Monitor school programmes.
- (f) Advise WCED, Safe Schools Co-ordinator, Community and Police Safety and Security regarding areas of concern and crime rate.
- (g) Formulate developmental plans.

12. Nutrition Programme

- 12.1 The Welfare White Paper (1997) recognises poverty as an important cause of malnutrition and hunger.
- 12.2 Inadequate dietary intakes and frequent illness in underprivileged areas are the result of constraints related to the availability of food at household level.
- 12.3 ECD sites need to initiate programmes to combat malnutrition and hunger.
- 12.4 A weekly menu should be kept on display.
- 12.5 This should comprise nutritional healthy meals and snacks.
- 12.6 There should be separate clean and safe area for the preparation and serving of food.
- 12.7 Food must always be stored in sealed containers.
- 12.8 Safe and clean drinking water must always be available.
- 12.9 All water containers must be covered at all times.
- 12.10 Where water is not from a piped source it must be treated and made safe using approved national health guidelines by adding one teaspoon of bleach to 25 litres water.

13. Effective Governance of Grade R

13.1 For a Management Committee to be effective they have to focus on the following:

- Give strategic direction
- Ensure that the centre/NPO is resourced to achieve its mission
- Provide adequate oversight

13.2 Recognising Effective Governance

- 13.2.1 The centre is accessible and responsive to beneficiaries, donors and staff.
- 13.2.2 Disclose information.
- 13.2.3 Operates with a sense of responsibility, integrity, honesty and respect.
- 13.2.4 Ensures constructive conflict resolution.
- 13.2.5 Monitors adherence to laws and regulations.
- 13.2.6 Takes action to build and protect its reputation.
- 13.2.7 Involves stakeholders in planning and evaluations.
- 13.2.8 Educates committee members about their roles and responsibilities.
- 13.2.9 Offers quality services.
- 13.2.10 Provides a healthy work environment.
- 13.2.11 The committee has to ensure that the centre is managed by the community and not the staff.
- 13.2.12 It is not advisable for more than one member of the same family to serve on the management committee.
- 13.2.13 Likewise it is not appropriate for relatives of staff to serve on the management committee.
- 13.2.14 The Public ordinary

14. Assessment

Assessment for Grade R learners is based on the CAPS Grades R – 9, the WCED Assessment Policy Guidelines and any other relevant WCED circulars. (Refer to chapter on assessment in the Learning Area Statements Grades R – 9 and the Teachers Guide)

14.1 Definition Of Assessment

14.1 Assessment is the process of identifying, gathering and interpreting Information about a learner’s or child’s achievement, as measured against nationally agreed outcomes for a particular phase of learning. It involves the following four steps:

- Generating and collecting evidence of achievement,
- Evaluating this evidence against the outcomes,
- Recording the findings of this evaluation, and
- Using this information to assist the learner’s development and improve the process of learning and teaching.

14.2 Assessment in the case of these very young learners should be as informal as possible.

14.3 Assessment is:

- A teaching tool
- Ongoing
- A means to determine success
- A diagnostic tool
- A means to reflect practice
- To be accountable
- A means to motivate
- A means to affirm
- A means of providing guidance
- A way of determining potential
- A means of informing progression.

14.4 Continuous Assessment

14.4.1 Continuous assessment is an on-going process that measures the learners’ achievement during the course of a grade, providing information that is used to support the learners’ development and enable improvements to be made in the learning and teaching process.

14.5 Who Assesses?

14.5.1 Practitioners have the overall responsibility to assess the progress of learners in achieving the expected learning outcomes.

14.5.2 The assessment process involves a partnership between practitioners, learners, parents and ESS, such as occupational and speech therapists and educational psychologists.

14.6 Importance of Assessment

14.6.1 The importance of assessment and interventions during the early phases of life is acknowledged.

14.6.2 It is during the pre-school years that barriers to learning should be identified and addressed as early as possible.

14.7 Purpose of Assessment

14.7.1 In keeping with principles of the NQF, assessment will serve the following purposes:

- To determine whether the learning required for the achievement of outcomes is taking place and whether barriers to learning are being encountered and addressed;
- To report to parents and other role-players and stakeholders on the levels of achievement during the learning process and to build a profile of the learner's achievement across the curriculum
- To provide information for the evaluation and review of learning programmes used in the classroom; and
- To maximise learners' access to the knowledge, skills, attitudes and values defined in the national curriculum policy.

14.8 Assessment Methods

- 14.8.1
- Observation and comment
 - Portfolio assessment
 - Self or peer assessment for both Grade R learners and practitioners
 - Performance assessment
 - Assessment of verbal and written activities and actions
 - Baseline assessment

14.9 Principles for Assessment and Recording

The following are the characteristics of an effective and informative assessment and reporting practice:

- It has clear direct links with outcomes.
- It is integral to teaching and learning.
- It is manageable.
- It is valid and fair.
- It involves learners with special education needs.
- It enables teachers to pace learners.
- It recognises individual achievement and progress.
- It is sensitive to gender, race and cultural backgrounds and abilities of the learners.

14.10 Reasons for Assessment

14.10.1 In an OBE paradigm, assessment is used primarily to ensure that practitioners develop learners in an efficient learning process.

14.10.2 Recording and reporting should be aligned to this purpose.

14.10.3 Everybody (learners, practitioners and parents) should work together to support optimal learning.

14.10.4 Central to the accommodation of diversity is a flexible curriculum and assessment policy that is accessible to all learners, irrespective of the nature of their learning needs.

14.10.5 Accordingly new curriculum and assessment initiatives will be required to focus on the inclusion of the full range of diverse learning needs.

14.10.6 Assessment of the learners' work should be continuous, formative and summative.

14.10.7 The success of a continuous assessment model rests on sound and meticulous methods of recording learner achievement.

15. Reporting Progress and Recording

15.1 Reporting Progress

- 15.1.1 Reporting is for the benefit of the learner and the parent.
- 15.1.2 It can take the form of verbal or written feedback.
- 15.1.3 Continuous assessment must be undertaken with a variety of suitable assessment tools and techniques.
- 15.1.4 All practitioners should have a sound knowledge of what each technique offers
- 15.1.5 These include portfolio assessment, observation sheets, journals and project work.
- 15.1.6 A balanced combination of these techniques should be employed to ascertain the achievement of learners, as fairly and transparently as possible.
- 15.1.7 The cumulative evidence of a learner's achievement must be recorded in a profile, and these records should accompany all learners throughout their learning paths
- 15.1.8 Profiles should also include information on the holistic development of the learner, such as the development of values and attitudes and social development.
- 15.1.9 Portfolios should be built over a period of time and retained as visible proof of the development of, and improvement in the learners' achievement.
- 15.1.10 Samples of learners' work included in portfolios should show that they are able to integrate knowledge, concepts and skills, and that the learners have not been assessed only on memorisation of information.
- 15.1.11 A few examples of the learner's work should be included in the learner's profile when submitted to the next teacher on request.
- 15.1.12 Effective communication about learner achievement is a prerequisite for the provisioning of quality education.
- 15.1.13 A report must convey, through the practitioner's comments, a clear impression of personal knowledge of the learner, summarise achievements and progress, and provide useful feedback to evaluate and improve learning and teaching.
- 15.1.14 Comments from parents and, where practicable, from learners themselves, should be encouraged
- 15.1.15 The head of the learning site or other appropriate person should provide an overview comment and sign the report when necessary.

15.2 Recording

- 15.2.1 Recording is a management and planning tool aimed at affirming the learner and assisting the teacher in planning.
- 15.2.2 The success of a continuous assessment model rests on sound and meticulous methods of recording learner achievement.
- 15.2.3 Whilst assessment is on-going, recording should take place on a regular basis, at least once a term.
- 15.2.4 The records of a learner's attainment should accompany the learner from grade to grade and school to school.
- 15.2.5 Portfolios with samples of the learner's work built up over a period of time can be retained as evidence of the development of an improvement in the learner's achievement.

16. Learners with Special Needs

Assessment processes can assist practitioners in addressing barriers to learning, and will ensure that current policies and practices will be reviewed and revised so that the needs of all learners are acknowledged and addressed.

16.1 Assessment And Special Learning Needs

16.1.1 OBE is a learner-centred, result-orientated approach to education and training that builds on the notion that all learners need to and can achieve their full potential, but that this may not happen in the same way or within the same period.

It implies the following:

- (a) What learners are to learn is clearly defined.
- (b) All learners' progress is based on demonstrated achievement.
- (c) All learners' needs are accommodated through multiple teaching and learning strategies and assessment tools.
- (d) All learners are provided the time and assistance to realise their potential.

16.1.2 Assessment in OBE focuses on the achievement of clearly defined outcomes, which enable the accreditation of learners at every level.

16.1.3 This approach should apply to both adult and young experiencing barriers to learning in special schools and mainstream schools as well as ABET centres.

16.1.4 This is of great importance to learners experiencing barriers, as both the curriculum and assessment for these learners have presented problems in the past.

16.1.5 Assessment in OBE requires the use of tools that appropriately assess learner achievement and encourage lifelong learning skills.

16.1.6 Continuous Assessment (CASS) is considered the best model to assess outcomes of learning throughout the system and enable improvements to be made in the learning and teaching process.

16.1.7 It must be used to support the learner developmentally and to feed back into teaching and learning, and should not be interpreted merely as the accumulation of a series of traditional test results.

17. Children Affected and Infected by HIV and AIDS

- 17.1 In terms of the constitution every child has the right to be treated equally, therefore no one may discriminate against children with HIV or AIDS or those affected by it.
- 17.2 Early childhood centres must provide for children with HIV and AIDS in their admission policies.
- 17.3 A useful guideline for early childhood centres is the Department of Education is HIV and AIDS national policy for public schools and FET Institutions.
- 17.4 The main aim is to prevent discrimination against children infected and affected by HIV and AIDS, increase awareness and prevent the spreading thereof.
- 17.5 The policy allows for special measures in respect of learners with HIV and AIDS. If an infected child poses a medically recognised risk to others, appropriate measures should be taken.
- 17.6 These risks include untreatable contagious highly communicable diseases, uncontrollable bleeding, unmanageable wounds or physically aggressive behaviour, which might create a risk of HIV transmission.
- 17.7 Early childhood centres have an important role to play in life skills education for young children
- 17.8 Copies of the HIV and AIDS policy are available from The Director Communications, Department of Education, Private Bag X895, Pretoria, 0001; Telephone (012) 312-5271. It can also be found on the internet at <http://education.pwv.gov.za>.

18. Annexures

- 18.1 Registration of Community Sites as ECD Independent Schools
- 18.2 Registration of Grade R Classes at Public Schools
- 18.3 Letter of Registration
- 18.4 CEMIS Registration Forms & Processes
- 18.5 Business Processes - Registration
- 18.6 Annexure A, B, C - Claim Forms
- 18.7 Business Processes - Subsidies
- 18.8 Closure of ECD Independent Sites
- 18.9 Grade R Practitioner Contracts
- 18.10 Career Pathing & Qualifications
- 18.11 List of Learning and Teaching Support Material Purchases (LTSM)
- 18.12 Circulars



Western Cape
Government

Education

INSTITUTIONAL MANAGEMENT AND GOVERNANCE PLANNING

EARLY CHILDHOOD DEVELOPMENT

PROCEDURAL POLICY FRAMEWORK

ANNEXURES

GRADE R FILES

The objective is to improve the quality of learning and teaching in the Grade R classrooms and to improve management of the Grade R administration.

FILES	CONTENTS
<p>FILE No 1 Policy</p>	<ul style="list-style-type: none"> ● Policy ● White Paper 5 ● Norms and Standards ● Circulars ● Guideline ● Registration certificate
<p>FILE No 2 Human Resource File</p>	<ul style="list-style-type: none"> ● Personal details ● CV ● Grade R Practitioners' Contract ● Pay slips ● UIF registration & contributions ● SARS registration & contributions ● Leave Forms
<p>FILE No 3 Claim Forms</p>	<ul style="list-style-type: none"> ● Claim Forms ● Copies of Registers
<p>File No 4 Financial management</p>	<ul style="list-style-type: none"> ● Quotes & Invoices of purchases ● 20% LTSM ● Furniture ● Model site ● CAPS ● LTSM inventory ● Signed Legal agreements ● Audited financial statement



EARLY CHILDHOOD DEVELOPMENT

Name of ECD site/school : _____

Town : _____

District : _____

Registration

Subsidy

Term

1
2
3
4

Documents attached:

Annex. A	Annex. B	Annex. C	Annex. D	Registers	CEMIS printout	Salary slips	UIF & SARS	Invoices

Number of Learners: _____

Number of classes: _____

Signature: _____

Date: _____



Western Cape
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INSTITUTIONAL MANAGEMENT AND GOVERNANCE PLANNING EARLY CHILDHOOD DEVELOPMENT

REGISTRATION FORMS

ANNEXURE A

**GUIDELINES FOR
REGISTRATION OF INDEPENDENT SCHOOLS
TO CATER FOR REGISTRATION OF
COMMUNITY BASED-SITES AS
ECD INDEPENDENT SCHOOLS**

GUIDELINES FOR CRITERIA FOR REGISTRATION OF COMMUNITY BASED SITES AS INDEPENDENT SCHOOLS

1. BACKGROUND

Paragraphs 254 to 256 of the National Norms and Standard for Grade R funding, states that Provincial Education Departments (PEDs) must amend their current registration criteria for independent schools so that community based ECD sites can apply to register as independent schools. The Department of Education (DoE) is required to provide PEDs with an amended template for registration of community based sites as independent schools.

PEDs must ensure that all community based-sites funded by the state are registered as independent schools (Par. 171 -174 of the National Norms and Standards for School Funding).

The registration of community-based sites must be in line with the guidelines for Early Childhood Development Service (2006).

2. CRITERION

Application for registration will be evaluated using the following criteria

The guidelines for Early Childhood Development (2006) require community-based sites to:

- (a) meet the minimum standards for registration;
- (b) be registered with the provincial Department of Social Development and Department of Health;

In addition to the above the following criteria must be met:

- (a) have appropriate premises and equipment - buildings should meet the prescribed requirements set out in the guidelines for Early Childhood Development Service (2006);
- (b) have qualified teachers/practitioners - the principal is a professional qualified educator or in possession of ECD NQF Level 5 with a minimum of FIVE years management experience and the Grade R practitioners should at least have an ECD NQF Level 5 (Full qualification);
- (c) the curriculum for Grade R learners should be approved by the DoE;
- (d) have appropriate administrative systems and procedures;
- (e) have a functioning bank account;
- (f) have assessment and evaluation systems; and
- (g) have learner support systems.
- (h) must not be located within a 5 kilometer radius from the nearest Public School offering Grade R

The following documents should accompany the application form for registration.

