



**Western Cape
Government**

Education

Annual Report 2017/2018
Department of Education

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1. Western Cape Education Department (WCED) General Information

The Western Cape Education Department (WCED) is responsible for public schooling in the province, from Grades R to 12. The WCED operates in eight Education Districts and has a Head Office in Cape Town.

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

WCED Call Centres:

Personnel and Finance queries: 086 192 3322; Safe Schools: 080 045 4647

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

E-mail list: WCEDnews <http://list.pgwc.gov.za/mailman/listinfo/wcednews>.

Twitter (micro-blogging)

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

2. List of abbreviations/acronyms

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

3. Foreword by the Minister



As a Government, our vision is to ensure that we improve education outcomes and opportunities for youth development, which is encapsulated in our Provincial Strategic Goal 2, which I chair. In the 2017/18 Financial Year, we committed ourselves to spending on projects, resources and people that provide quality education and opportunities for youth to realise their full potential.

Our Strategic Plan for 2015 - 2019 and the Provincial Strategic Plan set out our primary objectives.

These objectives seek to:

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

It has now been 3 years since this plan was adopted and we can confidently say that we have made progress in establishing the foundation necessary to achieve our stated objectives.

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

Our primary objective is to provide quality education to every learner, in every classroom in every school in this province, with a focus on learners in poorer communities. This is evident in all that we do and will continue to do.

I am especially pleased that the Western Cape has again achieved the highest percentage of bachelor's passes in the country, with 39.1% of learners achieving this quality pass in the 2017 National Senior Certificate.

In Mathematics, the Western Cape achieved the highest pass rate of 73.9%.

In Physical Sciences, the Western Cape achieved a pass rate of 73.0%. This places us second in the Country to the Free State.

More learners in the Western Cape are taking maths and science as a percentage of the cohort, something that we have been encouraging over a number of years. While the overall cohort in the Western Cape was 2000 learners smaller than 2016, the number of learners taking maths and science only decreased by 703 and 329 respectively.

Congratulations must go to the Overberg district that achieved 10th place in the country, out of 70 districts with a pass rate of 87.7%. Congratulations to the District Director, Bertram Loriston and his team.

We have continuously placed great emphasis on ensuring that we retain as many learners as possible in the school system for as long as possible. The Western Cape retained 64.3% of learners in the system from Grade 10 to matric, the highest in the country by a considerable margin. The DBE's "inclusive basket of criteria" aims to report the result of the National Senior Certificate in a manner that includes retention rates, percentages of Bachelor's Passes, and maths and science passes. On this measure, we have been number 1 for the last two years. That, for me, is the real measure of success.

Improvements in Language and Mathematics are key focus areas for this government and I am therefore delighted that the results of the 2017 systemic tests have shown marked improvements in Mathematics and Language in the Western Cape.

As one of the role-players in the Apprenticeship Game Changer, we aim to improve the number of learners passing Mathematics at 50% or more, and to encourage them to take up further education in scarce skills, such as artisanship. It is crucial that we align our education with the skills needed in the economy.

I am very pleased that the Western Cape Education Department was awarded a clean audit for its third consecutive year for the 2016/17 financial year, showing that we not only perform in matters vital for education but that we do so in a responsible manner.

We also celebrated two outstanding teachers in our province.

Mariëtte Vorster, formerly of Touwsrante Primary School, won the National Teaching Award for Excellence in Technology enhanced Teaching and Learning. She is now working in the District office sharing her knowledge in incorporating e-learning into the classroom. This is the second time that a Western Cape Teacher has won this award in the past three years.

Wendy Horn, Principal of Protea Heights Academy, a Mathematics and Science Focus School, was listed as one of 50 finalists in the Global Teacher of the Year Award 2017. The Global Teacher Awards is now an annual event at the Global Education and Skills Forum organised by the Varkey Foundation, and has been dubbed the 'Nobel Prize' for teaching. With over 8000 applicants from 148 countries around the world, being shortlisted in the top 50 finalists is a remarkable achievement.

The Year of the Teacher was a key theme of the Western Cape Education Department's activities during 2017. We used this time to listen, to reflect, to acknowledge and to celebrate the province's excellent teaching corps, as well as highlight the importance of professionalism in the workplace. We can only achieve this vision if we adopt a values-driven approach. We have identified six core values that we must apply when we engage with schools and the citizens in general. These values are: Caring, Competence, Accountability, Integrity, Innovation and Responsiveness.

The results of the Barrett Survey showed a very pleasing improvement in the entropy levels in the Department, for which credit must go to SG Brian Schreuder.

As a provincial government we have identified accountability, transparency and innovation as important attributes. I am therefore excited about the new School Evaluation Authority (SEA) that we are piloting in the Western Cape.

The SEA is intended to improve the school quality assessment framework and establish a new SEA in the Western Cape to conduct independent evaluations of school quality that are credible, transparent and effective in enabling school improvement in the province.

Our immediate aim is to create a more effective school evaluation process, but our ultimate objective is to transform school accountability through evaluating the impact that policies and practices have on behaviour and learning. I am therefore particularly excited about this innovation that will drive school improvement through accountability and support. I am hoping that the legislation will be finalised for full implementation this coming year.

Given the long-term effects of poverty and inequality, many of the public schools in poorer communities need extra support to management, teachers and learners, as well as additional financial resources. I am pleased that indications are that the Collaboration pilot that was launched in 2016 is bringing improved education to poor communities. The WCED's Collaboration Schools project reflects the commitment of the Western Cape Government to innovation, as we explore all options for improving opportunities for all citizens, especially in poor communities. The project is one of a range of pro-poor initiatives by the WCED designed to improve the quality of education in our poorest schools.

This model is already making a real impact in addressing the ongoing inequalities in education between wealthier and poorer communities, and parents are seeing the difference. At two of the schools where we saw the most resistance to this project initially, it was agreed that the parents would get to vote on whether it should continue after one year. They voted in favour in both cases.

The WCG also introduced the e-learning game changer which is assisting in improving opportunities and addressing these inequalities.

The WCG has provided high-speed broadband connectivity to almost every school in the province via a wide area network (WAN), and alternative connectivity to schools that cannot connect to the fibre-optic grid. The WCED has also provided local area networks (LANS) in 135 schools, and Wi-Fi connectivity for almost every site.

A key benefit of eLearning is reducing the gap between poor and well-resourced schools, by improving access to the best education resources and support. E-learning can enable all our learners and teachers to access modern technology, and in so doing more easily access a variety of resources that would otherwise not be available to them. It is also crucial in the modern, technology-driven economy.

Lastly, but certainly not least, we have made some very positive progress regarding school safety, with our Chief Director: Districts, chairing the School Safety Priority Committee of the SAPS ProvJoint meeting. This is improving communication with the SAPS and all safety role-players. Safety does, however, remain an ongoing challenge in our society, which has a profound impact on education. It is a source of extreme concern to me that the Criminal Justice System just does not appear to be coping with the scale of the problem. And whilst we do everything we can as a provincial government, including preventative measures, we need measures to be taken by the relevant authorities to deal effectively with criminality.

Our budget woes also continue, with the EIG being cut by R97.9 million in the coming financial year, amidst increasing numbers and additional stresses as a result of the drought that we are facing in the Western Cape. Class sizes are unacceptably high, especially in poor communities, and I salute all our educators and staff who have continued giving their best for the sake of our young people and their future.

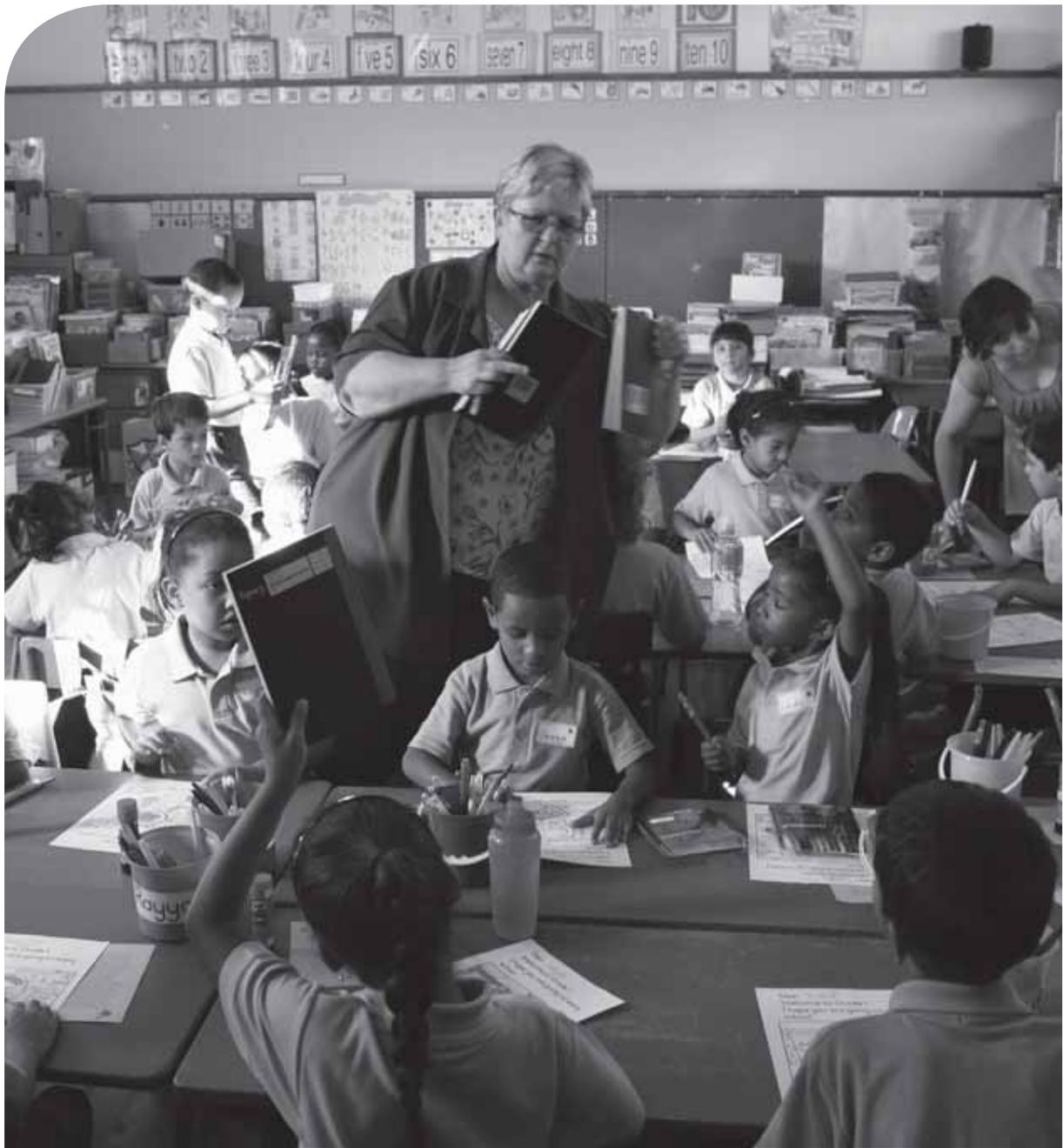
I must pay tribute to the SG, Brian Schreuder, and our committed team, for their constructive and innovative approach and ongoing commitment to the learners of the Western Cape.

I must also congratulate Mr Schreuder who was awarded a Silver Award for 'Best Head of Department' and the WCED that was also awarded silver for the 'Best Functioning Provincial Department of the Year', at the national Batho Pele awards. Heartiest congratulations to the whole team, and thank you all for your invaluable contributions.

While it is evident that we have had a number of successes in 2017/18 there is much to look forward to as we cast our eyes ahead to 2018/19. There is also still a lot of work to do. Every decision taken in relation to education in the Western Cape will continue to be informed by the need to improve learner outcomes in this province, and to provide greater access to quality education for all.



Debbie Schäfer
Provincial Minister of Education
Western Cape Government



Part A

General Information

Report of the Accounting Officer

Overview of the operations of the department:

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

The following factors impacted on our work in 2017/18 and should be considered in the reading of this annual report: extremely high learner influx into the province; severe fiscal constraints which do not keep pace with learner growth and inflow into the province; and socio-economic conditions that adversely affect teaching and learning in the classroom.

All the programmes rely on effective and efficient administration for their success. The need for an efficient and improved administrative support structure was further necessitated by the binding constraints in which the WCED operates. The report on **Programme 1** shows that, not only was the budget spent as planned, but that careful planning, reliable data and systems, committed staff combined with constant monitoring and evaluation ensured the continued effectiveness of the department's services to schools and teachers.

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

Programme 2 - Public Ordinary School Education

Programme 3 - Independent School Subsidies

Programme 4 – Public Special School Education

Programme 5 – Early Childhood Development

The increase in learner numbers, improvement in learner retention and the ageing nature of our school infrastructure has led to ongoing budget allocation for new classrooms and schools and the maintenance of existing infrastructure. The drought has had a tremendous impact on infrastructure as the WCED had to plan and prepare our institutions for Day Zero. **Programme 6** describes the steps taken in addressing the on-going infrastructure needs and the emergency actions taken to ensure that the department was fully prepared for the impact of the drought crisis.

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

The WCED strives to retain learners and students in suitable education programmes. There is continued focus on keeping learners in education institutions. Our greatest challenge lies in ensuring that each learner receives quality teaching in a caring and safe environment. Our vision of providing quality education to every child in every classroom in every school in the province is a message that has gained traction over 2017/18.

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

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

While 2017 had been declared "2017: *The Year of the Teacher*", 2018 has been declared "2018: *The Year of Values-Driven Learning*" with the sub-text, "*Celebrating our excellent Teachers*" thus continuing to raise the profile and morale of our teachers through constant and positive affirmation of the value they hold in the education equation.

In the spirit of *2017: The Year of the Teacher*, the WCED hosted two Long Service Award ceremonies celebrating the contribution of its employees who have worked in the department for 20, 30 and 40 years. Their loyalty and commitment deserved celebration.

2018: The Year of Values Driven Learning found expression through many schools across the province embracing a selection of values which they showcase in their classroom pedagogy and throughout the school. Districts have also embraced and showcased values in their district engagements.

The WCED made eight appointments in senior management roles in 2017/18 at Head Office and one at District level. This filled many vacant posts and posts vacated due to retirement. The filling of vacant posts ensures business continuity and stability.

The WCED participated in a monitoring exercise of the Presidency, the Management Performance Assessment Tool (MPAT) in 2017. The WCED has performed consistently well in this monitoring exercise since its inception in 2012 resulting in receiving the Silver Award in the category: Best Performing Provincial Department of the Year in 2017 at the National Service Excellence Awards.

The many excellent examples of how WCED staff and teachers provide care and support, in addition to excellent academic tuition, to thousands of learners daily, continue to fill us with pride to be a part of such a selfless and dedicated team. We thank them for this dedication in difficult times.

Overview of the financial results of the department:

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

Departmental receipts

Departmental receipts	2017/18			2016/17		
	Estimate	Actual Amount Collected	(Over)/Under Collection Expenditure	Estimate	Actual Amount Collected	(Over)/Under Collection Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Sale of goods and services other than capital assets	12,104	12,192	(88)	11,687	11,915	(228)
Fines, penalties and forfeits	945	938	7	900	1,228	(328)
Interest, dividends and rent on land	2,195	1,527	668	1,930	1,674	256
Financial transactions in assets and liabilities	16,936	16,057	879	25,831	23,879	1,952
Total	32,180	30,714	1,466	40,348	38,696	1,652

Own revenue generated by the department for the period 2017/18 amounts to 0.15% of the total budget. The Department's main sources of own revenue are:

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

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

The under-collection on departmental receipts for 2017/18 is R1,466 million and is mainly attributed to the fact that fewer debts impacting on revenue were written off. All debts are written off according to the department's debt write-off policy, where steps include the tracing of debtors, was used to guide the approach to debts written off.

Programme Expenditure

Programme Name	2017/18			2016/17		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
1. Administration	1,512,598	1,510,372	2,226	1,427,355	1,344,931	82,423
2. Public ordinary school education	15,276,354	15,191,515	84,839	14,363,630	14,272,090	91,540
3. Independent school subsidies	106,912	106,912	-	101,026	101,026	-
4. Public special school education	1,189,384	1,188,911	473	1,124,477	1,124,477	-
5. Early childhood development	525,315	525,315	-	537,939	537,939	-
6. Infrastructure development	1,737,730	1,674,977	62,753	1,628,559	1,573,028	55,531
7. Examination and education related services	374,400	368,834	5,566	347,697	347,686	11
Total	20,722,693	20,566,836	155,857	19,530,682	19,301,177	229,505

The Department spent 99.25 percent of the adjusted budget for 2017/18. The under-expenditure amounted to R155,857 million, or 0.75 percent of the adjusted budget, which is within the national benchmark of 2 per cent.

Reasons for under-spending are as follows:

- R140,966 million for the Equitable Share. The amount of R76,750 million under-spend was for compensation of employees within programmes 2 and 7, due to efficiencies and vacancies across educators and public servants within the department as a result of slow filling of vacant posts, savings from allowances paid to lower level employees acting in higher vacant posts and fewer appointment of interns. The amount of R1,464 million under-spend was for Programme 1: Administration due to cost containment measures and efficiencies. This amount is uncommitted. The amount of R62,753 million under-spend for Programme 6: Infrastructure Development for mobile units being rolled out at schools and drought intervention projects which could not be completed by year end and for which rollovers have been requested.
- R7,000 for the National School Nutrition Programme Grant. This amount is uncommitted and is to be surrendered to National Treasury.
- R1,000 for the Social Sector EPWP Incentive Grant for Provinces. This amount is uncommitted and is to be surrendered to National Treasury.
- R473,000 for the Learners with Severe to Profound Intellectual Disabilities Grant. This amount is committed and rollovers have been requested.
- R2,318 million for the HIV/AIDS (Life Skills Education) Grant. An amount of R1,339 million for teenage pregnancy workbooks is committed for which rollovers have been requested. The balance of R979,000 is uncommitted and is to be surrendered to National Treasury.
- R11,174 million for Education MOD centres. R10,044 million is committed for the purpose of learner equipment and furniture and has been requested for rollover. The balance of R1,130 million is uncommitted and is to be surrendered to Provincial Treasury.
- R918,000 for the After-School Game Changer. The full amount is uncommitted and is to be surrendered to Provincial Treasury.

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

Virements/roll overs

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

- Shifting of R3,250 million to Programme 1: Administration for the higher than anticipated severance package pay-outs and leave gratuities from Programme 2: Public Ordinary School Education.
- Shifting of R216,908 million to Programme 2: Public Ordinary School Education for the higher than anticipated expenditure for compensation of employees, learner feeding and Norms and Standards (N&S) transferred to public ordinary schools from Programme 1: Administration (R73,225 million), Programme 3: Independent School Subsidies (R666,000), Programme 4: Public Special School Education (R68,848 million), Programme 5: Early Childhood Development (R24,691 million), Programme 6: Infrastructure Development (R19,221 million) and Programme 7: Examination and Education Related Services (R30,257 million).
- Shifting of R10,539 million to Programme 4: Public Special School Education for the higher than anticipated severance package pay-outs and leave gratuities, purchasing of busses and the increase in the daily vehicle tariffs from Programme 2: Public Ordinary School Education (R2,048 million), Programme 5: Early Childhood Development (R403,000) and Programme 6: Infrastructure Development (R8,088 million).
- Shifting of R4,486 million to Programme 6: Infrastructure Development for the higher than anticipated expenditure for MOD school halls and sports fields at public ordinary schools from Programme 2: Public Ordinary School Education.
- Shifting of R928,000 to Programme 7: Examination and Education Related Services for the higher than anticipated compensation of employees and severance package pay-outs and leave gratuities from Programme 5: Early Childhood Development.

The following rollovers were requested:

- R10,044 million for learner equipment and furniture is requested for the expenditure not yet delivered by 31 March 2018.
- R473,000 of the Learners with Severe to Profound Intellectual Disabilities Grant for the purpose of learner training and support material (fine motor toolkits) which could not be completed by year end.
- R62,753 million for mobile units being rolled out at schools and drought intervention projects which could not be completed by year end.
- R1,339 million of the HIV and AIDS (Life Skills Education) Grant for the purpose of teenage pregnancy workbooks which could not be completed by year end.

A description of the reasons for unauthorised, fruitless and wasteful expenditure and the amounts involved as well as steps taken to address and prevent a recurrence.

The department did not incur any unauthorised expenditure during the period under review. The tightened controls put in place has resulted in a reduction in irregular expenditure from R883k in 2016/17 to an amount of R169k reported in 2017/18.

The WCED has had no unsolicited bid proposals concluded for the year under review. To minimise risk in supply chain management, the department has an approved accounting officer system in place and applies all the relevant rules and regulations that govern supply chain management. The supply chain champions identified in each directorate underwent training in all aspects of Supply Chain Management (SCM). A functional grievance committee deals with all grievances lodged in respect of procurement or tender related matters.

Future plans of the department

The three goals of the WCED for the final year of its five-year strategic plan are:

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

The three goals will be achieved through attention to the following objectives

1. Excellent administration boosted by online services

The WCED will continue to provide and improve on a variety of on-line services to schools, teachers and learners. The on-line services aim to reduce the administration load of schools and to ensure accurate, efficient and cost-effective provision of resources and services to schools. These services are tracked through client satisfaction surveys, and follow-up on complaints and suggestions. Branches use the feedback to improve on the quality of the service we provide to our clients.

2. A five-year Professional Development Strategy

Professional development of both teachers and school managers is a key focus of the WCED. The WCED *Professional Development Strategy 2017 – 2021* proposes 5 phases of Teacher Development. They are: *Professional Preparation; Professional Identity; Professional Competence; Professional Accomplishment* and *Professional Leadership*. This will be strongly supported through a range of courses, seminars and conferences at the Cape Teaching and Leadership Institute (CTLI). In addition to intensive one or two-week courses (based mainly on specific curriculum, school, teacher, learner or parent needs), the strategy emphasises the integration of ICT into the teaching practice of teachers with all courses offered showcasing the use and application of technology into teaching practice.

The WCED will also, over the next five to seven years, introduce a mindset change strategy aimed at addressing the readiness and willingness to embrace change in our rapidly changing contexts through providing access to the acquisition of the skills that enhance adaptability to these contexts.

Leadership Development opportunities that were initiated in 2017 will continue to receive attention. The intent is to ensure that the individual is enabled to perform in their current and/or future role optimally and to ensure that the organisation has a clear succession development plan.

3. Provincial curriculum management strategies

The WCED will continue to drive the Language and Mathematics strategy that had been introduced in 2015/16 and the eLearning strategies formalized in 2016/17. Providing access to content on the ePortal will continue to receive attention, with digital content covering all subjects continually being developed and uploaded to the platform. This, along with the provision of broadband connectivity to schools, makes access to excellent quality material and teaching all the more possible. Curriculum Strengthening Fora support ongoing review and reflection of best practice aimed at improving the method and delivery of content to our learners.

The WCED will support the roll-out of the three-stream model in the FET band, augmenting the academic stream with the technical and vocational stream. The latter is in pilot roll-out phase.

The drive to increase the number of learners taking Mathematics in Grade 10 in order to grow the numbers of learners eligible to enter for vocational qualifications will continue. The WCED supported Lever 1, Academic Supply Side (Quality School Learners) by increasing awareness of TVET career opportunities and increasing the number of learners in Gr 8 – 12 who achieve more than 50% in Maths. It focuses primarily on Technical High Schools (THS) and Maths, Science and Technology (MST) Schools.

The WCED will also continue the Incremental Introduction of African Languages (IIAL) in Primary Schools to foster social cohesion and nation building.

4. Good school management

The WCED will maintain and strengthen the processes for the recruitment, selection and support for principals, deputy principals and heads of department. District offices will focus on ensuring that schools function optimally and school management teams offer efficient and effective academic programmes. This includes dealing with challenging behavior and other interruptions to the 200-day teaching programme. The WCED will continue to address the need to reintroduce a values ethos in our schools thus reaching our school leadership, teachers, learners and parent community. The development of a new model for Whole School Evaluation will continue to evolve and support the growth of improved accountability and targeted support.

5. Needs-based education provisioning

The WCED will provide the resources needed for good teaching and learning to take place. This includes staff, books, equipment, facilities and access to ICT. The WCED has recognized the need to address the whole child and will continue to provide: support material to aid subject choice decision making for learners in Grade 9; examination techniques booklets that provide guidelines to answering examination questions for Grade 12 learners; Tips for Success that provide grade 12 learners with information on every subject.

6. Social support and a platform for youth development

The school nutrition programme, fee exemption relief and safe school interventions aim to provide a stable learning environment that will keep learners healthy and safe and in school for as long as possible. The WCED will contribute to youth development through establishing a Provincial Learner Forum that aims to provide a platform for learners to discuss and bring to the attention of the WCED any social issues and concerns that they face. The WCED will continue its support for the provincial After-School Game Changer while exploring innovative ways to promote the expansion of extra-mural programmes in schools.

7. Support for independent schools

Independent schools that enrol learners from poor communities will be supported through subsidies, teacher training programmes and school visits. In 2017/18, the WCED strengthened its support to independent schools with an additional official utilized for school visits and support.

8. Programme to minimise barriers to learning

The WCED provides care and opportunities for learners experiencing barriers to learning or learners who are at risk. The WCED works with other government departments, namely the Departments of Social Development, Health and Cultural Affairs and Sport and NGOs to support these learners. The WCED has expanded its LSEN component thus ensuring that ongoing support and improvement in this service offering will continue. Two schools catering for special needs learners were opened in 2017/18.

9. Quality Grade R

The WCED will continue to focus on improving the quality of teaching and learning in Grade R. Improving the skill level of Grade R practitioners through training and development will remain a priority in the forthcoming years. The aim is to ensure that the Grade R year provides an effective foundation for learning.

10. Effective infrastructure programme to create an inspiring learning environment

The focus is on building new schools and classrooms, where there is a need for additional accommodation, on replacing schools made of inappropriate materials and on planned maintenance so that more schools and learners benefit from the infrastructure budget. With the drought crisis receiving such focused attention, the WCED has, in 2017, reviewed its approach to the provision of and use of water in schools generally and has used the opportunity to develop innovative strategies to improve the use of grey water in our schools. This will continue to be piloted and rolled out across the province.

Public Private Partnerships

The Department did not enter into any such arrangement during the reporting period. Note that the definition of this is prescribed and that while there were no partnerships that meet the formal prescription, there were some agreements, such as for the Collaboration Schools, in which schools have benefited from the support of corporates.

Discontinued activities / activities to be discontinued

None

Gifts and Donations received in kind from non-related parties

None

Exemptions and deviations received from the National Treasury

None

Events after the reporting date

None

Other

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

New or proposed activities

The WCED is the lead department for Provincial Strategic Goal (PSG) 2: *Improve education outcomes and opportunities for youth development*. The first three objectives of the goal correspond with the three goals of the WCED. The focus of the objectives has been the attainment of learner outcomes based primarily on content knowledge (head) with the resultant indication of skills (hand).

While the WCED will continue to focus on the attainment of improved learner outcomes at all levels, the creation of a positive mindset and attitude (heart) of learners, teachers and officials will be spotlighted to ensure optimal learning and effective teaching. To this end, the WCED has refocused its vision, raised the importance and status of teachers, is developing programmes to give learners hope and to support teachers in understanding their crucial role in inspiring learners.

An integrated strategy called *Transform to Perform* which focuses on the development of leadership at all levels, mindsets and values, will be introduced to enhance the performance of all components of the system through creating more positive and transformed mindsets and attitudes. It provides a set of communication tools, skills and strategies to help us become adaptable within a rapidly changing environment, thus ensuring that we deliver on our values of caring, competence, accountability, integrity, innovation and responsiveness.

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

The WCED wishes to acknowledge the hard work and dedication of all its employees who tirelessly served the department and the learners of this province in the 2017/18 reporting period. It is truly appreciated and highly valued.



BK Schreuder
Accounting Officer
Department of Education
Date: 31 May 2018

5. Statement of Responsibility and Confirmation of Accuracy for the Annual Report

To the best of my knowledge and belief, I confirm the following:

All information and amounts disclosed throughout the Annual Report are consistent.

The Annual Report is complete, accurate and is free from any omissions.

The Annual Report has been prepared in accordance with the guidelines on the annual report as issued by National Treasury.

The Annual Financial Statements (Part E) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by the National Treasury.

The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

The Accounting Officer is responsible for establishing, and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information and the Annual Financial Statements.

The external auditors are engaged to express an independent opinion on the Annual Financial Statements.

In my opinion, the Annual Report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the department for the financial year ended 31 March 2018.

Yours faithfully



BK Schreuder
Accounting Officer
Department of Education
Date: 31 May 2018

6. Strategic Overview

6.1 Vision

Creating opportunity for all through improved education outcomes.

This is given expression through three over-arching goals:

- i. An improvement in the level of language and mathematics in all schools
- ii. An increase in the number and quality of passes in the National Senior Certificate
- iii. An increase in the quality of education provision in poorer communities

6.2 Mission

To provide quality education to all learners in the province through the following:

- Overall planning for, and management of, the education system
- Education in public ordinary schools
- Support to independent schools
- Education in public special schools
- Early Childhood Development (ECD) in Grade R
- Targeted training opportunities for teachers and non-teachers
- A targeted feeding programme and other poverty alleviation and safety measures
- Support to teachers through provision of basic conditions of service, incentives and an employee wellness programme

6.3 Values

- The primary importance of the learner
- The values of the South African Constitution and the Bill of Rights
- Excellence through the supply of, and support for, an equipped, positive and flourishing teaching cohort that is professional and dedicated
- Accountability and transparency
- Integrity and excellence in administrative and support functions

In the 2017/18-year, prominence was also given to the following to guide the path of the WCED:

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

7. Legislative and Other Mandates

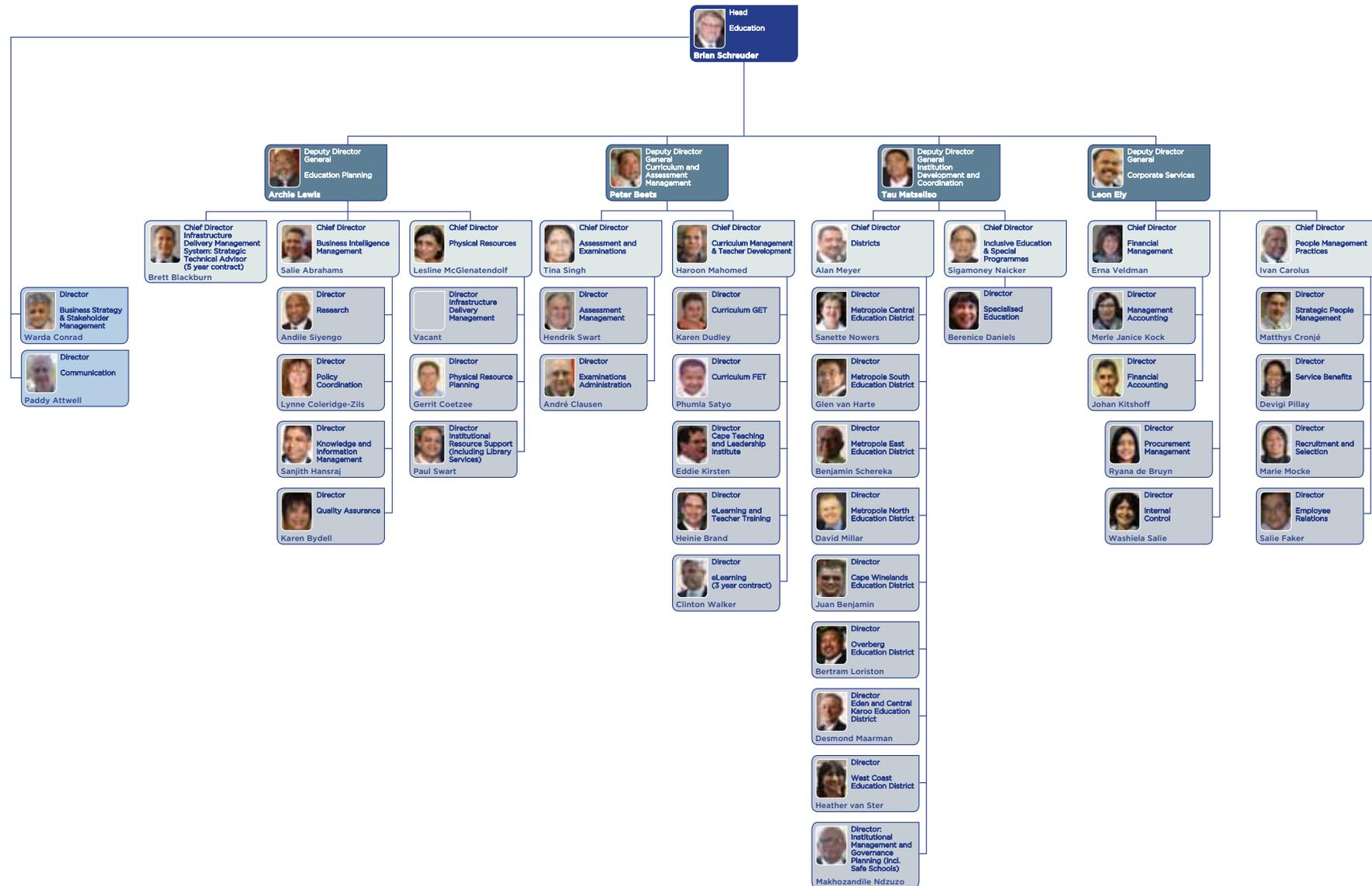
- Constitution of the Republic of South Africa, 1996 (Act 108 of 1996)
- Constitution of the Western Cape Province, 1998 (Act 1 of 1998)
- Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)
- South African Schools Act (SASA), 1996 (Act 84 of 1996)
- National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
- General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)
- Employment of Educators Act, 1998 (Act 76 of 1998)
- Public Finance Management Act, 1999 (Act 1 of 1999)
- Annual Division of Revenue Act, 2012 (Act 5 of 2012)
- Public Service Act, 1994 (Proclamation 103 of 1994)
- South African Qualifications Authority Act, 1995 (Act 58 of 1995)
- South African Council for Teachers Act, 2000 (Act 31 of 2000)

8. Organisational Structure

See overleaf

9. Entities Reporting to the Minister/MEC

Not applicable





Part B
Performance Information

1. Auditor General's Report: Predetermined Objectives

The AGSA currently performs certain audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the report to management, with material findings being reported under the Predetermined Objectives heading in the Report on other legal and regulatory requirements section of the auditor's report.

Refer to page 163 of the Report of the Auditor General, published as Part E: Financial Information.

2. Overview of Departmental Performance

2.1 Service Delivery Environment

The South African education plan is contained in *Action Plan 2019, towards Schooling 2030*, now aligned with the National Development Plan and National Outcome 1. The plan contains 27 goals. The first 13 goals deal with learning outcomes and the other 14 goals deal with how these learning outcomes can be achieved.

The accountability system inherent in this plan is linked to the South African education **goals** and their **indicators**, and to **targets** and their **milestones**. The number of goals is limited; the indicators are measurable. The targets should be 'in range' and should aim to improve education outcomes incrementally. Whilst national targets have been set over the long term, milestones generally focus on desired achievements in the medium term (up to five years into the future). Milestones have been set for goals 1 – 13. An attempt had been made over the course of 2017/18 to set goals for 14 to 27 which have been incorporated as Medium Term Strategic Framework Indicators (MTSF). The process of incorporating these indicators into sector reporting is ongoing.

The goals for **learning outcomes** are:

- 1 ► Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3.
- 2 ► Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.
- 3 ► Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.
- 4 ► Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
- 5 ► Increase the number of Grade 12 learners who pass *mathematics*.
- 6 ► Increase the number of Grade 12 learners who pass *physical science*.
- 7 ► Improve the average performance of Grade 6 learners in *languages*.
- 8 ► Improve the average performance of Grade 6 learners in *mathematics*.
- 9 ► Improve the average performance in *mathematics* of Grade 8 learners.
- 10 ► Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.
- 11 ► Improve the access of children to quality early childhood development (ECD) below Grade 1.
- 12 ► Improve the grade promotion of learners through Grades 1 to 9.
- 13 ► Improve the access of youth to Further Education and Training beyond Grade 9.

The goals for **how** the learning outcomes will be achieved are:

- 14 ► Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.
- 15 ► Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided.
- 16 ► Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- 17 ► Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
- 18 ► Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
- 19 ► Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
- 20 ► Increase access amongst learners to a wide range of media, including computers, which enrich their education.
- 21 ► Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment.
- 22 ► Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.
- 23 ► Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.
- 24 ► Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.
- 25 ► Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
- 26 ► Increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services.
- 27 ► Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partly through better use of e-Education.

The WCED has, in 2017/18, worked tirelessly to contribute towards the attainment of these national goals. The department has made strides in learner retention, improved learner outcomes, improved bachelor passes improved access to Grade R, attracting and employing young teachers into the system, constantly improving the content knowledge and skills of our teaching cohort, strengthened managerial and governance structures at schools through training of School Governing Bodies (SGB) and School Management Teams (SMTs) and eLearning with all its facets.

The department continued the eLearning roll-out in 2017/18 which including a massive teacher development drive in a stable labour environment due, in part, to the department's improved relationship with labour unions, the WCED could focus on its core business of delivering quality education to every learner in every class in every school in the province.

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

2017 had been declared *2017: The Year of the Teacher*. Key messages from the WCED leadership emphasised the significant role that teachers play in the building and moulding of our children in their becoming good citizens.

2017 saw the development of Professional Learning Communities (PLCs) amongst teachers to share ideas and learn from one another. Teachers recorded their lessons and made them available to all teachers through uploading these lessons to the ePortal.

Resources, human and financial, and all interventions were focused on those schools in greatest need of support.

Successes in 2017/18 include the WCED receiving the silver award at the National Service Excellence Awards in the Category: Best Functioning Provincial Department and the Head of Department receiving the Silver Award in the category: Best Provincial Head of Department of the Year.

The constrained economic environment presented challenges on several fronts including the drought crisis and the continual in-migration of learners without concomitant funding.

The WCED was particularly responsive to the looming drought crisis and had a response plan, managed by the education planning branch, in place and ready for emergency deployment.

Despite the pressures and delays on building projects and accommodation and resourcing pressures the WCED arranged temporary solutions and met needs through, for example, placing additional orders for text books and for mobile classrooms. Funds were assigned to provide learner transport and supply meals and norms and standards funding to support learners who needed such assistance.

Violence, crime, and adverse socio-economic conditions continue to place demands on schools, schooling and the WCED. In 2017/18, the Steering Committee for the Provincial Strategic Goal 2, included, as one of its roles, serving as the Inter-Ministerial Committee for the provincial response to the National Anti-Gang Strategy. The WCED served as chairperson of the Priority Committee on School Safety (PPCSS). The committee comprised a cross-section of stakeholders brought together to address safety and security concerns at schools using a transversal, co-ordinated and structured approach. Innovations incubated in this committee strengthen the fastest and most applicable response to a school in need.

2.2 Service Delivery Improvement Plan

The Department completed a Service Delivery Improvement Plan (SDIP) 2016 – 2019, which was duly submitted to the Department of Public Service and Administration (DPSA). The DPSA prescribed tables highlight the service delivery achievements against the submitted SDIP for the period 1 April 2017 till 31 March 2018. See Appendix E: Service Delivery Improvement Plan (SDIP) (Page 286).

2.3 Organisational environment

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

There are four branches in the WCED, each headed by a Deputy Director General. The branches are Education Planning; Curriculum and Assessment Management; Institution Development and Co-ordination and Corporate Services. The Chief Directorate for People Management reports to the Deputy Director General: Corporate Services. The Directorates: Communication and Business Strategy and Stakeholder Management report to the Head of Department.

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

In respect of the organisation, the Department aims to provide

- officials who are caring, knowledgeable and organised to support schools, teachers and learners
- teachers who are present, prepared and using texts
- funding which is deployed to maximize success and to provide targeted poverty-relief
- sufficient and safe schools
- an enabling environment for partners in education to contribute towards quality education: Teacher Unions, School Governing Bodies, the private sector, Non-Governmental Organisations, Independent Schools, Higher Education Institutions and T(V)ET colleges.

Changes in the year under review

The WCED filled vacant posts at senior management level in 2017/18. This is expected to mitigate the negative impact of posts remaining unfilled for extended periods of time.

The 2017/18 appointments include the following roles at Head Office:

- Deputy Director General: Curriculum and Assessment Management
- Deputy Director General: Education Planning
- Chief Director: Districts
- Chief Director: Physical Resources
- Chief Director: Curriculum Management and Teacher Development
- Director: Recruitment and Selection
- Director: Curriculum GET
- Director: Business Strategy and Stakeholder Management

In 2017/18, the following appointment was made at district level:

- Director: Metro South Education District

The last two appointments resulted from the retirement of the incumbents after many years of loyal service to the WCED. The appointment of the Chief Director: Physical Resources has left a vacancy in the position of Director: Infrastructure Delivery Management.

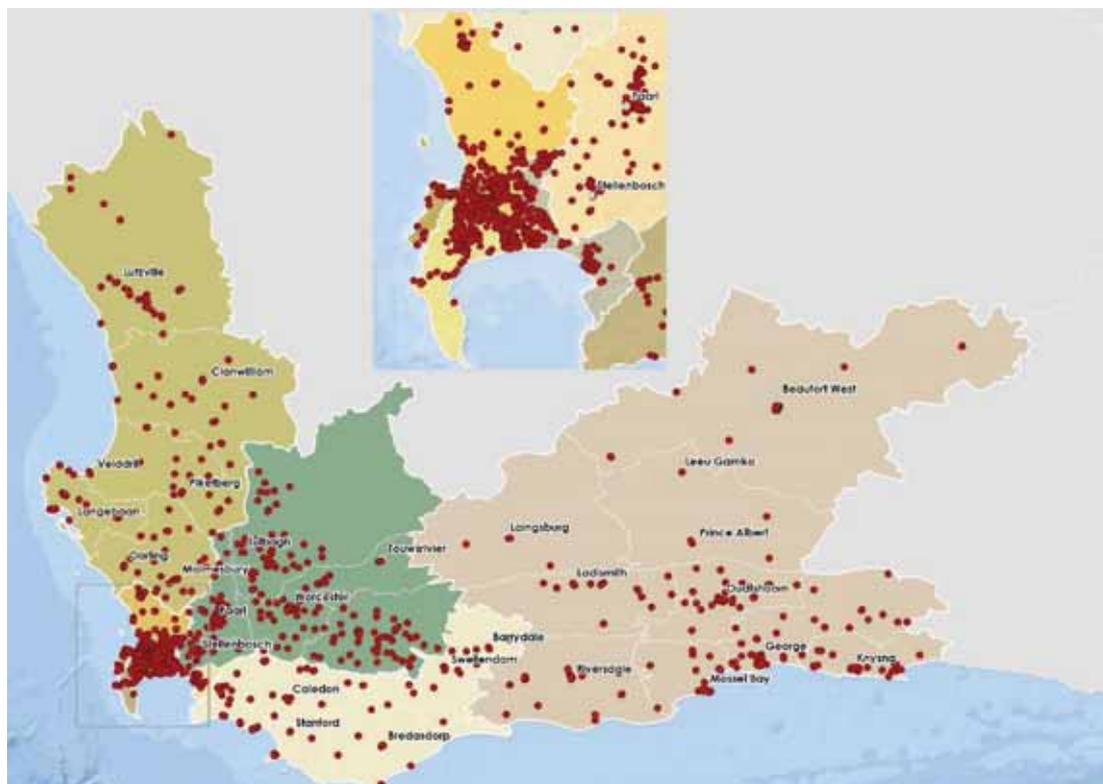
The filling of these key leadership positions strengthened the leadership pipeline. The need to develop leadership within the organisation for leaders to emerge and be appointed from within was bolstered by the leadership development initiatives started in 2017/18. These appointments, along with leadership development opportunities hosted in 2017/18, should assist the WCED to be fully prepared for succession needs over the next few years.

WCED activities – scope and scale

Learners	
Learners in Public Ordinary Schools Grades 1 – 12 inclusive	1 021 492
Learners in Grade R in Public Ordinary Schools	66 601
Learners in Grade R at Independent Sites (ECD)	14 192
Learners in Public Special Needs' Schools	18 870
Learners in Independent Schools Grades 1 – 12	53 167
Total	1 174 322
Institutions	
Public ordinary schools	1 444
Public schools for learners with special needs	71
District offices	8
Enrolment Source 2017: Annual School Survey.	

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

The current school distribution is shown below



District		Circuits										Total
		1	2	3	4	5	6	7	8	9	10	
Cape Winelands	Schools	25	21	27	25	22	22	20	22	38	50	272
	Learners	13 705	16 657	15 672	5 827	18 405	15 157	11 361	16 421	12 362	17 996	143 563
Eden and Central Karoo	Schools	29	24	23	24	25	24	29	25			203
	Learners	11 911	16 650	16 303	19 241	10 431	11 985	14 308	17 979			118 808
Metro Central	Schools	21	21	19	19	22	20	20	19	20	20	201
	Learners	12 792	10 896	11 563	10 800	14 881	13 243	13 218	14 719	13 787	13 299	129 198
Metro East	Schools	18	18	20	20	19	20	18	19	21		173
	Learners	19 615	20 139	19 878	21 495	20 222	20 435	17 398	21 447	22 024		182 653
Metro North	Schools	18	18	19	18	18	17	19	22	20	19	188
	Learners	16 090	13 163	12 210	21 244	18 869	15 712	16 683	16 667	18 441	17 846	166 925
Metro South	Schools	22	22	23	22	20	22	22	23	22		198
	Learners	20 223	20 454	19 399	19 551	20 148	18 629	20 372	18 900	19 123		176 799
Overberg	Schools	29	30	25								84
	Learners	10 442	21 267	10 235								41 944
West Coast	Schools	25	25	24	24	27						125
	Learners	15 195	9 478	18 867	7 710	10 352						61 602
Grand Total	Schools	187	179	180	152	153	125	128	130	121	89	1 444
	Learners	119 973	128 704	124 127	105 868	113 308	95 161	93 340	106 133	85 737	49 141	1 021 492

Source: ASS 2017 – Grade 1-12 (including LSEN units in public schools)

2.4 Key policy developments and legislative changes

2.4.1 Revisions to Legislative and Other Mandates

The Minister of Basic Education in terms of paragraph 28(4D) of the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12, issued under Government Notice 702 of 2017, published the intention to repeal the proviso on the compulsory offering of Accounting with Mathematics.

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

The Minister of Basic Education Published the Draft Policy on Home Education, in Government Gazette 41256, Notice 1257 dated 17 November 2017 and invited comments from stakeholders and interested parties. The draft Policy on Home Education deals with, amongst other things, the application and process for registration of learners for home education, creating clarity in regard to the powers and responsibilities of the Head of Department, providing for the registration of private or independent accredited service providers and the setting of norms and standards for educating a learner at home.

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

2.4.2 New provincial legislative interventions

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

The Amendment Bill, 2016, aims to amend *the Act*, so as to delete a definition and to insert and substitute others; to amend cross-references to certain statutory provisions; to remove references to adult education; to make provision for goods and services relating to education in the province to be centrally procured; to regulate monitoring and support of curriculum delivery at public schools; to authorise the Western Cape Education Council to provide advisory reports; to make provision for the establishment and functions of a Schools Evaluation Authority; to specifically make provision for the establishment of collaboration schools and donor funded public schools; to make provision for the establishment of intervention facilities to which learners may be referred in certain circumstances; to do away with requirements for the concurrence of the Provincial Minister responsible for finance to be obtained in respect of

certain agreements; to delete a provision that authorises the closure of part of a public school; to make further provision for the Provincial Minister responsible for education to make regulations; to repeal an obsolete provision relating to the powers of a children's court; to authorise certain tests related to the admission of a learner to a public school for learners at schools with a specialised focus and learners with special education needs; to make provision regarding the consumption or sale of alcoholic liquor on school premises or during school activities upon application and approval; to provide that a public school must obtain the prior written consent of a parent authorising the learner to attend a school activity outside of the school premises; to create further offences; and to provide for matters connected therewith.

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

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

The Amendment Bill is currently being dealt with by Provincial Parliament, Office of the Speaker.

Draft Regulations in terms of the *Western Cape Provincial School Education Amendment Bill*, are being prepared and will be submitted for approval as soon as the Amendment Act has been assented to.

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

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

3. Strategic Outcome Oriented Goals¹

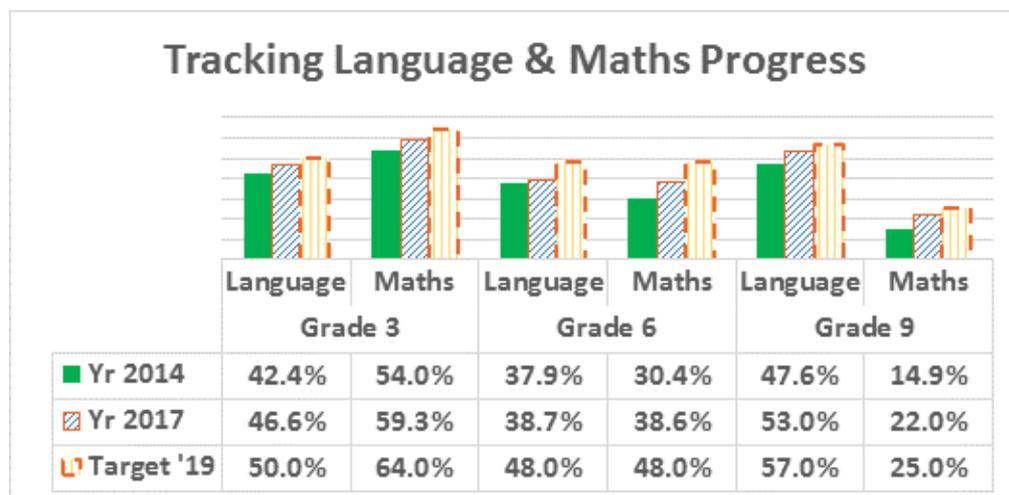
Updated from APP 2017/18	
Strategic Outcome Oriented Goal 1	Improvement in the level of language and mathematics in all schools
Goal Statement	Learner academic performance in Language and Mathematics will improve so that, by 2019: Grade 3 learners achieve a pass rate of 50% in Language and 64% in Mathematics in externally set and administered tests Grade 6 learners achieve a pass rate of 48% in Language and 48% in Mathematics in externally set and administered tests Grade 9 learners achieve a pass rate of 57% in Language and 25% in Mathematics in externally set and administered tests
Strategic Outcome Oriented Goal 2	Increase in the number and quality of passes in the National Senior Certificate
Goal Statement	Learner academic performance in the national senior certificate (NSC) will improve so that: The number of learners who pass in the NSC in 2019 will be 42 400. The pass rate in 2019 will be 88% The number of learners achieving bachelor passes in 2019 will be 21 200 The number of learners passing Mathematics in 2019 will be 11 900 The number of learners passing Physical Sciences in 2019 will be 9 700.
Strategic Outcome Oriented Goal 3	Increase in the quality of education provision in poorer communities
Goal Statement	The WCED will invest in support for schools in need so that: There is a decrease in the number of schools with a Grade 12 pass rate of under 70% to 30 by the end of 2019 There is a reduction in under-performance in other grades as measured through the WCED tests for grades 3, 6 and 9 (see Goal 1 and Programme 7 for the targets) There is a reduction in the number of primary schools with poor results in systemic tests and an overall pass rate across grades of less than 85% to 30 by the end of 2019 The retention rate (Grades 10 -12) increases to 69% by the end of 2019 The number of school support visits will be differentiated to match the support required. Infrastructure, social support and funding provision will be skewed to focus in favour of the learners and schools most in need.

¹ Note that the targets for the outer years were updated in the Annual Performance Plan of 2016/17.

Progress towards targets in Strategic Plan

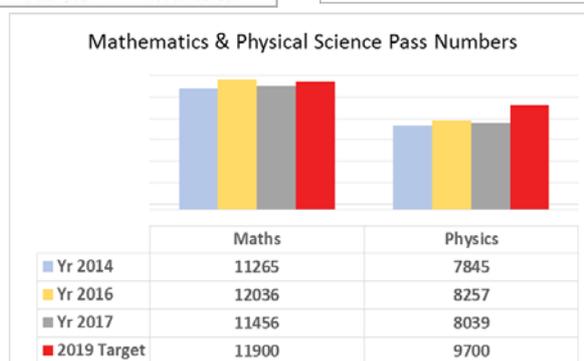
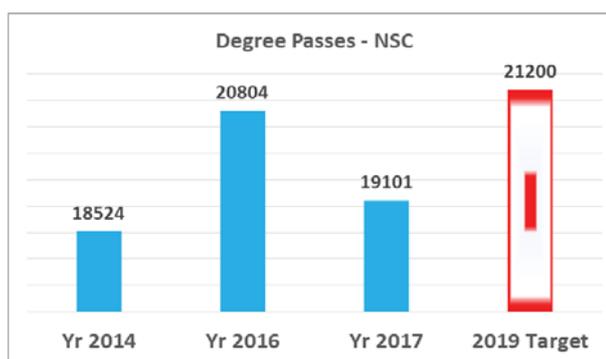
Goal 1: Improvement in the level of language and mathematics in all schools

The intensive focus in 2017 on achieving the targets set for systemic assessments towards 2019 as devised with the Language and Mathematics (LitNum) Strategies, for Grades R -12 as set out in the five-year plan, continued to yield promising results. As a result of greater improvements than predicted, the five-year targets were revised in the Annual Performance Plan of 2016/17. Achievement relative to the Grade 3, 6 and 9 targets, over the period 2014 – 2019, are illustrated below:



Source: Annual Performance from EIS: 2019 Targets as amended in the APP 2017/18.

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



4. Performance Information by Programme

4.1 Programme 1: Administration

Purpose

To provide overall management of the education system in accordance with the National Education Policy Act, the Public Finance Management Act, and other policies

The Administration programme consists of the following sub-programmes²:

Sub-programme 1.1: Office of the MEC

To provide for the functioning of the office of the Member of the Executive Council (MEC) for education in line with the ministerial handbook

Sub-programme 1.2: Corporate Services

To provide management services which are not education specific for the education system.

Sub-programme 1.3: Education Management

To provide education management services for the education system.

Sub-programme 1.4: Human Resource Development

To provide human resource development for office-based staff.

Sub-programme 1.5: Education Management Information System (EMIS)

To provide an Education Management Information System in accordance with the National Education Information Policy

Strategic Objectives³

Programme 1: Strategic Objectives	
Strategic Objective 1.1	Develop and implement a 5-year teacher development plan.
Objective statement	<ol style="list-style-type: none"> 1. Bi-annual meetings between WCED and HEIs and DHET to influence pre-service for teachers 2. Develop and implement a five-year in-service teacher development plan (including responsiveness to information from testing; teacher profiling; training for e-learning) 3. Develop and implement a comprehensive teacher incentive programme for teacher development to improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers and principals 4. Recruit, select and retain competent and quality principals and HoDs
Strategic Objective 1.2	Improve administrative and other support to schools, assisted incrementally by on-line services.
Objective statement	<ol style="list-style-type: none"> 1. Provide all mandated services to schools efficiently and track satisfaction levels through complaints mechanisms and an annual customer satisfaction survey. 2. Use online services incrementally and optimally to speed up service delivery and eliminate inefficiencies so that the WCED delivers services to schools, teachers, parents and learners anytime, anywhere (e-Administration) 3. Education planning to be data-driven and accountable

² The sub-programmes are part of the national sector template and are Treasury funding categories. The funds in Programme 1 cover costs related to the administration of the system.

³ The Strategic Objectives as per the Strategic Plan for 2015 -2019 are reprinted here in full

Strategic objectives, performance indicators, planned targets and actual achievements

Financial

The WCED spent 99.25% of the approved adjusted budget for 2017/18.

Funds were directed to meet the goals of *Action Plan to 2019 Towards Schooling 2030* and the three goals of the WCED. 73.65% of the budget was assigned to the compensation of employees (CoE), and over R1,559 billion to seven Conditional Grants and essential services. The WCED is dedicated to judicious spending in order to redirect funds to meet the needs of those most requiring support.

Savings were recorded in the compensation of employees (CoE) budget, mainly due to the lower than anticipated temporary appointments (during the months of July and January), vacancies across teachers and public servants within the department due to slow filling of vacant posts and savings from allowances paid to lower level employees acting in higher vacant posts.

Savings were directed for the assistance provided to schools facing financial challenges. Transfer payments were made to schools to provide for no fee schools, for compensation for fee exemptions, for resources, to provide relief from municipal services' debt, and to procure additional top-up textbooks for all Grades.

WCED continued to focus on good governance. The Auditor General of South Africa concluded in its audit of the 2017/18 Annual Financial Statements that the Statements were a fair presentation in all material aspects of the financial position of WCED. The AGSA also concluded that the WCED had no material unfavourable indicators.

People Management Practices

Management of the post allocation to schools in the WCED is critical to the success of schools.

Consultations between the Minister for Education in the Western Cape on the affordable basket of educator posts for 2018 and the distribution of the affordable basket of posts between the Head of Department with Unions and interested parties were concluded on 8 August 2017. The affordable basket of posts for 2018 was increased by 555 posts, which increased the 2018 basket of posts from 32 039 to 32 594. Provision was also made within the 2018 basket to increase the number of posts for public special schools by 49 posts to address waiting lists, specific disability needs such as Autism Spectrum Disorder, Sign Language and profession services that included therapeutic and psychological services.

The following table provides the post allocations for the **2011 to 2018** years:

Academic Year	Posts Allocated
2011	30 989
2012	31 091
2013	31 091
2014	31 357
2015	32 033
2016	32 039
2017	32 039
2018	32 594

The WCED continuously strives to improve the teacher: learner ratio across the phases with particular attention placed on the Foundation Phase.

The placement of teachers in excess is hampered by the need identified not necessarily being in areas where teachers would prefer to live and work. This placed great strain on the system financially as well as on the basket of posts available in the areas where the need had been identified.

The Department started with a total of 446 excess educators at the start of the 2017 academic year. As at 31 December 2017 the total number of excess educators reduced to 138 as a result of 125 exits and 183 placements/re-absorptions against vacant substantive posts. This is a reduction of 65% in excess educators.

The Department, after the issuance of the 2018 academic year's educator staff establishments for ordinary public schools on 25 August 2017 and special ordinary schools on 31 August 2017, started with the process of identifying educators to be declared in excess/ already declared in excess and to be matched and placed against vacant substantive posts for the 2018 academic year.

The Department started with a total of 352 excess educators at the start of the 2018 academic year. As at 31 March 2018 the total number of excess educators reduced to 182 as a result of 22 exits and 148 placements/re-absorptions against vacant substantive posts. This is a reduction of 51% in excess educators.

Provision was made in the 2018 affordable basket of posts for 200 excess posts. The management of absenteeism in the WCED is strengthened by the effective implementation of the Policy on Incapacity Leave and Ill Health Retirement (PILIR). This policy supports employees who are suffering from illnesses that prevent them giving their labour in the workplace. The focused monitoring of employees who are accessing temporary incapacity leave, as well as the close partnership with the Health Risk Manager ensures that both the needs of the employee as well as those of the employer are met.

The Department managed to place 394 of the eligible list of 607 Funza Lushaka bursary holders that completed their studies at the end of 2016 for placement in 2017 against vacant substantive posts. This represents a 64.5% placement rate of Funza Lushaka bursary holders. The Department placed 422 of the eligible list of 589 Funza Lushaka bursary holders that completed their studies at the end of 2017 against vacant substantive posts. This represents a 72.9% placement rate of Funza Lushaka bursary holders during the period 1 January 2017 to 31 March 2018.

For the start of the 2018 school year, the WCED again focussed on the permanent appointment of new entrants to the profession (which includes Funza Lushaka Bursary Holders). The success of the recruitment drive resulted in 852 new entrants being appointed with effect from 1 January 2018.

Focus was once again placed in 2017/18 on the advertisement and filling of posts of deputy principals and principals. These posts were advertised in the WCED vacancy lists and in special vacancy lists and prioritised to ensure swift processing of the applications.

The WCED continued to strengthen the appointment criteria and selection processes for principals, deputy principals and heads of department. Competency-Based Assessment (CBA) tools were used to assist in the recruitment and selection process for promotion posts in 2017/18. Where governing bodies did not make use of the CBA tool as part of the recruitment and selection process, the delegated authority approved the nomination on condition that the newly appointed educator be subjected to a CBA for professional development. Feedback to individuals assisted in the development of informed individual Development Plans for newly appointed principals, deputy principals and departmental heads.

The data on new principal appointments in the table below includes appointments for the period 1 April 2017 – 31 March 2018 and reflects appointments at all public schools.

Districts	2014	2015	2016	Total no of schools	2017	Total
Cape Winelands	25	25	27	272	18	95
Eden & Central Karoo	32	17	27	203	14	90
Metro Central	38	22	26	201	15	101
Metro East	29	19	27	173	20	95
Metro North	30	13	33	188	22	98
Metro South	25	16	23	198	16	80
Overberg	18	5	2	84	4	29
West Coast	14	6	11	125	4	35
Total	211	123	176	1 444	113	623

Information and Communication

Education Management Information Systems

In 2017/18, the WCED's provincial Central Education Management Information System (CEMIS) remained the primary system for learner enrolment and automated business processes. The continuation of the 10th Day (SNAP) survey and the Annual School Survey (ASS) enabled the WCED to meet the data requirements for Learner Unit Record Information and Tracking System (LURITS).

The School Improvement Monitoring (SIM), conducted on a quarterly basis, remains a valuable instrument in providing an overall picture of various critical elements in the running of effective schools. CEMIS was also used by schools to upload their School Improvement Plans (SIPs). The WCED refined the School Admission Management module on CEMIS which assisted schools and districts with the placement of learners in 2017/18.

The WCED's e-Recruitment system for teachers has proven to be a success and has contributed to enhanced efficiencies in the system and the identification of more suitable candidates. All vacancies are published via the online system and applications can only be made through use of this system. To date 63 074 users have registered and 34 749 users have completed profiles on the system. In 2016 the automation of the governing body process was successfully piloted with full roll-out occurring in 2017/18.

Communication

The WCED managed four campaigns in 2017/18 to support key strategic objectives and initiatives. These included a Language and Mathematics campaign in support of the province's drought advocacy efforts. Water-themed mathematics and language exercises, in line with the CAPS curriculum, were developed for Grade 6 learners to strengthen their mathematics and language skills. 98 000 booklets were distributed to 1 092 schools.

The WCED distributed a colourful publication to 55 000 NSC candidates containing study tips and exemplar examination papers and memoranda for seven high-enrolment subjects to help Grade 12s prepare for the 2017 NSC examinations.

The WCED used a mixture of digital and traditional media for an Enrolment 2018 campaign early in 2017. The campaign included advertising in community newspapers and on radio stations. The digital campaign targeted specific audiences via Facebook and online editions of tabloid newspapers. The department also distributed 21 830 posters and 265 000 pamphlets to schools and our 8 district offices.

The WCED supported the election of school governing bodies in March 2018 by running a media campaign that included the distribution of 1.096 million pamphlets and 22 530 posters to all schools, radio adverts and interviews and a focussed digital campaign.

The department promoted The Year of Values Driven Learning as a key theme for 2018, via posters in the head office and branding on the WCED web site.

The WCED's call centre received 98 476 calls during the 2017/2018 financial year, with 21 256 individual walk-ins to our walk-in centre.

Internet projects included ongoing refinement of the ePortal, a key component of the eLearning Game Changer project. This included a redesign of the ePortal homepage to make the site easier to navigate for users. This work is ongoing.

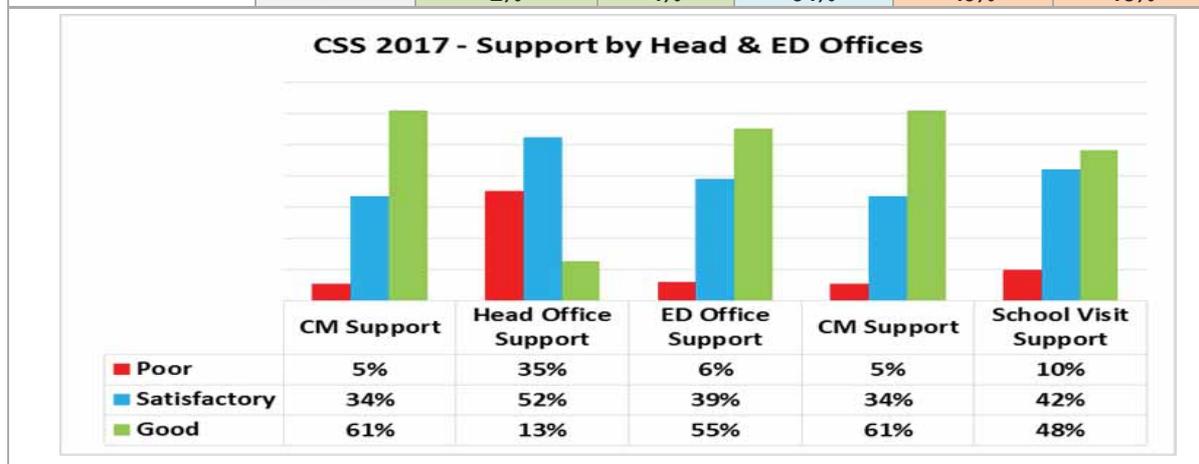
The department developed a detailed eLearning ecosystem blueprint that will inform continuing development of online support for teaching and learning.

The Directorate: Communication produced or helped to produce a range of publications, including the WCED's Annual Report and Annual Performance Plan.

Digital content became the focus of attention in 2017 with lesson clips uploaded to the ePortal and shared amongst teachers and learners.

The Customer Satisfaction survey was conducted for the tenth time in 2017. Overall, the ratings show an appreciation of service delivery levels.

Support by Head Office and Education District Managers						
Category	Period	Exceptionally Poor	Poor	Satisfactory	Good	Excellent
Head Office	Yr2015	1%	10%	52%	33%	3%
	Yr2016	2%	7%	53%	35%	4%
	Yr2017	2%	10%	52%	32%	3%
Education District Offices	Yr2015	0%	3%	38%	50%	9%
	Yr2016	0%	3%	37%	49%	10%
	Yr2017	1%	5%	39%	45%	10%
Curriculum School Visit Support	Yr2015	3%	11%	36%	42%	9%
	Yr2016	1%	6%	41%	44%	8%
	Yr2017	2%	7%	42%	42%	8%
CM Support	Yr2015	1%	4%	28%	48%	19%
	Yr2016	0%	3%	31%	46%	20%
	Yr2017	2%	4%	34%	43%	18%



Accountability

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

School Improvement Plans (SIPs), with a three-year focus, were completed by all schools in 2018. The SIP specifies steps each school will take to achieve the goals and targets set in their SIPs. The value of the online improvement plan is that all schools focus on key improvement interventions that link both to fundamental practices and to provincial strategic foci. The SIP also forms part of the accountability system, since signatories to the plan are the principal, the SGB and the WCED Circuit Managers.

In 2017/18, the WCED conducted quarterly School Improvement Monitoring (SIM), linked to the School Improvement Plans. The SIM for 2017/18 tracked use of textbooks and workbooks and key aspects of resourcing and school functionality. Because the reports were captured online, the data could be drawn and used to inform rapid support. For example, the data enabled the WCED to keep abreast of deliveries of workbooks and textbooks. This tool was used to monitor key compliance and functionality items that was monitored by the Circuit Managers thus extending accountability.

Provincial and National Treasury play oversight roles which extend the level of accountability. Directorates within the WCED have counterpart sections at the Department of Basic Education through which streams of reporting, performance analyses and projections are maintained. The Department of the Premier exercises an oversight function on key WCED projects, which are tracked through the Provincial Dashboard and the online Biz projects toolkit. The assurance role played by Internal and External Audit in 2017/18 governed the control environment needed to ensure effective, prudent, functional yet responsive and innovative management displayed in 2017/18.

Umalusi performed the mandated function of quality assurance of the 2017 NSC examination processes maintaining consistency in standard setting across the sector.

Whole School Evaluations (WSE), conducted over 3 or 5 days depending on the size of the school, are based on nine areas for evaluation specified in the WSE policy: i) Basic functionality; ii) Leadership, management and communication; iii) Governance and relationships; iv) Quality of teaching and learning and educator development; v) Curriculum provision and resources; vi) Learner achievement; vii) School safety, security and discipline; viii) School infrastructure and ix) Parents and community.

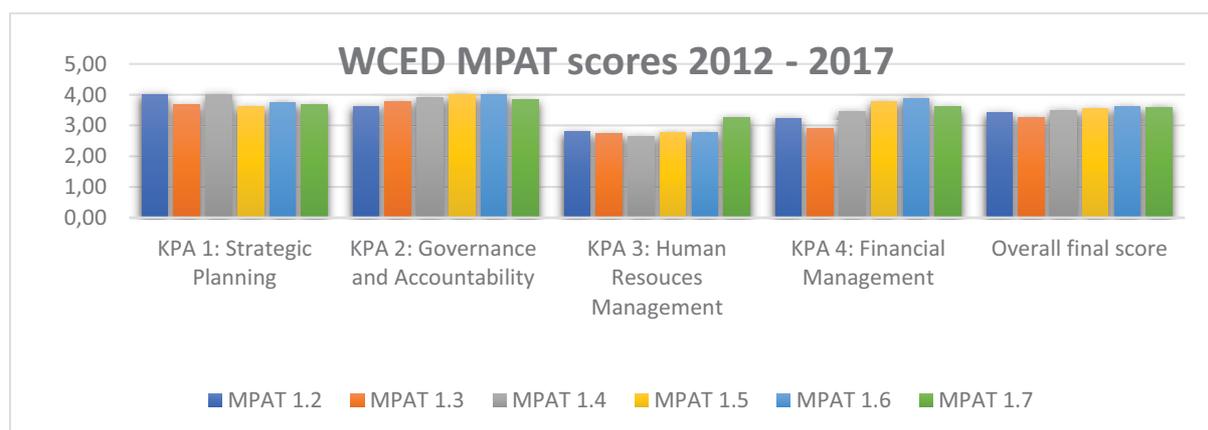
WSE was conducted at 68 schools in 2017/18. This includes primary, high, combined, intermediate and special schools. Shorter visits were conducted at small schools for efficiency. The findings were shared in trend reports and detailed individual reports provided to the selected schools.

In preparation for a revised school evaluation (SE) model, a pilot was conducted at 22 schools in April, May and September 2017. The evaluation schedule, standards, shorter duration of two days, lesson observations in all classes in small schools and at least 75% of lesson observations in large schools was tested in a range of school contexts in all education districts. Initial indications would suggest that the model has potential for greater success.

In common with all government departments countrywide, the WCED participated in a national monitoring exercise, the Management Performance Assessment Tool (MPAT) of 4 areas of governance: Strategic Planning, Human Resources, Governance and Accountability and Financial Management. The MPAT aims to determine if departments are non-compliant, compliant or working smartly in these areas.