- (a) Constitution
- (b) Admission policy
- (c) Curriculum
- (d) Lease contract / proof of ownership of buildings (site and floor plan showing learning / ablution and recreational facilities)
- (e) Qualifications of educators / Practitioners
- (f) Health certificate issued by the Health inspectors (Local Government)
- (g) Proof of registration with Department of Social Development (DSD)
- (h) Language of teaching or 1st language
- (i) Financial Statements
- (j) Governance structure

3. FOR FUNDING PURPOSES

The community based-site must satisfy the conditions of eligibility under Par. 176 of the National Norms and Standards for School Funding which states that an independent school may be considered for subsidy if it:

- (a) is registered by the PED;
- (b) has made an application to the PED in the prescribed manner;
- (c) has been operational for one full school year;**
- (d) is a registered non-profit organization in terms of the non-profit organizations Act, Act No. 71 of 1997;
- (e) is managed successfully according to a management checklist determined by the PED, as described in paragraph 179;
- (f) agrees to unannounced inspection visits by officials of the PED or person duly authorized by the PED; and
- (g) has not been established in direct competition with a nearby uncrowded public school of equivalent quality.



REGISTRATION OF A COMMUNITY BASED-SITE AS AN ECD INDEPENDENT SCHOOL


Name of site:		Physical Address:	
EMIS Number:		Postal Address:	
Tel:		Fax:	

(Tick "yes" if the following has been submitted with the application form)

Documents submitted	Yes	No
1. Constitution		
2. Admission policy		
3. Curriculum		
4. Lease contract / proof of ownership of buildings		
5. Educators' qualifications		
6. Health certificate /report (Local Government)		
7. Proof of registration with Department of Social Development		
8. Language of teaching or 1 st language		
9. Examined Financial Statements		
10. Governance Structure		

SECTION A

GENERAL PARTICULARS OF COMMUNITY BASED-SITES

 Western Cape Government Education		APPLICATION FORM FOR REGISTRATION OF A COMMUNITY BASED-SITE AS AN ECD INDEPENDENT SCHOOL	
Name of site:		Physical Address:	
EMIS Number:		Postal Address:	
Principal Name:		Tel:	
Circuit:		Fax:	
District:		Cell:	
Municipality:		Name of nearest Public Ordinary School	
Form of Ownership of Land:		Distance to Nearest Public Ordinary School offering Grade R (km)	

SCHOOL YEAR: _____

LEARNER ENROLMENT AND CURRICULUM

CURRENT ENROLMENT						
AGE GROUPS:	0 - 1 yr	1- 2 yrs	2 - 3 yrs	3 - 4 yrs	4 - 5 yrs	5 - 6yrs (Grade R)
NUMBER OF LEARNERS						
1. BOYS						
2. GIRLS						
TOTAL						

ESTIMATED ENROLMENT (for the following year)						
AGE GROUPS:	0 - 1 yr	1- 2 yrs	2 - 3 yrs	3 - 4 yrs	4 - 5 yrs	5 - 6yrs (Grade R)
NUMBER OF LEARNERS						
1. BOYS						
2. GIRLS						
TOTAL						

SECTION C

PRACTITIONERS' INFORMATION

Qualification of Principal:	
Number of Practitioners with NQF Level 1	
Number of Practitioners with NQF Level 4	
Number of Practitioners with NQF Level 5	
Total number of qualified ECD Practitioners (0-4 year olds):	
Number of Grade R Practitioners:	
Qualification(s) of Grade R Practitioners:	
Number of Non-Qualified Grade R Practitioners:	
Number of Practitioners that attended training in the current/previous year:	
Form of training attended:	

SECTION D

LANGUAGE OF TEACHING AND LEARNING

(Indicate the languages used for teaching)

Language	%

Other Languages offered as 1st or 2nd Language

Language	%

PREMISES AND EQUIPMENT

PREMISES		
Type of building (House, school. etc.)		
Size of the centre's premises		
Learning Space:		
Number of classrooms for centre		
Number of Grade R classrooms		
Indicate the classroom size (m ²)		
Indicate the inside play space per child (m ²)		
Indicate the outside play space per child (m ²)		
	YES	NO
Does the centre have an outside play station (i.e. 2m ² per child)?		
EQUIPMENT		
	YES	NO
Is there enough learning equipment for each child?		

(Attach a list of Grade R learning equipment)

SECTION F

HEALTH AND SAFETY

	YES	NO
Does the centre have a security fence?		
Is the property clean (inside & outside)		
Are there sufficient toilets?		
Are all the toilets in good order?		
Are the buildings safe for children?		
Is the premises disability friendly?		
Is the play area enough?		
Is the learning equipment safe for children to use?		
Is the learning equipment clean?		

MONITORING AND EVALUATION

A community based-site may be registered provincially pending an assessment of premises, curriculum and learning equipments on the following aspects and if these aspects are not positively met, registration would be withdrawn.

Provincial Monitoring

	YES	NO
Does the community based-site agree to unexpected visits from the provincial education department?		
Is the curriculum for Grade R in line with curriculum prescribed by the DoE?		
Are premises in good condition?		
Are learning equipments in good condition?		

DECLARATION / VERKLARING

I, the undersigned, declare that
Ek, die ondergetekende, verklaar dat

- ◆ the information provided in this application is in all respects true and complete
die inligting voorsien in hierdie aansoek in alle opsigte waar en volledig is
- ◆ the required documents accompany this application
die verlangde dokumente die aansoek vergesel
- ◆ there shall be no contravention of the registration conditions.
daar geen oortreding van die registrasie vereistes is nie.

.....

SIGNATURE OF PRINCIPAL OR OWNER
DATE

HANDTEKENING VAN PRINSIPAAL OF EIENAAR
DATUM

APPROVAL OF APPLICATION

RECOMMENDATION BY THE IMG MANAGER

This is to certify that I, the
 IMG MANAGER of,
 support / do not support this application.

If supported please complete how provision in the estimate budget is made

Remarks:.....

Items:	Financial year	Amount
LTSM		
Furniture		
Educator post(s)		
Support Staff		

RECOMMENDATION BY IMG ECD MANAGER

This is to certify that I, the
 IMG ECD MANAGER of,
 have checked on the
 correctness of the application and verified the need applied for. I therefore
 recommend/ do not recommend this application based on the following reasons.

.....

.....
IMG ECD MANAGER
 (Initials and Surname)

.....
SIGNATURE

.....
DATE

SUPPORTED/NOT SUPPORTED
COMMENTS:

.....
.....
.....
.....
.....
.....
.....

.....
DISTRICT IMG HEAD
(Initials and Surname)

.....
SIGNATURE

.....
DATE

SUPPORTED/NOT SUPPORTED
COMMENTS:

.....
.....
.....
.....

.....
DISTRICT DIRECTOR
(Initials and Surname)

.....
SIGNATURE

.....
DATE

Supported/ not supported
Comments:

.....
.....
.....
.....

.....
CHIEF EDUCATION SPECIALIST
(ECD)/DIRECTOR IMGP
(Initials and Surname)

.....
SIGNATURE

.....
DATE

**GEWYSIGDE RIGLYNE VIR
REGISTRASIE VAN ONAFHANKLIKE SKOLE OM
REGISTRASIE VAN GEMEENSKAPS-
GEBASEERDE INSTANSIE AS VKO
ONAFHANKLIKE SKOLE TE BEHARTIG**

REGISTRASIE VAN ONAFHANKLIKE SKOLE OM REGISTRASIE VAN GEMEENSKAPS-GEBASEERDE INSTANSIE AS VKO ONAFHANKLIKE SKOLE TE BEHARTIG

1. AGTERGROND

Paragrafe 254 tot 256 van die Nasionale Norme en Standaard vir graad R-befondsing noem dit dat Provinsiale Onderwysdepartemente (POD's) hulle huidige registrasiekriteria vir onafhanklike skole moet wysig sodat gemeenskapsgebaseerde VKO-instansies kan aansoek doen om as onafhanklike skole te registreer. Die nasionale Departement van Basiese Onderwys (DBO) moet POD's voorsien van 'n gewysigde patroonvorm vir die registrasie van gemeenskapsgebaseerde instansies as onafhanklike skole.

POD's moet verseker dat alle gemeenskapsgebaseerde instansies wat deur die staat befonds word as onafhanklike skole registreer. (Par. 171 – 174 van die Nasionale norme en Standaard vir Skoolbefondsing).

Die registrasie van gemeenskapsgebaseerde instansies moet in lyn wees met die Riglyne vir Vroeëkindontwikkelingsdiens (2006).

2. KRITERIA

Aansoek om registrasie sal ge-evalueer word met gebruikmaking van die volgende kriteria:

Die riglyne vir Vroeëkindontwikkeling (2006) vereis van gemeenskapsgebaseerde instansies om -

- (a) te voldoen aan die minimum standaard vir registrasie; en
- (b) geregistreer te wees by die provinsiale Departement van Sosiale Ontwikkeling en die Departement van Gesondheid.

Behalwe die bogenoemde, moet aan die volgende kriteria voldoen word:

- (a) Daar moet behoorlike instansies en toerusting wees – die gebou(e) moet aan die voorgeskrewe vereistes voldoen, soos uiteengesit in die riglyne vir Vroeëkindontwikkelingsdiens (2006)
- (b) Daar moet gekwalifiseerde onderwysers/praktisyns wees – die prinsipaal is 'n professioneel-gekwalfiseerde opvoeder/in besit van 'n VKO NKR Vlak 5 sertifikaat en ten minste 5 jaar bestuursondervinding en die graad R-praktisyns moet ten minste oor 'n volle VKO NKR Vlak 5 kwalifikasie beskik.
- (c) Die kurrikulum vir graad R-leerders moet deur die DBO goedgekeur word.
- (d) Daar moet geskikte administratiewe stelsels en prosedures wees.
- (e) Daar moet 'n funksionerende bankrekening wees.
- (f) Daar moet assesseringstelsels wees.
- (g) Daar moet leerderondersteuningstelsels wees.

- (h) Dit moet nie geleë wees binne 'n 5 kilometer-radius vanaf die naaste skool wat graad R aanbied nie

Die volgende dokumente moet die registrasieaansoekvorm vergesel.

- (a) Grondwet
- (b) Toelatingsbeleid
- (c) Beskrywing van kurrikulum wat aangebied word, met vermelding van die taal van leer en onderrig
- (d) Gewaarmerkte afskrifte van die huurkontrak of bewys van eienaarskap van geboue, sowel as 'n terrein- en 'n vloerplan wat leer-, ablusie- en ontspanningsfasiliteite aandui
- (e) Gewaarmerkte afskrifte van kwalifikasiesertifikate van opvoeders en praktisyns
- (f) Gewaarmerkte afskrif van gesondheidsertifikaat of verslag van die gesondheidsinspekteurs (plaaslike munisipaliteit)
- (g) Gewaarmerkte afskrif van bewys van registrasie by die Departement van Maatskaplike Ontwikkeling
- (h) Gewaarmerkte afskrif van die laaste geouditeerde finansiële staat
- (i) Lys van persone op beheerliggaam

3. VIR BEFONDSINGSDOELEINDES

Die gemeenskapsgebaseerde terrein moet voldoen aan die vereistes ooreenkomstig par. 176 van die Nasionale Norme en Standaarde vir Skoolbefondsing wat noem dat 'n onafhanklike skool vir 'n subsidie oorweeg kan word indien dit –

- (a) By die POD geregistreer is;
- (b) aansoek gedoen het by die POD op die voorgeskrewe wyse;
- (c) operasioneel was vir **een volle skooljaar**;
- (d) 'n geregistreerde niewinsgewende organisasie ingevolge die Wet op Niewinsgewende organisasies, 1997 (Wet 71 van 1997);
- (e) suksesvol bestuur word volgens 'n bestuurdersoorsiglys soos bepaal deur die POD en soos beskryf in paragraaf 179;
- (f) instem tot onafhgekondigde inspeksiebesoeke deur beamptes van die POD of van 'n persoon behoorlik gemagtig deur die POD; en
- (g) nie gestig is in direkte kompetisie met 'n nabygeleë openbare skool van 'n gelyke standaard wat nie oorvol is nie.




REGISTRASIE VAN 'N GEMEENSKAPSGEBASEERDE INSTANSIE AS 'N VKO ONAFHANKLIKE SKOOL

Naam van terrein		Straatadres:	
OBIS-NOMMER:		Posadres:	
Tel:		Faks:	

Tik af "Ja" of "Nee" om aan te dui of die volgende dokumente voorgelê is met die voltooide aansoekvorm:

Dokumente voorgelê	Ja	Nee
1. Grondwet		
2. Toelatingsbeleid		
3. Beskrywing van kurrikulum wat aangebied word, met vermelding van die taal van leer en onderrig		
4. Gewaarmerkte afskrifte van die huurkontrak of bewys van eienaarskap van geboue, sowel as 'n terrein- en 'n vloerplan wat leer-, ablusie- en ontspanningsfasiliteite aandui		
5. Gewaarmerkte afskrifte van kwalifikasiesertifikate van opvoeders en praktisyns		
6. Gewaarmerkte afskrif van gesondheidsertifikaat of verslag van die gesondheidsinspekteurs (plaaslike munisipaliteit)		
7. Gewaarmerkte afskrif van bewys van registrasie by die Departement van Maatskaplike Ontwikkeling		
8. Gewaarmerkte afskrif van die laaste geouditeerde finansiële staat		
9. Lys van persone op beheerliggaam		

ALGEMENE BEGINSELS VAN GEMEENSKAPSGEBASEERDE INSTANSIES

 Western Cape Government Education		AANSOEKVORM VIR REGISTRASIE VAN 'N GEMEENSKAPSGEBASEERDE INSTANSIE AS 'N VKO-ONAFHANKLIKE SKOOL	
Naam van terrein		Straatadres:	
OBIS-nommer:		Posadres:	
Prinsipaal se naam:		Tel.:	
Kring:		Faks:	
Onderwysdistriik:		Sel:	
Munisipaliteit		Naam van naaste geregistreeerde skool	
Vorm van eienaarskap van grond		Afstand in km na die naaste gewone openbare skool wat graad R aanbied	

SKOOLJAAR: _____

LEERDERINSKRYWING

HUIDIGE INSKRYWING						
OUDERDOMSGROEPE:	0 – 1 jaar.	1- 2 jaar	2- 3 jaar	3- 4 jaar	4- 5 jaar	5- 6 jaar (Graad R)
AANTAL LEERDERS						
1. SEUNS						
2. MEISIES						
TOTAAL						

BERAAMDE INSKRYWING VIR DIE VOLGENDE JAAR						
OUDERDOMSGROEPE:	0 – 1 jaar.	1- 2 jaar	2- 3 jaar	3- 4 jaar	4- 5 jaar	5- 6 jaar (Graad R)
AANTAL LEERDERS						
1. SEUNS						
2. MEISIES						
TOTAAL						

INLIGTING AANGAANDE OPVOEDERS/PRAKTISYNS

Kwalifikasies van prinsipaal	
Getal opvoeders/praktisyns met NKF vlak 1	
Getal opvoeders/praktisyns met NKF vlak 4	
Getal opvoeders/praktisyns met NKF vlak 5	
Totale getal gekwalifiseerde VKO-opvoeders/praktisyns vir die 0 tot 4-jaar oud leerders	
Getal graad R opvoeders/praktisyns:	
Kwalifikasie(s) van graad R-opvoeders/praktisyns:	
Getal ongekwalifiseerde graad R-opvoeders/praktisyns	
Getal opvoeders/praktisyns wat opleiding bygewoon het gedurende die huidige of vorige jare.	
Soort opleiding bygewoon	

AFDELING D:

TAAL VAN ONDERRIG EN LEER

Dui aan taal/tale wat in onderrig gebruik word:

Taal	% leerders

Ander taal/tale aangebied as 1ste of 2de taal

Taal	% leerders

TERREIN EN TOERUSTING

TERREIN		
Soort gebou (huis, skool, ens.)		
Grootte van die sentrum se terrein		
Leerruimte:		
Aantal klaskamers vir sentrum		
Aantal graad R-klaskamers		
Gemiddelde klaskamergrootte (40 m ²)		
Binneste speelruimte per kind (1,5 m ²)		
Buitenste speelruimte per kind (1,5 m ²)		
	JA	NEE
Beskik die sentrum oor 'n buitelug speelsentrum, m.a.w. 2(m ²) per kind?		
TOERUSTING		
	JA	NEE
Is daar genoeg leertoerusting vir elke kind?		

(Heg aan 'n lys van graad R-leertoerusting)

GESONDHEID EN VEILIGHEID

	JA	NEE
Het die sentrum 'n veiligheidsheining?		
Is die eiendom skoon, binne en buite?		
Is daar voldoende toiletgeriewe?		
Is al die toilette in goeie toestand?		
Is die geboue veilig vir kinders?		
Is die terrein gestremdvriendelik?		
Is die speelarea groot genoeg?		
Is die leertoerusting veilig vir kinders om te gebruik?		
Is die leertoerusting skoon?		

MONITERING EN EVALUERING

"n Gemeenskapsgebaseerde terrein kan voorlopig geregistreer word, afhangende van 'n assessering van die terrein, kurrikulum- en leertoerusting op die volgende kriteria gebaseer. Indien nie aan hierdie kriteria voldoen word nie, sal registrasie onttrek word.

Provinsiale Monitering

	JA	NEE
Stem die gemeenskapsgebaseerde terrein in dat daar onafgekondigde besoeke van die provinsiale departement afgelê mag word?		
Is die kurrikulum vir graad R in lyn met die kurrikulum voorgeskryf deur die DBO?		
Is die terrein in goeie toestand?		
Is die leertoerusting in goeie toestand?		

VERKLARING

Ek, die ondergetekende, verklaar dat

- ◆ die inligting wat in hierdie aansoek verskaf is in alle opsigte waar en volledig is.
- ◆ die vereiste dokumente hierdie aansoek vergesel, en
- ◆ dat daar geen oortreding van die registrasievereistes sal wees nie.

.....

HANDTEKENING VAN PRINSIPAAL OF EIENAAR

DATUM:.....

GOEDKEURING VAN AANSOEK

AANBEVELING DEUR DIE IBB-BESTUURDER

Dit is om te sertifiseer dat ek,, die IBB- bestuurder vanhierdie aansoek ondersteun / nie ondersteun nie.

Indien ondersteun, verduidelik asseblief hoe voorsiening getref sal word in die geraamde begroting.

Opmerkings

Items	Finansiële jaar	Bedrag
LOOM		
Meubels		
Opvoeders		
Ondersteuningspersoneel		

AANBEVELING DEUR DIE IBB-VKO-BESTUURDER

Dit is om te sertifiseer dat ek,, die IBB VKO- bestuurder van die aansoek vir korrektheid nagegaan het en die behoefte geverifyeer het waarvoor daar 'n behoefte bestaan. Ek beveel dus die aansoek aan/nie aan nie, om die volgende redes:

.....

.....
IBB-VKO-BESTUURDER
 (Voorletters en van)

.....
HANDTEKENING

.....
DATUM

ONDERSTEUN/ NIE ONDERSTEUN NIE
OPMERKINGS:

.....
.....
.....
.....
.....
.....
.....

.....
IBB-DISTRIKSHOOF
(Voorletters en van)

.....
HANDTEKENING

.....
DATUM

ONDERSTEUN/ NIE ONDERSTEUN NIE
OPMERKINGS:

.....
.....
.....
.....

.....
DISTRIKSDIREKTEUR
(Voorletters en van)

.....
HANDTEKENING

.....
DATUM

Ondersteun/nie ondersteun nie
Opmerkings:

.....
.....
.....
.....

.....
HOOFONDERWYSKUNDIGE
(VKO)/DIREKTEUR
(Voorletters en van)

.....
HANDTEKENING

.....
DATUM

**GUIDELINES
FOR
REGISTRATION OF GRADE R CLASSES AT
PUBLIC ORDINARY SCHOOLS**

GUIDELINES FOR REGISTRATION OF GRADE R CLASSES AT PUBLIC ORDINARY SCHOOLS

1. BACKGROUND

Paragraphs 254 to 256 of the National Norms and Standard for Grade R funding, states that Provincial Education Departments (PEDs) must amend their current registration criteria for independent schools so that community based ECD sites can apply to register as independent schools. The Department of Education (DoE) is required to provide PEDs with an amended template for registration of community based sites as independent schools.

PEDs must ensure that all community based-sites funded by the state are registered as independent schools (Par. 171 -174 of the National Norms and Standards for School Funding).

The registration of community-based sites must be in line with the guidelines for Early Childhood Development Service (2006).

2. CRITERION

Application for registration will be evaluated using the following criteria

The guidelines for Early Childhood Development (2006) require community-based sites to:

- (a) meet the minimum standards for registration;
- (b) be registered with the provincial Department of Social Development and Department of Health;

In addition to the above the following criteria must be met:

- (a) have appropriate premises and equipment - buildings should meet the prescribed requirements set out in the guidelines for Early Childhood Development Service (2006);
- (b) have qualified teachers/practitioners - the principal is a professional qualified educator and the Grade R practitioners should at least have an ECD NQF Level 5 (Full Qualification);
- (c) the curriculum for Grade R learners should be approved by the DBE;
- (d) have appropriate administrative systems and procedures;
- (e) have a functioning bank account;
- (f) have assessment and evaluation systems; and
- (g) have learner support systems.

The following documents should accompany the application form for registration.

- (a) Constitution
- (b) Admission policy
- (c) Curriculum
- (d) Lease contract / proof of ownership of buildings (site and floor plan showing learning / ablution and recreational facilities)
- (e) Qualifications of educators / Practitioners
- (f) Health certificate issued by the Health inspectors (Local Government)
- (g) Proof of registration with Department of Social Development (DSD)
- (h) Language of teaching or 1st language
- (i) Financial Statements
- (j) Governance structure

3. FOR FUNDING PURPOSES

The community based-site must satisfy the conditions of eligibility under Par. 176 of the National Norms and Standards for School Funding which states that an independent school may be considered for subsidy if it:

- (a) is registered by the PED;
- (b) has made an application to the PED in the prescribed manner;
- (c) has been operational for one full school year;
- (d) is a registered non-profit organization in terms of the non-profit organizations Act, Act No. 71 of 1997;
- (e) is managed successfully according to a management checklist determined by the PED, as described in paragraph 179;
- (f) agrees to unannounced inspection visits by officials of the PED or person duly authorized by the PED; and
- (g) has not been established in direct competition with a nearby uncrowded public school of equivalent quality.




REGISTRATION OF A GRADE R CLASS AT A PUBLIC ORDINARY SCHOOL

Name of school:		Physical Address:	
EMIS Number:		Postal Address:	
Tel:		Fax:	

(Tick "yes" if the following has been submitted with the application form)

Documents submitted	Yes	No
1. Constitution		
2. Admission policy		
3. Curriculum		
4. Lease contract / proof of ownership of buildings		
5. Educators' qualifications		
6. Health certificate /report (Local Government)		
7. Proof of registration with Department of Social Development		
8. Language of teaching or 1 st language		
9. Examined Financial Statements		
10. Governance Structure		

GENERAL PARTICULARS OF SCHOOL

 Western Cape Government Education		APPLICATION FORM FOR REGISTRATION GRADE R CLASS AT PUBLIC SCHOOL	
Name of school:		Physical Address:	
EMIS Number:		Postal Address:	
Principal Name:		Tel:	
Circuit:		Fax:	
District:		Cell:	
Municipality:			
Form of Ownership of Land:			

SCHOOL YEAR: _____

LEARNER ENROLMENT AND CURRICULUM

CURRENT ENROLMENT				ESTIMATED ENROLMENT (for the following year)		
AGE GROUPS:	4 - 5 yrs	5 - 6yrs (Grade R)		4 - 5 yrs	5 - 6yrs (Grade R)	
NUMBER OF LEARNERS						
1. BOYS						
2. GIRLS						
TOTAL						

SECTION C

PRACTITIONERS' INFORMATION

Qualification of Principal:	
Number of Practitioners with NQF Level 1	
Number of Practitioners with NQF Level 4	
Number of Practitioners with NQF Level 5	
Total number of qualified ECD Practitioners (0-4 year olds):	
Number of Grade R Practitioners:	
Qualification(s) of Grade R Practitioners:	
Number of Non-Qualified Grade R Practitioners:	
Number of Practitioners that attended training in the current/previous year:	
Form of training attended:	

SECTION D

LANGUAGE OF TEACHING AND LEARNING

(Indicate the languages used for teaching)

Language	%

Other Languages offered as 1st or 2nd Language

Language	%

PREMISES AND EQUIPMENT

PREMISES		
Type of building (school)		
Size of the centre's premises		
Learning Space:		
Number of classrooms for centre		
Number of Grade R classrooms		
Indicate the classroom size (m ²)		
Indicate the inside play space per child (2m ²)		
Indicate the outside play space per child (2m ²)		
	YES	NO
Does the centre have an outside play station (i.e. 2m ² per child)?		
EQUIPMENT		
	YES	NO
Is there enough learning equipment for each child?		

(Attach a list of Grade R learning equipment)

SECTION F

HEALTH AND SAFETY

	YES	NO
Does the centre have a security fence?		
Is the property clean (inside & outside)		
Are there sufficient toilets?		
Are all the toilets in good order?		
Are the buildings safe for children?		
Is the premises disability friendly?		
Is the play area enough?		
Is the learning equipment safe for children to use?		
Is the learning equipment clean?		

MONITORING AND EVALUATION

A community based-site may be registered provincially pending an assessment of premises, curriculum and learning equipments on the following aspects and if these aspects are not positively met, registration would be withdrawn.

Provincial Monitoring

	YES	NO
Does the school agree to unexpected visits from the provincial education department?		
Is the curriculum for Grade R in line with curriculum prescribed by the DoE?		
Are premises in good condition?		
Are learning equipments in good condition?		

DECLARATION / VERKLARING

I, the undersigned, declare that
Ek, die ondergetekende, verklaar dat

- ◆ the information provided in this application is in all respects true and complete
die inligting voorsien in hierdie aansoek in alle opsigte waar en volledig is
- ◆ the required documents accompany this application
die verlangde dokumente die aansoek vergesel
- ◆ there shall be no contravention of the registration conditions.
daar geen oortreding van die registrasie vereistes is nie.

.....
SIGNATURE OF PRINCIPAL/OWNER
SIGNATURE OF CHAIRMAN OF SGB

HANDTEKENING VAN PRINSIPAAL/ EIENAAR
HANDTEKENING VAN VOORSITTER VAN SBL

DATE/DATUM: _____

APPROVAL OF APPLICATION

RECOMMENDATION BY THE IMG MANAGER

This is to certify that I, the IMG MANAGER of, support / do not support this application.

If supported please complete how provision in the estimate budget is made

Remarks:.....

Items:	Financial year	Amount
LTSM		
Furniture		
Educator post(s)		
Support Staff		

RECOMMENDATION BY IMG ECD MANAGER

This is to certify that I, the IMG ECD MANAGER of, have checked on the correctness of the application and verified the need applied for. I therefore recommend/ do not recommend this application based on the following reasons.

.....

.....
IMG ECD MANAGER
 (Initials and Surname)

.....
SIGNATURE

.....
DATE

SUPPORTED/NOT SUPPORTED
COMMENTS:

.....
.....
.....
.....
.....
.....
.....

.....
DISTRICT IMG HEAD
(Initials and Surname)

.....
SIGNATURE

.....
DATE

SUPPORTED/NOT SUPPORTED
COMMENTS:

.....
.....
.....
.....

.....
DISTRICT DIRECTOR
(Initials and Surname)

.....
SIGNATURE

.....
DATE

Supported/ not supported
Comments:

.....
.....
.....
.....

.....
CHIEF EDUCATION SPECIALIST
(ECD)/DIRECTOR IMGP
(Initials and Surname)

.....
SIGNATURE

.....
DATE



Western Cape
Government

Education

INSTITUTIONAL MANAGEMENT AND GOVERNANCE PLANNING

EARLY CHILDHOOD DEVELOPMENT

APPLICATION FOR PAYMENT OF SUBSIDY – GRADE R CLASS

ANNEXURE A

**APPLICATION FOR PAYMENT OF SUBSIDY – GRADE R CLASS
AANSOEK OM BETALING VIR SUBSIDIE – GRAAD R KLAS**

PARTICULARS / BESONDERHEDE

Name of institution:
Naam van inrigting:

Street address:
Straataadres:

Postal code:
Poskode:

Postal address:
Posadres:

Postal code:
Poskode:

Magisterial district:
Magistraatsdistrik:

Name of principal:
Naam van prinsipaal:

Telephone number:
Telefoonnommer: Code / kode:..... number / nommer:.....