The Western Cape remains the top performing Province in the Presidency's MPAT. For MPAT 1.7, WCED scored joint second highest for compliance with levels 3 and 4 at 91% compliant within the Western Cape. Level 3 represents, "Department is fully compliant with legal/regulatory requirements" and Level 4, "Department is fully compliant with legal /regulatory requirements and is doing things smartly".

The graph below depicts the consistent year on year achievements in respect of MPAT, where legislative requirements are ever changing and all government departments are challenged to meet the requirements with available capacity while illustrating doing things smartly continuously. Linked to the consistent MPAT and Audit outcome results, the Department received a Silver Award for the Category: Best Functioning Provincial Department of the Year at the National (Batho Pele) Service Excellence Awards.



The 3rd Western Cape Education Council was formally constituted in terms of *The Regulations relating to the Education Council for the Province of the Western Cape*. The new council has been appointed for a period of three years and should provide technical knowledge and expert advice to the Minister. This would include guidance on the strategic priorities of the WCED.

Strategic Objectives

Programme 1							
Strategic objectives	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
1.1.1 Development and Implementation of Teacher Professional Development plan	New	Plan scoped	Plan initiated	Plan established	Plan established	-	No deviation.
1.1.2 Number of teachers attending two-week courses at the Cape Teaching and Leadership Institute ⁴	New	1 947	1 215	1 500	1 504	4	The Uptake of teachers was enthusiastic.
1.1.3. Number of teachers attending ICT integration training	New	7 352 in 368 sessions	3 000	3 000	3 307	307	Teacher attendance exceeded. Uptake enthusiastic due to advocacy.
1.2. Number of schools using online management services to conduct business ⁵	1 524	1 522	1 517	1 510 ⁶	1 505	-5	All schools that are open use online management services to conduct business.

Performance indicators

Programme 1							
Programme Performance Measure	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
PPM101: Number of public schools that use the schools administration and management systems to electronically provide data.	1 524	1 522	1 517	1 510	1 505	-5	100% of open schools use school administration and management systems to electronically supply data.
PPM102: Number of public schools that can be contacted electronically (e-mail)	1 524	1 522	1 517	1 510	1 505	-5	100% of open schools can be contacted electronically by email.

⁴ Includes School Managers

⁵ Definition expanded to include special schools

⁶ Hospital schools where learners are registered elsewhere are excluded

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Programme 1							
Programme Performance Measure	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
PPM103: Percentage of education expenditure going towards non-personnel items	19.42%	18.87%	21.36%	20.34%	20.99%	0.65%	The variance is due to additional funding that was received during the Adjustment Estimate process for E-learning and approved roll-overs.
PPM104: Number of schools visited by district officials for monitoring and support purposes.	New	1 522	1 517	1 510	1 505	-5	100% of open schools were visited by district officials for monitoring and support purposes.

Programme Performance Measures for MTSF Indicators

Programme 1							
Programme Performance Measure for MTSF Indicators	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
MTSF101: Percentage of 7 to 15-year olds attending education institutions.	New	New	86.58%	88.9%	98.4% ⁷	9.5%	In-flux of learners into the province.
MTSF 102: Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the Financial year. ⁸	New	New	174	175	868	693	Focused drive to employ teachers in this category.
MTSF103: Number and percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.	New	New	359 50%	378 63%	378 63%	-	No deviation.

⁷ This figure taken from GHS 2016 p45 table 34 as provided by DBE.

⁸ Grade R practitioners are employed by SGBs. This reflects grades 1-12 teachers only.

Programme 1							
Programme Performance Measure for MTSF Indicators	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
MTSF 104: Percentage of learners having access to information through: a) Connectivity (other than broadband)	New	New	19.1%	2%	2% ⁹	-	No deviation.
MTSF 104: Percentage of learners having access to information through: b) Broadband	New	New	80.9%	98%	98%	-	No deviation.
MTSF105: Percentage of schools producing a minimum set of management documents at a required standard.	New	New	80%	90%	90%	-	No deviation
MTSF 106: Percentage of learners in schools that are funded at a minimum level.	New	New	43% ¹⁰	100%	100%	-	No deviation
MTSF 107: Percentage of schools with more than one financial responsibility on the basis of assessment.	New	New	100%	100%	100%	-	No deviation

Strategy to overcome areas of under performance

The following are the key strategies of the WCED to address areas of under-performance:

- Post-provisioning that ensures that teachers are placed at schools to match the requirements at schools.
- Recruitment, selection and appointment of principals (attention to improving selection criteria and training of SGBs in this regard; training opportunities for aspirant principals; further development of current principals)
- Attention to the appointment and support of Heads of Department and Deputy Principals in schools
- Training of both teachers and officials as required
- School Improvement Plans, District Improvement Plans and School Improvement Monitoring
- Use of online processes to streamline and fast-track provisioning of resources and services
- Fee exemption for needy schools in Quintiles 4 and 5
- Assistance to schools in respect of municipal debt
- Internal Control Directorate feedback to management in respect of non-compliance and internal control deficiencies
- Ensure ongoing improvement in the application of procurement procedures
- Update of all asset registers quarterly

⁹ Aim is to move all schools to broadband.

¹⁰ During 2016/17, WCED could only afford to fund the No Fee Schools at R1144 per learner which was below the National Table of Targets of R1177 per learner.

Changes to planned targets

None

The expenditure incurred in Programme 1 contributed to achievement of the following key outputs for the WCED:

- Management of the staff establishment of the WCED, recruitment of teachers and public servants, staff development and performance management, employee wellness, and labour relations.
- The WCED Strategic Plan, quarterly reports on organisational and school performance and the Annual Report of the WCED
- Compilation of financial planning and reporting documents, including the Estimates of Provincial Revenue and Expenditure (EPRE), monthly in-year monitoring (IYM) reports, and the interim and annual financial statements.
- Procurement of assets, goods and services, in line with the strategic objectives of the department and as reflected on the approved procurement plan. The approved procurement plan items were executed timeously and progress is reported on a quarterly basis
- Maintenance of the WCED asset register
- Payments to suppliers within 30 days
- Maintenance and further enhancement of the Central Education Management Information System

Sub-programme expenditure

Sub-Programme Name	2017/18			2016/17		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
1.1 Office of the MEC	7,396	7,396	-	6,922	6,922	-
1.2 Corporate Services	291,129	289,665	1,464	276,672	269,148	7,524
1.3 Education Management	1,195,042	1,194,280	762	1,122,194	1,047,295	74,899
1.4 Human Resource Development	1,399	1,399	-	1,506	1,506	-
1.5 Education Management Information System (EMIS)	17,632	17,632	-	20,060	20,060	-
Total	1,512,598	1,510,372	2,226	1,427,354	1,344,931	82,423

4.2 Programme 2: Public Ordinary School Education

Purpose

To provide public ordinary education from Grades 1 to 12, in accordance with the South African Schools Act and White Paper 6 on inclusive education. E-learning is also included.

The Ordinary School Education programme comprises the following sub-programmes¹¹:

Sub-programme 2.1: Public Primary Level

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

Sub-programme 2.2: Public Secondary Level

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

Sub-programme 2.3: Human Resource Development

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

Sub-programme 2.4: Conditional Grants

To provide for projects under programme 2 specified by the Department of Basic Education and funded by conditional grants.¹²

Strategic Objectives¹³

Programme 2: Strategic Objectives	
Strategic Objective 2.1.	Develop and implement provincial curriculum management and support strategies
Objective Statement	<ol style="list-style-type: none"> 1. Develop and implement a language strategy that ensures <ul style="list-style-type: none"> - All learners meet the established reading fluency and writing norms per Grade in the primary school - An in-service training programme based on the needs identified via analyses of Grade 3, 6 and 9 language testing and the ANAs¹⁴ 2. Develop and implement a mathematics strategy that ensures <ul style="list-style-type: none"> - There is a focus on mastery of basic Mathematics concepts in the Foundation Phase. In the pre-school years particularly in Grade R, there is an emphasis on pre-numeracy skills. - There is an emphasis on improving the quality of Maths teaching throughout schooling with a focus on teaching in the Intermediate phase - High school learners who have the potential to do Mathematics are identified and enrol for Mathematics. 3. Develop and implement a curriculum management plan for the development of Science and Technical subjects 4. Develop and implement a curriculum management plan to address specific needs in the Foundation and Intermediate Phases. 5. Develop and implement a plan of action to support schools in the planning of curriculum offerings.

¹¹ The sub-programmes are part of the national sector template and are Treasury funding categories. The funds in Programme 2 are assigned to cover the main budget of the WCED and include teacher salaries, infrastructure and resourcing costs and the school nutrition programme.

¹² School sport, culture and media services are not included as a sub-programme as in the Western Cape this function resides under the Department of Cultural Affairs and Sport

¹³ The Strategic Objectives as per the Strategic Plan for 2015 -2019 are reprinted here in full

¹⁴ ANAs have not been conducted nationally since 2016

Programme 2: Strategic Objectives	
Strategic Objective 2.2.	Ensure improved school management
Objective statement	Develop support programmes and intervention schedules, summarised in the District Improvement Plans, that provide for the following: 1. Ensure strong curriculum management in all phases of the school, with particular attention to Foundation Phase
Strategic Objective 2.2.	Ensure improved school management
Objective statement	2. School management plans will address the affective and learning needs of the learner successfully at a high school level 3. Appointment criteria will include the capacity of the principal to lead curriculum management processes in schools 4. The SMT will be supported in dealing with all school governance matters, including disruptive behavior and absenteeism etc. 5. School management will ensure a learner-based focus 6. School management to accept accountability for their full functions. 7. Training of, and support for, members of School Governing Bodies, and monitoring of their roles and operations 8. Improve the frequency and quality of the monitoring and support services provided by district offices to schools
Strategic Objective 2.3.	Ensure optimal education provision for all with a special focus on the most needy.
Objective statement	1. Increase access to libraries and learning materials through the building and upgrade programme, partnerships with provincial and municipal libraries, purchase of library materials through norms and standards funding and the implementation of the e-learning strategy 2. Leverage partnerships to the benefit of learners including those with all stakeholders, other government departments, municipalities and parents. The programme should improve the quality and training of school governors and increase parental support to schools and their children 3. Implement school mergers that are in the best interests of learners and plan the maximum utilisation of hostels and effective determination of learner transport routes 4. Ensure a rural focus in education provision planning. 5. Ensure access to curriculum offerings. This should include providing improved guidance and advice on choices of subjects including vocational and technical subjects for learners in identified geographical areas. 6. Provide buildings (see Programme 6) and equipment to support teaching and learning and maximise learning outcomes. Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach 7. Implement the E-learning programme to strengthen academic performance
Strategic Objective 2.4.	Provide social support and the platform for youth development
Objective statement	1. Ensure that all schools are funded at the minimum per learner levels. 2. Provide fee-exemption for learners in cases where parents cannot pay the fees asked for by the school and those schools make application for fee-exemption 3. Increase the number of "No Fee" schools, funds permitting 4. Improve access to health services at schools through more nutritious feeding and mobile clinics 5. Address safety issues at schools through the safe schools programme and in partnership with other departments 6. Provide effective support in regard to subject choices and career guidance. Equip teachers to respond to needs of the learners with a focus on the individual learner: assist in making appropriate subject choices in grade 9; provide study techniques; other relevant information and ensure parent involvement and communication.

Programme 2: Strategic Objectives	
Strategic Objective 2.4.	Provide social support and the platform for youth development
	<p>6. Implement the Youth Development Strategy through the following:</p> <ul style="list-style-type: none"> - Support for Mass Opportunity and Development Centres, providing after-school support - especially in areas of poor retention - Internships (Premiers Advancement of Youth, Graduate Internship Project, Western Cape Youth Gap Year Project) – develop skills and knowledge aimed at work readiness and income generation. - Skills development (Youth Focus Project and Schools of Skills) - vocational learning and occupational pathways. - Education Safety Management – develop interventions that promote safer schools, supportive school communities and the well-being of learners. - Youth leadership and Representative Council of Learners (RCL) – develop skills and knowledge aimed at leadership development. - Health, care and support – HIV/AIDS and peer education programmes. - School enrichment – develop skills and knowledge not aimed at income generation, e.g. civic education, conflict resolution, finance/debt management, health.

Strategic objectives, performance indicators, planned targets and actual achievements

Enrolment

According to the 2016 Mid-Year census released by Statistics South Africa (StatsSA), approximately 11,2% of South Africa's population live in the Western Cape equalling an amount of 6 293 200. Between 2013 and 2016, the Western Cape has experienced an in-migration of 363 114. The population growth rate has been steadily increasing since 2010 when the annual population growth rate was 0,84%. According to STATSA the 2017 statistics show that an estimated 29,6% of the population is aged between 0-14 years. These figures impact on all aspects of education including education planning and education provisioning.

The increased pressure experienced in our schools has resulted in a bulge in learner numbers which placed additional demands on the WCED in the extremely austere fiscal climate experienced in 2017. The distribution of the influx over the period 2014-2017 is shown below.

Sector	2013	2014	2015	2016	2017	Difference
						2013 – 2017
Grade R in PO Schools	59 565	63 492	64 648	65 231	66 601	7 036
Grade 1 – 7 in PO schools	603 430	617 424	639 197	660 442	680 044	76 614
Grade 8–12 in PO Schools	343 616	346 017	344 906	338 483	340 598	-3 018
Special Needs' Schools	19 627	18 702 ¹⁵	18 777	18 854	18 870	-757
Source: Annual School Survey 2017						

¹⁵ The apparent drop in 2014 enrolment numbers is because of the re-classification of three schools as Public Ordinary schools.

Despite the lag in StatsSA data, the WCED has increasingly used General Household Survey data and other trend analyses for projections and planning for learner enrolment. Effective teaching and learning depends on having an appropriate teacher: learner ratio, facilities and text books in place. The increase in enrolment of recent years has led to significant accommodation and staffing pressures in large towns and the City of Cape Town.

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

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

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

Enrolment planning requires the use of all available data. The increased number of children in the province will continue to place pressure on school accommodation and available budget. Pressure points in grade eight will be experienced as a result of the bulge of primary school learners moving through the system.

Enrolment at Public Ordinary schools													
Year	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
2005	93 515	94 231	80 695	80 809	74 984	66 141	81 953	88 778	82 169	81 577	56 657	39 303	920 812
2006	87 650	85 972	89 828	80 443	77 811	73 106	65 347	78 926	80 595	83 529	57 536	40 198	900 941
2007	92 818	82 562	83 914	89 973	78 674	78 021	72 733	66 406	80 697	86 495	61 938	42 624	916 855
2008	91 853	83 267	79 454	85 891	87 116	78 290	76 146	71 410	72 914	79 133	63 819	43 470	912 763
2009	93 601	82 158	80 385	83 150	82 382	85 621	76 262	75 227	79 795	68 405	60 812	45 692	913 490
2010	98 086	83 046	79 155	84 234	80 290	81 402	82 777	75 426	85 114	70 630	53 799	44 876	918 835
2011	100 423	85 216	79 489	83 490	80 205	79 022	78 207	81 312	84 957	73 470	56 995	38 990	921 776
2012	103 444	88 536	81 415	83 922	79 900	78 384	76 432	77 561	90 815	72 714	58 758	43 111	934 992
2013	104 678	93 506	85 762	85 599	79 210	78 437	76 238	75 528	87 132	78 812	56 109	46 035	947 046
2014	106 917	97 647	89 385	90 617	81 441	76 690	74 727	76 000	82 714	75 838	64 619	46 846	963 441
2015	108 233	101 934	94 342	95 212	84 554	79 250	75 641	75 753	79 114	72 430	63 220	54 390	984 073
2016	106 766	105 574	98 439	99 278	89 451	82 479	78 455	78 067	73 006	76 988	59 518	50 904	998 925
2017	104 612	106 088	103 095	103 081	94 077	87 403	81 688	80 215	72 723	75 856	62 350	49 454	1 020 642

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

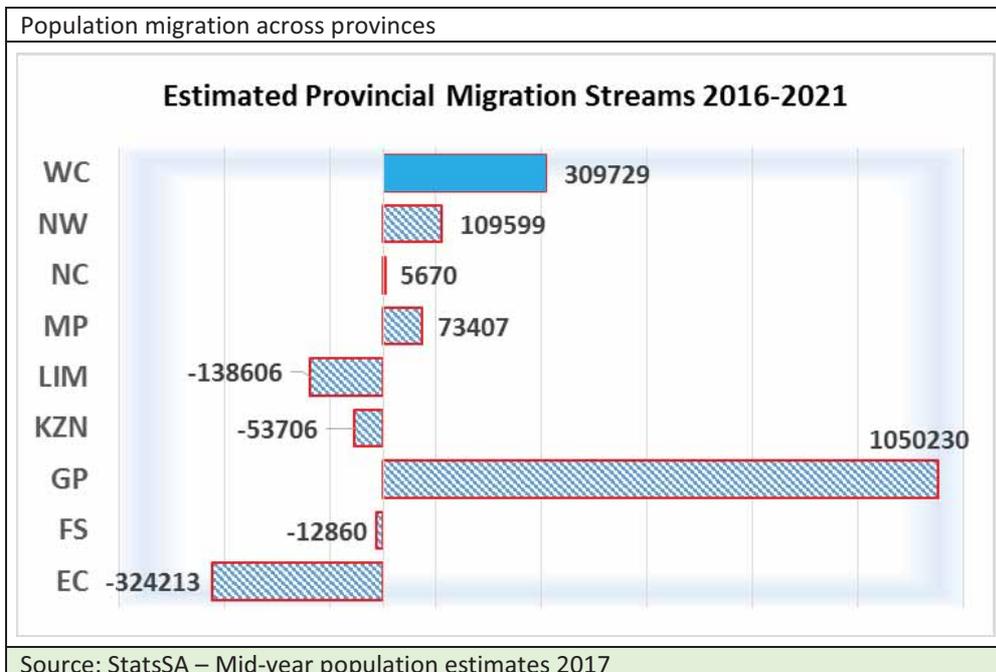
The average enrolment growth for the period 2017/18 is 2.2%, the largest in several years. The table illustrates the steady growth in the primary grades.

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

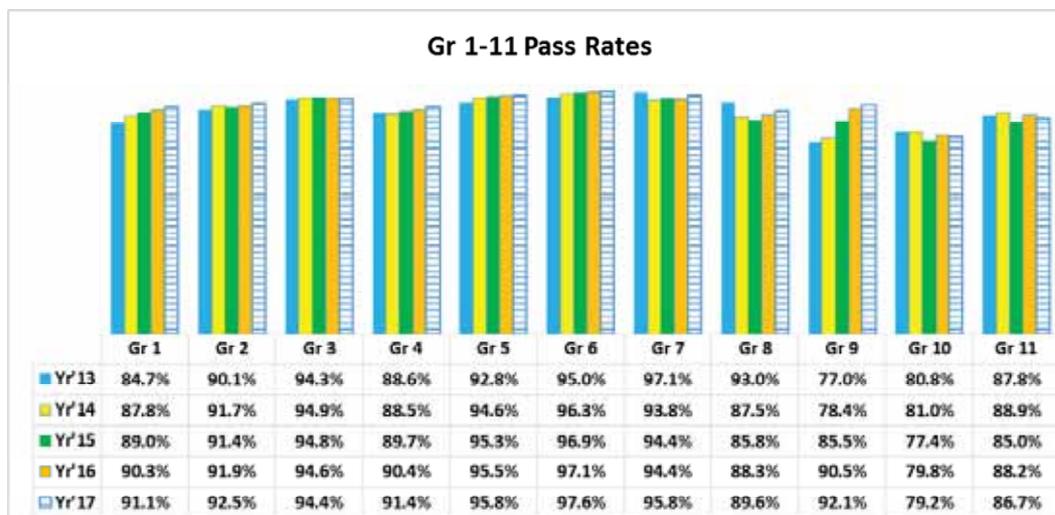
Learners from other Provinces & Countries - Year 2013 to 2017						
Province/Origin	Yr '13	Yr '14	Yr '15	Yr '16	Yr '17	Ave
Eastern Cape	20 990	22 276	21 283	20 168	19 667	20 877
Free State	351	400	506	609	362	446
Gauteng	1 609	1 498	1 704	1 707	1 146	1 533
Kwazulu-Natal	365	390	589	491	327	432
Limpopo	139	136	225	172	113	157
Mpumalanga	171	191	236	185	134	183
Northern Cape	795	788	834	749	559	745
North-West Province	155	165	187	230	175	182
Other Country	2 033	2 097	1 812	2 041	2 133	2 023
Grand Total	26 608	27 941	27 376	26 352	24 616	26 579

Source: EduInfoSearch (EIS) – First time entries into the WCED from outside per province.

The Western Cape continued to experience a disproportionately high net-migration in comparison with most other provinces. The increased number of children in the province will continue to place pressure on school accommodation and available budget. Pressure points in grade eight will be experienced as a result of the bulge of primary school learners moving through the system.



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



Learner retention has shown improvement since 2014 as tracked in the statistics illustrated below and sourced from the Annual School Survey:



Quality of learning

Primary schooling

The quality of Primary School education has been tracked via the programme of systemic testing of Grades 3, 6 and 9 Language and Mathematics in the Western Cape over the past 13 years.

From 2002 to 2009, the WCED administered language and mathematics tests to Grade 3 and 6 learners in alternate years to track progress and diagnose problems. In 2010, the WCED tested, for the first time, all Grade 3 and 6 learners to establish the state of language and mathematics learning in each school in the province. This was also the first time that Grade 9 learners were tested in a pilot exercise to establish a baseline. In 2011, the WCED increased the level of cognitive challenge in the language tests to set new minimum benchmarks for the province. Specifically, longer and more complex texts were included in the tests, to make the test items comparable with items used in international tests at these levels.

Tests are written in October each year and the results are supplied to schools in the first week of the first school term. The results are used by schools to plan academic activities for the year and to develop their School Improvement Plans and targets. In addition, the results are used to plan appropriate support for schools. Because of the improved relations between unions and the WCED and an improved understanding of the role and value that the assessments can add to planning, all schools participated in the Grades 3,6 and 9 systemics in 2017. Detailed analysis of the results was disseminated and discussed with schools. Teachers expressed an appreciation for the quality and depth of analysis provided.

WCED Grades 3, 6 & 9 Systemic Test Results 2017 - Public Ordinary Schools							
	Grade 3						
	Mathematics			Language			
	2015	2016	2017	2015	2016	2017	
Pass %	57.6	57.7	59.3	42.4	42.5	46.6	
	Grade 6						
	Pass %	37.7	40.1	38.6	36.8	40.1	38.7
	Grade 9						
Pass %	22.2	23.6	22.0	53	55.1	53.0	

Source: Systemic Results

National Senior Certificate

2017 was the tenth year of the National Senior Certificate (NSC) examination. The WCED achieved an 82.8% pass rate. There were 40 440 candidates who passed, of whom 19 101 (39.1%) achieved passes which allow them to enter for a Bachelor's degree study programme. 27 693 learners passed Mathematics with an improved pass rate of 80.3%. For Physical Science, the 2017 pass rate was 73%. The numbers passing were 7 928.

WCED Comparative NSC results 2010 – 2017						
Year	Wrote	Passed	% Pass	Access to B. Deg.	% Access to B. Deg.	Schools with pass rate <60%
2010	45 783	35 139	76.8	14 414	31.5	78
2011	39 988	33 146	82.9	15 215	38.1	30
2012	44 700	36 992	82.8	16 319	36.5	26
2013	47 636	40 558	85.1	19 477	40.9	23
2014	47 709	39 237	82.2	18 524	38.8	31
2015	53 721	45 496	84.7	22 379	41.7	27
2016	50 847	43 725	86	20 804	40.9	19
2017	48 867	40 440	82.8%	19 101	39.1	33

Source: EIS – NSC Exams Grade 12

The WCED aims to increase the numbers of learners taking and passing the National Senior Certificate examinations while improving the quality of passes and increasing the number of learners taking and passing Mathematics and Physical Science. The School Improvement Plans and District Improvement Plans focus on this and set out strategies and implementation plans accordingly.

Training

Teachers

In 2017/18 The Cape Teaching and Leadership Institute (CTLI) provided 20 training courses in Languages and Mathematics to 1504 Grade R, Foundation Phase and Intermediate Phase teachers. Inclusive Education and eLearning activities are integral parts of these interventions. The CTLI shifted its focus in support of the 100 school Grade R – 3 intervention project. Thirteen ICT integration interventions were facilitated, reaching 1210 teachers and school leaders in support of the eLearning programme.

School Management (including principals)

In 2017/18 the WCED provided training and support for school managers, who are inexperienced, in need of extra mentoring, or those keen to undertake further professional development. Nine Courses for school managers focused on *Roles and Responsibilities of Deputy Principals, Roles and Responsibilities of Heads of Department, Aspiring Principals, Aspiring School Leaders, Induction of Newly Appointed Principals, School Management Team training and Women In- and Into Management and Leadership Positions*. A total of 454 members of school management teams benefited from the school management and leadership courses offered by the CTLI. A specialized course was designed and facilitated to support 45 HODs of the 100-school project.

Accredited qualifications

A new bursary programme was initiated by the CTLI, providing 150 bursaries to serving teachers who are teaching out of phase or subject, as per their qualifications, in order to formally re-qualify them for the phase or subject which they are currently teaching. UCT enrolled 75 such bursary holders for the Advanced Certificate in Teaching Foundation Phase and SU enrolled 75 for the Advanced Diploma in Teaching Mathematics.

Support Provided

Financial

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

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

National target allocations			
	2015/16	2016/17	2017/18
Quintile 1	R1,116	R1,177	R 1,243
Quintile 2	R1,116	R1,177	R1,243
Quintile 3	R1,116	R1,177	R1,243
Quintile 4*	R 882	R 938	R993
Quintile 5*	R 334	R 350	R369
* Average cost for all schools			

Fee status	Total number of schools
No fee	867
School fee charging	570
Grand Total	1 437 ¹⁶

The expansion of the 'no fee' school programme in 2014 to include quintile 4 and 5 schools was one of the more significant developments as 216 schools, with 172 541 learners, in Quintiles 4 and 5, became "No Fee" schools, through applying for 'no fee' status. This number has increased to 218 in 2016 and to 221 in 2018 for 838 additional learners when five additional quintiles four and five schools were declared as no fee schools. These schools have received the same benefits and support that apply to other 'no fee' schools.

Schools that charge school fees may apply for compensation for fee exemption in cases where parents cannot pay the full school fees. In 2017, R49,385 million was paid to support fee exemptions for 80 895 learners in 554 schools.

Collaboration Schools Pilot

Given the long-term effects of poverty and inequality, many of the public schools in poorer communities need extra support for management, teachers and learners, as well as additional financial resources.

The WCED has linked up with a group of funders and support organisations to test a 'no fee' public school model known as the "Collaboration Schools" project.

Operating partners ensure intensive school-level support to teachers and principals through training, additional resources, monitoring and regular feedback. Support from the WCED is integrated with that provided by the operating partner, with collaboration schools continuing to receive funding, infrastructure and services such as transport and nutrition from the WCED according to prevailing policy.

The Collaboration Schools pilot programme seeks to:

- improve the quality of education at public schools;
- demonstrate effective models of partnerships in education;
- strengthen public school governance and accountability;
- develop teachers; and
- implement interventions aimed at the improvement of the quality of public education for learners from low income communities.

The pilot is being carried out across both primary and secondary schools and includes both older and more recently established schools. The pilot started with 5 schools in 2016 and will continue for a period of 5 years, subject to the performance of the partners and the schools. Two additional schools were added as of 2017.

¹⁶ Note that new schools are accounted for differently. Source CEMIS.

There are 10 schools in the pilot comprising five high and five primary schools and this includes a technical high school. Two schools were added to the pilot in 2018, a primary and a high school. Over the next five years, the pilot will seek to include 20 schools.

The school operating partners had quarterly review meetings with the WCED, while the funders meet regularly with the WCED to track progress and to consolidate the processes for school improvement. The mid-term review illustrated significant improvements particularly in the systemic assessments of almost all of the pilot schools in 2017.

Language and Mathematics Strategies

The WCED priority is to enhance language and mathematics skills from the earliest years of schooling. The integrated Languages Strategy 2015-2019 and Mathematics Strategy 2015-2019, cover the thirteen years of schooling from Grade R up to Grade 12. The strategies offer a framework to analyse a school / circuit / district context and to devise a comprehensive plan. The improvement plans address the four major elements that enable learning: people development, the use of productive pedagogies, resource/facility provision and use, and monitoring and evaluation.

Pilot Grade R – 3 Project in 103 schools

A key intervention under the Provincial Strategic Plan is a pilot project for Grades R– 3 in 103 schools in which one of the languages of learning is isiXhosa, to strengthen results in English and Mathematics.

A focused intervention was designed and started in 2015/16 and will be implemented, supported and monitored up to 2019.

The design is derived from various studies undertaken in Western Cape Primary Schools, particularly the University of Stellenbosch Grade 3 Study and the University of Cape Town's SPADE project.

The main findings and recommendations which are common to these studies are;

- The need for competency testing and careful selection of Foundation Phase Heads of Department and their ability and time to provide in-class and out-of-class support.
- The presence and integrated use of big books, reading books, textbooks, workbooks and Foundation Phase equipment.
- The development and use of Norms for reading, writing and mathematics progress in each quarter of Grades R – 3.
- Assessing teachers' capacity to teach English First Additional Language and providing training for developmental needs in this regard.

There has been good cooperation from the schools and principals for the project. Teachers, members of the School Management Teams and principals attended various training courses at the Cape Teaching Leadership Institute.

Additional graded readers were secured for each Grades 1, 2 and 3 classrooms at the 103 schools.

The Early Grade Reading Assessment (EGRA) tool, an oral learner assessment designed to measure the most basic foundation skills for literacy acquisition in the early grades, was implemented in all 103 schools.

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

The required training to teachers in the use of the tablets and in the administration of the EGRA tool continued in 2017/18.

Well established partnerships were forged with three organisations which offered mentoring programmes and Reading Partner volunteers to selected schools in the project.

The District Foundation Phase Subject Advisors visited the schools and provided the required support and guidance. All the schools in the project were invited to participate in the Western Cape School Support Programme (WCSSP), whereby at least 94 of the schools employed school assistants in 2017.

Performance on WCED systemic tests and on the quarterly learner assessments is being used as part of the exercise to monitor the impact of the programme.

High School Intervention Programme

The High School Intervention Programme aims to increase the number of learners passing the National Senior Certificate and reduce the number of under-performing schools. In 2017, the High School programme applied a differentiated approach for high schools in the province addressing general areas where support had been identified.

After the 2017 NSC results were analyzed in January of 2018, a more targeted approach and specific intervention plan was developed. School- and subject-specific plans, with targets, were developed, based on the deeper analyses and discussions. Each District and school set targets for numbers passing the NSC and numbers gaining admission to B degree study.

Several targeted interventions were planned and are being implemented based on thorough result analysis. These include: Tutoring programmes for learners, using skilled teachers, from inside and outside the WCED; Telematics lessons transmitted via satellite to 130 schools and via broadband to 160 schools. Subject Advisors provided intensive support to those schools that achieved below the provincial average for high enrolment subjects. A study tips booklet and an examination question pack were supplied to each Grade 12 learner.

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

eLearning

The eLearning Program continued to receive priority attention in 2017/18 as one of the provincial Game Changer delivery projects. The WCG Wide Area Network project ensured the continuation of implementation of the eLearning project.

The achievements of the project for 2017/18 includes:

The Wide Area Network (WAN) Project – project of the Provincial Government. 1236 schools were linked by the end of the 2017/18 year.
The Local Area Network (LAN) Project – project of the WCED. Cumulatively, 313 schools were connected by the end of the 2017/18 year.
The Computer Applications Technology, Information Technology and Engineering, Graphic and Design (CAT/IT/EGD) computer Refresh Project 77 schools received Lab refresh instances in 2017/2018 to ensure that those learners enrolled for computer-based National Senior Certificate subjects had the benefit of up to date computer equipment.
The Slim Lab Project: The following has been achieved: 455 schools received two access points each enabling teachers and learners to access the internet; 705 schools have received technology refresh in the existing ICT Lab infra-structure.
The Smart Classroom Project provides available and appropriate technology to schools. The technology comprises a teacher computing device, teacher projection device, teacher interactive device and a visualizer device (also known as a document camera). The technology is mainly wireless and has pack-up-and-go mobility. In 2017/18, 1090 SMART classrooms were provided in 79 schools. By March 2017/18, 467 SMART schools with 6418 smart classrooms had been delivered.
The e-Resources/ e-Portal Project is an online digital content project and is being incrementally populated with curriculum aligned, grade and subject appropriate material. There are more than 11700 published resources available through the ePortal. QR codes had been extensively developed in 2017/18. These link the learner directly to the material available.
The Learning Management System (LMS) Project enables the management of digital resources within a classroom thus enabling collaborative spaces for teachers and learners.

Texts, including workbooks

The WCED's aim is to provide a CAPS aligned textbook for every learner in every subject studied by the learner. In order to achieve this, all schools were provided with the opportunity to order CAPS top-up textbooks for the 2018 school year in June of 2017. A total of 1 240 schools submitted their orders for top-up textbooks. The ordered textbooks (503 203) were delivered to the relevant schools by 30 November 2017. The expenditure for top-up textbooks amounted to R56 million during the 2017/18 financial year.

The WCED also procured FET Literature texts for Grade 10 in accordance with the DBE National FET Literature Catalogue of April 2015. A total of 360 schools submitted orders for a total of 336 183 literature texts for Grade 10. By 8 December 90% of the ordered textbooks were delivered to the schools and the balance was delivered by 9 March 2018. The expenditure for the literature texts amounted to R22 million during the 2017/18 financial year.

CAPS2 technology textbooks were also procured for Grade 12 learners in accordance with the DBE CAPS2 Catalogue. A total of 8 238 textbooks were procured for 72 schools. Delivery of the ordered textbooks was finalized by 8 December 2017. The expenditure for the technology textbooks for Grade 12 amounted to R2 million during the 2017/18 financial year.

The National Department of Basic Education provided workbooks as follows to WCED schools:

Subject	Grade
Home Language (HL), English First Additional Language (FAL), Mathematics and Life Skills	Foundation Phase (Grade R to 3)
Mathematics, Home Language and English First Additional Language	Intermediate Phase (Grade 4 to 6)
Mathematics	Senior Phase (Grade 7 to 9)

The WCED requested DBE workbooks for the 2018 school year. Volume 1 workbook for 2018 (terms 1 and 2) was delivered to schools by 28 September 2017. Volume 2 workbook for 2018 (terms 3 and 4) was delivered to schools by 7 December 2017. The WCED procured additional workbooks to address shortages which may occur at the commencement of the 2018 school year. The delivery of the additional workbooks was delivered to District offices by 12 December 2017.

The WCED Education Library, EDULIS, provides access to appropriate library resources for WCED teachers and officials in support of quality education and facilitates mobile library facilities to a limited number of schools in rural areas.

The WCED norms and standards guidelines suggest that 40% of the total resource allocation should be assigned to purchase LTSM, of which 10% should be targeted for library material. The guidelines further state that each learner should have a textbook for each subject and that the stock of school library material should be augmented annually until the total number of items reflects a standard of 10 items per learner.

A textbook management and retrieval framework had been introduced in 2013 to ensure that learners return their textbooks at the end of the academic year so that the textbooks can be re-used annually. The retrieval rate for December 2017 was reported to be 91.27% across the province.

Infrastructure

The 2017/18 infrastructure plan prioritised the following areas for development:

- Building new schools
- Replacing existing schools or classrooms that were built of inappropriate materials
- Provision of additional classrooms
- Construction of school halls
- Provision of laboratories
- Maintenance and repair
- Provision of Grade R classrooms

Emergency and contingency measures to alleviate the impact of the drought crisis on schools were planned and put in place in 2017.

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

Because not all learners live within a reasonable walking distance from appropriate schools, 58 660 qualifying learners used learner transport schemes to travel to and from school, as at the end of the financial year under review.

Support and recognition for teachers

The WCED continued to give active support to teachers in areas identified by teachers themselves. In 2017, an Integrated Planning Calendar, that listed key dates from a cross-section of branches of the department, was sent to schools to assist with planning for 2018.

The *18th Annual Provincial Teaching Awards Ceremony*, to celebrate and recognise the achievements of educators in the Province, was held on 3 November 2017. Awards were made to teachers following a careful screening and interview selection process. The awards give recognition for achievement and innovation in 10 categories – *Excellence in Grade R Teaching, Excellence in Special Needs and Inclusive Teaching, Excellence in Primary School Teaching, Excellence in Secondary School Teaching; Excellence in Technology-Enhanced teaching and learning, Excellence in teaching Mathematics (GET), Excellence in Natural Sciences (GET), Excellence in Primary School Leadership; Excellence in Secondary School Leadership* and Nelson Mandela Lifetime Achievement Award. Four Western Cape teachers went on to win awards in the *National Teaching Awards* of 2017 with the Western Cape being the overall winner in the category *Excellence in technology enhanced Teaching and Learning*. The WCED achieved third place nationally for *Excellence in Grade R teaching, Excellence in Teaching Natural Science (GET)* as well as in the *Nelson Mandela Lifetime Achievement Award* category.

The WCED introduced the *Leadership Excellence Award in After School Programming* as part of the After-School Game Changer. This was a new form of recognition of principals excelling in the management of after school programmes. This Award was added to the categories of the Western Cape Provincial chapter of the National Teacher Awards.

Employees in the WCED are paid a once off award for serving the Department for 20, 30 and 40 continuous years as per the Determination on Long Service Recognition issued by the Minister for the Public Service and Administration (DPSA). A total of 457 WCED employees were honoured with the Long Service Award in 2017.

The Head of Department, in keeping with the theme for 2017: "The Year of the Teacher", hosted two celebratory events in 2017 to acknowledge and applaud employees who rendered continuous service to the Department. Their long service is an achievement worthy of sharing with peers, the executive and top management of the Department, social partners and sponsors.

261 recipients from Head Office, the Metro Education Districts and closer Rural Education Districts celebrated this achievement on the 20 October 2017, 129 recipients from Eden and Central Karoo (ECK) Education District were celebrated on the 10 November 2017. On average, 87.5% of the recipients attended the celebratory events.

School Governing Bodies

SGBs are democratically elected to represent the parents and the school community. They are required by the South African School's Act (SASA) to play a meaningful role in providing the best possible education for the learners who will be the future leaders of their communities. During this period districts and schools had already been prepared to elect new governing bodies in March 2018. A credible provincial SGB election is critical to ensuring accountable governance practices at schools. 97% of schools had successfully elected new governing bodies by 31 March 2018. The remaining 3% of schools completed their elections by 30 April 2018.

The Western Cape Education Department published Procedures for the Establishment and Election of Governing Bodies at Public Schools in August 2017 in preparation of the elections in March 2018. Eight district electoral officers ensured that approximately 60 circuit managers were adequately prepared to train in the region of 2400 principals and deputy principals as electoral officers. The training of school electoral officers took place between in October 2017 and January 2018 and consisted of interactive 4-hour training sessions.

The key theme of the SGB elections was "Have a say in who speaks for your child". Radio advertisements encouraged parents to participate in the elections. Schools also displayed posters and sent out pamphlets to parents on the roles and responsibilities of a governing body. Schools used their won communication systems to encourage parental participation in the elections. The elections of educators and non-educators commenced in mid-February and the parents on 1 March 2018.

A new provincial three-year SGB training framework (2018-221) was developed with a differentiated training approach. Key focus areas for 2018 include (i) understanding the roles and responsibilities of SGBs, as well as the difference between management and governance, (ii) the constitution of SGBs and understanding the code of conduct for governing SGBs, (iii) school development planning and improvement, budgeting and fundraising, and (iv) recruitment and selection of school staff.

The WCED also conducted two investigations into allegations of improper financial management practices as well as breaches of the principle of separation of powers by principals. The pilot program initiated with the South African Institute of Chartered Accountants (SAICA) involving 20 governing bodies in Metro East and Metro South Education districts is continuing with positive results. The pilot has been expanded to include 80 more schools in 2018 bring the total number of schools participating to 100.

Nutrition

The overall impact of hunger on the learning of a child drives the level of care, accountability and integrity with which the school feeding programme is managed and monitored.

During the year under review, the Western Cape Education Department fed 471 376 targeted learners at 996 schools. The number of schools has reduced to 996 schools in the Western Cape due to the closure of small schools.

In the Western Cape in 2017/18, six schools benefitted from the breakfast programmes of Tiger Brands Foundation, five schools from the Pioneer Foods breakfast programmes and seven schools benefitted from Economic Development Solution breakfast programmes.

Safe Schools

The Western Cape Government's Strategic Goal 2 is to Improve Education Outcomes and Opportunities for Youth Development. Safety and security are critical requirements for the achievement of the WCED educational outcomes.

The WCED implemented strategies to address school violence, which include the following:

- building relationships between the parents, the learners and the broader community within which schools are located; and involving the local community in the school which includes during holiday and after school programmes
- training teachers, parents and learners to identify aggressive learners
- giving schools access to school social workers and educational psychologists to provide psycho-social support
- having an accountable school management team
- giving learners a voice within the appropriate structures in the school, as learners need to be part of the solution
- building transparency and trust among learners, staff, the community and the school
- building a human rights culture in schools to make everyone feel welcome.

Attempts to curb violence occurring in schools has had to extend beyond the school itself. Parental and community support, which included prevention and early intervention, has proven to be the most reliable and cost-effective ways to support school safety.

Workshops/training/programmes were conducted on the following:

- National School Safety Framework
- Occupational, Health and Safety
- Anti-bullying
- Creative & Constructive Approaches to Conflict Resolution and Peer Mediation
- Substance Abuse and training on the use of non-invasive drug testing.

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

An electronic Risk Assessment tool to be completed by schools was developed with the aim to classify the risk level of schools according to a set of identified criteria.

36 School Resource Officers (SRO), employed by the City of Cape Town, were deployed at 18 schools. An additional 21 SROs were deployed at 21 Delft schools.

Participation and collaboration are the pillars underpinning community mobilisation in partnership with the DoCS. The appropriate use of the Community Policing Forums and Neighbourhood Watches in collaboration with the SAPS yielded good levels of stabilization. Safety Kiosks were deployed at four Lavender Hill schools.

The WCED also adopted a 'target hardening' approach in securing the property and assets of the school and used the layered method by providing perimeter fencing with restricted electronic access, burglar bars, metal detectors, and monitored alarm systems linked to an armed response service.

Safe Schools engaged with School Safety Clusters regularly within education districts where cluster support needs were discussed and addressed.

The School Safety Committee is a sub-committee of the School Governing Body (SGB) which resulted in the training of SGBs to include matters pertaining to School Safety.

Road safety is another issue confronting schools. Many children walk to school and were at risk of pedestrian accidents. The WCED served on the Provincial Road Traffic Management Coordinating Committee: Education & Communication Sub Work Group. Appropriate prevention and pro-active measures were put in place which included the following educational programmes that raised the profile of road safety awareness:

- Communication and Promotional Material Update
- Scholar Patrol Programme
- Road Safety Debate Competitions
- Participatory Education Techniques, and
- Safer Journeys to School.

A protocol was signed between the DBE and SAPS to reduce crime and violence in schools. A working team between the WCED, DoCS: Watching Brief Unit and the NPA was established to draft a victim impact statement and a witness testimony support structure to provide appropriate support to witnesses and to fast track the SAPS cases that involve school crime.

Threats to schooling:

Burglary and Vandalism:

20% of cases reported to the Safe Schools Call Centre for the year 2017 were burglary and vandalism cases. These cases included vandalism to and the destruction of the physical structure of the school, theft of perimeter fencing of the school (leaving the school exposed) and theft of resources. Classrooms, ablution and administration buildings were targeted. The damage caused made the buildings inaccessible.

Crime:

During 2017/18, 24% of the cases reported to and logged at the Safe Schools Call Centre were crime related cases. These cases related to assaults, robberies, trespassing, and possession of weapons.

Gang Violence:

In 2017/18, 7% of the cases reported to the call centre related to Gang Violence and either directly (on the premises) or indirectly (off the premises) affected the school.

Abuse:

15% of the cases reported to the safe school's call centre for 2017/18, related to abuse cases, including, but not limited to, substance abuse, physical abuse, sexual abuse and verbal abuse.

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

After-School Programme

As part of the Western Cape Government's attempt to reduce anti-social behaviour, and to provide alternative opportunities to the youth, the Department of Cultural Affairs and Sport (DCAS), in collaboration with the WCED, introduced the MOD programme (Mass participation, Opportunity and access and Development) at 180 schools across the eight education districts. 97 of these centres operate at primary schools. The programmes are run after school and provide learners with opportunities to practice sport and participate in enrichment activities. Both the Safe Schools and School Enrichment programmes of the WCED have linked up with the MOD centres and offer a variety of activities. This After-School programme has been identified as a provincial Game Changer and receives priority attention.

In support of the MOD programme the WCED, in 2017/18:

1. Managed and supported the registration of MOD centres to participate in School Sports' Leagues
2. Supported the implementation of intra- and inter-school sports leagues
3. Provided equipment and facilities
4. Trained coaches
5. Ensured that MOD centres are accessible to surrounding schools
6. Supported the YEBO programme – Maths and Science afternoon classes

An agreement was drawn up between the WCED and the Department of Cultural Affairs and Sport to collaborate on school sport infrastructure projects at MOD Centres. This includes the construction and refurbishment of school halls, sport fields, school sport equipment and the services of graduate tutors.

MOD centre funding was allocated for the upgrading of sports fields at two clusters in Kraaifontein and Lavender Hill. The upgrading of the sports fields at Imvumelwano Primary School was completed, whilst construction is underway at Lavender Hill High School, Prince George Primary School, Hillwood Primary School and Levana Primary School.

Strategic Objectives

Programme 2							
Strategic objectives	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
2.1. Curriculum management strategies developed and implemented	New	Strategies developed per district	Implemented	Evaluated	Informal Evaluation conducted	Informal rather than formal	Budgetary constraints precluded the conducting of formal evaluations.
2.2. Number of schools visited quarterly for management support	1 524	1 522	1 517	1 510	1505	-5	100% of open schools are visited for management support.
2.3. Number of schools benefiting from E-learning roll-out	New	63	80 Schools 1 061 Smart Classrooms	80 Schools 1 005 Smart classrooms	79 Schools 1 090 classrooms	-1 School 85 classrooms	Greater coverage of Smart classrooms over 1 less school that will be covered in on-going roll-out. (Additional 62 Smart Classrooms provided in LSEN Schools)
2.4. Provide financial support for schools	554 523	566 968	579 844	591 595	591 936	341	Net increase in the number of no fee learners is due to opening and closure of schools.

Performance Indicators

Programme 2							
Programme Performance Measure	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
PPM201: Number of full service schools servicing learners with learning barriers	40	40	40	48	48	-	No deviation
PPM202: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	New	68.42%	69.32%	70%	71%	1%	Increase in enrolment. Improvement in quality of passes and strengthened focus on Foundation phase.
PPM 203: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	New	61.76%	61.23%	62%	62%	-	No deviation

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Programme 2							
Programme Performance Measure	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
PPM204: Number of schools provided with multi-media resources ¹⁷	New	63	80	80	79	-1	Greater coverage of smart classrooms in the 79 schools and additional 62 smart classrooms provided in LSEN schools
PPM205: Learner absenteeism rate	6.02%	5.82%	5.44%	6.5%	6%	0.5%	Learner attendance continued to improve in response to improvements in controls and quality of pedagogy.
PPM206: Teachers absenteeism rate	3%	3%	3%	3%	2%	1%	Teacher attendance continued to improve in response to changes in ethos and culture of cohort along with tighter controls.
PPM207: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy	554523	566 968	579 844	591 595	591 936	341	Net increase in the number of no fee learners is due to opening and closure of schools.
PPM208: Number of educators trained in Literacy/Language content and methodology*	New	853	561	550	847	297	Increased interest by teachers and targeted approach used for identified schools.
PPM209: Number of educators trained in Numeracy/Mathematics content and methodology*	New	1 094	654	600	658	58	Increased interest by teachers and targeted approach used for identified schools.
PPI 2.1. Percentage of learners retained in the school system from Grades 10 – 12	64%	68%	67%	68%	68%	-	No deviation
*Note that this refers to the formal training provided at the Cape Teaching and Leadership Institute							

¹⁷ This refers to schools provided with SMART classrooms

Performance Measures for MTSF Indicators

Programme 2							
Performance Measures for MTSF Indicators	Actual Achievement †2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
MTSF 201: The average hours per year spent by teachers on professional development activities.	New	New	80	80	80	-	No deviation
MTSF 202: Number of teachers who have written the self-diagnostic Assessments.	New	New	New	n/a	n/a	-	No national self- assessment tool was provided by DBE as promised. Provinces instructed to develop own provincialized tool. WCED will make provision for this in 2018/19 financial year.
MTSF 203: Percentage of teachers meeting required content knowledge levels after support.	New	New	New	4%	28.8%	24.8%	Focussed attention placed on content knowledge acquisition and improved quality of training.
MTSF 204: Percentage of learners in schools with at least one educator with specialist training on inclusion.	New	New	New	10%	8,6%	-1,4%	These are scarce skills for which accredited courses are in development making the nationally available pool of qualified teachers in this field limited.
MTSF 205: Percentage of learners who are in classes with no more than 45 learners.	New	New	88.48%	87.44%	86,44%	-1%	In migration of learners without concomitant funding places pressure on the system with limited funds to appoint additional teachers.
MTSF 206: Percentage of schools where allocated teaching posts are all filled.	New	New	81%	80%	80%	-	No deviation
MTSF 207: Percentage of learners provided with required textbooks in all grades and in all subjects per annum.	New	New	99.7%	99.7%	100%	0,3%	Provision made for titles being unavailable from publishers.
MTSF 208: Number and percentage of learners who complete the whole curriculum each year.	New	New	n/a	n/a	n/a	n/a	The indicator is under review to find a workable methodology. WCED will make provision for it in 2018/19 FY.
MTSF 209: Percentage of SGBs in sampled schools that meet the minimum criteria in terms of effectiveness every year.	New	New	20%	40%	42%	2%	Additional schools were sampled by districts.

Strategy to overcome areas of under performance

- Continue provincial strategies to improve language and mathematics
- Focus on School and District Improvement Plans
- Refine the High School Programme
- Monitor the use of textbooks in class
- Conduct targeted training of teachers
- Emphasis on teacher attendance and the full use of all teaching days
- Support financial management of schools
- Develop eCulture through optimising e-learning opportunities at schools
- Optimise and support MOD Centres and the after-school youth provincial Game Changer in partnership with the Departments of Cultural Affairs and Sport and Social Development.
- Work in conjunction with other departments and municipalities to support school safety, learner retention, school attendance and programmes for youth at risk
- Continuation of pilot Collaboration School Programme

Changes to planned targets

None

Linking performance with budgets

The expenditure incurred in Programme 2 contributed to achievement of the following key outputs for the WCED:

- Expanding the number of educator posts
- Providing textbooks, teacher guides and core readers to support the implementation of CAPS in the senior phase (Grades 7-9) and Grade 12
- Providing Norms and Standards allocations to public ordinary schools
- Providing nutritious meals to learners in need
- Expansion of the no fee schools programme
- Maintaining the compensation for fee-exemption programme
- Maintaining the safe schools programme

Sub-programme expenditure

Sub- Programme Name	2017/18			2016/17		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
2.1 Public Primary Level	9,320,312	9,314,745	5,567	8,701,305	8,694,233	7,072
2.2 Public Secondary Level	5,501,883	5,422,619	79,264	5,256,622	5,172,184	84,438
2.3 Human Resource Development	67,637	67,637	-	54,294	54,294	-
2.4 Conditional Grants	386,522	386,514	8	351,409	351,379	30
Total	15,276,354	15,191,515	84,839	14,363,630	14,272,090	91,540

4.3 Programme 3: Independent School Subsidies

Purpose

To support independent schools in accordance with the South African Schools Act.

The Independent School subsidies' programme comprises the following sub-programmes

Sub-programme 3.1: Primary Level

To support independent schools in the Grades 1 to 7 level.

Sub-programme 3.2: Secondary Level

To support independent schools in the Grades 8 to 12 level.

Strategic Objective

Programme 3: Strategic Objective	
Strategic Objective 3	To render support to independent schools in accordance with the relevant legislation to ensure quality education for learners in these schools
Objective statement	<ol style="list-style-type: none"> 1. Ensure, through regular support and monitoring of independent schools, that all learners receive an education in line with the National Curriculum Statement. 2. Ensure that all independent schools are registered and that they satisfy the minimum requirements of the relevant legislation. 3. Provide subsidies to schools that serve poor learners.

Strategic objectives, performance indicators, planned targets and actual achievements

Enrolment

101 out of the 260 Independent ordinary schools were subsidised, and 159 were not subsidised. 20 056 learners (Grade 1 – 12 plus LSEN), were subsidised. 13 036 learners attended primary or intermediate schools and 7 020 attended high or combined schools.

Test Results

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

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

WCED Systemic Grade 3, 6 and 9 Independent School Results of participating schools in 2017															
Grade	Language														
	Schools					Learners					Pass rate				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Gr 3 subsidised	50	46	49	61	63	1 381	1 416	1 567	1 704	1 860	51.7	56	59.9	60.9	60.2
Gr 3 non-subsidised	27	28	18	21	20	844	979	742	995	890	88.6	86.7	92.3	90.6	88.2
Gr 6 subsidised	38	38	40	47	49	1 068	1 074	1 036	1 179	1 200	61.4	65	68.2	67.5	67.5
Gr 6 non-subsidised	24	25	17	21	19	80	873	647	757	717	91.2	92.1	94.1	90.9	92.7
Gr 9 subsidised	30	27	28	27	28	1 333	1 155	1 111	1 197	1 251	82.7	84.6	86	82.5	82.1
Gr 9 non-subsidised	18	16	12	16	12	787	789	513	613	503	96.6	97	94.5	95.8	94.5

Source: Systemic Test Results

WCED Systemic Grade 3, 6 and 9 Independent School Results of participating schools in 2017															
Grade	Mathematics														
	Schools					Learners					Pass rate				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Gr 3 subsidised	50	46	49	61	63	1 381	1 416	1 567	1 705	1 861	51.7	56	59.9	70.1	69.4
Gr 3 non-subsidised	27	28	18	21	20	844	979	742	995	889	88.6	86.7	92.3	95.9	93.6
Gr 6 subsidised	38	38	40	47	49	1 068	1 074	1 036	1 179	1 201	61.4	65	68.2	61.5	64.7
Gr 6 non-subsidised	24	25	17	21	19	80	873	647	755	717	91.2	92.1	94.1	92.2	89.3
Gr 9 subsidised	30	27	28	27	28	1 333	1 155	1 111	1 194	1 254	82.7	84.6	86	37.9	36.6
Gr 9 non-subsidised	18	16	12	16	19	787	789	513	613	505	96.6	97	94.5	83.2	74.6

Source: Systemic Test Results

83 schools wrote the Grade 3 tests, 73 wrote the Grade 6 tests and 40 wrote the grade 9 tests.

The results of independent schools in the National Senior Certificate in 2017 were as follows:

Western Cape NSC results for independent schools: 2017				
Wrote	Number Passed	Percentage passed	Number (B. Degree entry)	% (B degree entry)
2346	2202	93.9%	1503	64.1%

Source: EIS – NSC Examination Results Grade 12

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

Teacher development

In 2017/18, teachers in independent schools attended various curriculum workshops arranged by independent schools' organisations and by the WCED district offices.

Support provided

The WCED visited 239 of the 260 registered schools to provide administrative, curriculum and institutional management support during 2017/18.

All subsidised independent schools were visited between April 2017 and March 2018 to monitor:

- Survey compliance - Annual School and SNAP Surveys and CEMIS registration
- Financial compliance – subsidy and availability of audit reports
- Sufficiency and adequacy of instruction rooms
- Curriculum offerings
- Sufficiency and appropriateness of Learning and Teaching Support Materials (LTSM)
- SACE registration
- Staff turnover
- Performance Management Systems
- Staff development
- Learner performance
- The Grade 3, 6 and 9 WCED systemic test results

Two underperforming independent schools were provided additional support from senior curriculum planners. These schools were required to submit an intervention plan for the 2017 academic year and follow-up visits were done. Both the management and governance challenges experienced by schools visited, were addressed. 3 schools were closed during the 2017 academic year. Two of these schools closed (deregistered) at the request of its owners and a third because of underperformance and non-compliance.

In addition, 14 new sites were verified in respect of applications for registration or as schools applying for extension of grades and curriculum. 30 schools were investigated for various reasons, inter alia, the expulsion of learners without following any disciplinary procedures; complaints about unqualified teachers; very little teaching and learning taking place; school fees, unfair disciplinary processes, poor management and schools operating while unregistered.

The main support provided to independent schools is the provision of subsidies. Subsidies to qualifying independent schools are 60%, 40%, 25%, 15% or 0% of the estimated provincial per capita expenditure for learners (PAEPL) at public ordinary schools. The PAEPL for 2017/18 was R10 541 (Primary schools) and R14 597 (Secondary schools) respectively. In 2017/18 the WCED paid subsidies to 101 schools. Payments were made on time and in accordance with the relevant legislation.

The WCED encouraged all subsidised independent schools to use their subsidies for LTSM (60%); municipal services (20%) and operational needs (20%).

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

Strategic Objectives¹⁸

Programme 3							
Strategic objectives	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
Percentage of registered independent schools receiving subsidies	New	40%	37% ¹⁹	44%	40%	-4%	Independent schools must annually apply for a subsidy and approval is granted if these schools fully comply to the prescribed requirements.

Programme Performance Indicators

Programme 3							
Programme Performance Measure	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
PPM301: Percentage of registered independent schools receiving subsidies	New	40%	37%	44%	40%	-4%	Independent schools must annually apply for a subsidy and approval granted if these schools fully comply to the prescribed requirements.
PPM302: Number of learners at subsidised registered independent schools	18 024	17 498	18 316	18 300	20 056	1 756	The increase in learner enrolment can be ascribed in the increase in the number of subsidised schools approved for subsidy.
PPM303: Percentage of registered independent schools visited for monitoring and support	New	90%	92%	90%	109.5%	19.5%	A district official in excess was seconded to Head Office and allocated to the Independent School's Division. The additional resource resulted in Head Office being able to visit more schools than originally anticipated.

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

¹⁹ 11 New Independent schools were registered.

Strategy to overcome areas of under performance

- Provide dedicated and improved quality support to the Independent Schools that obtained less than the NSC provincial pass rate
- Support all new Independent Schools and those operating at a less than optimal level
- Monitor all queries or complaints about the implementation of regulations

Changes to planned targets

None

Linking performance with budgets

The expenditure incurred in Programme 3 contributed to achievement of the following key output for the WCED:

- Subsidies provided to independent schools which provide quality education to children who need financial support

Sub-programme expenditure

Sub- Programme Name	2017/18			2016/17		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
3.1 Primary Level	60,469	60,469	-	61,143	61,143	-
3.2 Secondary Level	46,443	46,443	-	39,883	39,883	-
Total	106,912	106,912	-	101,026	101,026	-

4.4 Programme 4: Public Special School Education

Purpose:

To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on Inclusive Education. Including e-learning and inclusive education.

The Public Special School Education programme consists of the following sub-programmes²⁰:

Sub-programme 4.1: Schools

To provide specific public special schools with resources. Including e-learning and inclusive education.

Sub-programme 4.2: Human Resource Development

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

Sub-programme 4.3: Conditional Grants

To provide for projects under programme 4 specified by the Department of Basic Education and funded by conditional grants (Including inclusive education).

Strategic Objective²¹

Programme 4: Strategic Objective	
Strategic Objective	To maximise successful academic and social participation of all learners in the culture and curriculum of educational institutions and minimise barriers to learning (Education White Paper 6)
Objective statement	<ol style="list-style-type: none"> 1. To ensure that learners access the curriculum and optimise their performance in language and mathematics; 2. To ensure that learners who experience barriers to learning or have special educational needs receive a differentiated curriculum and perform at the highest possible level; 3. To develop a continuum of inclusion based on the Screening, Identification, Assessment Management and Support (SIAS) tool so that learners receive an appropriate level and type of support across ordinary, full-service and special schools; 4. To increase learner retention by supporting learners through specialised support services by means of existing teams and structures, inter alia, school/institution-based support teams; circuit-based support teams; district-based support structures; special schools, special schools' resource centres; full-service/inclusive schools. 5. To provide specialised support services – specialised education support, learning support, psychological services, school social work services, medical and therapeutic services. 6. To link with other government departments and sectors for the prevention of and early identification of barriers to learning and the support of learners experiencing barriers to learning or who have special educational needs.

²⁰ School sport, culture and media services are not included as a sub-programme as in the Western Cape this function resides under the Department of Cultural Affairs and Sport

²¹ The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

Strategic objectives, performance indicators, planned targets and actual achievements

Enrolment

In 2017, the WCED operated 71 Public Special Schools, accommodating 18 870 learners with special educational needs. Two former Youth Care Centres, Wellington and Eureka were converted into Schools of Skills in 2017.

With improvements in support to the mainstream, only those learners with high level support needs are being placed at Special Schools and Special School Resource Centres for support programmes. Placement is being reviewed annually to ensure that the learners only remain at the school should they need a high level of support.

Special school test results

In 2017, 10 Special Schools wrote the National Senior Certificate. Six of the 10 Schools achieved a 100% pass rate. In 2017 a total of 31 learners achieved a Bachelors pass.

Teacher development

The Screening, Identification, Assessment and Support policy was gazetted in December 2014. The SIAS tool helped to determine who needs support, what support is required and how it will be delivered. SIAS will ensure that there is early detection of learning difficulties and that these learners identified as needing support are given appropriate attention as early as possible.

A transversal team from the provinces was trained by the Department of Basic Education in the SIAS and Curriculum Differentiation. Training in Curriculum Differentiation strategies equipped teachers to respond to diverse teaching and assessment needs of learners. The provincial training team (PTT) for SIAS and Curriculum Differentiation consisted of representatives from Curriculum, Assessment, Institutional Management, Teacher Development, Inclusive and Specialised Education Support directorates. The PTT trained district-based specialised support-staff in the eight districts, representatives of 71 special schools and 154 ordinary schools.

Learning Support Teachers (LSTs) are the first line of additional support at primary schools and have been trained in advanced intervention techniques for literacy and numeracy improvement. The LST interventions contributed to improved literacy and numeracy competencies of learners in the Foundation Phase particularly grade 1 learners.

The South African Sign Language (SASL) curriculum is being implemented in all five WCED special schools for the Deaf using SASL. In addition to training by the SASL National Training Team, the WCED has arranged for supplementary training through either the University of the Free State or Stellenbosch University. South African Sign Language will be offered as a National Senior Certificate subject for the first time in 2018. At long last, learners are able to learn in their home language and will be able to offer SASL as a subject on home language level up to matric.

Two new CAPS aligned adapted curricula are being piloted in public special schools in 2017, the technical occupational curriculum in Schools of Skills and the Differentiated CAPS in Schools for Severe Intellectual Disability. Teachers at the 22 Schools of Skills and 24 Schools for Severe Intellectual Disability are being trained in the new curricula.

Special School Resource Centres offered workshops in their area of expertise, e.g. Specific Learning Disability, Attention Deficit Disorder, Alternative Assessment. The Vera Special School Resource Centre for Autism Spectrum Disorder (ASD) Outreach Team provides training for parents, teachers and specialist staff. They have developed an ASD Continuous Professional Development (CPD) course accredited by the Health Professions Council of South Africa. Psychologists and therapists have all been trained and this year the Vera ASD team and Glenbridge ASD teams have trained more than 400 Early Childhood Development practitioners at TVET colleges across the province.

Support

Increase capacity to address barriers to learning and to become more Inclusive.

The focus of Specialised Support Services has shifted to early identification and preventative interventions particularly in Grade R and Grade 1. Psychologists, Social Workers, Learning Support Advisors and Therapists are developing the skills of educators to implement classroom-based interventions. Improving performance in language and mathematics has been a key focus of interventions particularly by the Learning Support Advisors and Learning Support teachers. In 2017, total of 82 738 learners in primary schools received support from Learning Support Teachers.

Traumatic incidents are very common in certain communities especially where there is gang warfare. Social workers supported 11 561 learners of which 1014 were trauma related.

District committees have been established to address learning, teaching and assessment to accommodate learner diversity e.g. the use of alternative assessment and concessions. Assessment accommodations include adaptation of questions, Braille and Sign Language translation, additional time, computer assisted voice to text and text to voice, scribes and oral assessment. A manual has been developed by the psychology component regarding assessment accommodations and concessions.

Information regarding barriers to learning has been disseminated via the website, pamphlets and DVDs. An on-line course in Inclusive Education has been developed and is available on the WCED website.

Two specialist outreach teams to support learners with Specific Learning Disability in public ordinary schools have been established, based at Tafelberg and Jan Kriel Special School Resource Centres.

Systems continue to be developed to track and record learner support interventions on CEMIS which will enable trend analysis and improvement in the development of appropriate intervention plans and the deployment of scarce specialist resources.

Development of ordinary schools into Full-service/Inclusive schools

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

There are also 116 schools in the province which have "unit classes", which offer additional specialised support. These unit classes are incrementally being converted into "resource classes" for other learners in the schools and also as a resource to other teachers requiring advice.

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

Ramps are being installed and adaptations are being made at 33 public ordinary schools to enable learners in wheelchairs or who have physical challenges to gain access to the school building and facilities.

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

Over the next few years, all schools will incrementally be developed into inclusive schools with the full-service/inclusive schools being the flagship schools. They are being developed into inclusive hubs in the districts and encouraged to share their good practice and resources with surrounding ordinary schools.

Conversion of Special Schools into Special School Resource Centres

The designated Special School Resource Centres have benefited from human, physical and material resource development to enable them to expand their outreach role to assist other schools. There are 24 Inclusive Education outreach teams that have been established and better-resourced special schools are doing outreach using their existing resources. Assistive device loan centres have been established at 8 of the Special School Resource Centres, one centre per district. Assistive devices may be loaned to learners in special or ordinary schools.

Support for Special Schools

Although Special Schools are in a circuit and receive generic support as part of a circuit of schools, special school programme managers at the provincial office provide disability/special need specific support to special schools. This may be individual or via sector-based meetings which enable co-ordination, standardised documentation, sharing of good practice across similar schools and exposure to international best practice.

Provincial staff are assisting DBE in the development of adapted curricula for South African Sign Language, Schools of Skills (Technical Occupational curriculum), Severe Intellectual Disability (adapted Curriculum) and Profound Intellectual Disability. In the past schools were using different curricula so uniform curricula will enable much needed standardisation of programmes across similar schools and centres.

As there has been a dearth of Braille materials nationally, the WCED has entered into a partnership with Pioneer Braille Printers to ensure that learners who are blind are not disadvantaged. Braille master copies of textbooks and workbooks have been produced. Electronic files of the books are also installed on Braille laptops.

There was also not enough South African Sign Language (SASL) learning and teaching support material (LTSM) available in the country when SASL CAPS was introduced. SASL LTSM being produced in the province and shared nationally has greatly boosted the available SASL LTSM.

Involvement of stakeholders and fostering inter-sectoral partnerships

Support was provided to children not in schools e.g. Children with Severe and Profound Intellectual Disability in Special Care Centres by multi-disciplinary outreach teams based at Special School Resource Centres. A protocol for support had been developed through collaboration between the Departments of Education, Health and Social Development. The support included: (i) the development of stimulation programmes, (ii) resource materials for carers (iii) presentation of workshops for centre managers, carers and parents (iv) techniques to address the physical, educational and psycho-social needs of the children, and (v) assessments and referrals of learners who are inappropriately placed and require referral to Special Schools.

A three-year national Conditional Grant was provided for the support of these learners from 2017/2018 to 2019/2020. A new learning programme/curriculum for children with Profound Intellectual Disability, was introduced. In 2017, 2 683 practitioners were trained in the National Curriculum Framework (NCF): Birth to Four years at the six TVET Colleges who entered into an agreement with the WCED. The quality of the training was monitored by the ECD managers in the district and Head Office officials. The success of this training has seen an increase in the demand for more training in NCF. Implemented in Special Care Centres funded by the Department of Health or Department of Social Development with support from outreach teams based at special schools.

Schools were developed as centres of Care and Support for Teaching and Learning (CSTL) and used the CSTL framework to co-ordinate the support from other sectors for example the Integrated School Health Programme delivered in collaboration with the Department of Health. Grade R and 1 learners at quintile 1 to 3 schools had been prioritised for screening of vision, hearing, oral health, etc.

Specialised Support Services provided input to professional bodies (HPCSA & PsySSA – Psychology; SACSSP – Social Work) and higher education institutions on the development of their specialist area e.g. psychology and social work in the education context.

Inter-sectoral partnerships are fostered with the Department of Health for the provision of clinical psychological and psychiatric services, the Department of Social Development for statutory social work matters, the South African Social Services Agency regarding social grants for eligible learners, the Department of Economic Development and Training on work opportunities for learners from special schools and the Department of Arts and Culture on cultural and sports opportunities for learners with disabilities.

The support of parents and civil society to include and support children who experience barriers to learning or have a disability was identified as critical and was harnessed which helps to build an inclusive South African society. Meetings were held on request to assist parent groups and individual parents who have children with challenging or complex disabilities. Meetings had been held with several disability rights' organisations, organisations of people with disability and organisations for inclusive education.

Strategic Objectives

Programme 4							
Strategic objectives	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
Number of full service schools servicing learners with learning barriers.	40	40	40	48	48	-	No deviation from target.

Performance Indicators

Programme 4							
Programme Performance Measure	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
PPM401: Percentage of special schools serving as Resource Centres.	New	New	37%	36%	36%	-	No deviation from target.
PPM402: Number of learners in public special schools.	New	New	18 854	18 700	18 870	170	Increased teacher: learner ratio; additional posts created; additional instructional spaces created; mobile classes provided.
PPM 403: Number of therapists/specialist staff in special schools	New	New	275	275	275	-	No deviation from target.

Strategy to overcome areas of under performance

- Address support needs of learners with special education needs by following the WCED support pathway
- Build the capacity of mainstream schools to address barriers to learning so that teachers are better equipped to teach and support a range of learners
- Training with a focus on:
 - Special School staff in the various categories of disability
 - Staff at Full-service/Inclusive Schools in identifying and addressing barriers to learning
 - Staff at Special School Resource Centres in their expanded role
 - District-based Specialised Support staff including Psychologists, Social Workers, Learning Support Advisors, Medical Staff and Therapists regarding their role in support across the Inclusive Education continuum
 - School-based Learning Support teachers in language and mathematics improvement
 - School-based Support Teams in the Screening, Identification, Assessment and Support (SIAS) process
- Additional schools, classrooms provided for learners with high support needs

Changes to planned targets

None

Linking performance with budgets

The expenditure incurred in Programme 4 contributed to achievement of the following key outputs for the WCED:

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

Sub-programme expenditure

Sub-Programme Name	2017/18			2016/17		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
4.1 Schools	1,177,510	1,177,510	-	1,124,477	1,124,477	-
4.2 Human Resource Development	-	-	-	-	-	-
4.3 Conditional Grants	11,874	11,401	473	-	-	-
Total	1,189,384	1,188,911	473	1,124,477	1,124,477	-

4.5 Programme 5: Early Childhood Development

Purpose:

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

The ECD programme comprises the following sub-programmes:

Sub-programme 5.1: Grade R in Public Schools

To provide specific public ordinary schools with resources required for Grade R.