NATURE OF APPLICATION / AARD VAN AANSOEK (indicate with an “x”/dui aan met ‘n “x”)

EXISTING APPLICATION BESTAANDE AANSOEK		ABOLISHING OF POST AFSKAFFING VAN POS		NEW APPLICATION NUWE AANSOEK	
---	--	--	--	---------------------------------	--

ENROLMENT / INSKRYWING

AGE (no learners younger than 4½ years old) OUDERDOM (geen leeders jonger as 4½ jaar)	BOYS SEUNS	GIRLS DOGTERS	TOTAL TOTAAL
4½ – 5 YEARS OLD			
5 – 6 YEARS OLD			
6 – 6½ YEARS OLD			
TOTAL			

.....
SIGNATURE OF PRINCIPAL / HANDTEKENING VAN PRINSIPAAL

.....
DATE / DATUM

APPLICATION FOR SUBSIDY RECOMMENDED / NOT RECOMMENDED
AANSOEK OM SUBSIDIE AANBEVEEL / NIE AANBEVEEL NIE

.....
**IMG:ECD MANAGER / IBB:VKO BESTUURDER
CIRCUIT TEAM MANAGER / KRING SPAN BESTUURDER**

.....
DATE / DATUM

.....
IMG: HEAD / IBB: HOOF

.....
DATE / DATUM

ANNEXURE B

APPLICATION FOR PAYMENT OF SUBSIDY / AANSOEK OM BETALING VAN SUBSIDIE

To be completed and forwarded in duplicate at the end of each quarter to the District office for the attention of the IMG: ECD manager
 Moet aan die einde van elke kwartaal in tweevoud ingevul en aan die Distriks' kantoor gestuur word vir die aandag van die IBB VKO bestuurder

Name of institution /Naam van inrigting:.....

Address of Institution / Adres van inrigting:.....

Commencing date of quarter/ Aanvangsdatum van kwartaal:..... Closing date of quarter/ Sluitingsdatum van kwartaal:.....

Total number of days on which school was held/ (PLEASE ATTACH A COPY OF ATTENDANCE REGISTER FOR THIS TERM)
 Totale getal dae waarop skool gehou is:..... (HEG ASB. AFSCRIF VAN BYWONINGSREGISTER VIR HIERDIE KWARTAAL AAN)

Indicate dates on which institution was closed during quarter/
 Meld datums waarop inrigting gedurende kwartaal gesluit was:.....

Surname and Initials of learner/ Van en voorletters van leerder		Date of Birth/ Geboortedatum			Date of admission of learner to Institution / Datum van toelating van leerder tot die inrigting.	If a learner left during the term, state the date of withdrawal from institution/ Indien 'n leerder die inrigting gedurende die kwartaal verlaat het ,meld die datum.	Number of days on which learner actually attended the institution during the term/ Getal dae waarop leerder werklik die inrigting gedurende die kwartaal bygewoon het.	This column to be left blank for Departmental use/ Hierdie kolom moet vir Departementele gebruik ooggelaat word.
Surname/Van	Initials/ Voorletters	Day/Dag	Month/ Maand	Year/ Jaar				
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
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18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								
28.								
29.								
30.								

I certify that the above particulars are derived from the enrolment and attendance registers maintained in accordance with the requirements of the Western Cape Education Department and that the particulars are true and correct.

Ek verklaar dat die bogenoemde besonderhede juiste uittreksels is uit die inskrywing- en bywoningsregister wat bygehou word ooreenkomstig die vereistes van die Wes-Kaap Onderwysdepartement, en dat die besonderhede korrek is.

Signature on behalf of Governing Body/ Handtekening namens Beheerliggaam:..... Name in print/ Naam in drukletters:.....

Capacity/Hoedanigheid:..... Place/ Plek:.....

GRADE R CLASS/PREPRIMARY LEARNING SITES: FINANCIAL STATEMENT OF RECEIPTS AND EXPENDITURES

NAME OF SCHOOL/LEARNING SITE: _____

REGISTRATION NUMBER (as indicated on the WCED certificate): 13/1/4/H _____

TERM /PERIOD: FROM: (starting date of the term) _____ TO: (closing date of the term) _____

INCOME/RECEIPTS		EXPENDITURE						
DESCRIPTION	AMOUNT	DESCRIPTION (explain how the 80%, 10% and 10% was used)					AMOUNT	
BBF(Balance brought forward of the 80%):	R	Salary of teacher(s): (80%)						
BBF(Balance brought forward of the 10% of LTSM):	R	Term	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Amount:
BBF ((Balance brought forward of the 10% of other):	R	Salary per Month:						
		1						
WCED Subsidy received: (indicate the amount)	R	2						
Date when school received payment.		3						
		- UIF 1% (indicate UIF 1% deducted for the 3 months from the teacher(s)/practitioner(s) salaries)						
School Fees: (the amount received thus far)	AMOUNT	Total: =						
	R	LTSM (10%): (provide copies of receipts) Make a list of educational equipment that was bought.						
							R	
Fundraising: (indicate fundraising amount for the this term)	AMOUNT						R	
	R						R	
	R	Other (10%): (e.g. water, electricity, maintenance, cleaning material)						
Sponsorship: (indicate sponsorship received for this term)	AMOUNT						R	
	R						R	
		Closing Balance					R	
TOTAL AMOUNT	R	TOTAL AMOUNT					R	

DRAFTED BY: (Name & Surname) _____ (Capacity) _____

SIGNATURE: _____ DATE: _____

We the undersigned hereby certify that we have verified all the books and statements relating to the above entries, and confirm that this statement is a true reflection thereof.

SIGNATURE OF PRINCIPAL

NAME IN PRINT

DATE

SIGNATURE OF THE CHAIRPERSON
OF THE GOVERNING BODY

NAME IN PRINT

DATE



SERTIFIKAAT VAN EFFEKTIEWE FINANSIËLE BESTUUR
CERTIFICATE OF SOUND FINANCIAL MANAGEMENT
**KWARTAAL GEëINDIG/
QUARTER ENDING: _____**

**Naam van Onderwysinrigting/
Name of Educational Institution** _____

**Tipe Onderwysinrigting/
Type of** _____ **Bv.: Publieke skole/OLSO/VBOO/FET/Preprimary,**

**ONDERWYSDISTRIK/
EDUCATION DISTRICT** _____ **OBISNR/
EMIS NO** _____

AANTAL KWALIFISERENDE LEERDERS BY SKOOL IN HIERDIE KWARTAAL:

NUMBER OF QUALIFYING LEARNERS AT SCHOOL FOR THIS TERM: _____

DIE SKOOL FUNKSIONEER INGEVOLGE DIE SA SKOLEWET, JA/YES NEE/NO

THE SCHOOL FUNCTIONS IN TERMS OF THE SA SCHOOLS ACT, 1996 (Act 84/1996)

Ons, die ondertekenaars, sertifiseer hiermee dat die inrigting effektiewe, doeltreffende en deursigtige finansiële bestuur- en interne beheerstelsels implementeer (Artikel 38(1)(j) van die Wet op Openbare Finansiële Bestuur, 1999 (Wet 1/1999 soos gewysig deur Wet 29/1999).

We, the undersigned, hereby certify that the institution implements effective, efficient and transparent financial management and internal control systems (Section 38(1)(j) of the Public Management Finance Act,

VOORSITTER / CHAIRPERSON

NAAM / NAME

HANDTEKENING/SIGNATURE

DATUM/DATE

PRINSIPAAL VAN INRIGTING/ PRINCIPAL OF INSTITUTION

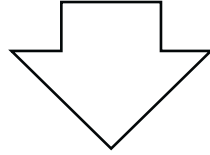
NAAM / NAME

HANDTEKENING/SIGNATURE

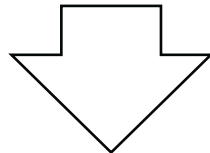
DATUM/DATE

SUBSIDY FLOW CHART

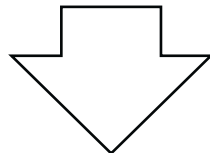
Schools complete the claim forms - Annexures A, B, C & D SUBMITS CEMIS REPORT, ATTENDANCE REGISTERS, SALARY ADVICE SLIPS & RECEIPTS OF PURCHASES
Sends it to the district office on specified quarterly dates



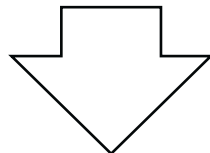
District IMG manager ECD
Checks the completed claim forms
Approved claims are signed by the relevant district officials
Claim forms are submitted to Head Office on specified quarterly dates



HEAD OFFICE - IMGP (ECD)
Checks the signed claim forms sent in from the districts.
Verifies the WCED 043 forms
Completes the authorisation for payment form for each school. Sends the claim forms to Finance



FINANCE - TRANSFER PAYMENTS
Accounting clerks: Checks the claim forms
Checks the authorisation for payment form
Calculates the reconciliation
Prepares the CSV file for the electronic transfer payments
Submits the CSV files to the Senior State Accountant for authorisation of electronic payment



SUBSIDIES ARE CALCULATED
SUBSIDIES ARE TRANSFERRED ELECTRONICALLY TO APPROVED SCHOOLS' BANKING ACCOUNTS
TRANSFER PAYMENT ADVICE SLIPS ARE SENT TO THE SCHOOLS



Western Cape
Government

Education

INSTITUTIONAL MANAGEMENT AND GOVERNANCE PLANNING EARLY CHILDHOOD DEVELOPMENT

CLOSURE OF AN ECD INDEPENDENT SCHOOL/SITE



KNOWLEDGE AND INFORMATION MANAGEMENT

smatthew@pgwc.gov.za
 tel: 0 21 467 9260 fax: 021 425 7445
 Privatebagx9114, Cape Town, 8001
 19th Floor, Room 1909
 Sanlam Building, Golden Acre, 8001

CLOSURE OF AN ECD INDEPENDENT SITE/SCHOOL

Name of site/school:		Physical Address:	
EMIS Number:		Postal Address:	
Tel:		Fax:	

(Tick “yes” if the following are some of the reasons the site/school closed down)

Section A

REASON(S) FOR CLOSURE	YES	NO
1. Number of Grade R learners less than 20		
2. Does not have appropriate administrative systems and procedures		
3. Does not have a professionally qualified principal teacher		
4. Does not have qualified teacher(s)/practitioner(s)		
5. The curriculum for Grade R learners was not approved by the WCED		
6. Does not have assessment and evaluation systems		
7. Does not have adequate learner support material/systems		
8. Is located within a 5 kilometer radius from the nearest Public School offering Grade R		
9. Mismanagement of Funds		



Western Cape
Government

Education

INSTITUTIONAL MANAGEMENT AND GOVERNANCE PLANNING EARLY CHILDHOOD DEVELOPMENT

EMPLOYMENT CONTRACT GRADE R PRACTITIONER

(SCHOOL LOGO)

CONFIDENTIAL

**EMPLOYMENT CONTRACT FOR GRADE R EDUCATOR /PRACTITIONER
BETWEEN**

.....
(Name of the employing institution)

AT

.....
(Street address of institution)

AND

.....
(Insert name of employee)

IDENTITY NUMBER OF EMPLOYEE:.....

TERMS OF EMPLOYMENT FOR GRADE R EDUCATORS/PRACTITIONER

1. ACCEPTANCE

A service contract for a Grade R educator/practitioner at

.....

.....

(Name of school)

Acceptance of position by applicant:

I,, accept my appointment as

Grade R educator/practitioner from

(Date)

at

(Name of school)

I understand that this contract is valid for the period 1 April to 31 March.....

- I accept that the post is subject to the stipulations set out in this document and is subject to my ability to carry out my duties as determined by the principal and governing body.
- I accept that my work will be monitored and evaluated according to the IQMS to ensure that I have maintained the necessary standards in my work.
- I accept that the governing body is my employer and that I will abide by policies determined by the governing body.
- I accept that all information with regard to learners and their parents is confidential and that this information may be discussed only with authorised persons.
- I acknowledge that the Labour Relations Act, 1995 (Act 66 of 1995) and the Basic Conditions of Employment Act, 1997 (Act 75 of 1997) shall govern this contract of employment.
- I have received the Labour Department's Basic Conditions of Service and the policy for progressive discipline, and these have been discussed in detail with me.

.....

Signature of employee

.....

Date

2. DOCUMENTATION

The following documents must be attached to the contract:

- A certified copy of the employee's identity document
Certified copies of the employee's
- academic qualification certificate(s)
- professional qualification certificate(s)
- additional qualification certificate(s)

3. CONDITIONS OF SERVICE

3.1 SALARY:

The salary will be paid monthly into my bank account by means of an electronic transfer.

Bank account details:

Bank:.....

Branch:.....

Account number:.....

Branch number:.....

Type of account:.....

THE SALARY WILL BE AVAILABLE ON THE LAST FRIDAY OF EVERY MONTH EXCEPT FOR THE MONTH OF DECEMBER, WHERE PAYMENT WILL BE AVAILABLE ON THE LAST WORKING DAY.

The salary is as follows:

80% of WCED's subsidy:

plus SGB's contribution (Except schools in NQ 1,2 & 3)

.....

Gross salary:.....

less Unemployment Insurance

Fund contribution:.....

less SARS tax deduction:.....

Net salary:

N.B. The 80% subsidy allocation is dependent on the number of learners that are subsidised and the prescribed national quintile and tariff for the school.

If the Western Cape Education Department (WCED)'s subsidy is increased during the year, backpay is paid as prescribed by the WCED.

Schools are requested to add an annexure to this contract which indicates the Grade R practitioner's adjusted salary.

3.2 BONUS:

A maximum amount equivalent to one month's salary will be deposited in my bank account on the last working day in December or in the month of the employee's birthday. If there are insufficient funds available, the bonus will be calculated on a pro-rata basis. Should I resign without giving the required notice, I will forfeit my pro-rata bonus.

3.3 WORKING HOURS:

A minimum of 35 hours per week, as laid down by the Western Cape Education Department, will apply to all teaching staff.

Teaching time is 23 hours (non-negotiable), and the remainder is preparation time.

I will also be expected to attend certain functions and meetings after hours, within reason.

I will be expected to support and take part in fund-raising projects organised by the school.

I will not be expected to work on public holidays.

There will be no additional remuneration for the time I spend at school for meetings and fundraising activities.

3.4 SCHOOL HOLIDAYS:

I will be entitled to the school holidays for teachers, as determined by the Western Cape Education Department.

Should the Western Cape Education Department offer training during the school holidays, attendance at these sessions will be required.

3.5 SICK LEAVE:

The employee shall for the duration of this contract be entitled to one day's paid sick leave for every twenty-six days worked.

If the employee is absent from work for more than two consecutive days or more on more than two occasions during an eight-week period and, at the request of the employer, fails to produce a medical certificate from a registered medical practitioner* explaining the employee's absence from work for health reasons, the employer will not remunerate the employee for those days of sick leave.