Sub-programme 5.2: Grade R in Early Childhood Development Centres

To support Grade R at early childhood development centres.

Sub-programme 5.3: Pre-Grade R Training

To provide training and payment of stipends of Pre-Grade R practitioners/teachers.

Sub-programme 5.4: Human Resource Development

To provide departmental services for the professional development of teachers and non-teachers in grade R at public schools and ECD centres.

Sub-programme 5.5: Conditional Grants

To provide for projects under programme 5 specified by the Department of Basic Education and funded by conditional grants.

Strategic Objective²²

Programme 5: Strategic Objective	
Strategic Objective 5.1	<ul style="list-style-type: none"> • To provide specific public ordinary schools and identified independent schools with resources required for Grade R and provide conditions that encourage more schools to establish Grade R classes in existing available classrooms or new Grade R classrooms • Improved teacher training
Objective Statement	<p>Improved quality of service delivery in Grade R classes by:</p> <ol style="list-style-type: none"> 1. Payment of Grade R learner subsidies and the effective monitoring thereof. 2. Training for Grade R practitioners and teachers 3. On-going support and training for principals 4. Provision of LTSM and classrooms 5. Early identification of barriers to learning and implementing a support programme to address these developmental delays 6. Establishment of Grade R teacher posts from 2015/16 through to 2019/20 7. Providing bursaries for the upgrading of Grade R practitioners' qualifications to the B. Ed Foundation Phase part-time or the Diploma in Grade R Practices

²² The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

Strategic objectives, performance indicators, planned targets and actual achievements

Enrolment

Grade R was offered at 1 110 Primary/ Combined schools in the province in 2017/18. A total number of 91 875 learners enrolled in Grade R in the province.

An electronic subsidy process was introduced in 2017 ensuring that the correct aged learners could be claimed for and the CEMIS system used in the data collection.

Teacher Development

Curriculum Assessment Policy Statement (CAPS) training was offered to Grade R practitioners entering the profession in 2017/18. All Grade R practitioners received intensive training support (43 hours over 6 months), and resource materials on emergent literacy.

A total of 1 689 ECD practitioners were enrolled on either ECD Level 1, 4 or 5 learnership programmes offered at Western Cape T(V)ET Colleges during the year under review. 180 Incentive Grant Level 1 practitioners were trained and 1157 completed the level 4 course started in January and April 2016 and ending in June and September 2017 respectively.

In addition, 25 beneficiaries of the Conditional Grant were contracted as administrative support staff. They learned skills "on the job" while working in support of the ECD programme.

Subsidies

In 2017, the Grade R learner subsidy allocation to 980 public ordinary schools and 520 independent ECD sites was increased to align it to the requirements of the National Norms and Standards for Grade R funding. There was an increase in funding in 2017/2018. Refer to Circular 004/2016 effective from 01 April 2017.

Quintile	Fee status of the institution	Amount payable per learner per annum
1	No fee	R 5 200
2	No fee	R 5 200
3	No fee	R 5 200
4	No fee	R 5 200
5	No fee	R 5 200
4	School fee charging	R 3 800
5	School fee charging	R 3 600

Subsidy claim forms are submitted to Head Office electronically twice a year. These are verified in the district before transfer payments to schools are effected. In 2017/2018, 59 629 Grade R learners at public schools and 16 083 Grade R learners at ECD independent schools (as at April 2017) were subsidised.

Head office and district officials monitored the utilisation of subsidies at 968 public and 373 ECD independent schools in 2017. This monitoring will continue in the next financial year.

Technical Vocational Education and Training Colleges (TVETS) Learnerships

All ECD practitioners on learnerships benefit from a monthly stipend which was increased from R1 701 to R1 803.

In 2017, 2683 practitioners were trained in the National Curriculum Framework (NCF): Birth to Four years at the six TVET Colleges who entered into an agreement with the WCED. The quality of the training was monitored by the ECD managers in the district and Head Office officials. The success of this training has seen an increase in the demand for more training in NCF.

Additional facilities and equipment

21 Grade R classrooms were built in the 2017/18 financial year. Grade R classes at Public Ordinary schools received furniture from the 2017/2018 allocated budget. The Grade R furniture consists of learner tables (5 per class), learner chairs (30 per class), one carpet, a bookshelf, teacher desk and chair, steel filing cabinet per class.

Grade R at Schools for the Deaf

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

The ECD sector upskilled 55 ECD level 4 and 5 practitioners in South African Sign Language to ensure early identification of barriers to learning and implementing a support programme to address these developmental delays.

Grade R at Schools for children with Autistic Spectrum Disorder

The purpose of this project was to identify learners early and to allow for Grade R learning for all learners as stipulated under the South African Constitution. The project was monitored by the officials in Inclusive and Specialised Education Support. Six Grade R practitioners and three assistants started at six schools for learners who have the Autism Spectrum Disorder (ASD). This programme will be extended to include more learners.

Strategic objectives:

Programme 5							
Strategic objectives	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
Number of public schools that offer Grade R	977	974	986	985	989	4	Public ordinary schools made space available to accommodate Grade R classes.

Performance Indicators

Programme 5							
Programme Performance Measure	Actual Achievement 201/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
PPM501: Number of public schools that offer Grade R	977	974	986	985	989	4	Public ordinary schools made space available to accommodate Grade R classes.
PPM502: Percentage of Grade 1 learners who have received formal Grade R education in public ordinary and/or special schools and registered independent schools/ECD sites	New	69.13%	69.91%	72%	75%	3%	Increased intake in learner numbers and strong advocacy of Grade R in the community. Increasing availability of Grade R classes at public schools.

Programme Performance Measures for MTSF Indicators

Programme 5							
Programme Performance Measures for MTSF Indicators	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
MTSF 501: Number and Percentage of Grade R practitioners with NQF level 6 ²³ and above qualification each year.	New	New	New	815 (31.5%)	627 (30%)	(1,5%)	The data has been refined to reflect Grade R practitioners in public ordinary schools only.

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

Strategy to overcome areas of under performance

- Focus interventions on teacher training for ECD (0-4 years) and Grade R via National Curriculum Framework (NCF) and Curriculum and Assessment Policy Statement(CAPS)
- Concentrate on support programmes for Grade R learners with disabilities
- Ensure that schools are in possession of all LTSM before the commencement of the Grade R academic year
- Monitor effective use of Grade R subsidies at public ordinary schools and ECD independent schools offering Grade R
- Improved quality of teaching
- Continue the Grade R – 3 Pilot in 103 schools to improve Language and Mathematics results and the acquisition of English

Changes to planned targets

None

Linking performance with budgets

The expenditure incurred in Programme 5 contributed to achievement of the following key outputs for the WCED:

- Providing educator posts for Grade R in public schools
- Expanding and improving subsidies for Grade R in public schools and independent Institutions to ensure universal enrolment and quality teaching

Sub-programme expenditure

Sub-Programme Name	2017/18			2016/17		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
5.1 Grade R in Public Schools	358,756	358,756	-	358,737	358,737	-
5.2 Grade R in Early Childhood Development Centres	66,777	66,777	-	67,247	67,247	-
5.3 Pre-grade R Training	94,663	94,663	-	99,812	99,812	-
5.4 Human Resource Development	-	-	-	-	-	-
5.5 Conditional Grants	5,119	5,119	-	12,143	12,143	-
Total	525,315	525,315	-	537,939	537,939	-

4.6 Programme 6: Infrastructure Development

Purpose:

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

The infrastructure development programme comprises the following sub-programmes:

Sub-programme 6.1: Administration

To provide and maintain infrastructure facilities for administration

Sub-programme 6.2: Public Ordinary Schools

To provide and maintain infrastructure facilities for public ordinary schools

Sub-programme 6.3: Special Schools

To provide and maintain infrastructure facilities for public special schools

Sub-programme 6.4: Early Childhood Development

To provide and maintain infrastructure facilities for early childhood development

Strategic Objective²⁴

Programme 6: Strategic Objective	
Strategic Objective 6	To ensure prioritised, cost-effective and efficient infrastructure maintenance and to ensure that schools are built to match priority demographic trends
Objective statement	1. Develop a reliable, comprehensive database of school infrastructure maintenance requirements. 2. Prioritise interventions based on informed and objective criteria and accurate information systems. 3. Manage the building programme to include the provision of new schools, replacement of structures built of inappropriate material, refurbishment of classrooms and provision of new classrooms and mobile classrooms to meet short term demands. 4. In the context of funding shortages and an aging infrastructure, apply a hierarchy of needs approach as follows: Roof repairs, structural repairs to the building, water supply, electricity supply, sewerage and ablution facilities, gutters and fascia boards, ceilings, perimeter fences, painting. 5. Provide emergency maintenance in the case of natural disasters, structural problems and vandalism.

Strategic objectives, performance indicators, planned targets and actual achievements

Details are provided under Section 6.8. “Capital investment, maintenance and asset management plan”.

Building projects completed during 2017/18

New schools

Three new schools were completed and handed over in 2017/18, namely Ithemba Primary School (Phase 1), Eerste River High School (Apex HS) and Chere Botha Special School.

²⁴ The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

Replacement schools (replacement of schools built of inappropriate materials)

- *The following Replacement Schools were completed in 2017/18 out of WCED funding:*

Five schools were replaced with new buildings, Bonnievale Primary School, Rheenendal Primary School, Zeekoeivlei Primary School, Kuilsriver Primary School and Rusthoff School.

- *The following Replacement Schools were completed in 2017/18 as part of the Accelerated School Infrastructure Development Initiative (ASIDI) capital infrastructure projects funded by the Department of Basic Education. These were the last three (3) of the 25 schools on the ASIDI programme.*

Delft South Primary School, Hawston Primary School and Scotsdene Secondary School.

Additional classrooms

- Expansion classrooms: 47 classrooms were built at 8 Schools.
- Grade R classrooms: 29 classrooms were completed in 2017/18.
- Mobile units provided: 149 classrooms

School Halls

The WCED also managed to construct ten (10) school halls with the assistance of the Archway Foundation:

- Portlands Secondary School
- Ashton Secondary School
- Parkhurst Primary School
- Ridgeview Primary School
- Ferndale Primary School
- Northpine Primary School
- Kerria Primary School
- Sir Lowry's Pass Primary School
- Kairos High School
- Bonteheuwel High School

Laboratories

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

- Strand Secondary School
- Gordon High School
- Rusthof Secondary School
- Vuyani Primary School
- Fractretton Primary School
- Oker Primary School
- Erika Primary School
- Rosendaal High School
- Weston Secondary School
- Manzomthombo Secondary School
- Woodlands High School

Changes to planned targets

No changes to planned targets

Strategic objectives:

Programme 6							
Strategic objectives	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools) ²⁵	253	661	695	191	422	232	Classrooms earmarked for completion in prior years were completed. Mobile classrooms provided to accommodate in-migration of learners. Changes to the TID excluded new and included classrooms at replacement schools.

Performance Indicators

Programme 6							
Programme Performance Measure	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
PPM601: Number of public ordinary schools provided with water supply	0	0	0	0	0	-	Note that for PPM 601, 602 and 603 no targets were set as all existing schools already have the three basic services listed.
PPM602: Number of public ordinary schools provided with electricity supply	0	0	0	0	0	-	
PPM603: Number of public ordinary schools supplied with sanitation facilities	0	0	0	0	0	-	
PPM604: Number of additional classrooms built in or provided for, existing public ordinary schools (includes replacement schools)	253	661	695	191	422	232	Classrooms earmarked for completion in prior years were completed. Mobile classrooms provided to accommodate in-migration of learners. Changes to the TID excluded new and included classrooms at replacement schools.

²⁵ The Department includes LSEN schools in tracking these indicators.

Programme 6							
Programme Performance Measure	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
PPM605: Number of additional specialist rooms built in public ordinary schools (includes replacement schools)	12	96	122	44	56	12	Specialist classrooms earmarked for completion in prior years were completed. Additional labs built through donor funding.
PPM606: Number of new schools completed and ready for occupation (includes replacement schools)	New	23	19	9	11	2	Two schools planned for completion in 2016/17 achieved practical completion in 2017/18. Kuilsriver PS and Rusthof School.
PPM607: Number of new schools under construction (includes replacement schools)	New	28	11	17	13	-4	Delays with tender processes. 3 New & 3 Replacement Schools at Bid Evaluation stages and 2 Replacement schools at Bid Adjudication staged.
PPM608: Number of new or additional Grade R classrooms built (includes those in replacement schools)	New	101	69	33	29	-4	Grade R Classrooms earmarked for completion are still under construction.
PPM609: Number of hostels built	New	New	New	0	0	0	Focus is on maintenance and upgrading.
PPM610: Number of schools where scheduled maintenance projects were completed	New	107	42	64	64	-	No deviation.

Strategy to overcome areas of under performance

- Closely partner with and monitor DTPW to mitigate DTPW capacity constraints
- Advertise and appoint new Management Contractor

Changes to planned targets

See above comments on New, Replacement and Grade R classrooms

Linking performance with budgets

The expenditure incurred in Programme 6 contributed to achievement of the following key outputs for the WCED:

- Expanding, improving and maintaining infrastructure at public ordinary schools, special schools and Grade R in public ordinary schools

Sub-programme expenditure

Sub-Programme Name	2017/18			2016/17		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
6.1 Administration	32,025	25,290	6,735	26,627	18,418	8,209
6.2 Public Ordinary Schools	1,634,824	1,578,806	56,018	1,488,659	1,441,337	47,322
6.3 Special Schools	60,902	60,902	-	74,584	74,584	-
6.4 Early Childhood Development	9,979	9,979	-	38,689	38,689	-
Total	1,737,730	1,674,977	62,753	1,628,559	1,573,028	55,531

Progress related to Drought Interventions:

In 2017/18 provision of R25 million was made for Drought Intervention during the adjustment budget stage in November 2017.

This very late allocation contributed to the under expenditure of the Infrastructure Budget. However, this allocation has allowed the WCED to start planning on a range of drought interventions that would continue in 2018/19. The interventions included the following measures:

1. The installation of water restrictors and smart meters at schools in high risks areas and where high-water consumption is evident.
2. The appointment of hydrologists to conduct ground water availability assessments at identified schools.
3. The testing of existing borehole water to determine whether the water is potable – or can be treated for human consumption.
4. Reticulation of borehole water to the ablution facilities of schools.

4.7 Programme 7: Examination and Education Related Services

Purpose:

To provide the education institutions as a whole with examination and education related services.

The Examination and Education Related Services programme comprises the following sub-programmes:

Sub-programme 7.1: Payments to SETA

To provide employee HRD in accordance with the Skills Development Act.

Sub-programme 7.2: Professional Services

To provide teachers and learners in schools with departmentally managed support services.

Sub-programme 7.3: External Examinations

To provide for departmentally managed examination services.

Sub-programme 7.4: Special Projects

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

Sub-programme 7.5: Conditional Grants

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

Strategic Objective²⁶

Programme 7: Strategic Objective	
Strategic Objective 7.1	To provide access to all external examinations; ensure the credibility of the examination and assessment processes; ensure that all schools manage examinations and school-based assessment effectively; and support learning
Objective statement	<ol style="list-style-type: none"> 1. To ensure that schools and examination centres implement the necessary examination and assessment policies correctly and consistently so as to strengthen the credibility of the examination and assessment system. 2. To review the assessment procedures and recording and reporting of assessment tasks 3. To ensure that the school-based assessment marks are valid and reliable. 4. To support learner attainment in all schools by providing quantitative and qualitative data, via reports on examinations and other assessments, as well as by rewarding identified schools, adult centres and learners for their performance.

Strategic objectives, performance indicators, planned targets and actual achievements

Examinations

In 2017, the WCED administered five major examinations in accordance with the relevant policies and regulations. These examinations are:

- National Senior Certificate examinations (October/November 2017)
- National Senior Certificate Supplementary examinations (February/March 2018).
- Senior Certificate examinations (May/June 2017);
- ABET Level 1-4 examinations (May/June 2017)
- ABET Level 1-4 examinations (October/November 2017)

²⁶ The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

Exam	Number registered	Number who wrote	Number of centres
National Senior Certificate examinations (October/November 2017)	51 735	48 867	445
National Senior Certificate Supplementary examinations (February/March 2018)	6 864	5 461	144
Senior Certificate examinations (May/June 2017)	17 508	8 747	107
AET Level 4 examinations (May/June 2017)	594	313	34
AET Level 4 examinations (October/November 2017)	3 617	2 716	89

All examination processes and procedures are managed in terms of the *National Policy Pertaining to the Conduct, Administration and Management of the National Senior Certificate (NSC) examination* published in Government Gazette, Vol.587, No. 37652 dated 16 May 2014. In 2017, the WCED continued the roll-out of the Smart Lock System it implemented for the first time in 2016. It has proven to be a reliable means to secure examination question papers distributed to examination centres in weekly consignments. The Smart Lock System will be implemented for all schools by October 2019.

The WCED trained 2 500 invigilators during development sessions in 2017 to manage the National Senior Certificate examination process at school level.

To improve the quality of the NSC marking, competency tests for markers were conducted in eleven subjects during April - August 2017. All marking officials were trained using a tolerance range system as prescribed by the Department: Basic Education.

School based assessment (SBA) marks form part of the final mark as do various practical tasks, dependent on the rules governing each subject. To ensure that the marks are valid and reliable, teachers are required to submit assessment tasks to the subject head at school level for moderation. Subject advisors performed ongoing moderation of SBA at schools. Moderation of SBA was also done twice at provincial level prior to the moderation conducted by the Department of Basic Education and Umalusi.

Schools and learners that performed well in the NSC examinations were acknowledged at the annual awards function held in January 2018. Awards were also made to learners with outstanding performance in selected subjects.

The Senior Certificate examinations for adult learners are now based on the CAPS curriculum.

The number of examination centres has decreased over the years as part of a rationalisation exercise that ensures that the highest standards of access and control are maintained and is financially more efficient. All examination centres are audited to ensure that they meet the requirements for the conduct and administration of the examinations.

Strategic objectives

Programme 7							
Strategic objectives	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
Percentage of learners who passed National Senior Certificate (NSC)	82.2%	84.7%	86%	86%	82.8%	-3.2%	External and Internal factors impacted on achievement – gangsterism; personal agency; high learner: teacher ratio.

Performance Indicators

Programme 7							
Programme Performance Measure	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	82.2%	84.7%	86%	86%	82.8%	-3.2%	External and Internal factors impacted on achievement – gangsterism; personal agency; high learner: teacher ratio.
PPM 702: Percentage of Grade 12 learners passing at bachelor level	38.8%	41.7%	40.9%	41%	39.1%	-1.9%	External and Internal factors impacted on achievement – gangsterism; personal agency; high learner: teacher ratio.
PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics	New	42.2%	45.3%	44%	41.9%	-2.1%	External and Internal factors impacted on achievement – gangsterism; personal agency; high learner: teacher ratio.
PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science	New	40.2%	41.8%	42%	43.8%	1.8%	Impact of focussed opportunities for teaching and learning.
PPM705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above.	New	413	420	425	413	-12	External and Internal factors impacted on achievement – gangsterism; personal agency; high learner: teacher ratio.

Programme 7							
Programme Performance Indicator	Actual Achievement 2014/2015	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Planned Target 2017/2018	Actual Achievement 2017/2018	Deviation from planned target to Actual Achievement for 2017/2018	Comment on deviations
PPI 7.1 % of learners in Grade 3 attaining acceptable outcomes in Language*	42.4%	42.4%	42.5%	45%	46.6%	1.6%	Focussed attention on foundation phase to enhance impact.
PPI 7.2. % of learners in Grade 3 attaining acceptable outcomes in Mathematics*	54%	57.6%	57.7%	58.5%	59.3%	0.8%	Focussed attention on foundation phase to enhance impact.
PPI 7.3. % of learners in Grade 6 attaining acceptable outcomes in Language*	37.9%	36.8%	40.1%	43%	38.7%	-4.3%	A stretch target was set. Performance includes entire sector including those that did not write previously due to protest actions.
PPI 7.4. % of learners in Grade 6 attaining acceptable outcomes in Mathematics*	30.4%	37.7%	40.1%	42%	38.6%	-3.4%	A stretch target was set. Performance includes entire sector including those that did not write previously due to protest actions.
PPI 7.5. % of learners in Grade 9 attaining acceptable outcomes in Languages*	47.6%	53%	55.1%	56%	53%	-3%	A stretch target was set. Performance includes entire sector including those that did not write previously due to protest actions.
PPI 7.6. % of learners in Grade 9 attaining acceptable outcomes in Mathematics*	14.9%	22.2%	23.6%	24%	22%	-2%	A stretch target was set. Performance includes entire sector including those that did not write previously due to protest actions.

*These are scores on WCED tests

Strategy to overcome areas of under performance

- Consistent and needs based interventions across all grades to improve learner performance
- On-going use of data to support interventions
- Training of principals in assessment requirements
- Improvements to marking of scripts
- Continue with, and expand on, the administration of competency tests for markers

Changes to planned targets

None

Linking performance with budgets

The expenditure incurred in Programme 7 contributed to achievement of the following key outputs for the WCED:

- Appointment of examination markers
- Sourcing and equipping examination marking centres
- Printing and distributing examination papers

Sub-programme expenditure

Sub- Programme Name	2017/18			2016/17		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
7.1 Payments to SETA	7,268	7,268	-	6,850	6,850	-
7.2 Professional Services	128,418	128,418	-	95,820	95,820	-
7.3 External Examinations	192,355	192,355	-	189,785	189,785	-
7.4 Special Projects	26,331	23,083	3,248	36,442	36,442	-
7.5 Conditional Grants	20,028	17,710	2,318	18,800	18,789	11
Total	374,400	368,834	5,566	347,697	347,686	11

5. Transfer Payments

5.1 Transfer payments to public entities

Not applicable

5.2 Transfer payments to all organisations other than public entities

Transfer payments are made to educational institutions in terms of the legislation applicable to each sector. For example, transfer payments are made to public ordinary schools for norms and standards funding as set out in the South African Schools Act, 1996 (Act No 84 of 1996). Annexure 1B of the annual financial statements provides a more detailed explanation for each type of entity: Public Ordinary Schools, Independent Schools, Schools for learners with Special Education Needs, ECD: Grade R public schools: ECD Grade R Community, ECD: Learnerships.

The Public Finance Management Act, 1999 (PFMA) requires educational institutions that receive transfer payments to provide evidence that they are spending the funds for the intended purpose. Educational institutions have to declare and sign a certificate before the next transfer payments are effected. Payments are made in April and November each year. They are also required to submit their audited financial statements to the department by the end of June each year.

Training and support at school level is key to ensuring compliance in respect of transfer payments. Financial inspection of schools and ECD sites is conducted by School Corporate Officers, based at districts. They verify whether declarations made by schools are a true reflection of expenditure incurred. Districts monitor schools based upon a control risk classification index i.e. low to high risk. Schools are evaluated by the district office before Section 21 functions are assigned. Their allocated statuses are reviewed on a regular basis.

The table below reflects the transfer payments made for the period 1 April 2017 to 31 March 2018

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity (R'000)	Reasons for the funds unspent by the entity
Public Ordinary Schools	Non-Profit Institutions	Infrastructure (maintenance and upgrades)	yes	160 030	160 030	0
		Additional LTSM growth	yes	2 047	2 047	0
		Boarding subsidy	yes	41 400	41 400	0
		Admin support	yes	10 689	10 689	0
		Private Boarding Subsidy	yes	92	92	0
		Conditional grant: Social Sector EPWP	yes	6 998	6 998	0
		Norms and Standards	yes	775 332	775 332	0
		Conditional grant: NSNP	yes	40 256	40 256	0
		Gr 12 awards	yes	684	684	
		Arts and Culture	yes	1 641	1 641	0
Compensation for fee exemption	yes	49 385	49 385	0		

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Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity (R'000)	Reasons for the funds unspent by the entity
		Youth focus	yes	18 703	18 703	0
		External Examination	yes	9 706	9 706	0
		HIV/Aids Conditional Grant	yes	1 450	1 450	0
		Learner transport	yes	75 549	75 549	0
		Mathematics and Language Awards	yes	392	392	0
		Collaboration Schools	yes	38 778	38 778	0
		Private transport subsidy	yes	5 413	5 413	0
		Internet connectivity	yes	4 915	4 915	0
		E-SA SAMS	yes	1 702	1 702	0
		School enrichment	yes	402	402	0
		Eisteddfod	yes	1 441	1 441	0
		Library services	yes	524	524	0
		Teacher Development	yes	9 093	9 093	0
		Technical subjects	yes	3 279	3 279	0
		High school improvement programme	yes	10 010	10 010	0
		Safe schools security	yes	19 127	19 127	0
		Conditional Grant: Mathematics, Sciences and Technology	yes	971	971	0
		SGB memberships and training	yes	901	901	0
		National Teaching Awards and NCS FET/GET training	yes	1 225	1 225	0
		Top-Up Focus Schools	yes	1 283	1 283	0
Independent School Subsidies	Non Profit Institutions	Subsidy	yes	106 912	106 912	0
Public Special School Education	Non Profit Institutions	Subsidy	yes	156 231	156 231	0
		Additional resources for schools of skills	yes	3 958	3 958	0
		Infrastructure (maintenance and upgrades)	yes	3 179	3 179	0
		Conditional grant: Learners with severe profound intellectual disability	yes	2 453	2 453	0
Early Childhood Development Centres	Non Profit Institutions	Subsidy	yes	359 174	359 174	0
		Pre-Grade R stipends	yes	56 246	56 246	0

All payments which were budgeted for in the period 1 April 2017 to 31 March 2018, were transferred.

6. Conditional Grants

6.1. Conditional grants and earmarked funds paid

Not applicable

6.2. Conditional grants and earmarked funds received

All the requirements according to the Division of Revenue Act, 2017, in respect of the Conditional Grants to the WCED were met:

- All transfers received were deposited into the department's bank account;
- Funds were spent according to the business plans;
- Conditions of the conditional grants, as set out in the approved Business Plans, were met.

In 2017/18, 99.82% of Conditional Grant funding allocated, was spent. Of the remaining 0.18% (R2,799 million), 64.76% (R1,812 million) is committed for work that could not be completed by 31 March 2018 and for which a rollover to the 2018/19 financial year has been requested. The balance will be returned to the fiscus. There was an improvement in Conditional Grant spending in 2017/18 as the spending in 2016/17 was 96.34% spent.

Monitoring

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

The tables below detail the conditional grants and earmarked funds received for the period 1 April 2017 to 31 March 2018.

Conditional Grant: HIV/AIDS (Life Skills Education) Grant	
Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	<ul style="list-style-type: none"> • To support South Africa's HIV and AIDS prevention strategy by providing comprehensive sexuality education and access to sexual and reproductive health services to learners and teachers. • To mitigate the impact of HIV/AIDS by providing a caring, supportive and enabling environment for learners and teachers. • To reduce the vulnerability of children to HIV/AIDS, TB and STI infection, with a focus on orphaned and vulnerable children particularly girls.
Expected outputs of the grant	<ul style="list-style-type: none"> • Increased HIV, STIs and TB knowledge among learners, teachers and officials • Decrease in risky sexual behaviour among learners, teachers and officials • Decrease barriers to retention in schools; particularly for vulnerable children. • Schools, districts and provinces have integrated all HIV and AIDS Life Skills Education Programmes into their evaluation and reporting systems • Improved management, administration and support delivered to districts and schools
Actual outputs achieved	All outputs achieved as per business plan and requested roll-over of R1,339 million to the 2018/19 financial year.
Amount per amended DORA	R20,028 million

Conditional Grant: HIV/AIDS (Life Skills Education) Grant	
Amount received (R'000)	R20,028 million
Reasons if amount as per DORA was not received	N/a
Amount spent by the department	R17,710 million
Reasons for the funds unspent by the entity	An amount of R1,339 million is committed and has been requested for roll-over to the 2018/19 financial year. The balance of R979,000 will be surrendered to National Treasury due to cost saving in items procured.
Reasons for deviations on performance	The contract for the prevention of teenage pregnancy valued at R1,3 million could not be concluded in time for workshops to commence within the 2017/18 financial year. This was largely due to non-compliance of the service provider. The contract for the prevention of substance abuse valued at R1,034 million could not be awarded within the 2017/18 financial year. This was largely due to non-compliance of service providers.
Measures taken to improve performance	All requisitions for the 2017/18 financial year were submitted to Supply Chain Management with explicit, timeously provided specifications provided to ensure sufficient time is available for the process to conclude within timeframes.
Monitoring mechanism by the receiving department	Monthly, as well as quarterly reports are submitted to WCED management for monitoring and sign-off.

Conditional Grant: National School Nutrition Programme Grant	
Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To provide nutritious meals to targeted learners
Expected outputs of the grant	Nutritious meals served to learners
Actual outputs achieved	Learners fed nutritious meals
Amount per amended DORA	R337,370 million
Amount received (R'000)	R337,370 million
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R337,363 million
Reasons for the funds unspent by the entity	R7 000 will be surrendered to National Treasury.
Reasons for deviations on performance	Performance targets met.
Measures taken to improve performance	Service delivery had been improved as service provided submitted their claims on a weekly basis.
Monitoring mechanism by the receiving department	NSNP expenditure monitored by provincial office and district officials monitored the programme daily.

Conditional Grant: Education Infrastructure Grant (EIG)	
Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation To enhance capacity to deliver infrastructure in education To address damage in infrastructure

Conditional Grant: Education Infrastructure Grant (EIG)	
	To address achievement of the targets set out in the minimum norms and standards for school infrastructure
Expected outputs of the grant	Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided Number of existing schools' infrastructure upgraded and rehabilitated Number of new and existing schools maintained Number of work opportunities created Number of new special schools provided and existing special and full-service schools upgraded and maintained
Actual outputs achieved	Maintenance of facilities and refurbishment / extension / addition of various units / facilities
Amount per amended DORA	R1,093,580 billion
Amount received (R'000)	R1,149,111 billion
Reasons if amount as per DORA was not received	Rollover (R55,531 million) was received from the National Department.
Amount spent by the department (R'000)	R1,149,111 billion
Reasons for the funds unspent by the entity	The 2017/18 Financial Year budget was fully spent.
Reasons for deviations on performance	None
Measures taken to improve performance	Monthly Inter-Departmental meetings with Department of Transport and Public Works
Monitoring mechanism by the receiving department	Infrastructure Reporting Model (IRM) and monitoring of monthly progress reports from DTPW

Conditional Grant: EPWP Integrated Grant for Provinces – Education (Infrastructure)	
Department who transferred the grant	Department of Transport and Public Works (DTPW)
Purpose of the grant	To incentivise provincial departments to expand work creation efforts through the use of labour intensive delivery methods in the following identified focus areas, in compliance with the EPWP guidelines: road maintenance and the maintenance of buildings low traffic volume roads and rural roads other economic and social infrastructure tourism and cultural industries sustainable land based livelihoods waste management
Expected outputs of the grant	Increased number of people employed and receiving income through the EPWP Increased average duration of the work opportunities created
Actual outputs achieved	All outputs were achieved as per the 2017/18 Business Plan
Amount per amended DORA	R2,149 million
Amount received (R'000)	R2,149 million
Reasons if amount as per DORA was not received	The 2017/18 Financial Year budget was fully spent.

Conditional Grant: EPWP Integrated Grant for Provinces – Education (Infrastructure)	
Amount spent by the department (R'000)	R2,149 million
Reasons for the funds unspent by the entity	N/A
Reasons for deviations on performance	None
Measures taken to improve performance	Department of Transport and Public Works supported by WCED to ensure the timeous appointment of contractors for 2018/19. The support offered assisted in maintaining service delivery standards.
Monitoring mechanism by the receiving department	Monthly and quarterly reports

Conditional Grant: Mathematics, Sciences and Technology	
Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To provide support and resources to schools, teachers and learners for the improvement of Mathematics, Sciences and Technology teaching and learning at selected public schools.
Expected outputs of the grant	<p>Improved access, equity, efficiency and quality Mathematics, Sciences and Technology education in the country</p> <p>Conduct a needs analysis at each MST School, and where lacking, provide:</p> <p>School Support</p> <p>Information, Communication and Technology (ICT) subject specific resources: 22 schools supplied, with subject specific computer hardware in accordance with the minimum specifications prescribed by CAPS</p> <p>Workshop Equipment and Machinery: 25 Technical Schools' workshop equipment for technology subjects repaired, maintained and or replaced in accordance with the minimum specifications 25 Technical Schools' workshop machinery for technology subjects repaired, maintained and replaced in accordance with the minimum specifications</p> <p>Laboratories and workshop equipment, apparatus and consumables: 50 schools supplied with Mathematics and Science kits 73 laboratories supplied with apparatus for Mathematics and Science subjects in accordance with the minimum specifications 73 laboratories and workshops supplied with consumables for Mathematics, Sciences and Technology subjects in accordance with the minimum specifications 25 schools with workshops supplied with consumables for Technology subjects</p> <p>Learner Support</p> <p>2 744 learners registered for participation in Mathematics, Science and Technology Olympiads/Fairs/Expos and other based on a structured annual calendar including support through learner camps and additional learning, teaching and support material such as study guides</p> <p>Teacher Support</p> <p>170 participants attending specific structured training and orientation for teachers and subject advisors in subject content and teaching methodologies on CAPS for Electrical, Civil and Mechanical Technology, Technical Mathematics, and Technical Sciences 202 teachers and subject advisors attending targeted and structured training in teaching methodologies and subject content either for Mathematics, Physical, Life, Natural and Agricultural Sciences, Technology, Computer Applications Technology, Information Technology, Agricultural Management and Technology subjects 1 432 teachers trained and supported in integrating ICT in the learning and teaching environment.</p>
Actual outputs achieved	All outputs were achieved as per the 2017/18 MST Business Plan
Amount per amended DORA	R30,217 million

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Conditional Grant: Mathematics, Sciences and Technology	
Amount received (R'000)	R30,217 million
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R30,217 million
Reasons for the funds unspent by the entity	The 2017/18 Financial Year budget was fully spent.
Reasons for deviations on performance	Performance targets achieved.
Measures taken to improve performance	All requisitions for 2017/18 were submitted to SCM for procurement timeously.
Monitoring mechanism by the receiving department	All outputs were achieved as per the 2017/18 Mathematics, Sciences and Technology Business Plan. Weekly meetings with Supply Chain Management staff to ensure that tenders were on track. Monitoring was undertaken and weekly, monthly and quarterly reports were submitted

Conditional Grant: Social Sector EPWP Incentive Grant to Provinces – Education	
Department who transferred the grant	Department of Transport and Public Works
Purpose of the grant	To create work opportunities for youth, women and the disabled in the ECD sector. To create work opportunities in previously disadvantaged areas, especially for youth, women and the disabled
Expected outputs of the grant	Train 180 ECD practitioners in the field of Early Childhood Development. Train 25 previously unemployed matriculants to be data capturers. Appoint 121 gardeners and 10 technical administration support personnel to administer the programme.
Actual outputs achieved	159 ECD practitioners were declared competent after the 18-month training course. Each practitioner attended an 18-month ECD Level 1 course at one of the six T(V)ET Colleges in the province. Each ECD practitioner received training in First Aid Level 1. The data capturers completed courses in office management, Microsoft Office, Human Resource Management and Project Management. 121 Gardeners were appointed in 121 schools with gardens that produced basic food. The gardeners were trained in the basic skills needed in agriculture. 10 Technical Administration support staff have been appointed; two placed at the Provincial office and one at each of the District offices.
Amount per amended DORA	R8,243 million
Amount received (R'000)	R8,243 million
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R8,242 million
Reasons for the funds unspent by the entity	An amount of R1 000 will be surrendered to National Treasury. A small cost saving resulted in the amount being unspent.
Reasons for deviations on performance	Performance targets achieved.
Measures taken to improve performance	Colleges notified weekly of any outstanding invoices.
Monitoring mechanism by the receiving department	An external service provider was contracted to conduct the monitoring of training offered by colleges. A monitoring report maintained on file. Regular monthly meetings held with TVETS reporting on dropouts, database and accreditation of students.