A medical certificate, issued by a registered medical practitioner*, must accompany applications for sick leave of three or more days.

*The medical practitioner must be a person accredited by the Health Professionals' Council of South Africa.

The employee is required to complete the **Application for leave of absence form (Z 1 – 81/103506)** for any periods of absence.

The original form must be filed in the employee's file and the employee must keep a copy.

3.6 MATERNITY LEAVE:

3.6.1 An employee is entitled to 4 consecutive months' maternity leave **without** salary.

3.6.2 An employee may commence maternity leave at any time from 4 weeks **before the expected date of birth**, unless otherwise agreed or for health reasons and certified by a medical practitioner.

3.6.3 No employee may return to work before 6 weeks after the **date of birth**, unless certified to do so by a medical practitioner.

3.6.4 An employee who miscarries in the 3rd trimester of pregnancy or bears a stillborn child is entitled to maternity leave of 6 weeks after the event, whether or not she has commenced maternity leave at the time of the event.

3.6.5 No employer may require or permit a pregnant employee to perform work that is hazardous to her health or that of her child.

The employee is required to complete the **Application for leave of absence form (Z 1 – 81/103506)** for any period of absence.

The original form must be filed in the employee's file and the employee must keep a copy.

School governing bodies may contract a substitute Grade R teacher for the period of the employee's maternity leave. The employee may resume her duties 6 weeks after the birth of her baby, provided that the term of her original contract has not expired.

3.7 FAMILY RESPONSIBILITY LEAVE:

After four months, the employee will be entitled to request 3 days of paid family responsibility leave, which may be taken when the employee's

- 3.7.1 spouse or life partner gives birth to a child; or spouse or life partner is sick; or
- 3.7.2 spouse, life partner, parent, adoptive parent, grandparent, child, adopted child, grandchild or sibling has died.

The employer requires reasonable proof of the reasons for such leave (i.e. a certified copy of the relative's death certificate must be produced as evidence when applying for family responsibility leave).

3.8 TERMINATION OF EMPLOYMENT

- 3.8.1 The employee may terminate this contract on one month's written notice to the employer, or on a shorter notice period, as agreed to by the parties.
 - 3.8.2 The employer may terminate the services of the employee on grounds of misconduct, incapacity or a material breach of this contract.
 - 3.8.3 In the case of misconduct, incapacity, absence without leave or material breach of this contract, the employer must follow the disciplinary procedures when dealing with the case.
 - 3.8.4 Any labour dispute arising from this contract will be resolved in terms of the Labour Relations Act, 1995 (Act 66 of 1995).
- If I accept another post and resign during the course of the year, I must hand in a written notice a month in advance.
 - Should I give less than one month's notice, I will forfeit the pro-rata bonus that would have been due to me.
 - Should I lose my post through resigning or for any other reasons whatsoever, I will forfeit all benefits due to me, e.g. pro-rata bonus.
 - I will receive a copy of the progressive discipline policy of the school, which will clearly set out all sanctions and steps that will be followed during the progressive discipline process.
 - I must accept and carry out the conditions of service as set out in this document.

JOB DESCRIPTION: GRADE R EDUCATOR/PRACTITIONER**1. JOB PURPOSE**

To provide quality learning programmes for Grade R learners in a stimulating and supportive environment

2. QUALIFICATION

Minimum qualification requirement for a Grade R practitioner: NQF ECD LEVEL 4

3. DUTIES

- Plan learning programmes, work schedules and lesson plans for Literacy, Numeracy and Life Skills
- Prepare the classroom environment, i.e. workstations or learning corners for creative activities, arts and culture, science, technology and interest
- Facilitate learning through play in a non-threatening, relaxed and enjoyable learning environment
- Manage administrative duties pertaining to Grade R
- Attend district cluster work sessions held after school hours
- Give support to learners learning in a language which is not their home language
- Provide Literacy and Numeracy support programmes to selected parents
- Prepare, distribute, collect and store learning and teaching support material
- Keep an up-to-date inventory of all classroom equipment purchased by the school or supplied by the Western Cape Education Department



Application for Employment

<p>WHAT IS THE PURPOSE OF THIS FORM</p> <p>To assist a government department in selecting a person for an advertised post.</p> <p>This form may be used to identify candidates to be interviewed. Since all applicants cannot be interviewed, you need to fill in this form completely, accurately, and legibly. This will help to process your application fairly.</p> <p>WHO SHOULD COMPLETE THIS FORM</p> <p>Only persons wishing to apply for an advertised position in a government department.</p> <p>ADDITIONAL INFORMATION</p> <p>This form requires basic information. Candidates who are selected for interviews will be requested to furnish additional certified information that may be required to make a final selection.</p> <p>SPECIAL NOTES</p> <p>1 – All information will be treated with the strictest confidentiality and will not be disclosed or used for any other purpose than to assess the suitability of a person, except in so far as it may be required and permitted by law. Your personal details must correspond with the details in your ID or passport.</p> <p>2 – Passport number in the case of non-South Africans.</p> <p>3 – This information is required to enable the department to comply with the Employment Equity Act, 1998.</p> <p>4 – This information will only be taken into account if it directly relates to the requirements of the position.</p> <p>5 – Applicants with substantial qualifications or work experience</p>	A. THE ADVERTISED POST				
	Position for which you are applying (as advertised)		Department where the position was advertised		
	Reference number (as stated in the advert)		If you are offered the position, when can you start OR how much notice must you serve with your current employer?		
	B. PERSONAL INFORMATION				
	Surname				
	First Names				
	Date of Birth				
	ID number ²				
	Race ³	<i>African</i>	<i>White</i>	<i>Coloured</i>	<i>Indian</i>
	Gender ³			FEMALE	MALE
Do you have a disability? ³			YES	NO	
Are you a South African Citizen?			YES	NO	
If no, what is your Nationality					
And do you have a valid work Permit?			YES	NO	
Have you ever been convicted of a criminal offence or been dismissed from employment? ⁴			YES	NO	
If your profession or occupation requires State or official registration, provide date and particulars of registration.					
C. HOW DO WE CONTACT YOU					
Preferred language for correspondence?					
Telephone number during office hours					

must attach a CV.	Preferred method for correspondence	Post	E-mail	Fax		
	Correspondence contact details (in terms of above)					
D. LANGUAGE PROFICIENCY – state ‘good’, ‘fair’ or ‘poor’						
	Languages (specified)					
Speak						
Read						
Write						
E. QUALIFICATIONS						
Name of School / Technical College		Highest qualification obtained		Year Obtained		
Tertiary education (complete for each qualification you obtained)						
Name of Institution		Name of Qualification		Year Obtained		
Current study (institution and qualification)						
F. WORK EXPERIENCE						
Employer (including current employer)	Post held	From		To		Reason for Leaving
		M M	YY	M M	YY	
If you were previously employed in the Public Service, indicate whether any condition exists that prevents your re-employment					YES	NO
If yes, provide the name of the previous employing department						
G. REFERENCES						
Name		Relationship to you			Tel. No. (office hours)	
DECLARATION						
<i>I declare that all the information provided (including any attachments) is complete and correct to the best of my knowledge. I understand that any false information supplied could lead to my application being disqualified or my discharge if I am appointed.</i>						
Signature:					Date:	

(SKOOLLOGO)

VERTROULIK

DIENSKONTRAK VIR GRAAD R-PRAKTISYN

TUSSEN

.....
(Naam van die diensverskaffende inrigting)

TE

.....
(Straatadres van inrigting)

EN

.....
(Voeg naam van werknemer in)

IDENTITEITSNOMMER VAN WERKNEMER:.....

DIENSVOORWAARDES VIR GRAAD R-PRAKTISYN

1. AANVAARDING

'n Dienskontrak vir 'n graad R-praktisyn te

.....
(Naam van skool)

Aanvaarding van betrekking deur applikant:

Ek,, aanvaar my aanstelling as
graad R-praktisyn vanaf:.....(datum)
te:
(Naam van skool)

Ek verstaan dat hierdie kontrak geldig is vir die tydperk 1 APRIL tot 31
MAART

- Ek aanvaar dat die pos onderhewig is aan die bepalings soos uiteengesit in hierdie dokument en afhang van my vermoë om my pligte uit te voer soos bepaal deur die prinsipaal en beheerliggaam.
- Ek aanvaar dat my werk gemoniteer en ge-evalueer sal word ooreenkomstig die GGBS, om seker te maak dat ek die nodige standaarde in my werk gehandhaaf het.
- Ek aanvaar dat die beheerliggaam my werkgewer is en dat ek die beleide soos deur die beheerliggaam bepaal, sal nakom.
- Ek aanvaar dat alle inligting t.o.v. leerders en hulle ouers vertroulik is en dat hierdie inligting alleenlik met gemagtigde persone bespreek mag word.
- Ek erken dat die Wet op Arbeidsverhoudinge, 1995 (Wet 66 van 1995) en die Wet op Basiese Diensvoorwaardes, 1997 (Wet 75 van 1997) hierdie dienskontrak sal bepaal.
- Ek is in besit van die Departement van Arbeid se Basiese Diensvoorwaardes en die beleid van progressiewe dissipline, en dit is in besonderhede met my bespreek.

.....
Handtekening van die werknemer

.....
Datum

2. DOKUMENTE

Die volgende dokumente moet ingesluit word by die kontrak:

- 'n Gewaarmerkte afskrif van die identiteitsdokument van die werknemer
- Gewaarmerkte afskrifte van die werknemer se
 - akademiese kwalifikasiesertifikaat/-sertifikate
 - professionele kwalifikasiesertifikaat/-sertifikate
 - addisionele kwalifikasiesertifikaat/-sertifikate

3. DIENSVoorWAARDES

3.1 SALARIS:

Die salaris sal maandeliks op my bankrekening inbetaal word deur middel van 'n elektroniese oorbetaling.

Bankrekeningbesonderhede:

Bank:.....

Tak:.....

Rekeningnommer:.....

Banknommer:.....

Tipe rekening:.....

DIE SALARIS SAL BESKIKBAAR WEES OP DIE LAASTE VRYDAG VAN ELKE MAAND, BEHALWE VIR DIE MAAND DESEMBER, WAAR DIT BESKIKBAAR SAL WEES OP DIE LAASTE WERKSDAG.

Die salaris is as volg:

80% van die WKOD se subsidie

plus SBL se bydrae

(behalwe skole in Kwintiele 1- 3).....

Bruto salaris:

minus Werkloosheidsversekering

Fondsbydrae:.....

minus SAID belastingaftrekking:.....

(indien van toepassing)

Netto salaris:

L.W.

Die 80% subsidie toelaag word op die aantal Graad R leerders en die skool se nasionale kwintiel tarief bepaal.

Indien die Wes-Kaap Onderwysdepartement (WKOD) se subsidie verhoog word gedurende die jaar, sal agterstallige salaris betaal word soos deur die WKOD voorgeskryf.

'n Addendum wat die Graad R-praktisyn se nuwe salaris aandui moet dus opgestel word.

3.2 BONUS:

'n Maksimum bedrag gelykstaande aan een maand se salaris sal in my bankrekening gedeponeer word op die laaste werkdag in Desember of in die verjaarsdagmaand van die werknemer. Indien daar onvoldoende fondse beskikbaar is, sal die bonus bereken word op 'n pro rata-basis. Indien ek bedank sonder om die vereiste kennis te gee, sal ek my pro rata-bonus verbeur.

3.3 WERKSURE:

'n Minimum van 35 uur per week, soos neergelê deur die Wes-Kaap Onderwysdepartement, sal op alle onderwyspersoneel van toepassing wees.

Onderrigtyd is 23 uur (nie-onderhandelbaar) en die res is voorbereidingstyd.

Daar sal ook van my redelikerwys verwag word om sekere funksies en vergaderings na-ure by te woon.

Daar sal van my verwag word om deel te neem aan fondsinsamelingsprojekte wat deur die skool georganiseer word.

Daar sal nie van my verwag word om op openbare vakansiedae te werk nie.

Daar sal geen adisionele vergoeding wees vir die tyd wat ek op skool spandeer aan vergaderings of fondsinsamelingsaktiwiteite nie.

3.4 SKOOLVAKANSIES:

Ek sal geregtig wees op skoolvakansies vir onderwysers, soos bepaal deur die Wes-Kaap Onderwysdepartement.

Indien die Wes-Kaap Onderwysdepartement opleiding tydens skoolvakansies aanbied, sal bywoning van hierdie sessies verwag word.

3.5 SIEKVERLOF:

Die werknemer sal vir die duur van hierdie kontrak geregtig wees op een dag se betaalde siekverlof vir elke ses en twintig dae wat hy/sy gewerk het.

Indien die werknemer van die werk afwesig is vir meer as twee agtereenvolgende dae of by meer as twee geleenthede gedurende 'n tydperk van agt weke en hy/sy kan nie op versoek van die werkgewer 'n mediese sertifikaat van 'n gekwalifiseerde en erkende mediese praktisyn oorhandig waarin die werknemer se afwesigheid van werk op grond van mediese redes verduidelik word nie, sal die werkgewer nie die werknemer vir daardie dae siekverlofdae vergoed nie.

'n Mediese sertifikaat, uitgereik deur 'n geregistreerde mediese praktisyn*, moet aansoeke om siekteverlof vir drie of meer dae vergesel.

*Die mediese praktisyn moet iemand wees wat deur die Raad op Gesondheidsberoepes van Suid-Afrika (Health professionals' Council of South Africa) geakkrediteer is.

Die werknemer moet die **Aansoekvorm vir verlof (Z 1 – 81/103506)** vir enige periodes van afwesigheid invul.

Die oorspronklike vorm moet op die werknemer se lêer geplaas word en die werknemer moet 'n kopie daarvan hou.

3.6 KRAAMVERLOF:

- 3.6.1 'n Werknemer is geregtig op 4 agtereenvolgende maande se kraamverlof maar **sonder** salaris.
- 3.6.2 'n Werknemer kan van kraamverlof gebruik maak enige tyd van 4 weke **voor die verwagte geboortedatum**, tensy daar andersins ooreengekom word of vir gesondheidsredes soos gesertifiseer deur 'n mediese praktisyn.
- 3.6.3 Geen werknemer mag terugkeer na werk voor 6 weke na die **geboortedatum**, tensy deur 'n mediese praktisyn gesertifiseer is om dit te doen.
- 3.6.4 'n Werknemer wat 'n miskraam het in die 3de trimester van swangerskap of aan 'n doodgebore kind geboorte skenk, is geregtig op 6 weke kraamverlof na die gebeurtenis, of haar kraamverlof ten tyde van die gebeurtenis begin het of nie.
- 3.6.5 Geen werknemer mag 'n verwagterende werknemer vra of toelaat om werk te verrig wat skadelik vir haar gesondheid of vir die van haar kind is nie.