Conditional Grant: Learners with Profound Intellectual Disabilities Grant	
Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To provide the necessary support, resources and equipment to identified care centres and schools for the provision of education to children with severe to profound intellectual disabilities (SPID).
Expected outputs of the grant	<p>Training of teachers and officials (capacity building)</p> <p>provision of an accredited training programme for identified teachers and caregivers of children with SPID</p> <p>Training of 155 outreach officials to provide outreach services as part of the district-based support (DBS) teams to care centres as well as to ordinary, full-service and special schools</p> <p>Training of teachers from 31 special/full-service schools to support the special care centres and implement the learning programme</p> <p>Training of teachers at 155 identified schools to support children with SPID enrolled at these schools by delivering the learning programmes</p> <p>Capacity building of caregivers at 280 centres contributing towards their professionalisation</p> <p>Outreach services provided</p> <p>assessment of children with severe to profound intellectual disabilities in schools and centres by outreach officials</p> <p>children with profound intellectual disabilities at 280 centres and 31 designated schools introduced to the learning programme</p> <p>therapeutic services provided to learners at 280 centres and 31 schools</p> <p>psycho-social support services provided to learners at 280 centres and 31 schools</p> <p>Database of selected schools and care centres (national and provincial responsibilities)</p> <p>baseline information available of 280 care centres, 31 selected special/full-service schools and 155 other schools that provide support and services to children with SPID</p> <p>Human resources specific to inclusive education through the provision of key additional staff on 3-year contracts, such as:</p> <p>9 deputy chief education specialists as provincial project managers</p> <p>155 Transversal itinerant team members to deliver education support programmes to special care centres consisting of a total of 31 psychosocial service providers, 31 special needs teachers at</p> <p>post level 2 (PL2), 31 chief education therapists (speech), 31 chief education therapists (occupational), 31 chief education therapists (physio)</p>
Actual outputs achieved	<p>Support services provided to 1785 children with severe to profound intellectual disability (SPID) in 54 special care centres in 7 of the 8 education districts in WC</p> <p>Capacity building and training of 454 carers in the Learning Programme</p> <p>Baseline assessment of 1785 children with SPID in centres by outreach teams</p> <p>Development and review of ISPs of 1785 children with SPID by outreach teams</p> <p>Development of integrated programmes for 1785 children with SPID – implementation of the learning programme</p> <p>1785 children with Severe and Profound Intellectual Disability had access to therapeutic and psycho-social services as needed (Individual Support Plan specific)</p> <p>Baseline information on 54 Special Care Centres for provincial and national survey obtained</p> <p>Provincial Programme manager and 4 outreach teams appointed.</p> <p>Advocacy and awareness programmes conducted.</p> <p>Collaboration with other government departments, NGOs, communities and families.</p>
Amount per amended DORA	R11,874 million
Amount received (R'000)	R11,874 million
Reasons if amount as per DORA was not received	N/A

Amount spent by the department (R'000)	R11,37 million
Reasons for the funds unspent by the entity	R473 000 will be surrendered to National Treasury. Specialised equipment was required and the delay in sourcing a suitable supplier to provide the equipment impacted on the delivery date.
Reasons for deviations on performance	LTSM toolkits not delivered within reporting period.
Measures taken to improve performance	Expanding of support services with two additional outreach teams established for support to 75 Special Care Centres in the eight districts in the 2018/19 financial year.
Monitoring mechanism by the receiving department	Provincial annual performance evaluation conducted by members of the Provincial task team for CSPID (Programme Manager and CFO representative) as per instruction received from National Treasury.

Spending on the earmarked and specific funds was as follows:

Game Changer Including Earmarked Funding	Amount received R'000	Amount spent R'000	Funds unspent R'000	Performance	Actual outputs achieved
After school Game Changer of which	116,845	104,753	12,092	89.7%	
MOD Centres	112,400	101,226	11,174	90.1%	Provision of school halls and sports fields; funds for equipment and maintenance and for graduate tutors largely achieved.
After school Game Changer	4,445	3,527	918	79.3%	Provide meals to learners who are attending an academic and eLearning leg to the MOD Programme to diversify the offering in the existing after school programme and tablets at YeBo Sites.
E-Learning of which	398,949	398,949	-	100%	The stated goal of the eLearning Game Changer is to enhance teaching and learning, particularly in Mathematics and Languages, through the use of technology. Effective integration of ICTs into teaching and learning activities that promotes deep learning experiences for learners that will lead to Improved learning outcomes and better prepared learners for the 21st Century world of work and life-long learning
E-Education (LAN) Earmarked Funds	185,000	185,000	-	100%	
E-Learning (Other)	213,949	213,949	-	100%	
TOTAL: Earmarked and Specific Funds	515,794	503,702	12,092	97.7%	

7. Donor Funds

7.1. Donor Funds Received

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

8. Capital Investment

8.1. Capital investment, maintenance and asset management plan [Awaiting update]

New schools

Six new schools are under construction and should reach practical completion during the 2018/19 financial year.

- Thembalethu HS
- Silikamva HS
- Umyezo Wama Apile HS
- Kraaifontein HS
- Vredeloof PS
- Delft HS

Replacement Schools

Seven replacement schools are under construction of which two will reach practical completion in 2018/19. The rest of the schools should reach practical completion in 2019/20.

- PC Petersen PS
- Blackheath PS
- Philippi HS
- Woodlands PS
- Avondale PS
- Qhayiya SS
- Diaz PS

Expenditure is in keeping with industry norms. The department's Implementing Agents (Department of Transport and Public Works and the Project Implementation Unit) handle all tender procedures on new buildings and projects in accordance with the Public Finance Management Act and other regulatory prescripts.

Maintenance

Scheduled maintenance projects undertaken during the period under review include:

Number of projects	Budget for 2017/18 R'000	Estimated final cost R'000
64 (reached practical completion status)	412,719	378,925

A summary of the maintenance shortfall figures is presented below.

Maintenance Shortfall				
Financial Year	Asset Value	1,5% Needed for Maintenance	Budget Provided	Shortfall
2005	12,000,000	180,000	76,174	-103,826
2006	12,000,000	180,000	90,037	-89,963
2007	15,052,800	225,792	37,192	-188,600
2008	15,052,800	225,792	52,363	-173,429
2009	15,052,800	225,792	73,719	-152,073
2010	17,357,885	260,368	102,363	-158,005
2011	18,225,779	273,387	108,413	-164,974
2012	18,225,779	273,387	114,725	-158,662
2013	19,683,841	295,257	168,673	-126,584
2014	19,769,521	296,542	191,323	-105,219
2015	19,969,521	296,542	328,518	31,976
2016	21,966,473	329,497	326,826	-2,671
2017	21,966,473	329,497	412,719	83,222

Infrastructure Projects	2017/18			2016/17		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
New and replacement assets	639,019	630,638	8,381	786,629	716,871	69,758
Existing infrastructure assets	927,255	840,959	86,296	812,195	832,948	-20,753
Upgrades and additions	323,326	255,138	68,188	263,828	238,883	24,945
Rehabilitation, renovations and refurbishments	-	-	-	-	-	-
Maintenance and repairs	603,929	585,821	18,108	548,367	594,065	-45,698
Infrastructure transfer	136,300	163,209	-26,909	29,736	23,209	6,527
- Current	24,800	38,009	-13,209	8,174	489	7,685
- Capital	111,500	125,200	-13,700	21,562	22,720	-2,721
Total	35,157	40,171	5,014	1,628,560	1,573,028	55,532

Asset Management

Immoveable assets

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

Major moveable assets

The WCED has an asset management unit which is part of the Supply Chain Unit and is responsible for moveable assets.

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

The following measures were put in place in 2017/18 to ensure an up-to-date asset register and to maintain accounting standards and ensure an effective, efficient and accurate reconciliation of information:

- Annual stocktaking by the department, as prescribed in the Treasury Regulations.
- Signing off of inventories by the responsible officials and certification by the Responsibility Managers.
- Issuing of circulars and instructions in line with the Treasury Instructions.
- Issuing of standard operating procedures to standardize asset management activities.
- Procurement procedures for assets documented in the Accounting Officer's System.
- Monthly reconciliation of purchases on LOGIS and expenditure on BAS.
- Maintenance of an asset register containing all the information required in Treasury Regulations.

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

- Assets were bar-coded, marked "RSA" and recorded on inventories.
- Assets were recorded in the moveable asset register in all asset categories and were allocated unique numbers (bar codes).
- Responsibility managers are held responsible for the safeguarding of assets.
- Moveable assets were recorded on an inventory per cost centre and location. Inventories were certified as correct by the cost centre managers and kept at each location.

Schools

The WCED purchased furniture and labour saving devices for schools. In terms of the South African Schools Act, 1996 (Act No 84 of 1996), these are inventory items of schools and do not form part of the WCED Asset Register. Schools must, therefore, report on these inventory items in their annual financial statements. The WCED Asset Register reflects the inventories for Head Office, the education districts and their respective service points.

Plans regarding moveable assets, such as motor vehicles

The Provincial Department of Transport and Public Works (Government Motor Transport) manages the provision, withdrawal and replacement of old and/or damaged Government Garage (GG) motor vehicles. It also formulates provincial policy regarding the use of GG vehicles and maintains an asset register on the Fleetman system. The WCED is responsible for the licensing, maintenance and re-fuelling of vehicles.

The WCED ensures that the provincial policy is applied. A register of vehicles used by the WCED is maintained. Vehicle mileage is monitored by means of log sheets. The WCED is responsible for the maintenance, servicing, washing and cleaning and the re-fuelling of GG-vehicles. The WCED ensures that vehicles licenses are annually renewed by GMT via the e-Natis system and arranges for the collection thereof.

The WCED ensures that provincial and departmental policies are applied. It also maintains a register of vehicles used by the WCED and monitors vehicle use by means of log sheets and tracker reports. The present vehicle fleet meets the current needs of the WCED. When additional vehicles are required due to an increase in demand, GG-vehicles are hired from GMT's General Hiring Section to supplement the vehicle fleet.



Part C
Governance

1. Introduction

The highest standards of governance are fundamental to the management of public finances and resources. Government departments must have good governance structures in place to effectively, efficiently and economically utilise state resources.

Education Audit Committee members are independent and appointed by the Accounting Officer in consultation with the Executive Authority. The Audit committee operates in accordance with an approved "Terms of Reference" and meets on a quarterly basis to give effect to its responsibilities. The Audit Committee additionally meets with the Executive Authority and Accounting Officer to discuss matters of concern.

Internal Audit services are offered independently by the shared Internal Audit the Corporate Services Centre in the Department of the Premier. In line with the Public Finance Management Act, 1999 (Act No 1 of 1999) (PFMA) and KING III, the Internal Audit Activity provides the Audit Committee and WCED management with assurance that the internal controls relating to governance, risk management and control processes are adequate and effective. A risk-based 3-Year Rolling Strategic Plan and Annual Operational Internal Audit Plan were approved by the Audit Committee in 2017. The Audit committee monitored the execution of the operational plan and management's implementation of corrective actions.

The Internal Control Unit of the WCED provides guidance, advice and strategic management in respect of internal control practices.

Elements are:

- *Ensure proper governance.* This entails the co-ordination and maintenance of an appropriate delegation and governance framework. Elements are ensuring the implementation of *corrective controls*; supporting the implementation and maintenance of an integrated Loss Control System; reporting, quarterly and annually, on the status of the response to the reports of the Forensic Investigation Unit.
- *Render an assurance service.* This entails reporting matters to the Audit Committee; facilitation of the External and Internal audit and management of the post-auditing process
- *Provide regulatory, policy and governance frameworks and tactical advice.* This entails the development of tools and techniques and the provision of advice on strategy and policy documents.

The combined assurance approach will continue to be applied to effectively focus limited internal audit resources on the most relevant risk areas. This includes close cooperation between the Internal Control Unit and Internal Audit

All officials are held accountable through job descriptions and performance agreements. Head Office officials are held responsible for timeous and expert support to districts. Schools and districts are held accountable for support to schools and the performance of learners.

Accountability at the school level was strengthened from 2011 through the Western Cape Provincial School Education Amendment Act No 7 of 2010, which came into effect in January 2011.

Accountability is extended through the oversight roles played by Provincial and National Treasury in terms of the mandatory elements of the planning and reporting cycles and which cover both financial and non-financial matters. Reporting intervals are monthly (e.g. financial), quarterly or annual. All sections within the WCED have counterpart sections at the Department of Basic Education or Department of Higher Education and Training through which streams of reporting, performance analyses and projections are maintained. The Department of the Premier exercises an oversight function on key WCED projects. Both Internal and External Audit processes additionally govern controls and assist in assuring functionality and prudent management.

Substantive accountability resides in the formal relationship between the WCED and Umalusi, the national quality assurance body for learning outcomes. This relationship is predicated on internal moderation of assessment processes and the provision of an acceptable examination process.

In common with all government departments countrywide, the WCED participated in a monitoring innovation of the Presidency, the Management Performance Assessment Tool (MPAT) that studied the 4 areas of governance, namely Strategic Planning, HR, Governance and Accountability and Financial Management. The exercise remains a valuable one.

Whole School Evaluation continues to give insights not only into the support needs at individual schools but also into systemic issues. In 2017/18 evaluations were conducted at 68 schools, including primary, high, combined, intermediate and special schools. The findings were shared in trend reports and detailed reports provided to the selected schools.

In preparation for a revised school evaluation (SE) model, a pilot was conducted at 22 schools in April, May and September 2017. The evaluation schedule, standards, shorter duration of two days, lesson observations in all classes in small schools and at least 75% of lesson observations in large schools was tested in a range of school contexts in all education districts.

School Improvement Plans (SIPs) with three year rolling targets, were completed online by all schools. Schools focused on improvement of their academic performance; management efficiencies (such as teacher and learner absenteeism and academic planning); resourcing and maintenance. The school improvement focus areas were mapped to the focus areas of whole school evaluation. The SIP not only served to strengthen accountability as it is signed off by the principal, the SGB and the WCED, it was also used to assist underperforming schools plan, manage and monitor their specific plans to move out of that particular categorisation.

In 2017/18 quarterly School Improvement Monitoring was conducted. Each quarter focused on a particular area of school readiness and delivery for that particular quarter, for example, the ordering and delivery of textbooks. The online capture enables immediate responsiveness and support to schools.

2. Risk Management

The Accounting Officer (AO) for the Western Cape Department of Education takes responsibility for implementing Enterprise Risk Management (ERM) in accordance with the National Treasury Public Sector Risk Management Framework (PSRMF) and the Directorate Enterprise Risk Management (D:ERM) in the Department of the Premier (DotP) provides a centralised strategic support service to the Department.

In compliance with the National Treasury Public Sector Risk Management Framework (PSRMF) and to further embed risk management within the Department, the Western Cape Government (WCG) has adopted an ERM Policy Statement which sets out the WCG's overall intention regarding ERM. The Department adopted an ERM Policy 2016/17 – 2017/18, approved by the Accounting Officer on 26 April 2016; and an ERM Strategy and Implementation Plan for 2016/17, approved by the Accounting Officer on 12 April 2017. The ERM Implementation Plan gave effect to the departmental ERM Policy and Strategy and outlines the roles and responsibilities of management and staff in embedding risk management in the department.

The Department assessed significant risks that could have an impact on the achievement of its goals and objectives, both strategically and on a programme level, on a quarterly basis. Risks were prioritised based on their likelihood and impact (inherent and residual) and additional mitigations were agreed upon to reduce risks to acceptable levels. New/emerging risks were identified during the quarterly review processes.

The Department established an Enterprise Risk Management Committee (ERMCO) to assist the Accounting Officer in executing his responsibilities relating to risk management. The Committee operated under a Terms of Reference 2017/18 approved by the Accounting Officer on 19 April 2017. ERMCO, in the main, evaluated the effectiveness of the mitigating strategies implemented to address the risks of the department and recommended further action where relevant.

The WCED Cluster Audit Committee provided the independent oversight of the Department's system of risk management. The Audit Committee was furnished with Quarterly ERM progress reports and departmental risk profiles and registers to execute their independent oversight role. The Audit Committee's evaluation of the risk management process was in relation to the progress of implementation of the ERM Implementation Plan and risks faced by the Department and their relevant risk response/treatment strategies.

Impact on institutional performance

The benefits of Enterprise Risk management are continuously being realised. Executive management is aware of their duties as risk owners for their various portfolios. Regular and consistent reporting assists to mitigate risk where it may arise. Reports assist management to focus on important areas and results in time efficiency. The department has realised improvements in performance to a varied degree, as a result of growing risk management maturity.

The following key risks and mitigation steps were identified for the year under review:

Risk		Mitigation
1	Budget constraints will have a negative impact on department's (HO / Districts) resources to delivery its services	Ongoing prioritization of budget according to immediate needs, implementing strict budget management and instituted austerity measures in accordance with the relevant NT directives Gaining efficiencies through economies of scale Gaining efficiencies through the adoption of a flatter personnel structure and streamlined HRM processes to fit in the affordable basket Maintenance prioritization due to shift from funding new projects to maintenance Schools are installed with water restrictors and water monitors to reduce cost
2	Unsustainability of pro-poor policy	Quintiles 1-3 funding has been equalized Additional 218 schools have been classified as no fee schools Implement compensation fee exemption for needy learners
3	Excessive demand for schooling affects resource planning and admission	WCED conducts an early enrolment campaign and developed a learner enrolment and placement framework, compelling schools to plan more effectively Advance planning for potential high-risk enrolment areas informs resource allocation to accommodate learner growth
4	Poor performance of learners in high schools and primary school	Language and Mathematics Strategy is implemented District officials monitor schools to ensure educators implement the required training Officials visit schools to monitor the use of textbooks and schools report on textbook utilisation through the School Improvement Monitoring process on a quarterly basis

3. Fraud and Corruption

Fraud and corruption represent significant potential risks to the Department's assets and can negatively impact on service delivery efficiency and the Department's reputation.

The Western Cape Government (WCG) adopted an Anti-Corruption Strategy which confirms the Province's zero tolerance stance towards fraud and corruption. In line with this strategy the Department is committed to zero-tolerance with regard to corrupt or fraudulent activities, whether internal or external, and vigorously pursues and prosecutes, by all legal means available, any parties who engage in such practices or attempt to do so.

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

Various channels for reporting allegations of fraud and corruption exist and these are described in detail in the Provincial Anti-Corruption Strategy and the Departmental Fraud Prevention Plan.

Each allegation received by the Provincial Forensic Services (PFS) Unit is recorded in a Case Management System which is used as a management tool to report on progress made with cases relating to the Department and generating statistics for the Province and Department.

Employees who blow the whistle on suspicions of fraud, corruption and theft are protected if the disclosure is a protected disclosure (i.e. meets statutory requirements e.g. was made in good faith). In this regard a transversal Whistle-blowing Policy provides guidelines to employees on how to raise concerns with the appropriate line management, specific designated persons in the WCG or external institutions, where they have reasonable grounds for believing that offences or improprieties have been or are being perpetrated within the WCG. The opportunity to remain anonymous is afforded to any person who would like to report acts of fraud, theft and corruption and should they do so in person, their identities are kept confidential by the person to whom they are reporting.

Once fraud or corruption is confirmed after completion of an investigation, the relevant employee who participated in these acts is subjected to a disciplinary hearing. In all such instances, the WCG representative initiating the disciplinary proceedings is required to recommend dismissal of the employee concerned. Where *prima facie* evidence of criminal conduct is detected, a criminal matter is reported to the South African Police Services.

For the year under review, the PFS issued a Case Movement Certificate for the Department noting the following:

Open cases as at 1 April 2017	12
New cases (2017/18)	11
Closed cases (2017/18)	(9)
Open cases as at 31 March 2018	14

The following table further analyses the closed cases indicated above:

Outcome of cases closed	
Outcome	Number
Allegations substantiated	8
Only preliminary investigation with no adverse findings	1
Only preliminary investigation with no findings but with recommendations	-

4. Minimising Conflict of Interest

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

5. Code of Conduct

The department adheres to the Public Service Code of Conduct.

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

6. Health Safety and Environmental Issues

Safety of learners and teachers at schools is a major challenge and the Department has formed partnerships with other relevant provincial departments to deal with the issue. Community involvement remains a key aspect in the fight against violence that affects some high-risk schools. The Department also has CCTV cameras in certain schools to enable school principals to monitor threatening activities.

7. Portfolio Committees

Not applicable

8. Scopa Resolutions

The Report of the Public Accounts Committee (PAC) dated 14 December 2017, having considered as part of its oversight role the 2016/2017 Annual Report of the Western Cape Education Department for the year ended 31 March 2017, is summarised below.

The Committee noted the audit opinion of the AGSA regarding the annual financial statements of the Department for the 2016/17 financial year, having obtained an unqualified audit report with no findings on pre-determined objectives. This audit opinion remains unchanged from the 2015/16 financial year.

Audit Opinion

The AGSA raised no findings with the Department on compliance with laws and regulations, nor predetermined objectives.

Financial Management

The Western Cape Department of Education spent R19,301 billion of a budget of R19,530 billion, which resulted in an overall under-expenditure of R229 million (1,18%).

The overall under-spending within the Department was mainly due to compensation of employees, goods and services and buildings and other fixed structures; within the following programmes:

- Programme 1: Administration;
- Programme 2: Public Ordinary School Education; and
- Programme 6: Infrastructure Development.

In addition, the Department's revenue budget of R40,348 million was under-collected by R1,652 million, which resulted in a Departmental receipt of R38 696 million.

The revenue under-collection was due to the following factors:

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

The Committee further notes that the Department occurred a 100% spend through its capital budget of R6 663million

The Committee made the following recommendations to the Department:

Background/ Concerns	Resolutions	Progress
<p>Pages: 4-9 of the Audit Committee briefing document to the PAC. Heading: "3.5: Internal Controls" Description: The Committee takes cognisance of the fact that the Audit Committee noted major areas for improvement for the Department, during the performance of its work during the 2016/17 financial year. The major areas included the following:</p> <ul style="list-style-type: none"> • District Support to Schools; • Teacher Absenteeism; • HR Planning - Schools Principals; • Transfer Payment - (Norms and Standards Funding of Public Schools); • Specialised Support; and • Disaster Recovery. 	<p>1. That the Department briefs the Committee on the major areas for improvement, as identified by the Audit Committee, during the 2016/17 financial year.</p>	<p>Committee will be briefed on 7 June 2018.</p>
<p>Pages: 3; 24; 74-75. Heading: "Safe Schools" Description: The Committee takes cognisance of the fact that the WCED addressed safety issues at schools through the safe schools programme and in partnership with other departments, including the City of Cape Town. It should be noted that the Safe Schools Call Centre received approximately 8 730 calls during the 2016/17 calendar year. Of these, 2 110 calls needed further follow up and support, 689 were crime related, 395 were abuse cases and 283 needed counselling and psychologist support.</p>	<p>2. That the Department briefs the Standing Committee on Education on the number of fatalities that occurred at the various primary- and secondary schools within the Western Cape Province during the 2016/17 financial year, including any mechanisms that were developed and introduced to address this challenge.</p>	<p>The PAC resolved, as per Standing Rule 99 (2), to confer with the Standing Committee on Education for further oversight and monitoring.</p>

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Background/ Concerns	Resolutions	Progress
<p>Although the Committee does not conduct oversight over the programmes and policies of the WCED, it; none the less; acceded to the concerns raised from members, and therefore PAC would request the Standing Committee on Education to take cognisance of this specific matter.</p>		
<p>Page: 216 of the Annual Report Heading: "Debts written off" Description: The Committee notes that the Department incurred an expenditure on its salary overpayments to the amount of R 5 562 million. Moreover, it was reported by the Department that the overpayments related to its Policy and Procedure on Incapacity Leave and Ill-health Retirement (PILIR) cases that were claimed for during the 2016/17 financial year.</p>	<p>3. That the Department briefs the Committee on the details of the salary overpayments in respect of PILIR cases that were claimed for during the 2016/17 financial year.</p>	<p>Committee will be briefed on 7 June 2018.</p>
<p>Page: 221 of the Annual Report Heading: "Accruals and payables not recognised" Description: The Committee notes that the Department incurred expenditure on invoices beyond the 30 days period. This was in contrast to National Treasury Regulation 8.2.3 and Instruction Note 34, whereby an instruction was communicated that all departments (national and provincial) effect payments of invoices from stakeholders within thirty (30) days from receipt of an invoice as required.</p>	<p>4. That the Department briefs the Committee on the accrual payments that were made after 30 days of receipt of invoices.</p>	<p>Committee will be briefed on 7 June 2018.</p>
<p>Page: 224 of the Annual Report Heading: "Note 22.4: Details of irregular expenditure under investigation" Description: The Committee notes that the Department incurred irregular expenditure which was not included in the main appropriations statement. The total costs that were appropriated from the fiscus of the Department amounted to R10 514 million. The Committee takes cognisance of Section 1 of the PFMA whereby it states that such type of expenditure, other than unauthorised expenditure, incurred in contravention of; or</p>	<p>5. That the Department briefs the Committee on the status of the investigations that is being undertaken within the Department, including the design or implementation of a mechanism, which would ensure minimisation of such expenditure.</p>	<p>Committee will be briefed on 7 June 2018.</p>

Background/ Concerns	Resolutions	Progress
<p>that is not in accordance with a requirement of any applicable legislation, including:</p> <p>a) The PFMA;</p> <p>b) The State Tender Board Act, 1968 (Act No. 86 of 1968), or any regulations made in terms of that Act; and</p> <p>c) Any provincial legislation providing for procurement procedures in that provincial government.</p>		
<p>Page: 225 of the Annual Report Heading: "Note 23.4: Details of fruitless and wasteful expenditure under investigation" Description: The Committee notes that the Department incurred fruitless and wasteful expenditure which was not included in the Appropriations Statement. The total costs that were appropriated from the fiscus of the Department amounted to R2 019 million. The Committee takes cognisance of National Treasury's Guideline on fruitless and wasteful expenditure whereby the Department should apply due diligence (careful application, attentiveness, caution) to ensure that the probability of a transaction, event or condition (not being achieved as planned) is being managed to an acceptable level.</p>	<p>6. That the Departments brief the Committee on the status of the investigations that is being undertaken by the Department, including the design or implementation of a mechanism, which would ensure a minimisation of such expenditure.</p>	<p>Committee will be briefed on 7 June 2018.</p>

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

1. The nature of the Provincial Forensic Services Case Movement Certificates' 11 open cases, as at 1 April 2016, as reflected on page 127 of the Annual Report.
2. The case numbers of the six allegations that were substantiated, as per the outcome of the Provincial Forensic Service of cases closed, including those that were referred to the South African Police Services, as reflected on page 127 of the Annual Report.
3. A cost breakdown and nature of the legal services rendered to the WCED, which amounted to R2 329 million, as reflected on page 179 of the Annual Report.
4. A copy of the Departments' User Asset Management Plan (UAMP) for the 2016/17 financial year, with specific reference to the Asset Management Plan for Claremont and Wynberg High schools (to be provided to the Standing Committee on Education upon receipt).

9. Prior Modifications to Audit Reports

The department prepares a Financial Management Improvement Plan (FMIP) that focuses on the matters of non-compliance raised by the Auditor-General. This plan is quality assured and the Auditor-General is consulted in this regard. Regular reporting to the departmental audit committee on progress is also done.

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing / resolving the matter
School Governing Body involvement in the management of the school	2016/17	Minutes are kept by the Principal in a file at the school.
Curriculum and content coverage	2016/17	All the schools have been visited during planned visits and curriculum coverage is checked.
Learner Teacher Support Material (LTSM)	2016/17	All other schools have reported that the LTSM policy is in place.
Asset registers for school assets and ICT equipment		The Department engaged with schools to institutionalise asset registers
Poor workmanship and lack of monitoring at Itsitsa Primary School	2016/17	The Department also developed an Assessment Tool which will use in future to assess school buildings a year after it has been occupied. This is to assess the functionality of buildings and the results of these post-occupancy reports will feed into future new school designs.
IT: Security management	2016/17	The Department implemented the finding to accommodate for the broken session authentication.

10. Internal Control Unit

The Internal Control Directorate undertook the following functions:

1. Implemented a process to support proper governance
2. Supported the Integrated Internal Control System: maintained and updated a database of Legal Frameworks and monitored the proper implementation of legal frameworks
3. Maintained the Forensic Investigation register: Co-ordinated departmental Fraud Awareness Training, provided progress reports on FIU cases for Head Office and Districts and reported the updated departmental FIU register to Department of the Premier.
4. Monitored compliance against prescripts: managed and developed a compliance working tool; updated the tool in line with current legislation, tested internal control procedures in order to detect trends to determine weaknesses within the internal control system.
5. Evaluated the effectiveness and the implementation of financial prescripts: completed inspections within the department; monitored performances of SCM Champions.

6. Evaluated the departmental risks registers: maintained and kept a record of risk reports; liaised with ERM unit and Internal Audit on the departmental risks.
7. Provided Combined Assurance Services
8. Facilitated the Internal and External Audits: Monitored progress on recommendations in the management report and internal audit reports; analysed and ensured implementation of responses of management; provided inputs and advice.
9. Reported matters to the Audit Committee: provided comment on status of financial management improvement plan to the Audit Committee
10. Ensured implementation of corrective controls: Completed inspections and provided reports and registers on irregular, fruitless and wasteful expenditure and unauthorized expenditure; completed the post auditing process in respect of payment vouchers; completed the verification of the MPAT documentation

11. Internal Audit and Audit Committees

Internal Audit provides management with independent, objective assurance and consulting services designed to add value and to continuously improve the operations of the Department. It assists the Department to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of Governance, Risk Management and Control processes.

The following key activities are performed in this regard:

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

The following assurance engagements were approved and completed in the 2017/18 Internal Audit Plan:

- District Financial Modelling
- Directive on Public Administration
- Quality Marking
- Continuity Planning
- Learner Admissions
- Misrepresentation of learner numbers for funding
- ECD transfer funds
- National School Nutrition Programme
- IT Governance

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

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

The table below discloses relevant information on the audit committee members:

Name	Qualifications	Internal or external	If internal, position in the department	Date appointed	Date Resigned	No. of Meetings attended
Ms Rozan Jafftha	CA (SA); CIA; Hons B Compt (CTA); BCom (Acc)	External	n/a	01 October 2017 (2 nd term) 4	n/a	6
Mr Nick Buick	B Com, CTA, CA (SA)	External	n/a	1 January 2017 (1 st term)	n/a	5
Ms Merle Kinnes	BA; LLB; Certificate Forensic Examination; Attorney of the High Court of SA.	External	n/a	1 January 2017 (1 st term)	n/a	7
Ms Greshna Le Hane	B Com (Acc), B Com (Hon), CA (SA)	External	n/a	1 April 2017 (1 st term)	n/a	7

12. Audit Committee Report

We are pleased to present our report for the financial year ended 31 March 2018.

Audit Committee Responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 38 (1) (a) (ii) of the Public Finance Management Act and Treasury Regulation 3.1. The Audit Committee also reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein.

The Effectiveness of Internal Control

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

The following internal audit work was completed during the year under review:

- District Financial Modelling
- Directive on Public Administration
- Quality Marking
- Continuity Planning
- Learner Admissions
- Misrepresentation of learner numbers for funding
- ECD transfer funds
- National School Nutrition Programme
- IT Governance

The internal audit plan was completed for the year. The areas for improvement, as noted by Internal Audit during the performance of their work, were agreed to by management. The Audit Committee continues to monitor the actions on an on-going basis.

In-Year Management and Monthly/Quarterly Report

The Audit Committee is satisfied with the content and quality of the quarterly in-year management and performance reports issued during the year under review by the Accounting Officer of the Department in terms of the National Treasury Regulations and the Division of Revenue Act.

Evaluation of Financial Statements

The Audit Committee has:

- Reviewed and discussed the Audited Annual Financial Statements to be included in the Annual Report, with the Auditor-General South Africa (AGSA) and the Accounting Officer;
- Reviewed changes to accounting policies and practices as reported in the Annual Financial Statements; and
- Reviewed material adjustments resulting from the audit of the Department.

Compliance

The Audit Committee has reviewed the Department's processes for compliance with legal and regulatory provisions.

Provincial Forensic Services

The Audit Committee monitors the progress of the Provincial Forensic Services reports on a quarterly basis. There were no matters brought to our attention that required further reporting by the Audit Committee.

Performance Information

The Audit Committee has reviewed the information on predetermined objectives as reported in the Quarterly Performance Reports.

Auditor General's Report

The Audit Committee has:

- Reviewed the AGSA's Management Report and Management's responses thereto;
- On a quarterly basis reviewed the Department's implementation plan for audit issues raised in the prior year; and
- Has met with the AGSA to ensure that there are no significant unresolved issues that emanated from the regulatory audit.

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

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

The Audit Committee commends the Department for maintaining an unqualified audit opinion with no material findings and urges the department to ensure continuous improvement of the control environment by timely implementation of action plans in response to control matters raised by assurance providers.



Mr N Buick
Chairperson of the Education Audit Committee
14 August 2018



Part D
HR Management

1. Legislation that Governs HR Management

The information provided in this part is prescribed by the Public Service Regulations (Chapter 1, Part III J.3 and J.4).

Basic Conditions of Employment Act, 1997 (Act 75 of 1997),
Labour Relations Act, 1995 (Act 66 of 1995),
Employment Equity Act, 1998 (Act 55 of 1998),
Occupational Health and Safety Act, 1993 (Act 85 of 1993),
Compensation for Occupational Injuries and Diseases Act, 1993 (Act 130 of 1993),
Government Employees Pension Law, 1996 (Proclamation 21 of 1996),
Employment of Educators Act, 1998 (Act 76 of 1998),
Public Service Act, 2016,
Constitution of the Republic of South Africa, 1996,
Skills Development Act, 1998 (Act 97 of 1998)
Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (Act 4 of 2000),
Promotion of Access to Information Act, 2000 (Act 2 of 2000),
Promotion of Administrative Justice Act, 2000 (Act 3 of 2000).

2. Introduction

Overview of People Management matters at the Department

The management of the affordable educator basket of posts of the department is critical to the educational success of schools.

Consultations between the Minister for Education in the Western Cape on the affordable basket of educator posts for 2018 and the distribution of the affordable basket of posts between the Head of Department with Unions and interested parties were concluded on 08 August 2017. Given the fiscal challenges on the compensation of employee budget for the 2017/2018 MTEF and 2018/2019 MTEF, the WCED's main objective was not to reduce the number of educator posts at education institutions. The aforementioned was achieved by introducing cost containment measures. The affordable basket of posts for 2018 was increased to 32 594 for the 2018 academic year with the objective of maintaining stability at education institutions and to address the increased number of learners migrating to the Western Cape. A re-prioritisation of certain posts allocations was made within the 32 594 posts allocation for the 2018 academic year in order to allocate 49 posts for waiting lists and learner support needs at Special Schools. Steps were taken to ensure an educator/learner ratio of 1: 37 in primary schools and 1:35 in high schools is maintained.

The department issued 2 vacancy lists for educators, as scheduled in 2017 as well as two special vacancy lists on demand for principal and deputy principal posts.

People Management priorities for the year under review and the impact of these priorities

1. School leadership and management:

Focus was once again placed on the advertisement and filling of posts of Deputy Principals and Principals. These posts were advertised in each of the WCED vacancy lists and in special vacancy lists and prioritised to ensure swift processing of the applications.

The WCED continued to strengthen the appointment criteria and selection processes for principals, deputy principals and heads of department. Competency-Based Assessment (CBA) tools were used to assist in the recruitment and selection process for promotion posts 2016/17. Where governing bodies did not make use of the CBA tool as part of the recruitment and selection process, the delegated authority approved the nomination on condition that the newly appointed educator is subjected to a CBA for professional development. Feedback to individuals assisted in the development of informed individual Development Plans for newly appointed principals, deputy principals and departmental heads.

2. Reduction in number of temporary teachers:

The department appointed 852 PL1 teachers in a permanent capacity with effect from 01 January 2018.

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

This was prioritised to ease the financial strain on the department and to ensure that learners benefit from optimal teaching and learning conditions. The WCED is managing the Policy on Incapacity Leave and Ill-health Retirement (PILIR) by ensuring that only those who are entitled to temporary incapacity leave with pay are granted this, and that there is no unnecessary delay in assessing their eligibility or over-payments for those not entitled to such leave. Rapid processing of these cases also contributed to restoring stability to schools and increased quality learning. As a caring and responsible employer, the WCED is analyzing leave data, drawing trends to identify employees at risk and providing additional direction and support to both managers and employees to address issues that could lead to prolonged absence.

Workforce planning and key strategies to attract and recruit a skilled and capable workforce
The department took advantage of the services and availability of the graduates of the Funza Lushaka Bursary scheme as administered by the National Department of Basic Education. The Department managed to place 394 of the eligible list of 607 Funza Lushaka bursary holders that completed their studies at the end of 2016 for placement in 2017 against vacant substantive posts. This represents a 64.5% placement rate of Funza Lushaka bursary holders.

The Department managed to place 422 of the eligible list of 589 Funza Lushaka bursary holders that completed their studies at the end of 2017 for placement in 2018 against vacant substantive posts. This represents a 72% placement rate of Funza Lushaka bursary holders during the period 1 January 2018 to 31 March 2018.

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

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

Employee performance management framework

The department embraced and subscribed to the prescribed policies in respect of performance management and ensured that all staff, both educators and public service staff, was well informed of the expectations of the Employer. Whilst top performers are rewarded with performance bonuses, poor performers are obliged to enter into personal improvement programmes.

Employee wellness programmes

A single external service provider rendered a service in respect of the Western Cape provincial government.

This programme provides on-going support in respect of the psychological, emotional and lifestyle needs of employees. The programme focuses on, amongst others, HIV and AIDS, stress, financial management, relationships, legal, family matters, substance abuse and trauma debriefing. The programme also addresses health and wellness issues of employees through Employee Health and Wellness Awareness Days. The aim of these awareness days is to promote healthy lifestyles and raise the profile of services which the WCED offers to its employees. In addition, Health Promotion Awareness takes place according to days noted in the Department of Health's Health Calendar. The WCED hosted 51 Health and Wellness Awareness Days, created awareness by arranging 22 advocacy sessions on the employee wellness program offered to WCED employees during the reporting period, and provided support during 30 Trauma debriefing sessions.

Achievements and challenges

The department provided the 2018 school staff establishments before the end of August 2017. This enabled schools to commence timeously with their planning for 2018 and created sufficient opportunity for schools to appeal for more posts where necessary. School staff establishments for 2018 were based on verified learner numbers as at 31 July 2017.

The WCED's e-Recruitment system for teachers is proving to be a success and have contributed to enhanced efficiencies in the system and more competent teachers to be appointed. All vacancies are published via the on-line system and applications can only be made via said on-line system. To date 75 855 users have registered on the system and 39 974 users have completed profiles on the system. Phase II (automation of the governing body process) was successfully piloted in 2016/2017 with full roll-out scheduled to be completed by the end of 2018.

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

3. Human Resources Oversight Statistics

3.1 Personnel related expenditure

The following tables summarise the final audited personnel related expenditure by programme and by salary bands. In particular, they provide an indication of the following:

- amount spent on personnel
- amount spent on salaries, overtime, homeowner's allowances and medical aid.

Programme	Programme Designation
Programme 1	Administration
Programme 2	Public Ordinary School Education
Programme 3	Independent School Subsidies
Programme 4	Public Special School Education
Programme 5	Early Childhood Development
Programme 6	Infrastructure Development
Programme 7	Examination and Education Related Services

Table 3.1.1 Personnel expenditure by programme for the period 1 April 2017 to 31 March 2018

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)	Number of Employees
Programme 1	1 510 373	830 987	1 315	0	4.04%	454.09	1830
Programme 2	15 191 513	13 049 203	19 698	0	63.45%	365.08	35743
Programme 3	106 912	0	0	0	0	0	0
Programme 4	1 188 911	949 663	0	0	4.62%	334.39	2840
Programme 5	525 314	59 364	0	0	0.29%	478.74	124
Programme 6 *	1 674 978	22 229	0	0	0.11%	516.95	43
Programme 7	368 835	**158 660	0	0	0.77%	387.92	409
		***108 780	0	0	0.53%	0	0
Total	20 566 836	15 178 886	21 013	0	73.80%	370.32	40989

Notes:

* Programme 6 includes Occupation Specific Dispensation (OSD) posts, which is largely funded through DORA posts.

** The personnel expenditure in respect of Programme 7 (Examination and Education Related Services) amounting to R158.66m is in respect of the permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.

***The amount of R108.78m reflects the amount in respect of the expenditure of Examiners/Moderators/Markers and temporary administrative support staff (for the 2017-Matric examinations), HIV/AIDS support staff and interns.

Table 3.1.2 Personnel costs by salary band for the period 1 April 2017 to 31 March 2018

Salary band	Personnel expenditure (R'000)	% of total personnel cost	Average personnel cost per employee (R'000)	No. of employees
Lower skilled (Levels 1-2)	384 249	2.52	122.02	3149
Skilled (level 3-5)	991 416	6.51	195.01	5084
Highly skilled production (levels 6-8)	9 008 560	59.13	368.03	24478
Highly skilled supervision (levels 9-12)	4 793 718	31.46	582.54	8229
Senior and Top management (levels 13-16)	58 350	0.38	1 190.82	49
Total	15 236 293	100.00	371.72	40989

Notes:

*The total personnel expenditure in tables 3.1.1 and 3.1.2 differs because some transactions are made directly on BAS

**The total number of employees indicated in tables 3.1.1 and 3.1.2 above includes both public service staff and educators.

The following tables provide a summary per programme (Table 3.1.3) and salary bands (Table 3.1.4), of expenditure incurred as a result of salaries, overtime, housing allowance and medical assistance. In each case, the table provides an indication of the percentage of the personnel budget that was used for these items.

Table 3.1.3 Salaries, Overtime, Home Owners Allowance and Medical Aid by programme for the period 1 April 2017 to 31 March 2018

Programme	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Programme 1	600 926	3.94	4 452	0.03	18 882	0.12	35 215	0.23
Programme 2	9 767 094	64.10	77	0	300 556	1.97	549 403	3.61
Programme 3	0	0	0	0	0	0	0	0
Programme 4	696 101	4.57	30	0	23 815	0.16	41 706	0.27
Programme 5	45 008	0.30	0	0	1 058	0.01	2 319	0.02
Programme 6	11 613	0.08	20	0	229	0	448	0
Programme 7	190 643	1.25	2 003	0.01	4 663	0.03	8 640	0.06
Total	11 311 385	74.24	6 585	0.04	349 203	2.29	637 731	4.19

Table 3.1.4 Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2017 to 31 March 2018

Salary band	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Skilled (level 1-2)	271 648	1.78	46	0	18 713	0.12	17 659	0.12
Skilled (level 3-5)	703 527	4.62	1 957	0.01	42 595	0.28	60 605	0.40
Highly skilled production (levels 6-8)	6 708 858	44.03	3 429	0.02	198 137	1.30	383 121	2.51
Highly skilled supervision (levels 9-12)	3 589 197	23.56	1 150	0.01	89 653	0.59	175 633	1.15
Senior management (level 13-16)	38 155	0.25	0	0	105	0	713	0
Total	11 311 385	74.24	6 582	0.04	349 203	2.29	637 731	4.19

3.2 Employment and Vacancies

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

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

This information is presented in terms of two key variables:

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

Table 3.2.1 Employment and vacancies by programme as on 31 March 2018

Personnel Group	Programme	Number of funded posts	Unfunded posts	Number of Posts Filled	Vacancy Rate (%)	Number of persons additional to the establishment	Total number of employees
All Personnel	Programme 1	2 116	22	1 805	14.70	25	1 830
	Programme 2	35 381	3	35 492	0.00	251	35 743
	Programme 4	2 812	0	2 803	0.32	37	2 840
	Programme 5	9	0	124	0.00	0	124
	Programme 6	52	0	39	25.00	4	43
	Programme 7	483	3	405	16.15	4	409
	Total	40 853***	28	40 668	0.45	321	40 989
Educators	Programme 1	585	4	574	1.88	10	584
	Programme 2	29 305	0	29 455	0.00	112	29 567
	Programme 4	1 862	0	1 874	0.00	6	1 880
	Programme 5	9	0	124**	0.00	0	124**
	Programme 6	6	0	6	0.00	0	6
	Programme 7	160	0	159	0.63	4	163
	Total	31 927	4	32 192	0.00	132*	32 324

Personnel Group	Programme	Number of funded posts	Unfunded posts	Number of Posts Filled	Vacancy Rate (%)	Number of persons additional to the establishment	Total number of employees
Public Service Personnel	Programme 1	1 531	18	1 231	19.60	15	1 246
	Programme 2	6 076	3	6 037	0.64	139	6 176
	Programme 4	950	0	929	2.21	31	960
	Programme 5	0	0	0	0.00	0	0
	Programme 6	46	0	33	28.26	4	37
	Programme 7	323	3	246	23.84	0	246
	Total	8 926	24	8 476	5.04	189	8 665

Notes:

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

** Programme 5: Posts of educators: pre-primary is abolished as they become vacant. The WCED adopted a policy according to which the funds attached to vacated posts are replaced by a subsidy payment to create more learning sites for pre-primary learners (Early Childhood Development). 124 Educators in Programme 5 are Pre-Primary Personnel. These personnel are carried in additional posts. 118 of these personnel are carried in additional posts.

*** Included in the Funded Posts, are 74 Temporary Posts for Interns.

As for educational institutions, the number of vacancies in respect of educators does not mean that the institution has fewer educators than the number of educators to which they are entitled. It merely indicates that the educator posts are not filled in a permanent capacity. In each case where the post is not permanently filled, a contract appointment is made to ensure that all educational institutions are sufficiently capacitated.

Table 3.2.2 Employment and vacancies by salary band as on 31 March 2018

Personnel Group	Salary Band	Number of funded posts	Unfunded Posts	Number of Posts Filled	Vacancy Rate %	Number of persons additional to the establishment	Total number of employees
All Personnel	Lower Skilled (Levels 1-2)	3 347	3	3 416	0.00	69	3 485
	Skilled (Levels 3-5)	4 294	9	4 579	0.00	93	4 672
	Highly skilled production (Levels 6-8)	2 9076	10	29 052	0.08%	20	29 072
	Highly skilled supervision (Levels 9-12)	4 089	6	3 574	12.59	137	3 711
	Senior Management (Levels 13-16)	47	0	47	0.00	2	49
	Total	40 853	28	40 668	0.45	321	40 989
Educators	Lower Skilled (Levels 1-2)	0	0	0	0.00	0	0
	Skilled (Levels 3-5)	267	0	855**	0.00	0	855**
	Highly skilled production (Levels 6-8)	27 847	0	27 994	0.00	0	27 994
	Highly skilled supervision (Levels 9-12)	3 813	4	3 343	12.33	132	3 475
	Senior Management (Levels 13-16)	0	0	0	100.00	0	0
	Total	31 927	4	32 192	0.00*	132	32 324

Personnel Group	Salary Band	Number of funded posts	Unfunded Posts	Number of Posts Filled	Vacancy Rate %	Number of persons additional to the establishment	Total number of employees
Public Service Personnel	Lower Skilled (Levels 1-2)	3 347	3	3 416	0.00	69	3 485
	Skilled (Levels 3-5)	4 027	9	3 724	7.52	93	3 817
	Highly skilled production (Levels 6-8)	1 229	10	1 058	13.91	20	1 078
	Highly skilled supervision (Levels 9-12)	276	2	231	16.30	5	236
	Senior Management (Levels 13-16)	47	0	47	0.00	2	49
	Total	8 926	24	8 476	5.04	189	8 665

Notes:

* As for educational institutions, the number of vacancies in respect of educators does not mean that the institution has fewer educators than the number of educators to which they are entitled. It merely indicates that the educator posts are not filled in a permanent capacity. In each case where the post is not permanently filled, a contract appointment is made to ensure that all educational institutions have the number of educators to which they are entitled.

**All educator posts are created for the appointment of professionally fully qualified educators (at least Matric plus 3 years training) at the minimum of salary levels 6-8. The WCED does have some under-qualified educators in the system. These are the 855 educators who are remunerated at salary levels 3-5 because they do not meet the minimum post requirements to be paid at salary levels 6-8. These educators are all appointed against approved posts indicated in the salary band 6-8 in this table.

Table 3.2.3 Employment and vacancies by critical occupations as on 31 March 2018

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
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N/A

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

Notes:

- The CORE classification, as prescribed by the DPSA, should be used for completion of this table.
- Critical occupations are defined as occupations or sub-categories within an occupation:
 - (a) in which there is a scarcity of qualified and experienced persons currently or anticipated in the future, either because such skilled persons are not available or they are available but do not meet the applicable employment criteria;
 - (b) for which persons require advanced knowledge in a specified subject area or science or learning field and such knowledge is acquired by a prolonged course or study and/or specialised instruction;
 - (c) where the inherent nature of the occupation requires consistent exercise of discretion and is predominantly intellectual in nature; and in respect of which a department experiences a high degree of difficulty to recruit or retain the services of employees.

3.3 Filling of SMS Posts

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

Table 3.3.1 SMS post information as on 31 March 2018

SMS Level	Number of SMS posts per level		Number of SMS posts filled per level	% of SMS posts filled per level	Number of SMS posts vacant per level	% of SMS posts vacant per level
	Funded	Unfunded				
Director-General/ Head of Department	1	0	1	100.00	0	0.00
Salary level 16, but not HOD	0	0	0	0.00	0	0.00
Salary Level 15	4	0	4	100.00	0	0.00
Salary Level 14	8	0	9	112.50	0	0.00
Salary Level 13	34	0	33	97.06	1	2.94
Total	47	0	47	100.00	1	2.13

Note: Two (2) SMS members carried above the WCED establishment plus one (1) SMS member in the Office of the Minister of Education in the Western Cape.

Table 3.3.2 SMS post information as on 30 September 2017

SMS Level	Number of SMS posts per level		Number of SMS posts filled per level	% of SMS posts filled per level	Number of SMS posts vacant per level	% of SMS posts vacant per level
	Funded	Unfunded				
Director-General/ Head of Department	1	0	1	100.00	0	0.00
Salary level 16, but not HOD	0	0	0	0.00	0	0.00
Salary Level 15	4	0	4	100.00	0	0.00
Salary Level 14	8	0	8	100.00	0	0.00
Salary Level 13	33	0	36	109.09	0	0.00
Total	46	0	49	106.52	0	0.00

Note: Two (2) SMS members carried above the WCED establishment plus one (1) SMS members in the Office of the Minister of Education in the Western Cape.

Table 3.3.3 Advertising and filling of SMS posts for the period 1 April 2017 to 31 March 2018

SMS Level	Advertising	Filling of Posts	
	Number of Vacancies per Level Advertised in 6 Months of becoming Vacant	Number of Vacancies per Level Filled in 6 Months after becoming Vacant	Number of Vacancies per Level not Filled in 6 Months but Filled in 12 Months
Director-General/ Head of Department	0	0	0
Salary level 16, but not HOD	0	0	0
Salary Level 15	0	0	1
Salary Level 14	2	0	0
Salary Level 13	4	0	0
Total	6	0	1

Table 3.3.4 Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2017 to 31 March 2018

Reasons for vacancies not advertised within six months
N/A

Reasons for vacancies not filled within six months
N/A

Note:

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

Table 3.3.5 Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2017 to 31 March 2018

Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months
The department contemplated to change the responsibilities of the Deputy Director-General: Education Planning, after an extended Organisational Design investigation, it was determined that the post (DDG: Education Planning) should remain with the current functions and responsibilities.

Note:

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

3.4 Job Evaluation

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

Table 3.4.1 Job Evaluation by Salary band for the period 1 April 2017 to 31 March 2018

Salary Band	Total number of posts as on 31 March 2018	Number of posts evaluated	% of posts evaluated by Salary Bands	Posts Upgraded		Posts Downgraded	
				Number	Posts up-graded as a % of total posts	Number	Posts down-graded as a % of total posts
Lower skilled (Levels 1-2)	3 347	0	0.00	0	0.00	0	0.00
Skilled (Levels 3-5)	4 294	76	1.77	0	0.00	0	0.00
Highly skilled production (Levels 6-8)	29 076	136	0.47	23	0.08	16	0.05
Highly skilled supervision (Levels 9-12)	4 089	64	1.57	0	0.00	0	0.00
Senior Management Service Band A (Level 13)	33	0	0.00	0	0.00	0	0.00
Senior Management Service Band B (Level 14)	8	0	0.00	0	0.00	0	0.00

Salary Band	Total number of posts as on 31 March 2018	Number of posts evaluated	% of posts evaluated by Salary Bands	Posts Upgraded		Posts Downgraded	
				Number	Posts up-graded as a % of total posts	Number	Posts down-graded as a % of total posts
Senior Management Service Band C (Level 15)	4	0	0.00	0	0.00	0	0.00
Senior Management Service Band D (Level 16)	1	0	0.00	0	0.00	0	0.00
Total	40 853	276	0.68	23	0.56	16	0.04

The following table provides a summary of the number of employees whose positions were upgraded due to their post being upgraded. The number of employees might differ from the number of posts upgraded since not all employees are automatically absorbed into the new posts and some of the posts upgraded could also be vacant.

Table 3.4.2 Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2017 to 31 March 2018

Gender	African	Coloured	Indian	White	Total
Female	4	7	0	1	12
Male	5	5	0	0	10
Total	9	12	0	1	22
Employees with a disability					0

The following table summarises the number of cases where remuneration bands exceeded the grade determined by job evaluation. Reasons for the deviation are provided in each case.

Table 3.4.3 Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2017 to 31 March 2018

Total number of Employees whose salaries exceeded the grades determine by job evaluation	0
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The following table summarises the beneficiaries of the above in terms of race, gender, and disability.

Table 3.4.4 Profile of employees who have salary levels higher than those determined by job evaluation for the period 1 April 2017 to 31 March 2018

Total number of Employees whose salaries exceeded the grades determine by job evaluation	0
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3.5 Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the department. The following tables provide a summary of turnover rates by salary band and critical occupations (see definition in notes below).

Table 3.5.1 Annual turnover rates by salary band for the period 1 April 2017 to 31 March 2018

Personnel Group	Salary Band	Number of employees per band as on 31/3/2017	Appointments	Transfers into the department	Appointments and transfers into the department	Terminations	Transfers out of the department	Terminations and transfers out of the department	Turnover rate %
All personnel	Lower skilled (Levels 1-2)	3 160	2 868	1	2 869	2 731	1	2 732	4.34
	Skilled (Levels 3-5)	5 086	4 240	7	4 247	3 174	4	3 178	21.02
	Highly skilled production (Levels 6-8)	23 734	12 826	24	12 850	12 712	24	12 736	0.48
	Highly skilled super-vision (Levels 9-12)	8 584	508	5	513	1 217	8	1 225	0.00
	Senior Management Service Band A (Level 13)	35	6	0	6	4	1	5	2.86
	Senior Management Service Band B (Level 14)	8	2	0	2	1	0	1	12.50
	Senior Management Service Band C (Level 15)	3	0	0	0	0	0	0	0.00
	Senior Management Service Band D (Level 16)	1	0	0	0	0	0	0	0.00
	Total	40 611	20 448	37	20 485	19 839	38	19 877	1.50
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0	0	0.00
	Skilled (Levels 3-5)	1 133	2 936	0	2 936	1 838	0	1 838	96.91
	Highly skilled production (Levels 6-8)	22 549	12 622	13	12 635	12 499	19	12 518	0.52
	Highly skilled super-vision (Levels 9-12)	8 355	479	4	483	1 195	6	1 201	0.00
	Senior Management Service Band A (Level 13)	0	0	0	0	0	0	0	0.00
	Senior Management Service Band B (Level 14)	0	0	0	0	0	0	0	0.00
	Senior Management Service Band C (Level 15)	0	0	0	0	0	0	0	0.00
	Senior Management Service Band D (Level 16)	0	0	0	0	0	0	0	0.00
	Total	32 037	16 037	17	16 054	15 532	25	15 557	1.55
Public Service	Lower skilled (Levels 1-2)	3 160	2 868	1	2 869	2 731	1	2 732	4.34
	Skilled (Levels 3-5)	3 953	1 304	7	1 311	1 336	4	1 340	0.00
	Highly skilled production (Levels 6-8)	1 185	204	11	215	213	5	218	0.00
	Highly skilled supervision (Levels 9-12)	229	29	1	30	22	2	24	2.62
	Senior Management Service Band A (Level 13)	35	6	0	6	4	1	5	2.86
	Senior Management Service Band B (Level 14)	8	2	0	2	1	0	1	12.50
	Senior Management Service Band C (Level 15)	3	0	0	0	0	0	0	0.00
	Senior Management Service Band D (Level 16)	1	0	0	0	0	0	0	0.00
	Total	8 574	4 411	20	4 431	4 307	13	4 320	1.32

Notes:

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

Public Servants and Educators who do not occupy permanent positions are appointed on contract for closed periods. This includes employees appointed to substantive vacancies which arise as a result of natural attrition, deaths, promotions, etc., and employees (educators) appointed as substitutes in the place of those absent from duty because of sick leave, maternity leave, etc. This implies that the same employee can be appointed up to four times in a particular reporting year because each contract is regarded as a new appointment. The expiry of the contract is regarded as a termination of service for reporting purposes and this is the reason for the exceptionally high number of terminations.

Table 3.5.2 Annual turnover rates by critical occupation for the period 1 April 2017 to 31 March 2018

Critical occupation	Number of employees at beginning of period- April 2017	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
N/A The Western Cape Education Department has not identified any critical occupations.				

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

Table 3.5.3.1 Reasons why staff left the department for the period 1 April 2017 to 31 March 2018

Group	Termination type	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as at 31 March 2017
All Personnel	Death / Demise	112	0.56	0.28
	Resignation	1 317	6.63	3.24
	Expiry of contract*	17 305	87.06	42.61
	Dismissal - operational changes	18	0.09	0.04
	Dismissal - misconduct	42	0.21	0.10
	Discharged due to ill-health	75	0.38	0.18
	Retirement	969	4.87	2.39
	Transfer to other Public Service Departments	39	0.20	0.10
	Total	19 877	100.00	48.94
Educators	Death/ Demise	80	0.51	0.25
	Resignation	1 113	7.15	3.47
	Expiry of contract *	13 477	86.63	42.07
	Dismissal – operational changes	18	0.12	0.06
	Dismissal – misconduct	24	0.15	0.07
	Discharged due to ill-health	55	0.35	0.17
	Retirement	764	4.91	2.38
	Transfers to other Public Service departments	26	0.17	0.08
	Total	15 557	100.00	48.56
Public Service Staff	Death/ Demise	32	0.74	0.37
	Resignation	204	4.72	2.38
	Expiry of contract *	3 828	88.61	44.65
	Dismissal – operational changes	0	0.00	0.00
	Dismissal – misconduct	18	0.42	0.21
	Discharged due to ill-health	20	0.46	0.23
	Retirement	205	4.75	2.39
	Transfers to other Public Service departments	13	0.30	0.15
	Total	4 320	100.00	50.38

Note:

* The "Expiry of Contract" number may seem to be high in comparison to other state departments and employers. The high figure is because the WCED has a policy by which employees are appointed on contract for short periods. These posts are regularly advertised within the framework of applicable collective agreements with a view to the permanent filling thereof at the earliest opportunity. Furthermore, substitute educators are appointed in the place of educators who utilise leave or are seconded. The shortest period for contract appointment in respect of an educator is two weeks.

Table 3.5.3.2 Reasons why staff resigned, 1 April 2017 to 31 March 2018

Group	Termination type	All Personnel Number	% of Total Exits
All Personnel	Age	20	1.52
	Bad health	9	0.68
	Better remuneration	43	3.26
	Domestic problems	32	2.43
	Emigration	48	3.64
	Further studies	21	1.59
	Marriage	6	0.46
	Misconduct	1	0.08
	Nature of work	71	5.39
	No Reason	25	1.90
	Other Education Department	1	0.08
	Other Occupation	79	6.00
	Own Business	1	0.08
	Personal Grievances	4	0.30
	Pregnancy	1	0.08
	Resigning of Position	951	72.21
	Transfer (Spouse)	1	0.08
	Transport Problem	3	0.23
	Grand Total	1 317	100
	Educators	Age	20
Bad health		9	0.81
Better remuneration		36	3.23
Domestic problems		32	2.88
Emigration		48	4.31
Further studies		12	1.08
Marriage		6	0.54
Misconduct		1	0.09
Nature of work		60	5.39
No Reason		20	1.80
Other Education Department		1	0.09
Other Occupation		47	4.22
Own Business		1	0.09
Personal Grievances		4	0.36
Pregnancy		1	0.09
Resigning of Position		812	72.96
Transfer (Spouse)		1	0.09
Transport Problem		2	0.18
Total		1 113	100

Group	Termination type	All Personnel Number	% of Total Exits
Public Service Staff	Age	0	0.00
	Bad health	0	0.00
	Better remuneration	7	3.43
	Domestic problems	0	0.00
	Emigration	0	0.00
	Further studies	9	4.41
	Marriage	0	0.00
	Misconduct	0	0.00
	Nature of work	11	5.39
	No Reason	5	2.45
	Other Education Department	0	0.00
	Other Occupation	32	15.69
	Own Business	0	0.00
	Personal Grievances	0	0.00
	Pregnancy	0	0.00
	Resigning of Position	139	68.14
	Transfer (Spouse)	0	0.00
	Transport Problem	1	0.49
	Total	204	100.00

Table 3.5.3.3 Age groups of staff who resigned, 1 April 2017 to 31 March 2018

Ages	Resignations All Staff	All Staff %	Resignations Educators	Educators %	Resignations Public Service staff	Public Service staff %
Ages 20 <	11	5.39	11	0.84	0	0.00
Ages 20 to 24	63	4.90	10	4.78	53	4.76
Ages 25 to 29	269	5.88	12	20.43	257	23.09
Ages 30 to 34	156	7.35	15	11.85	141	12.67
Ages 35 to 39	97	13.73	28	7.37	69	6.20
Ages 40 to 44	117	10.29	21	8.88	96	8.63
Ages 45 to 49	175	12.25	25	13.29	150	13.48
Ages 50 to 54	181	14.71	30	13.74	151	13.57
Ages 55 to 59	128	12.25	25	9.72	103	9.25
Ages 60 to 64	113	12.25	25	8.58	88	7.91
Ages 65 >	7	0.98	2	0.53	5	0.45
Total	1317	100.00	204	100.00	1113	100.00

Table 3.5.3.4 Granting of employee initiated severance packages: 1 April 2017 to 31 March 2018

Total number of employee initiated severance packages in 2017/ 2018	0
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Table 3.5.4 Promotions by critical occupation for the period 1 April 2017 to 31 March 2018

Occupation	Employees 1 April 2016	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
N/A The Western Cape Education Department has not identified any critical occupations.					

Table 3.5.5 Promotions by salary band for the period 1 April 2017 to 31 March 2018

Personnel Group	Salary Band	Employees as at 31 March 2017	Promotion to another salary level	Salary Level promotions as a % of employees by salary band	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
All personnel	Lower skilled (Levels 1-2)	3 160	79	2.50	1 878	59.43
	Skilled (Levels 3-5)	5 086	105	2.06	3 318	65.23
	Highly skilled production (Levels 6-8)	23 734	807	3.40	17 330	73.01
	Highly skilled supervision (Levels 9-12)	8 584	656	7.64	7 627	88.85
	Senior management (Levels 13-16)	47	4	8.51	31	65.95
	Total	40 611	1 651	4.07	30184	74.32
Educators	Lower Skilled (Levels 1-2)	0	0	0.00	0	0.00
	Skilled (Levels 3-5)	1 133	1	0.09	166	14.65
	Highly skilled production (Levels 6-8)	22 549	738	3.27	16 901	74.94
	Highly skilled supervision (Levels 9-12)	8 355	637	7.62	7 472	89.43
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00
	Total	32 037	1 376	4.30	24 539	76.60
Public service	Lower Skilled (Levels 1-2)	3 160	79	2.50	1 878	59.43
	Skilled (Levels 3-5)	3 953	104	2.63	3 152	79.74
	Highly skilled production (Levels 6-8)	1 185	69	5.82	429	36.20
	Highly skilled supervision (Levels 9-12)	229	19	8.30	155	67.69
	Senior Management (Levels 13-16)	47	4	8.51	31	65.96
	Total	8 574	275	3.21	5645	65.84

3.6 Employment Equity

Table 3.6.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2018

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	1	6	2	2	0	1	1	1	0	0	14
Senior management (Level 13)	2	9	1	8	2	10	1	2	0	0	35
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	137	538	8	224	66	181	6	116	0	0	1 276
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	686	3 318	30	794	1 750	4 818	54	1 961	6	5	13 422
Semi-skilled and discretionary decision making (Levels 4-7)	1 314	2 592	9	655	4 120	8 367	73	3 490	49	32	20 701
Unskilled and defined decision making (Levels 1-3)	659	2 121	3	113	505	1 970	0	155	7	8	5 541
Total	2 799	8 584	53	1 796	6 443	15 347	135	5 725	62	45	40 989

Table 3.6.2 Total number of employees (with disabilities) in each of the following occupational bands as on 31 March 2018

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	0	0	0	0	0	0	0	0	0	0
Senior management (Level 13)	0	0	0	0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	0	0	0	1	0	1	0	0	0	0	2
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	3	4	0	1	1	2	0	3	0	0	14
Semi-skilled and discretionary decision making (Levels 4-7)	0	0	0	1	1	2	0	4	0	0	8
Unskilled and defined decision making (Levels 1-3)	1	2	0	0	2	3	0	0	0	0	8
Total	4	6	0	3	4	8	0	7	0	0	32

Table 3.6.3 Recruitment for the period 1 April 2017 to 31 March 2018

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	0	1	1	0	0	0	0	0	0	2
Senior management (Level 13)	0	1	0	3	0	2	0	0	0	0	6
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	9	61	0	12	13	32	0	30	0	0	157
Skilled technical and academically qualified workers, junior management, super-visors, foremen, and superintendents (Levels 8-10)	107	675	2	65	774	1 216	8	148	0	0	2 995
Semi-skilled and discretionary decision making (Levels 4-7)	848	1 529	13	269	2 436	5 044	39	1 772	142	63	12 155
Unskilled and defined decision making (Levels 1-3)	536	1 541	4	139	566	1 943	2	308	40	56	5 135
Total	1 500	3 807	20	489	3 789	8 237	49	2 258	182	119	20 448

Table 3.6.4 Promotions for the period 1 April 2017 to 31 March 2018

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	2	0	0	0	1	0	0	0	0	3
Senior management (Level 13)	0	0	0	0	0	1	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	15	43	0	31	6	19	2	15	0	0	131
Skilled technical and academically qualified workers, junior management, super-visors, foremen, and superintendents (Levels 8-10)	101	262	0	76	206	400	10	200	1	1	1 257
Semi-skilled and discretionary decision making (Levels 4-7)	6	13	0	0	23	33	0	3	2	0	80
Unskilled and defined decision making (Levels 1-3)	30	61	0	3	11	71	0	3	0	0	179
Total	152	381	0	110	246	525	12	221	3	1	1 649

Table 3.6.5 Terminations for the period 1 April 2017 to 31 March 2018

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	1	0	0	0	0	0	0	0	0	1
Senior management (Level 13)	0	1	0	2	0	0	0	1	0	0	4
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	17	117	0	45	21	41	1	39	0	0	281
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	119	853	6	122	813	1 480	14	286	1	1	3 695
Semi-skilled and discretionary decision making (Levels 4-7)	803	1 476	14	265	2 347	4 851	32	1 739	165	79	11 771
Unskilled and defined decision making (Levels 1-3)	443	1 391	3	109	393	1 542	2	122	37	45	4 087
Total	1 382	3 839	23	543	3 574	7 914	49	2 187	203	125	19 839

Table 3.6.6 Disciplinary action for the period 1 April 2017 to 31 March 2018

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
All types	53	162	1	16	58	119	0	12	421

Table 3.6.7 Skills development for the period 1 April 2017 to 31 March 2018

Occupational Levels	Male				Female				Total
	A	C	I	W	A	C	I	W	
Top management (Levels 14-16)	0	0	0	0	0	0	0	0	0
Senior management (Level 13)	519	2 144	28	407	817	2 076	31	568	6 590
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	743	2 027	10	388	2 979	6 419	90	2 317	14 973
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	41	103	1	1	44	137	0	15	342
Semi-skilled and discretionary decision making (Levels 4-7)	197	470	2	18	453	1 267	8	140	2 555
Unskilled and defined decision making (Levels 1-3)	23	210	0	5	49	126	1	6	450
Grand Total	1 553	4 954	41	819	4 342	10 025	130	3 046	24 910

Note:

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

3.7 Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken is presented here.

Table 3.7.1 Signing of Performance Agreements by SMS members as on 31 May 2017

SMS Level	Number of funded SMS posts per level	Number of SMS members per level	Number of signed Performance Agreements per level	Signed Performance Agreements as % of SMS members per level
Director- General/ Head of Department	1	1	1	100.00
Salary level 16, but not HOD	0	0	0	100.00
Salary Level 15	5	3	3	100.00
Salary Level 14	8	8	7	100.00
Salary Level 13	37	34	34	100.00
Total	51	46	46	100.00

Table 3.7.2 Reasons for not having concluded Performance agreements for all SMS members as on 31 May 2017

Reasons
Appointments after 31 May, but concluded within 3 months: <ul style="list-style-type: none"> • Deputy Director-General: Education Planning • Chief Director: Curriculum Management and Teacher Development • Director: Recruitment and Selection • Director: Curriculum GET • Director: Business Strategy and Stakeholder Management

Table 3.7.3 Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 May 2017

Reasons
n/a

3.8 Performance Rewards

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

Table 3.8.1 Notch progressions by salary band, 1 April 2017 to 31 March 2018

Salary Band	Employees as at 31 March 2017	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2)	3 160	1 878	59.43
Skilled (Levels 3-5)	5 086	3 318	65.23
Highly skilled production (Levels 6-8)	23 734	17 330	73.01
Highly skilled supervision (Levels 9-12)	8 584	7 627	88.85
Senior management (Levels 13-16)	47	31	65.95
Total	40 611	30 184	74.32

Table 3.8.2 Notch progressions by critical occupation, 1 April 2017 to 31 March 2018

Critical Occupations	Employees as at 31 March 2017	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
N/A The Western Cape Education Department has not identified any critical occupations.			