Die werknemer moet die **Aansoekvorm om verlof (Z 1 – 81/103506)** voltooi vir enige tydperk van afwesigheid.

Die oorspronklike vorm moet op die werknemer se lêer geplaas word en die werknemer moet 'n kopie daarvan hou.

Skoolbeheerliggame mag 'n plaasvervanger graad R-onderwyser op kontrak aanstel vir die periode van die werknemer se kraamverlof. Die werknemer mag haar pligte 6 weke na die geboorte van haar baba hervat, op voorwaarde dat die termyn van haar oorspronklike kontrak nie verstryk het nie.

3.7 GESINSVERANTWOORDELIKHEIDSVERLOF:

Na vier maande sal die werknemer geregtig wees om aansoek te doen om 3 dae se betaalde gesinsverantwoordelikeheidsverlof, wat geneem kan word wanneer die werknemer se

- 3.7.1 huweliksmaat of lewensmaat geboorte skenk aan 'n kind; of huweliksmaat of lewensmaat siek is, of
- 3.7.2 eggenoot, lewensmaat, ouer, aanneemouer, grootouer, kind, aangenome kind, kleinkind of broer/suster oorlede is.

Die werknemer vereis redelike bewys van die redes vir sodanige verlof (d.w.s. 'n gesertifiseerde afskrif van die familielid se doodsertifikaat moet ingelewer word as bewys wanneer aansoek gedoen word om familieverantwoordelikeheidsverlof).

3.8 DIENSBEËINDIGING

3.8.1 Die werknemer mag hierdie kontrak beëindig met een maand se skriftelike kennisgewing aan die werkgewer, of met 'n korter kennisgewingstydperk soos ooreengekom deur beide partye.

3.8.2 Die werkgewer kan die werknemer se diens beëindig op grond van wangedrag, onbevoegdheid of wesenlike verbreking van hierdie kontrak.

3.8.3 In die geval van wangedrag, onbevoegdheid, afwesigheid sonder verlof of wesenlike kontrakbreuk, moet die werkgewer die dissiplinêre prosedures volg wanneer daar met die geval gehandel word.

3.8.4 Enige arbeidsdispuut wat uit hierdie kontrak spruit, sal ingevolge die Wet op Arbeidsverhoudinge 1995 (Wet van 66 van 1995) opgelos word.

- Indien ek 'n ander pos aanvaar en in die loop van die jaar bedank, moet ek 'n geskrewe kennisgewing indien 'n maand voor die tyd.
- Indien ek minder as 1 maand kennis gee, sal ek die pro rata-bonus verbeur wat ek sou gekry het.
- Indien ek my pos verloor deur te bedank of vir enige ander rede hoegenaamd, sal ek alle voordele wat my toekom, bv. die pro rata-bonus, verbeur.
- Ek sal 'n kopie ontvang van die progressiewedissiplinebeleid van die skool, wat duidelik uiteen sal sit alle sanksies en stappe wat gedoen sal word tydens die progressiewedissiplineproses.

- Ek moet die diensvoorwaardes soos in hierdie dokument uiteengesit is, aanvaar en uitvoer.

3.9 VERTROULIKHEID

Gedurende die leeftyd van hierdie kontrak sal die werknemer nie, tensy dit gedurende die normale uitvoering van sy/haar pligte is en ten einde die belange van die werkgewer te bevorder, sonder die skriftelike toestemming van die werkgewer enige vertroulike inligting in verband met die werkgewer gebruik of beskikbaar stel aan die ander lede van die skool nie.

4. VERKLARING

Ek,, verklaar hiermee dat ek die inhoud van hierdie kontrak begryp en aanvaar.

Enige veranderinge aan hierdie kontrak sal slegs geldig wees indien dit skriftelik gemaak en onderteken is deur die werkgewer en die beheerliggaam.

Verder aanvaar ek dat hierdie skool deel van die Wes-Kaap Onderwysdepartement is en dat ek dus gebonde is aan die voorskrifte en riglyne van daardie departement.

Geteken te _____ op hierdie _____
dag van _____

Werknemer SBL-voorsitter Datum

GETUIES: 1. _____

2. _____

WERKBESKRYWING: GRAAD R-PRAKTISYN (VKO)

1. DOEL VAN POS:

Om leerprogramme van gehalte te voorsien aan graad R-leerders in 'n stimulerende en ondersteunende omgewing

2. KWALIFIKASIES

Minimum kwalifikasievereistes vir 'n graad R-opvoeder: NKR VKO VLAK 4

3. PLIGTE

- Beplan leerprogramme, werkskedules en lesplanne vir Geletterdheid, Gesyferdheid en Lewensvaardighede.
- Berei die klaskameromgewing voor, d.w.s. werkstasies of leerhoekies vir kreatiewe aktiwiteite, kuns en kultuur, wetenskap, tegnologie en belangstellings.
- Fasiliteer leer deur speel in 'n vriendelike, ontspanne en aangename leeromgewing.
- Bestuur administratiewe pligte wat betrekking het op graad R.
- Woon klusterwerksessies by na skoolure.
- Gee ondersteuning aan leerders wat 'n taal aanleer wat nie hulle moedertaal is nie.
- Verskaf geletterdheid- en gesyferdheidondersteuningsprogramme aan gekeurde ouers.
- Berei voor, versprei, versamel en bewaar leer- en onderrigondersteuningsmateriaal.
- Hou 'n bygewerkte inventaris van alle klaskamertoerusting wat aangekoop is deur die skool of deur die Wes-Kaap Onderwysdepartement verskaf is.



Aansoek om Betrekking

<p>WAT IS DIE DOEL VAN HIERDIE VORM?</p> <p>Om 'n regeringsdepartement te help met die keuring van 'n persoon vir 'n geadverteerde pos.</p> <p>Hierdie vorm kan gebruik word om kandidate vir onderhoud te identifiseer. Aangesien alle kandidate nie vir onderhoude kan gaan nie, moe wt u hierdie vorm volledig, akkuraat en leesbaar invul. Dit sal daartoe bydra dat u aansoek spoedig geprosesseer kan word.</p> <p>WIE MOET HIERDIE VORM VOLTOOI?</p> <p>Slegs persone wat wil aansoek doen om 'n pos in 'n regeringsdepartement</p> <p>ADDISIONELE INLIGTING</p> <p>Hierdie vorm benodig basiese inligting. Kandidate wat</p> <p>SPEZIALE NOTAS</p> <p>1. Alle inligting sal met die strengste vertroulikheid hanteer word en sal nie bekend gemaak word of gebruik word vir enige ander doel as om die geskiktheid van 'n persoon te assesser, behalwe vir soverre dit vereis en toegelaat word deur die wet.</p> <p>U persoonlike besonderhede moet ooreenkom met die besonderhede in u ID of paspoort.</p> <p>2 – Paspoortnommer in die geval van Swartes.</p>	<p>A. DIE GEADVERTEERDE POS</p>					
	<p>Pos waarvoor u aansoek doen (soos geadverteer)</p>		<p>Departement waarin die pos geadverteer is</p>			
	<p>Verwysingsnommer (soos in advertensie genoem)</p>		<p>Indien die pos vir u aangebied word, wanneer kan u begin OF hoe lank moet u kennis gee by u huidige werkgever?</p>			
	<p>B. PERSOONLIKE INLIGTING</p>					
	<p>Van</p>					
	<p>Voorname</p>					
	<p>Geboortedatum:</p>					
	<p>ID-nummer²</p>					
	<p>Ras³</p>		<p><i>Swart</i></p>	<p><i>Wit</i></p>	<p><i>Kleurling</i></p>	<p><i>Indiër</i></p>
	<p>Geslag³</p>			<p>VROULIK</p>	<p>MANLIK</p>	
<p>Het u enige gestremdheid?³</p>			<p>JA</p>	<p>NO</p>		
<p>Is u 'n Suid-Afrikaanse burger?</p>			<p>JA</p>	<p>NO</p>		
<p>Indien nie, wat is u nasionaliteit?</p>						
<p>Het u 'n geldige werkspermit?</p>			<p>JA</p>	<p>NO</p>		
<p>Is u ooit skuldig bevind aan 'n kriminele oortreding of uit werk ontslaan?⁴</p>			<p>JA</p>	<p>NO</p>		
<p>Indien u professie of beroep vereis dat u by die Staat of amptelik geregistreer moet wees, verskaf 'n datum en besonderhede van sodanige registrasie.</p>						
<p>C. HOE KAN ONS U KONTAK?</p>						
<p>Voorkeurtaal vir korrespondensie</p>						
<p>Telefoonnommer tydens kantoorure</p>						
<p>Voorkeurmedium vir korrespondensie</p>		<p>Pos</p>	<p>E-pos</p>	<p>Faks</p>		

<p>3 – Hierdie inligting word benodig om die deoartement in staat te stel om te voldoen aan die Wet op Diensbillikheid, 1998.</p> <p>4 – Hierdie inligting sal slegs in ag geneem word as dit direk betrekking het op die vereistes vir die pos.</p> <p>5 – Aansoekers met aansienlike kwalifikasies of werkervaring moet 'n CV aanheg.</p>	<p>Korrespondensiekontrak besonderhede (t.o.v. bg.)</p>					
D. TAALBEVOEGDHEID - (noem 'goed', 'gemiddeld' of 'swak')						
	Tale (gespesifiseer)					
Praat:						
Lees						
Skryf						
E. KWALIFIKASIES						
Naam van skool / Tegniese kollege			Hoogste kwalifikasie behaal		Jaar verwerf	
Tersiêre onderwys (voltooi vir elke kwalifikasie wat jy behaal het)						
Naam van Inrigting			Naam van kwalifikasie		Jaar verwerf	
Huidige kursus (inrigting en kwalifikasie)						
F. WERKERVARING						
Werkgewer (huidige werkgewer ingesluit)	Betrekking beklee	Vanaf		Tot		Rede waarom u pos verlaat het
		M M	JJ	M M	JJ	
Indien u voorheen 'n Staatsdienspos beklee het, dui aan of enige voorwaarde bestaan wat u herindiensneming verhoed.					JA	NEE
Indien ja, verskaf die naam van die vorige indiensnemingdepartement						
G. VERWYSINGS						
Naam	Verbintenis met aansoeker			Tel. nr. (werksure)		
VERKLARING						
<p><i>Ek verklaar dat al die inligting wat versaf is (met insluiting van aanhangsels) volledig en korrek is tot die beste van my kennis. Ek begryp dat enige vals inligting wat verskaf is daartoe kan lei dat my aansoek gediskwalifiseer word of ek ontslaan kan word indien ek aangestel is.</i></p>						
Handtekening:				Datum:		



Western Cape
Government

Education

INSTITUTIONAL MANAGEMENT AND GOVERNANCE PLANNING EARLY CHILDHOOD DEVELOPMENT

CIRCULARS



WESTERN CAPE
Education Department

Provincial Government of the Western Cape

**INSTITUTIONAL MANAGEMENT
AND GOVERNANCE PLANNING:
EARLY CHILDHOOD DEVELOPMENT**

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REFERENCE: IMS number: 20111117-0106
File number: 13/1/R

ENQUIRIES: S Galant

CIRCULAR: 0029/2011

EXPIRY DATE: NONE

TO: CHIEF DIRECTORS, DIRECTORS DEPUTY DIRECTORS-GENERAL, CHIEF DIRECTORS, DIRECTORS (HEAD OFFICE AND EDUCATION DISTRICT OFFICES), HEADS OF SUBDIRECTORATES AT HEAD OFFICE AND EDUCATION DISTRICT OFFICES, IMG MANAGERS, CIRCUIT TEAM MANAGERS, IMG MANAGERS, IMG ECD MANAGERS, HEADS OF PRE-PRIMARY SCHOOLS AND ECD INDEPENDENT SCHOOLS, AND PRINCIPALS OF ORDINARY PUBLIC SCHOOLS WITH GRADE R CLASSES.

BRIEF SUMMARY: Information for all role-players on relevant early childhood development subsidy application procedures and other matters.

SUBJECT: GRADE R SUBSIDIES AND OTHER ECD-RELATED MATTERS FOR 2012

1. SUBMISSION OF CLAIM FORMS

Principals of schools with Grade R and heads of early childhood development (ECD) institutions are reminded that subsidy applications are to be submitted to the local education district office by no later than the following dates:

Term	District Office	Head Office
1 st Term of 2012	Friday, 10 February 2012	Friday, 24 February 2012
2 nd Term of 2012	Friday, 18 May 2012	Friday, 1 June 2012
3 rd Term of 2012	Friday, 17 August 2012	Friday, 31 August 2012
4 th Term of 2012	Friday, 16 November 2012	Friday, 30 November 2012

Schools that fail to adhere to the above dates run the risk of forfeiting their subsidy. Schools requiring assistance with the completion of the subsidy claim

forms may contact the IMG ECD manager at the relevant education district office.

2. REGISTRATION OF SCHOOLS ON EMIS & GRADE R LEARNERS ON CEMIS

- 2.1 In accordance with the National Norms and Standards for Grade R funding (Government Notice No. 30679 of 18 January 2008), all ordinary public and independent ECD schools offering Grade R must be registered on EMIS and be in possession of a valid registration certificate. This certificate is valid for only five years.
- 2.2 All Grade R learners must also be registered on CEMIS.
- 2.3 All Grade R practitioners must be registered with the South African Council for Educators (SACE). More information is available on the SACE website at www.sace.org.za

3. NO-FEE SCHOOLS OFFERING GRADE R

- 3.1 No-fee schools that receive Grade R funding from the state are **not allowed** to charge school fees for Grade R learners (See *National Financial Management Guidelines in Respect of Schools Offering Grade R Classes*, October 2009, page 4).
- 3.2 Parents may be requested to make voluntary contributions. However, it must be emphasised that these contributions are not compulsory and may not be used to exclude learners whose parents are not able to make such contributions.

4. ANNUAL FINANCIAL STATEMENT

In terms of Section 55 of the Public Finance Management Act, No. 29 of 1999, all educational institutions who receive funding from the state must keep full and proper records of their financial affairs, and annually submit an audited financial statement to their executive authority – in this case the Western Cape Education Department (WCED). In this regard, all ECD institutions must submit an annual audited financial statement, relating to the previous academic year, to their local education district office before the end of May each year. Failure to do so will effectively delay the next subsidy payment to the institution.