Table 3.8.3 Performance Rewards by race, gender and disability for the period 1 April 2017 to 31 March 2018

Personnel Group	Race and Gender	Beneficiary Profile			Cost (R'000)	
		Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee
Public Service	African	224	1 800	12.44	1 441.82	6.44
	Male	90	838	10.74	514.41	5.72
	Female	134	962	13.93	927.40	6.92
	Coloured	1 148	6 096	18.83	8 251.01	7.19
	Male	417	2 624	15.89	2 737.79	6.57
	Female	731	3 472	21.05	5 513.22	7.54
	Indian	5	26	19.23	44.73	8.95
	Male	0	8	0.00	0.00	0.00
	Female	5	18	27.78	44.73	8.95
	White	252	727	34.66	2 283.81	9.06
	Male	39	157	24.84	412.17	10.57
	Female	213	570	37.37	1 871.64	8.79
	Disabled	2	16	12.50	12 826.44	6 413.22
	Grand Total		1 631	8 665	18.82	24 847.80

Table 3.8.4 Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2017 to 31 March 2018

Group	Salary bands	Beneficiary Profile			Cost (R'000)		
		Number of beneficiaries	Total number of employees in group	% of total within salary bands	Cost (R'000)	Average cost (R'000) per beneficiary	Cost as a % of the total personnel expenditure
Public Service	Lower Skilled (Levels 1-2)	291	3 458	8	1 101.12	3.78	0.29
	Skilled (Levels 3-5)	879	3 800	2	5 569.24	6.34	0.56
	Highly skilled production (Levels 6-8)	372	1 046	36	3 766.18	10.12	0.04
	Highly skilled supervision (Levels 9-12)	79	223	35	1 296.03	16.41	0.03
	Total	1 621	8 527	19	11 732.56	7.24	0.08

Table 3.8.5 Performance Rewards by critical occupation for the period 1 April 2017 to 31 March 2018

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
N/A The Western Cape Education Department has not identified any critical occupations.					

Table 3.8.6 Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2017 to 31 March 2018

Salary Bands	Beneficiary Profile			Cost		
	Number of beneficiaries	Total number of employees in group	% of total within salary bands	Cost (R'000)	Average cost (R'000) per beneficiary	Cost as a % of the total personnel expenditure
Senior Management Service Band A (Level 13)	7	35	20.00	198.79	28.40	0.34
Senior Management Service Band B (Level 14)	2	8	25.00	62.07	31.04	0.11
Senior Management Service Band C (Level 15)	1	3	33.33	40.77	40.77	0.07
Senior Management Service Band D (Level 16)	0	1	0.00	0.00	0.00	0.00
Total	10	47	21.28	301.63	30.16	0.52

Note:

The SMS allocation of performance related rewards is over the 20% distribution curve, but it is attributed to a senior manager who was transferred into the department at the end of the performance cycle and who received a high-performance rating at a previous department and similarly with a seconded senior manager.

3.9 Foreign Workers

The tables below summarise the employment of foreign nationals in the department in terms of salary band and major occupation.

Table 3.9.1 Foreign workers by salary band for the period 1 April 2017 to 31 March 2018

Personnel Group	Salary Band	1 April 2017		31 March 2018		Change	
		Number	% of total	Number	% of total	Number	% of total
All Personnel	Lower skilled (Levels 1-2)	2	1.43	2	1.87	0	0.00
	Skilled (Levels 3-5)	33	23.57	17	15.89	-16	48.48
	Highly skilled production (Levels 6-8)	98	70.00	81	75.70	-17	51.52
	Highly skilled supervision (Levels 9-12)	7	5.00	7	6.54	0	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total	140	100.00	107	100.00	-33	100.00
Educators	Lower skilled (Levels 1-2)	0	0.00	0	0.00	0	0.00
	Skilled (Levels 3-5)	30	22.22	15	14.56	-15	46.88
	Highly skilled production (Levels 6-8)	98	72.59	81	78.64	-17	53.13
	Highly skilled supervision (Levels 9-12)	7	5.19	7	6.80	0	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total	135	100.00	103	100.00	-32	100.00
Public Service	Lower skilled (Levels 1-2)	2	40.00	2	50.00	0	0.00
	Skilled (Levels 3-5)	3	60.00	2	50.00	-1	100.00
	Highly skilled production (Levels 6-8)	0	0.00	0	0.00	0	0.00
	Highly skilled supervision (Levels 9-12)	0	0.00	0	0.00	0	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total	5	100.00	4	100.00	-1	100.00

Table 3.9.2 Foreign workers by major occupation for the period 1 April 2017 to 31 March 2018

	Major Occupation	1 April 2017		31 March 2018		Change	
		Number	% of total	Number	% of total	Number	% of total
All Personnel	Labourers and related workers	4	2.86	4	3.74	0	0.00
	Clerks	1	0.71	0	0.00	-1	3.03
	Technicians and associated professionals	0	0	0	0.00	0	0.00
	Professionals	135	96.43	103	96.26	-32	96.97
	Total	140	100.00	107	100.00	-33	100.00
Educators	Labourers and related workers	0	0	0	0.00	0	0.00
	Clerks	0	0	0	0.00	0	0.00
	Technicians and associated professionals	0	0	0	0.00	0	0.00
	Professionals	135	100	103	100	-32	100.00
	Total	135	100	103	100	-32	100.00
Public Service	Labourers and related workers	4	80	4	100.00	0	0.00
	Clerks	1	20	0	0.00	-1	100.00
	Technicians and associated professionals	0	0	0	0.00	0	0.00
	Professionals	0	0	0	0.00	0	0.00
	Total	5	100	4	100.00	-1	100.00

3.10 Leave utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.

Table 3.10.1 Sick leave for the period 1 January 2017 to 31 December 2017

Group	Salary Band	Total Days	Days with medical certification	% days with medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per (sick) employee	Average days per (all) employee	Estimated Cost (R'000) on 261 days
All personnel	Lower skilled (Levels 1-2)	12 561	10 553	84.01	1 818	6.74	7	4	4 401
	Skilled (Levels 3-5)	24 761	20 655	83.42	3 085	11.44	8	5	13 827
	Highly skilled production (Levels 6-8)	125 102	99 979	79.92	16 567	61.42	8	5	131 854
	Highly skilled supervision (Levels 9-12)	48 083	40 283	83.78	5 469	20.27	9	6	76 668
	Senior Management (Levels 13-16)	224	171	76.34	36	0.13	6	5	623
	Total	210 731	171 641	81.45	26 975	100.00	8	5	227 374
Educators	Lower skilled (Levels 1-2)	0	0	0.00	0	0.00	0	0	0
	Skilled (Levels 3-5)	2 538	1 923	75.77	470	2.21	5	3	1 622
	Highly skilled production (Levels 6-8)	115 404	91 951	79.68	15 573	73.12	7	5	122 802
	Highly skilled supervision (Levels 9-12)	45 904	38 507	83.89	5 256	24.68	9	6	73 266
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00	0	0	0
	Total	163 846	132 381	80.80	21 299	100.00	8	5	197 690
Public service	Lower skilled (Levels 1-2)	12 561	10 553	84.01	1 818	32.03	7	4	4 401
	Skilled (Levels 3-5)	22 223	18 732	84.29	2 615	46.07	8	5	12 205
	Highly skilled production (Levels 6-8)	9 698	8 028	82.78	994	17.51	10	8	9 052
	Highly skilled supervision (Levels 9-12)	2 179	1 776	81.51	213	3.75	10	9	3 402
	Senior Management (Levels 13-16)	224	171	76.34	36	0.63	6	5	623
	Total	46 885	39 260	83.74	5 676	100.00	8	5	29,684

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

Table 3.10.2 Incapacity leave (temporary and permanent) for the period 1 January 2017 to 31 December 2017

Group	Salary Band	Total Days	Days with medical certification	% days with medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per (sick) employee	Average days per (all) employee	Estimated Cost (R'000) on 261 days
All personnel	Lower skilled (Levels 1-2)	1 804	1 802	100	59	5	31	1	650
	Skilled (Levels 3-5)	4 901	4 890	100	143	12	34	1	2 735
	Highly skilled production (Levels 6-8)	24 937	24 722	99	655	57	38	1	26 627
	Highly skilled supervision (Levels 9-12)	13 053	13 026	100	289	25	45	2	20 363
	Senior Management (Levels 13-16)	14	14	100	2	0	7	0	39
	Total	44 709	44 454	99	1 148	100	39	1	50 415

Group	Salary Band	Total Days	Days with medical certification	% days with medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per (sick) employee	Average days per (all) employee	Estimated Cost (R'000) on 261 days
Educators	Lower skilled (Levels 1-2)	0	0	0.00	0	0	0	0	0
	Skilled (Levels 3-5)	411	410	100	8	1	51	0	291
	Highly skilled production (Levels 6-8)	23 006	22 793	99	592	67	39	1	24 917
	Highly skilled supervision (Levels 9-12)	12 580	12 553	100	279	32	45	2	19 676
	Senior Management (Levels 13-16)	0	0	0.00	0	0	0	0	0
	Total	35 997	35 756	99	879	100	41	1	44 884
Public service	Lower skilled (Levels 1-2)	1 804	1 802	100	59	22	31	1	650
	Skilled (Levels 3-5)	4 490	4 480	100	135	50	33	1	2 444
	Highly skilled production (Levels 6-8)	1 931	1 929	100	63	23	31	2	1 710
	Highly skilled supervision (Levels 9-12)	473	473	100	10	4	47	2	687
	Senior Management (Levels 13-16)	14	14	100	2	1	7	0	39
	Total	8 712	8 698	100	269	100	32	1	5 530

The table below summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 3.10.3 Annual Leave for the period 1 January 2017 to 31 December 2017

Group	Salary Band	Total Days taken	Average number of days taken per employee	Number of employees with annual leave
All personnel	Lower skilled (Levels 1-2)	20 122	11	1 869
	Skilled (Levels 3-5)	35 234	13	2 746
	Highly skilled production (Levels 6-8)	20 902	14	1 473
	Highly skilled supervision (Levels 9-12)	24 493	15	1 641
	Senior Management (Levels 13-16)	1 172	23	51
	Total	101 923	13	7 780
Educators	Lower skilled (Levels 1-2)	0	0	0
	Skilled (Levels 3-5)	0	0	0
	Highly skilled production (Levels 6-8)	1 186	3	410
	Highly skilled supervision (Levels 9-12)	18 786	13	1 397
	Senior Management (Levels 13-16)	0	0	0
	Total	19 972	11	1 807
Public service	Lower skilled (Levels 1-2)	20 122	11	1 869
	Skilled (Levels 3-5)	35 234	13	2 746
	Highly skilled production (Levels 6-8)	19 716	19	1 063
	Highly skilled supervision (Levels 9-12)	5 707	23	244
	Senior Management (Levels 13-16)	1 172	23	51
	Total	81 951	14	5 973

Note:

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

Table 3.10.4 Capped leave for the period 1 January 2017 to 31 December 2017

Group	Salary Band	Total capped leave available as at 23 Dec 2016	Total days of capped leave taken	Number of employees using capped leave	Average number of days taken per employee	Number of employees with capped leave as at 22 Dec 2017	Total capped leave available as at 22 Dec 2017
All personnel	Lower skilled (Levels 1-2)	3 813	125	5	25	69	1 397
	Skilled (Levels 3-5)	71 268	6 772	128	53	1 207	6 3761
	Highly skilled production (Levels 6-8)	222 794	17 175	640	27	4 197	194 411
	Highly skilled supervision (Levels 9-12)	428 830	34 709	1 134	31	6 058	38 4817
	Senior Management (Levels 13-16)	2 533	225	3	75	21	2 374
	Total	729 238	59 006	1 910	31	11 552	646 760
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0
	Skilled (Levels 3-5)	781	53	1	53	11	693
	Highly skilled production (Levels 6-8)	181 165	13 272	573	23	3 527	158 280
	Highly skilled supervision (Levels 9-12)	423 016	34 540	1 125	31	5 967	379 178
	Senior Management (Levels 13-16)	0	0	0	0	0	0
	Total	604 962	47 865	1 699	28	9 505	538 151
Public service	Lower skilled (Levels 1-2)	3 813	125	5	25	69	1 397
	Skilled (Levels 3-5)	70 487	6 719	127	53	1 196	63 067
	Highly skilled production (Levels 6-8)	41 629	3 903	67	58	670	36 132
	Highly skilled supervision (Levels 9-12)	5 814	169	9	19	91	5 639
	Senior Management (Levels 13-16)	2 533	225	3	75	21	2 374
	Total	124 276	11 141	211	53	2 047	108 609

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

Table 3.10.5 Leave payouts for the period 1 April 2017 to 31 March 2018

Reason	Total Amount (R'000)	Number of Employees	Average payment per employee
Leave pay-outs for 2017/18 due to non-utilisation of leave for the previous cycle	0	0	0
Capped leave pay-outs on termination of service for 2017/18	55 326	642	86
Current leave pay-outs on termination of service 2017/18	2 026	214	9
Total	57 352	856	95

Note: A nett total of 214 employees received annual leave payouts. 130 employees received both capped and current leave payouts.

3.11 HIV/AIDS & Health Promotion Programmes

Table 3.11.1 Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce the risk
Educators and Support Staff (school nurses, cleaning staff, educators in laboratories, engineering and school secretaries)	Brochures with procedures to follow on occupational exposure. Each education institution has a health and safety committee.

Table 3.11.2 Details of Health Promotion and HIV/AIDS Programmes

Question	Yes	No	Details, if yes
1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.	x		Director: Strategic People Management
2. Does the department have a dedicated unit or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	x		The WCED Employee Health & Wellness Programme has four officials responsible for this programme; 1x Deputy Director, 1 x Assistant Director, 1 x Human Resource Practitioner and 1 x Human Resource Clerk. Budget = R1 895 000
3. Has the department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	x		The programme was implemented to address health awareness, promote healthy lifestyles and to provide support to psycho-social challenges among employees. It is an Employee Health and Wellness Management Programme focusing on preventative measures, but also focusing amongst others, on HIV and AIDS, stress, financial management, relationships, legal, family matters, substance abuse, trauma and online- Care Service. These services are provided by the Independent Counselling Advisory Service (ICAS) health and wellness service providers to ensure confidentiality. This programme also addresses health and wellness issues of employees through the following aspects of consideration: <ul style="list-style-type: none"> • Advocacy and Awareness to promote holistic wellbeing of employees. • Focusing on managers in order to do the necessary referrals of employees at risk. • Focusing on emerging psycho-social problem trends, inclusive of trauma incidences. <p>The WCED hosted 51 Health and Wellness Awareness Days, created awareness by arranging 22 advocacy sessions on the employee wellness program offered to WCED employees during the reporting period, and provided support during 30 Trauma debriefing sessions.</p>

Question	Yes	No	Details, if yes																
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	x		<p>EHW Advisory Committee was established in 2014. The committee met on a six – monthly basis and comprise of the WCED officials and union representatives:</p> <p>Director x1 - Chairperson Deputy Director x 2 Coordinator: Occupational Safety Forum Head: Management and Governance per district (x8) Union Representatives: SADTU x 2; ATU x 2; NEHAWU x 1; PAWUSA x 1; PSA x1)</p> <p>Regular feedback and discussions are held during engagements with employee parties.</p>																
5. Has the department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.	x		<p>The WCED implemented the Employee Health and Wellness Transversal Policy of the Western Cape Government. Employees are referred to the Employee Health and Wellness Programme for further assistance with regards to discrimination and their rights.</p>																
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	x		<p>The Employee Wellness Unit (EWU) invited all employees to attend wellness and HIV Counselling and Testing (HCT) screening sessions. The table below provides an overview of the types, and numbers, of tests and screenings that were conducted.</p>																
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have you achieved.	x		<p>During the period under review there were 5456 individuals who participated in the HCT screening sessions. This represents 3.7% of the 40,000-employee population. Of the 2542 males tested for HIV, 23 tested positive and of 3041 females, 31 tested positive.</p> <p>Health Counselling Tests:</p> <table border="1"> <tbody> <tr> <td>TB</td> <td>5 469</td> </tr> <tr> <td>Referral</td> <td>149</td> </tr> <tr> <td>Sti</td> <td>5 469</td> </tr> <tr> <td>Referral</td> <td>140</td> </tr> <tr> <td>Blood Pressure</td> <td>4 935</td> </tr> <tr> <td>Referral</td> <td>447</td> </tr> <tr> <td>Diabetes</td> <td>5 073</td> </tr> <tr> <td>Referral</td> <td>92</td> </tr> </tbody> </table>	TB	5 469	Referral	149	Sti	5 469	Referral	140	Blood Pressure	4 935	Referral	447	Diabetes	5 073	Referral	92
TB	5 469																		
Referral	149																		
Sti	5 469																		
Referral	140																		
Blood Pressure	4 935																		
Referral	447																		
Diabetes	5 073																		
Referral	92																		
8. Has the department developed measures/ indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	x		<p>Monthly and quarterly reports are received from the Employee Health and Wellness service provider indicating the utilisation of the services offered. The department source the sick leave data on Persal.</p> <p>Conduct employee health and productivity trend analyses in order to timeously guide managers and identify risks that could impact on the functioning of the department.</p>																
<p>Other advocacy initiatives were: nutrition, absenteeism in the workplace, cancer awareness, EHW services presentation during the Interns induction and in sites as well. Government Employee Provident Fund presentation. Developed a draft PILIR Protocol incorporating Employee Wellness support services. HCT Screening, HIV Testing for both females & males and TB Screening all implemented in district offices and underperforming schools.</p>																			

3.12 Labour Relations

Table 3.12.1 Collective agreements for the period 1 April 2017 to 31 March 2018.

Total number of Collective agreements	None
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The following table summarises the outcome of disciplinary hearings conducted within the department for the year under review.

Table 3.12.2 Misconduct and disciplinary hearings finalised for the period 1 April 2017 to 31 March 2018

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	1	1.5
Verbal warning	11	0.1
Written warning	2	0.3
Final written warning	352	48.4
Suspension without pay	56	7.7
Fine	249	34.2
Demotion	0	0.0
Dismissal/ Abscondence	42	5.8
Not guilty	12	1.6
Case withdrawn	3	0.4
Total	728	100.0

Note: Outcomes of disciplinary hearings refer to formal cases only.

Table 3.12.3 Types of misconduct addressed at disciplinary hearings for the period 1 April 2017 to 31 March 2018

Type of misconduct	Number	% of total
Theft, bribery, fraud or act of corruption in regard to examinations	0	0.0
Sexual assault on learner	4	1.0
Sexual assault on another employee	0	0.0
Sexual relationship with learner of the same school	1	0.2
Serious assault with intention to cause grievous bodily harm to a learner or student	1	0.2
Serious assault with intention to cause grievous bodily harm to another employee	0	0.0
Illegal possession of an intoxicating illegal or stupefying substance	0	0.0
Fails to comply with or contravenes an Act or any other statute, regulation or legal obligation	4	1.0
Wilfully or negligently mismanages the finances of the State	13	3.1
Misuse of state property	4	1.0
Unjustifiably prejudices the administration, discipline or efficiency of the Department	2	0.5
Misuses his or her position in the Department of Education to promote or to prejudice the interests of any person	0	0.0
Accepts second employment and / or compensation without written approval from the Employer	0	0.0
Fails to carry out a lawful order and / or routine instruction	10	2.4
Absenteeism	22	5.2
Discrimination	1	0.2

Type of misconduct	Number	% of total
Poor performance, for reasons other than incapacity	12	2.9
While on duty, is under the influence of intoxicating substance	6	1.4
Improper, disgraceful and unacceptable conduct	61	14.5
Assaults, or attempt to or threatens to assault	230	54.6
Victimisation and / or intimidation	0	0.0
Give false statements or evidence in the execution of duties, and / or falsification of records	0	0.0
Unlawful industrial action	17	4.0
Common law or statutory offence (theft, fraud and corruption)	16	3.8
Dishonesty	10	2.4
Abscondment	7	1.7
Total	421	100.0

Note: The number of all reported and finalised cases dealt with for the period 1 April 2017 -31 March 2018 is 1 076.

Table 3.12.4 Grievances logged for the period 1 April 2017 to 31 March 2018

Grievances lodged	Number	% of Total
Number of grievances resolved	118	49.6
Number of grievances not resolved	120	50.4
Total number of grievances lodged	238	100.0

Note: Grievances lodged refers to cases that were finalised within the reporting period.

Table 3.12.5 Disputes logged with Councils for the period 1 April 2017 to 31 March 2018

Disputes lodged with Councils	Number	% of Total
Number of disputes upheld	6	12.0
Number of disputes dismissed	44	88.0
Total number of disputes lodged	50	100.0

Note: Councils refer to the Public Service Coordinating Bargaining Council (PSCBC), General Public Service Sector Bargaining Council (GPSSBC) and Education Labour Relations Council (ELRC).

Table 3.12.6 Strike actions for the period 1 April 2017 to 31 March 2018

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

Table 3.12.7 Precautionary suspensions for the period 1 April 2017 to 31 March 2018

Precautionary suspensions	Number
Number of Public Servants suspended	4
Number of Educators suspended	11
Number of public servants whose suspension exceeded 30 days	2
Number of educators whose suspension exceeded 90 days	8
Average number of days suspended	130.93
Cost (R'000) of suspensions	1 887 099

Note: Precautionary suspensions refer to staff being suspended with pay whilst the case is being investigated.

3.13 Skills development

This section highlights the efforts of the department with regard to skills development.

Table 3.13.1 Training needs identified for the period 1 April 2017 to 31 March 2018

Occupational Categories	Gender	Number of employees as at 1 April 2017	Training needs identified at start of reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	3 193	0	2 346	16	2 362
	Male	3 609	0	2 544	14	2 558
Professionals	Female	18 935	0	13 764	0	13 764
	Male	6 439	0	11 452	0	11 452
Technicians and associate professionals	Female	151	0	72	0	72
	Male	116	0	61	0	61
Clerks	Female	2 141	0	1 403	29	1 432
	Male	422	0	894	20	914
Service and sales workers	Female	1 094	0	19	0	19
	Male	231	0	1	0	1
Skilled agriculture and fishery workers	Female	2	0	21	0	21
	Male	23	0	9	0	9
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	3	0	0	0	0
	Male	38	0	0	0	0
Labourers and related workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	1 269	0	476	0	476
	Male	2 557	0	584	0	584
Sub Total	Female	26 788	0	18 101	45	18 146
	Male	13 435	0	15 545	34	15 579
Total		40 223	0	33 646	79	33 725
Employees with disabilities**	Female	0	0	0	0	0
	Male	0	0	0	0	0

Note:

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

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

Table 3.13.2 Training provided for the period 1 April 2017 to 31 March 2018

Occupational Categories	Gender	Number of employees as at 31 March 2018	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	1 239	0	3 492	0	3 492
	Male	1 290	0	3 098	0	3 098
Professionals	Female	24 786	0	11 805	0	11 805
	Male	10 807	0	3 169	0	3 169
Technicians and associate professionals	Female	51	0	197	0	197
	Male	39	0	146	0	146
Clerks	Female	834	0	1 806	0	1 806
	Male	142	0	510	0	510
Service and sales workers	Female	381	0	63	0	63
	Male	453	0	177	0	177
Skilled agriculture and fishery workers, craft and related trades workers	Female	0	0	0	0	0
	Male	6	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Labourers and related workers	Female	1	0	0	0	0
	Male	4	0	0	0	0
Elementary occupations	Female	403	0	180	0	180
	Male	553	0	267	0	267
Sub Total	Female	27 695	0	17 543	0	17 543
	Male	13 294	0	7 367	0	7 367
Total		40 989	0	24 910	0	24 910
Employees with disabilities *	Female	0	0	0	0	0
	Male	0	0	0	0	0

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

3.14 Injury on duty

The following tables provide basic information on injury on duty.

Table 3.14.1 Injury on duty for the period 1 April 2017 to 31 March 2018

	Nature of injury on duty	Number	% of total
All Personnel	Required basic medical attention only:	64	96.97
	Back Injury	9	13.64
	Ankle	7	10.61
	Foot	3	4.55
	Chest	1	1.52
	Shoulder	9	13.64
	Arm	1	1.52
	Neck	2	3.03
	Leg Injury	3	4.55
	Knee	8	12.12
	Wrist	3	4.55
	Finger/Thumb	3	4.55
	Head	5	7.58
	Hand	5	7.58
	Hip	2	3.03
	Soft Tissue	3	4.55
	Temporary disablement	2	3.03
	Psychiatric	1	1.52
	Foot	1	1.52
	Permanent disablement	0	0.00
	Fatal	0	0.00
	Total	66	100.00

	Nature of injury on duty	Number	% of total
Educators	Required basic medical attention only:	36	94.74
	Back Injury	3	7.89
	Ankle	4	10.53
	Foot	2	5.26
	Chest	0	0.00
	Shoulder	4	10.53
	Arm	1	2.63
	Neck	1	2.63
	Leg Injury	3	7.89
	Knee	5	13.16
	Wrist	2	5.26
	Finger/Thumb	0	0.00
	Head	4	10.53
	Hand	3	7.89
	Hip	2	5.26
	Soft Tissue	2	5.26
	Temporary disablement	2	5.26
	Psychiatric	1	2.63
	Foot	1	2.63
	Permanent disablement	0	0.00
	Fatal	0	0.00
	Total	38	100.00

	Nature of injury on duty	Number	% of total
Public Service	Required basic medical attention only:	28	100.00
	Back Injury	6	21.43
	Ankle	3	10.71
	Foot	1	3.57
	Chest	1	3.57
	Shoulder	5	17.86
	Arm	0	0.00
	Neck	1	3.57
	Leg Injury	0	0.00
	Knee	3	10.71
	Wrist	1	3.57
	Finger/Thumb	3	10.71
	Head	1	3.57
	Hand	2	7.14
	Hip	0	0.00
	Soft Tissue	1	3.57
	Temporary disablement	0	0.00
	Psychiatric	0	0.00
	Foot	0	0.00

Permanent disablement	0	0.00
Fatal	0	0.00
Total	28	100.00
Percentage of total employment	0.07	

3.15 Utilisation of Consultants

The following tables relate information on the utilisation of consultants in the department. In terms of the Public Service Regulations "consultant" means a natural or juristic person or a partnership who or which provides in terms of a specific contract on an ad hoc basis any of the following professional services to a department against remuneration received from any source:

- (a) The rendering of expert advice;
- (b) The drafting of proposals for the execution of specific tasks; and
- (c) The execution of a specific task which is of a technical or intellectual nature, but excludes an employee of a department.

Table 3.15.1 Consultant appointments using appropriated funds for the period 1 April 2017 to 31 March 2018

Programme	Consulting firm	Project title	Nature of the project	Total number of consultants that worked on the project	Duration: work days/ hours	Contract value in Rand	Total number of projects	Total individual consultants	BBBEE level
n/a									

Table 3.15.2 Consultant appointments using Donor funds for the period 1 April 2017 to 31 March 2018

Programme	Consulting firm	Project title	Nature of the project	Total number of consultants that worked on the project	Duration: work days/ hours	Contract value in Rand	Total number of projects	Total individual consultants	BBBEE level
n/a									

Table 3.15.3 Report on consultant appointments using Donor funds for the period 1 April 2017 to 31 March 2018

Project title	Total Number of consultants that worked on project	Duration (Work days)	Donor and contract value in Rand
n/a			

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
n/a			

Table 3.15.4 Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2017 to 31 March 2018

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
n/a			



Part E
Financial Information

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

Report on the audit of the financial statements

Opinion

1. I have audited the financial statements of the Western Cape Education Department (WCED) set out on pages 169 to 228, which comprise the appropriation statement, the statement of financial position as at 31 March 2018, the statement of financial performance, statement of changes in net assets and cash flow statement for the year then ended, as well as the notes to the financial statements, including a summary of significant accounting policies.
2. In my opinion, the financial statements present fairly, in all material respects, the financial position of the WCED as at 31 March 2018, and its financial performance and cash flows for the year then ended in accordance with the Modified Cash Standard (MSC) prescribed by the National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and the Division of Revenue Act of South Africa, 2017 (Act No. 3 of 2017) (Dora).

Basis for opinion

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

Other matter

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

Unaudited supplementary schedules

7. The supplementary information set out pages 229 to 238 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and, accordingly, I do not express an opinion thereon.

Responsibilities of the accounting officer for the financial statements

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

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

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

Report on the audit of the annual performance report

Introduction and scope

12. In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) and the general notice issued in terms thereof, I have a responsibility to report material findings on the reported performance information against predetermined objectives for selected programmes presented in the annual performance report. I performed procedures to identify findings but not to gather evidence to express assurance.
13. My procedures address the reported performance information, which must be based on the approved performance planning documents of the WCED. I have not evaluated the completeness and appropriateness of the performance indicators included in the planning documents. My procedures also did not extend to any disclosures or assertions relating to planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, my findings do not extend to these matters.

14. I evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected programmes presented in the annual performance report of the WCED for the year ended 31 March 2018:

Programmes	Pages in the annual performance report
Programme 2 – public ordinary school education	47 – 68
Programme 5 – early childhood development	81 – 85
Programme 6 – infrastructure development	86 – 90
Programme 7 – examinations and education-related services	91 – 95

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

16. I did not raise any material findings on the usefulness and reliability of the reported performance information for the following programmes:

- Programme 2 – public ordinary school education
- Programme 5 – early childhood development
- Programme 6 – infrastructure development
- Programme 7 – examination and education-related services

Other matters

17. I draw attention to the matters below.

Adjustment of material misstatements

18. I identified material misstatements in the annual performance report submitted for auditing. These material misstatements were on the reported performance information for programmes 2 and 6. As management subsequently corrected the misstatements, I did not raise any material findings on the usefulness and reliability of the reported performance information.

Achievement of planned targets

19. Refer to the annual performance report on pages 47 to 68, 81 to 85, 86 to 90, and 91 to 95 for information on the achievement of planned targets for the year and explanations for the under- or overachievement of a number of targets.

Unaudited supplementary information

20. The supplementary information set out on pages 25 to 46 and 69 to 80 does not form part of the annual performance report and is presented as additional information. I have not audited these schedules and, accordingly, I do not express a conclusion thereon.

Report on the audit of compliance with legislation

Introduction and scope

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

Other information

23. The WCED's accounting officer is responsible for the other information. The other information comprises the information included in the annual report as required by the PFMA. The other information does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported in this auditor's report.
24. My opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and I do not express an audit opinion or any form of assurance conclusion thereon.
25. In connection with my audit, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report, or my knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work I have performed on the other information obtained prior to the date of this auditor's report, I conclude that there is a material misstatement of this other information, I am required to report that fact.

Internal control deficiencies

26. I considered internal control relevant to my audit of the financial statements, reported performance information and compliance with applicable legislation; however, my objective was not to express any form of assurance on it. I did not identify any significant deficiencies in internal control.

Auditor - General

Cape Town
31 July 2018



**AUDITOR - GENERAL
SOUTH AFRICA**

Auditing to build public confidence

Annexure – Auditor-general’s responsibility for the audit

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

Financial statements

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

Communication with those charged with governance

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

Appropriation Statement for the year ended 31 March 2018

Appropriation per programme									
Voted funds and direct charges	2017/18							2016/17	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
Programme									
1. Administration	1 582 575	-	(69 977)	1 512 598	1 510 372	2 226	99.9%	1 427 354	1 344 931
2. Public Ordinary School Education	15 069 228	-	207 126	15 276 354	15 191 515	84 839	99.4%	14 363 630	14 272 090
3. Independent School Subsidies	107 578	-	(666)	106 912	106 912	-	100.0%	101 026	101 026
4. Public Special School Education	1 247 693	-	(58 309)	1 189 384	1 188 911	473	100.0%	1 124 477	1 124 477
5. Early Childhood Development	551 337	-	(26 022)	525 315	525 315	-	100.0%	537 939	537 939
6. Infrastructure Development	1 760 553	-	(22 823)	1 737 730	1 674 977	62 753	96.4%	1 628 559	1 573 028
7. Examination and Education Related Services	403 729	-	(29 329)	374 400	368 834	5 566	98.5%	347 697	347 686
Total	20 722 693	-	-	20 722 693	20 566 836	155 857	99.2%	19 530 682	19 301 177
Reconciliation with Statement of Financial Performance									
Add:									
Departmental receipts									
Actual amounts per Statement of Financial Performance (Total Revenue)				20 722 693				19 530 682	
Actual amounts per Statement of Financial Performance Expenditure					20 566 836				19 301 177

**Appropriation Statement
for the year ended 31 March 2018**

Economic classification	Appropriation per programme							2016/17	
	2017/18						Expenditure as % of final appropriation %	Final Appropriation	Actual Expenditure
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000		R'000	R'000
Current payments	17 701 455	(5 814)	(64 118)	17 631 523	17 523 898	107 625	99.4%	16 442 670	16 268 696
Compensation of employees	15 263 090	(14)	-	15 263 076	15 178 886	84 190	99.4%	14 270 769	14 133 743
Salaries and wages	13 305 984	(1 900)	21 487	13 325 571	13 241 118	84 453	99.4%	12 429 315	12 300 330
Social contributions	1 957 106	1 886	(21 487)	1 937 505	1 937 768	(263)	100.0%	1 841 454	1 833 413
Goods and services	2 438 365	(5 800)	(64 118)	2 368 447	2 345 012	23 435	99.0%	2 171 901	2 134 953
Administrative fees	964	(7)	-	957	957	-	100.0%	708	708
Advertising	10 704	(742)	-	9 962	9 962	-	100.0%	7 139	7 139
Minor assets	5 916	810	(1899)	4 827	4 827	-	100.0%	8 225	8 225
Audit costs: External	14 878	-	(743)	14 135	14 135	-	100.0%	11 970	11 970
Bursaries: Employees	2 008	1 173	-	835	835	-	100.0%	862	862
Catering: Departmental activities	23 352	(9 875)	-	13 477	13 477	-	100.0%	19 311	19 311
Communication (G&S)	12 962	(2 001)	(2 297)	8 664	8 664	-	100.0%	10 978	10 978
Computer services	21 895	(2 163)	-	19 732	19 732	-	100.0%	16 891	16 891
Consultants: Business and advisory services	42 749	266	-	43 015	43 015	-	100.0%	41 965	41 965
Infrastructure and planning services	-	95 656	-	95 656	95 656	-	100.0%	84 404	84 404
Legal services	5 471	161	(860)	4 772	4 772	-	100.0%	4 350	4 350
Contractors	35 228	(511)	(25 587)	9 130	9 130	-	100.0%	10 600	10 600
Agency and support / outsourced services	392 335	17 781	7 462	417 578	414 123	3 455	99.2%	339 213	338 579
Entertainment	219	(169)	-	50	50	-	100.0%	30	30
Fleet services (including government motor transport)	27 704	1 760	-	29 464	29 464	-	100.0%	23 992	23 992
Inventory: Food and food supplies	1	(1)	-	-	-	-	-	-	-
Inventory: Learner and teacher support material	203 626	(2 951)	(7 550)	193 125	191 313	1 812	99.1%	122 419	122 419
Inventory: Materials and supplies	534	176	-	710	710	-	100.0%	327	327
Inventory: Medicine	-	-	-	-	-	-	-	565	565
Inventory: Other supplies	490 754	(19 376)	(4 486)	466 892	456 480	10 412	97.8%	416 059	372 168
Consumable supplies	6 208	(482)	(148)	5 578	5 578	-	100.0%	3 110	3 110
Consumable: Stationery printing and office supplies	20 331	(1 246)	(1 434)	17 651	17 651	-	100.0%	16 140	16 140
Operating leases	70 352	(6 514)	-	63 838	63 838	-	100.0%	62 995	62 995
Property payments	680 819	(64 396)	(26 576)	589 847	582 092	7 755	98.7%	617 305	625 514
Transport provided: Departmental activity	267 714	(316)	-	267 398	267 398	-	100.0%	270 597	269 965
Travel and subsistence	36 263	(903)	-	35 360	35 359	1	100.0%	32 779	32 779
Training and development	22 488	(8 274)	-	14 214