5. PAYMENT OF GRADE R PRACTITIONER'S SALARY

- 5.1 Schools are reminded that the Grade R practitioners at all schools **must** receive the full 80% subsidy allocation which is transferred bi-annually.
- 5.2 School governing bodies of NQ 4 and NQ 5 schools are requested to augment the Grade R practitioner's salary so that the practitioner receives an amount which is more than the minimum of R5,000.00 per month.
- 5.3 Furthermore, SGBs must register with SARS as employers. The UIF and PAYE must be deducted from the Grade R practitioner's salary and paid over to the relevant government departments.

6. NUMBER OF GRADE R LEARNERS ALLOWED PER CLASS

Recent audits at selected sites have confirmed that a class size of more than 30 learners negatively impacts on the provision of quality education in a Grade R class. As from January 2012, CAPS will be implemented in the Grade R classes and therefore schools are reminded that the maximum number of Grade R learners allowed per class is 30.

7. SPENDING OF LTSM MONEY

All the money received for LTSM (20%) for the two terms must be spent within that period and only for the purpose of LTSM provision.

8. The content of this circular must be brought to the attention of all role players involved in ECD at public and independent schools.

SIGNED:

HEAD: EDUCATION

DATE:



WES-KAAP Onderwysdepartement

Provinsiale Regering van die Wes-Kaap

INRIGTINGSBESTUUR-EN-BEHEERBEPLANNING: VROEÛKINDONTWIKKELING

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VERWYSING: GBS-nommer: 20111117-0106
Lêernommer: 13/1/R
NAVRAE: S Galant

OMSENDERBRIEF: 0029/2011

VERVALDATUM: GEEN

AAN : ADJUNK-DIREKTEURS-GENERAAL, HOOFDIREKTEURE, DIREKTEURE, (HOOFKANTOOR EN ONDERWYSDISTRIKSKANTORE), HOOFDE VAN SUBDIREKTORATE BY HOOFKANTOOR EN ONDERWYSDISTRIKSKANTORE, , IBB-BESTUURDERS, KRINGSPANBESTUURDERS, IBB-VKO-BESTUURDERS HOOFDE VAN PREPRIMÊRE SKOLE EN VKO-ONAFHANKLIKE SKOLE, EN PRINSIPALE VAN GEWONE OPENBARE SKOLE MET GRAAD R-KLASSE

KORT OPSOMMING: *Inligting vir almal wat betrokke is by relevante kwessies van vroeëkindontwikkeling, prosedures vir subsidie-aansoeke en ander kwessies*

ONDERWERP: GRAAD R-SUBSIDIES EN ANDER VKO-VERWANTE KWESSIES VIR 2012

1. VOORLEGGING VAN EISVORMS

Prinsipale van skole met graad R en hoofde van inrigtings vir vroeëkindontwikkeling (VKO) word daaraan herinner dat aansoeke om subsidies voorgelê moet word aan die plaaslike onderwysdistrikskantoor teen die volgende datums:

page 1 of 4

Please quote reference numbers in all correspondence.
Employment and salary queries: 0861 92 33 22
Safe Schools: 0800 45 46 47

Kwartaal	Distrikskantoor	Hoofkantoor
1ste Kwartaal van 2012	Vrydag, 10 Februarie 2012	Vrydag, 24 Februarie 2012
2de Kwartaal van 2012	Vrydag, 18 Mei 2012	Vrydag, 1 Junie 2012
3de Kwartaal van 2012	Vrydag, 17 Augustus 2012	Vrydag, 31 Augustus 2012
4de Kwartaal van 2012	Vrydag, 16 November 2012	Vrydag, 30 November 2012

Inrigtings wat nie by die bogenoemde datums hou nie, loop die risiko dat hulle hulle subsidies kan verloor. Skole wat bystand verlang met die voltooiing van die subsidie-eisvorms kan die IBB VKO-bestuurder by die relevante onderwysdistrikskantoor skakel.

2. REGISTRASIE VAN SKOLE OP OBIS & GRAAD R-LEERDERS OP OBIS

- 2.1 Ingevolge die nasionale Norme-en-standaarde vir graad R-befondsing (Regeringskennisgewing No. 30679 van 18 January 2008), moet alle gewone openbare en onafhanklike VKO-skole wat graad R aanbied op OBIS geregistreer wees en in besit wees van 'n geldige registrasiesertifikaat. Hierdie sertifikaat is vir slegs vyf jaar geldig.
- 2.2 Alle graad R-leerders moet ook op SOBIS geregistreer wees.
- 2.3 Alle graad R-praktisyns moet by die Suid-Afrikaanse Raad vir Opvoeders (SARO) geregistreer wees. Meer inligting is beskikbaar op die SARO-webtuiste te www.sace.org.za

3. GEENSKOOLGELDSKOLE WAT GRAAD R AANBIED

- 3.1 Geenskoolgeldskole wat graad R-befondsing van die staat ontvang, mag nie skoolgeld hef vir graad R-leerders nie (Sien Nasionale Finansiële Bestuursriglyne *ingevolge skole wat graad R-klasse aanbied, Oktober 2009*, bladsy 4).
- 3.2 Ouers kan versoek word om vrywillige bydraes te maak. Daar moet egter beklemtoon word dat hierdie bydraes nie verpligtend is nie en nie gebruik mag word om leerders uit te sluit wie se ouers nie sodanige bydraes kan maak nie.

4. FINANSIËLE JAARSTATE

Ingevolge artikel 55 van die Wet op openbare finansiële Bestuur, Wet no. 29 van 1999, Ingevolge artikel 55 van die Wet op Openbare Finansiële Bestuur (Wet 29 van 1999) moet alle inrigtings wat finansiële befondsing van die staat ontvang, volledig en behoorlik boekhou van hulle finansiële sake, en jaarliks 'n geouditeerde finansiële staat voorlê aan hulle uitvoerende gesag – in hierdie geval die Wes-Kaap Onderwysdepartement (WKOD). In hierdie verband moet alle VKO-inrigtings voor die einde van Mei elke jaar 'n geouditeerde finansiële staat by hulle plaaslike onderwysdistrikskantoor met betrekking tot die vorige akademiese jaar voorlê. Versuim om dit te doen, sal die volgende subsidiebetaling aan die betrokke inrigting vertraag.

5. BETALING VAN DIE GRAAD R-PRAKTISYN SE SALARIS

- 5.1 Skole word daaraan herinner dat die graad R-praktisyns by alle skole die volle 80% subsidietoekenning moet ontvang, wat tweekeer per jaar oorgeplaas word.
- 5.2 Skoolbeheerliggame van NK 4- en NK 5-skole word versoek om die graad R-praktisyn se salaris te verhoog, sodat die praktisyn 'n bedrag ontvang wat meer is as die minimum van R5 000 per maand.
- 5.3 Verder moet SBL'e by SAID as werkgewers registreer. Die WVF en LBS moet afgetrek word van die graad R-praktisyn se salaris en oorbetaal word aan die betrokke regeringsdepartemente.

6. AANTAL GRAAD R-LEERDERS WAT PER KLAS TOEGELAAT WORD

Onlangse oudits by geselekteerde terreine het bevestig dat 'n klasgrootte van meer as 30 leerders negatief impakteer op die voorsiening van gehalteonderwys in 'n graad R-klas. Vanaf Januarie 2012, sal die KABV in die graad R-klasse geïmplementeer word en daarom word skole daaraan herinner dat die maksimum getal graad R-leerders wat per klas toegelaat sal word, 30 is.

7. SPANDERING VAN LOOM-GELD

Al die geld wat ontvang word vir LOOM (20%) vir die twee kwartale moet binne daardie tydperk spandeer word en slegs vir doeleindes van LOOM-verskaffing.

8. Die inhoud van hierdie omsendbrief moet onder die aandag gebring word van almal wat met VKO te doen het by openbare en onafhanklike skole.

Geteken:

HOOF: ONDERWYS

DATUM:



WESTERN CAPE
Education Department

Provincial Government of the Western Cape

ICANDELO LOLAWULO NOKUPHATHWA KWAMAZIKO:
ICANDELWANA LOPHUHLISO LWEMFUNDO
YABASAQALAYO

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ISALATHISO: 20111117-0106
13/1/P
IMIBUZO: S Galant

ISETYHULA: 0029/2011
UMHLA WOKUPHELELWA: AWUKHO

IYA: KUMASEKELA BALAWULI-JIKELELE, KUBALAWULI ABAZIINTLOKO, KUBALAWULI (KWANDLUNKULU NAKWII-OFISI ZEZITHILI ZEMFUNDO), KWIINTLOKO ZAMCANDELO KWANDLUNKULU NAKWII-OFISI ZEZITHILI ZEMFUNDO, KUBAPHATHI BEZE- IMG, KUBAPHATHI BEEKOMITI ZEESEKETHE, KUBAPHATHI BEZE- IMG ECD, KWIINTLOKO ZEZIKOLO EZIZIIPRI-PRAYIMARI NAKWIZIKOLO EZIZIMELEYO ZE-ECD, NAKWIINQUNUNU ZEZIKOLO ZIKARHULUMENTE EZIQHELEKILEYO EZINEEKLASI ZEBAKALA R.

ISISHWANKATHELO ESIFUTSHANE: *Ingcaciso eyaziswa bonke abathathi-nxaxheba ngemiba ephathelele kuphuhliso lwemfundo yabasaqalayo yeenkqubo zezicelo zenkxaso-mali kunye neminye imiba*

ISIHLOKO: INKXASO-MALI YEBAKALA R NEMINYE IMIBA ENXULUMENE NE-ECD NGO-2012

1. UKUNGENISWA KWEEFOM ZAMABANGO (SUBMISSION OF CLAIM FORMS)

Kukhunjuzwa iinqununu zezikolo ezineBakala R neentloko zamaziko ophuhliso lwemfundo yabasaqalayo (*early childhood development (ECD)*) ukuba kufuneka kungeniswe izicelo zenkxaso-mali kwi-ofisi yesithili semfundo yaloo ndawo sikuyo isikolo ingadlulanga le mihla ilandelayo:

Ikota	I-Ofisi yeSithili seMfundo	KwaNdlunkulu
IKota 1 -2012	NgoLwesihlanu, 10 Febuwari 2012	NgoLwesihlanu, 24 Febuwari 2012
IKota 2 -2012	NgoLwesihlanu, 18 Meyi 2012	NgoLwesihlanu, 1 Juni 2012
IKota 3-2012	NgoLwesihlanu, 17 Agasti 2012	NgoLwesihlanu, 31 Agasti 2012
IKota 4 -2012	NgoLwesihlanu, 16 Novemba 2012	NgoLwesihlanu, 30 Novemba 2012

Iphepha 1 kwayi-3

Nceda ubhale iinombolo zesalathiso kuyo yonke imbalelwano.
Employment and salary queries: 0861 92 33 22
Safe Schools: 0800 45 46 47

Izikolo ezingaphumeleliyo ukulandela ngqo le mihla ingasentla zisengozini yokuphulukana nenkxaso-mali yazo. Izikolo ezifuna uncedo ngokuzaliswa kweefom zamabango enkxaso-mali zingaqhagamshelana nomphathi weze-IMG ECD kwi-ofisi yesithili semfundo esichaphazelekayo.

2. UBHALISO LWEZIKOLO KWI-EMIS NABAFUNDI BEBAKALA R KWI-CEMIS

- 2.1 NgokweMimiselo neMigangatho kaZwelonke yesabelo-mali samaBakala R (ISaziso sikaRhulumente 30679 sowe-18 Januwari 2008), zonke izikolo ze-ECD zikarhulumente eziqhelekileyo nezikolo ze-ECD ezizimeleyo ezifundisa iBakala R mazibhaliswe kwi-EMIS kwaye mazibe nesatifikethi sobhaliso nesisebenza ngokusemthethweni (*valid*). Esi satifikethi sobhaliso sisebenza ngokusemthethweni ithuba leminyaka emihlanu kuphela.
- 2.2 Bonke abafundi beBakala R mababhaliswe kwakhona kwiCEMIS.
- 2.3 Bonke ootitshala (*practitioners*) beBakala R mababhaliswe kwiBhunga looTitshala laseMzantsi Afrika (*South African Council of Educators (SACE)*). Ingcaciso engaphezulu iyafumaneka kwiziko lewebhu leSACE apha www.sace.org.za

3. IZIKOLO EZINGABIZI FIZI EZIFUNDISA IBAKALA R

- 3.1 Izikolo ezingabizi fizi nezifumana inkxaso-mali yeBakala R kurhulumente **azivumelekanga** ukuba zibize iifizi zesikolo kubafundi beBakala R (Funda kwiphepha 4 le-*National Financial Management Guidelines in Respect of School Offering Grade R Classes, October 2009*).
- 3.2 Bangacelwa abazali ukuba bafake igalelo ngokuzithandela. Kodwa ke, makugxininiswe ukuba eli galelo alisosinyanzelo kwaye malingaze lisetyenziselwe ukukhethela ecaleni (*exclude*) abafundi ababazali babo bangenako ukufaka igalelo elilolu hlobo.

4. INGXELO-MALI YONYAKA

NgokweSiqendu 55 soMthetho woLawulo lweMali kaRhulumente (uMthetho 29 ka-1999), onke amaziko emfundo afumana isabelo-mali kurhulumente makagcine iirekhodi ezipheleleyo nezifanelekileyo zemicimbi yemali yawo, aze qho ngonyaka angenise ingxelo-mali ephicothiweyo (*audited financial statement*) kwisigqeba solawulo sawo - kule meko kwiSebe leMfundo leNtshona Koloni (WCED). Ngokumalunga noku, onke amaziko e-ECD makangenise ingxelo-mali yonyaka ephicothiweyo ephathelene nonyaka wezifundo ongaphambili kwi-ofisi yesithili semfundo saloo ndawo likuyo iziko phambi kokuphela kukaMeyi ngonyaka ngamnye. Ukungaphumeleli ukwenjenjalo kuya kulibazisa intlawulo yenkxaso-mali elandelayo kwiziko elo.

5. INTLAWULO YOMVUZO KATITSHALA WEBAKALA R

- 5.1 Ziyakhunjuzwa izikolo ukuba ootitshala beBakala R kuzo zonke izikolo mabafumane isibonelelo esipheleleyo esiyi-80% yenkxaso-mali, esihlawulwa ngomatshini kabini ngonyaka.
- 5.2 Ayacelwa amabhunga olawulo ezikolo ze-NQ 4 ne-NQ 5 ukuba ongezelele umvuzo katitshala weBakala R ukwenzela ukuba utitshala lowo afumane isixa-mali esingaphezulu kowona mlinganiselo usezantsi umiselweyo oyi-R5,000.00 ngenyanga.
- 5.3 Ngaphezulu, iiSGB mazibhalise kwaSARS njengabaqeshi. I-UIF no-PAYE mazitsalwe kumvuzo katitshala weBakala R zize zihlawulwe kuloo masebe karhulumente achaphazelekayo.

6. INANI LABAFUNDI BEBAKALA R ABAVUMELEKILEYO KWIKLASI NGANYE

Ubalo lwakutshanje kumaziko akhethiweyo selungqinile ukuba ubukhulu beklasi yabafundi abangaphezulu kwe-30 ikuchaphazela kakubi ukufundiswa okusemgangathweni kwiklasi yeBakala R. Ukususela ngoJanuwari 2012, iCAPS iya kuphunyezwa kwiiklasi zeBakala R yaye ke ngoko ziyakhunjuzwa izikolo ukuba elona nani likhulu labafundi beBakala R livumelekileyo kwiklasi nganye ngu-30.

7. UKUCHITHWA KWEMALI YE-LTSM

Yonke imali efikileyo yeLTSM (i-20%) yeekota ezimbini mayisetyenziswe lingekapheli elo thuba yaye isetyenziselwe kuphela injongo yokuthenga i-LTSM

8. Okubhalwe kule setyhula makwaziswe bonke abachaphazelekayo kwi-ECD kwizikolo zikarhulumente nakwizikolo ezizimeleyo.

ISAYINWE: NGU-PA VINJEVOLD

INTLOKO: YESEBE LEMFUNDO

UMHLA: 2011-11-30

Navrae **Early Childhood**
Enquiries **Development personnel**
IMibuzo **at district office**

Telefoon
Telephone **021-4672584**
IFoni

Faks
Fax **021-4679385**
IFeksi

Verwysing **13/1/4**
Reference **20101126-0024**
ISalathiso



Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

CIRCULAR: 0050/2010

EXPIRY DATE: NONE

TO: DEPUTY DIRECTORS-GENERAL, CHIEF DIRECTORS, DIRECTORS (HEAD OFFICE AND EDUCATION DISTRICT OFFICES), HEADS OF SUB-DIRECTORATES AT HEAD OFFICE AND EDUCATION DISTRICT OFFICES, IMG MANAGERS, CIRCUIT TEAM MANAGERS, ECD ADVISERS, HEADS OF PRE-PRIMARY SCHOOLS AND COMMUNITY SITES, AND PRINCIPALS OF ORDINARY PUBLIC SCHOOLS WITH GRADE R CLASSES

BRIEF SUMMARY:

Information on Grade R subsidies and other early childhood development matters

GRADE R SUBSIDIES AND OTHER ECD RELATED ISSUES FOR 2011

1. SUBMISSION OF CLAIM FORMS

Principals of schools with Grade R and heads of early childhood development (ECD) institutions are reminded that quarterly applications for subsidies must be submitted to the local education district office by the following dates in 2011:

Term	District Office	Head Office
1 st Term of 2011	Friday, 11 February 2011	Friday, 25 February 2011
2 nd Term of 2011	Friday, 20 May 2011	Friday, 3 June 2011
3 rd Term of 2011	Friday, 19 August 2011	Friday, 2 September 2011
4 th Term of 2011	Friday, 18 November 2011	Friday, 2 December 2011

Institutions that fail to adhere to the above dates run the risk of forfeiting their subsidies. Schools requiring assistance with the completion of the subsidy claim forms can contact the IMG ECD manager at the education district office. A CEMIS report, indicating the number of learners who were enrolled in the Grade R class, must also be submitted with each claim.

2. REGISTRATION OF SCHOOLS ON EMIS & GRADE R LEARNERS ON EMIS

In accordance with the National Norms and Standards for Grade R funding (Government Notice No. 30679 of 18 January 2008), all public and independent schools offering Grade R must be registered on the CEMIS and be in possession of a current registration certificate. All the Grade R learners must be registered on the CEMIS.

MELD ASSEBLIEF VERWYSINGSNOMMERS IN ALLE KORRESPONDENSIE / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE /
NCEDA UBHALE IINOMBOLO ZESALATHISO KUYO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, KAAPSTAD 8000
GRAND CENTRAL TOWERS, LOWER PARLIAMENT STREET, PRIVATE BAG X9114, CAPE TOWN 8000

WEB: <http://wced.wcape.gov.za>

INBELSENTRUM /CALL CENTRE

INDIENSNEMING- EN SALARISNAVRAE/EMPLOYMENT AND SALARY QUERIES ☎0861 92 33 22

VEILIGE SKOLE/SAFE SCHOOLS ☎0800 45 46 47

3. NO-FEES SCHOOLS OFFERING GRADE R

- 3.1 No-fees schools that receive Grade R funding from the state are **not allowed** to charge school fees for Grade R learners (see page 4 of National Financial Management Guidelines in Respect of Schools Offering Grade R Classes, October 2009).
- 3.2 Parents may be requested to make voluntary contributions. However, it must be emphasised that these contributions are not compulsory and may not be used to exclude learners whose parents are not able to make such contributions.

4. ANNUAL FINANCIAL STATEMENT

In terms of Section 55 of the Public Finance Management Act (Act 29 of 1999), all educational institutions that receive funding from the state must keep full and proper records of their financial affairs, and annually submit an audited financial statement to their executive authority (in this case the Western Cape Education Department). In this regard, all ECD institutions must submit an audited annual financial statement relating to the past academic year. This must be submitted to the local education district office before the end of May each year. Failure to do so will delay the following subsidy payment to the institution concerned.

5. ENROLMENT

To ensure sound education in each Grade R classroom, schools are reminded that the maximum number of learners that may be enrolled in a Grade R class must not exceed 35.

Schools should also note that priority should be given to children who have already reached their fifth birthday prior to the beginning of the new year. However, children who turn 5 years of age before the end of June may also be admitted to Grade R, provided that their acceptance does not displace a child who has already turned 5.

6. This circular should also be read in conjunction with Circular 0004/2010.
7. The contents of this circular must be brought to the attention of all involved with ECD at a public school, independent school or education district office.

SIGNED: PA VINJEVOLD

HEAD: EDUCATION

DATE: 2010:12:09



WESTERN CAPE
Education Department

Provincial Government of the Western Cape

ICANDELO LOCWANGCISO LOLAWULO NOKUPHATHWA KWAMAZIKO

msgalant@pgwc.gov.za

Ifooni: 021 4672596 Ifeksi: 021 xxxxxx

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ISALATHISO: 20110

IMIBUZO: Kwii-Ofisi zeZithili zeMfundo
KuBaphathi beze-IMG (kwi-ECD)

ISETYHULA : 0000/2011

UMHLA WOKUPHELELWA: AWUKHO

IYA: KUMASEKELA BALAWULI-JIKELELE, KUBALAWULI ABAZIINTLOKO, KUBALAWULI, KUMASEKELA BALAWULI (KWANDLUNKULU NAKWII-OFISI ZEZITHILI ZEMFUNDO), KWIINTLOKO ZOQUQUZELELO NENGCEBISO NGEZE-IMG, KUBAPHATHI BEEKOMITI ZEESEKETHI, KUBAPHATHI BEZE-IMG, KWIINGCALI ZEMFUNDO EZIZIINTLOKO, KUMASEKELA EENGCALI ZEMFUNDO EZIZIINTLOKO NAKWIINTLOKO ZAMAZIKO EMFUNDO

ISISHWANKATHELO ESIFUTSHANE: *Ukwandiswa kwenxaso-mali yabafundi beBakala R nemiba enxulumene noko*

ISIHLOKO: UKWANDISWA KWENXASO-MALI YABAFUNDI BEBAKALA R NEMIBA ENXULUMENE NOKO

1. UKWANDISWA KWENXASO-MALI EYABELWA UMFUNDI NGAMNYE

Kunikwe imvume yokwandiswa kwenxaso-mali yomfundi ngamnye kubafundi abakwiiklasi ezivunyiweyo zeBakala R kwizikolo zikarhulumente eziqhelekileyo nakwizikolo ezizimeleyo zophuhliso lwemfundo yabasaqalayo (*early childhood development (ECD)*) ukuqalela emva kowe-1 Apreli 2011. Inkxaso-mali eyabelwa umfundi ngamnye ngosuku yandiswe ngolu hlobo lulandelayo:

Izikolo zikarhulumente eziqhelekileyo nezikolo ezizimeleyo ze-ECD

INqanaba leNtlupheko 1 ukusuka kwi-R17.00 ukuya kwi-R18.00 (R3,600 ngomfundi ngamnye ngonyaka);

INqanaba leNtlupheko 2 ukusuka kwi-R16.00 ukuya kwi-R17.00 (R3,400 ngomfundi ngamnye ngonyaka);

INqanaba leNtlupheko 3 ukusuka kwi-R13.00 ukuya kwi-R14.00 (R2,800 ngomfundi ngamnye ngonyaka);

INqanaba leNtlupheko 4 ukusuka kwi-R9.00 ukuya kwi-R12.00 (R2,400 ngomfundi ngamnye ngonyaka); kunye

neNqanaba leNtlupheko 5 ukusuka kwi-R5.00 ukuya kwi-R10.00 (R2,000 ngomfundi ngamnye ngonyaka).

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Please quote reference numbers in all correspondence.

Employment and salary queries: 0861 92 33 22

Safe Schools: 0800 45 46 47

Inkxaso-mali yezikolo zikarhulumente eziqhelekileyo zasemaphandleni ezifanele ukufumana inkxaso-mali inyusiwe yaya kutsho kwi-R60,000 ngonyaka.

2. UKUNGENISWA KWEFOM ZAMABANGO

Isabelo sokuqala sale nkxaso-mali siya kuhlululwa ngo-Apreli, size isabelo sesibini sihlululwe ngo-Oktobha.

Ziyakhunjuzwa iinqununu zezikolo zikarhulumente eziqhelekileyo neentloko zezikolo ezizimeleyo ukuba iifom zebango lenkxaso-mali yeBakala R, iziHlomelo A, B no-C, mazizaliswe ngokuchanekileyo yaye zisayinwe phambi kokuba zingeniswe kwi-ofisi yesithili semfundo. Makungeniswe kwakhona iikopi zerejista yokuhamba isikolo, ingxelo yeCEMIS neerisithi zokuthenga izinto zokuncedisa ukufunda nokufundisa (*learning and teaching support materials (LTSM)*).

Iifom ezingazaliswanga ngokupheleleyo (okanye iifom ezingeniswe ngqo kwaNdlunkulu) ziya kuphindiselwa emva, nto leyo ngokuqinisekileyo eya kukhokelela ekulibazisekeni kwenkqubo yokuvunywa nokuhlululwa kwamabango.

Izicelo zenkxaso-mali zaqho ngekota ngo-2011-2012 mazingeniswe kwii-ofisi zezithili zemfundo ingadlulanga le mihla ilandelayo:

Ikota	I-ofisi yesithili semfundo
Ikota yesibini 2011	20 MEYI 2011
Ikota yesithathu 2011	19 AGASTI 2011
yesine 2011	18 NOVEMBA 2011
Ikota yokuqala 2012	10 FEBRUWARI 2012

Izikolo zikarhulumente eziqhelekileyo nezikolo ezizimeleyo ezingayilandelanga le mihla ingasentla zisemngciphekweni wokuphulukana nezi nkxaso-mali.

Izikolo ezifuna uncedo malunga nokuzaliswa kweefom zamabango enkxaso-mali maziqhagamshelane nomphathi we-IMG ECD kwi-ofisi yesithili semfundo sazo.

3. IMIVUZO YABASEBENZI ABANGEZOTITSHALA (PRACTITIONERS) BEBAKALA R

Kusafika nangoku intlaninge yemibuzo emalunga nemivuzo yabasebenzi abangezotitshala beBakala R. ISebe iWCED liinqwenela ukugxininisa kwakhona ukuba intlawulo yomvuzo wabasebenzi abangezotitshala beBakala

(ngaphandle kwabo basebenzi abangezotitshala abakwinani lezithuba ezabelwe iSebe i-WCED) luxanduva lwebhunga lolawulo elichaphazelekayo. Ngako oko ke, kunyanzelekile ukuba ibhunga lolawulo lesikolo lenze imvumelwano nomsebenzi ngamnye ongeyotitshala weBakala R ecacisa gca umvuzo neemeko zengqesho zaloo msebenzi ngamnye ongeyotitshala.

ISebe leMfundo esiSiseko likazwelonke liye lavakalisa ukuba, ukuqalela nge-1 Apreli 2011, owona mvuzo usezantsi womsebenzi ongeyotitshala weBakala R mawube yi-R5,000 ngenyanga. Ziyakhunjuzwa izikolo ukuba i-80% yesabelo senkxaso-mali imele ukusetyenziselwa umvuzo wabasebenzi abangezotitshala nokuba kufuneka amabhunga olawulo ezikolo afake igalelo ekuhlawulweni komvuzo womsebenzi ongeyotitshala. I-20% eshiyekileyo yesabelo senkxaso-mali imele ukusetyenziselwa ukuthenga i-LTSM.

Ukwenzelwa ukuthintela nakuphi na ukuhlawulwa kwemivuzo emincinane, ziyacelwa izikolo ukuba zisebenzise ingcaciso ekwisiHlomelo A zize kwakhona ziqhagamshelane namagosa ee-ofisi zezithili zemfundo ukuba zisafuna uncedo ngokubalwa ngokuchanekileyo komvuzo womsebenzi ongeyotitshala wazo.

4. UKUQALISWA KWE-CAPS

IsiCwangciso eSenziwe ngosoBuchule seSebe leMfundo esiSiseko likazwelonke sika-2011-2014 sicacisa ngokuqaliswa kwenkqubo yeNkcazo yoMgaqo-nkqubo woVavanyo lweKharithulam (*Curriculum Assessment Policy Statement (CAPS)*) kuzo zonke izikolo nokubonelela ngeLTSM yokuyiphumeza. Ukwenzela ukuba kube nokuhlangatyezwana nemfuneko yale LTSM kwiiklasi zeBakala R, izikolo zabonelelwa ngenkxaso-mali ebekelwe ukuthenga ezi zibonelelo. Ziyacelwa izikolo ukuba ziqinisekise ukuba iLTSM ethengelwe abafundi beBakala R iya kunceda ekuphuhliseni ulwazi lokufunda nokubhala nolwazi lokubala lwabo.

5. Okukule setyhula makufundwe kunye neSetyhula 0050/2010 kwaye makwaziswe bonke abachaphazelekayo kwiBakala R kuzo zonke izikolo zikarhulumente nakwizikolo ezizimeleyo ze-ECD.

INTLOKO: YESEBE LEMFUNDO

UMHLA: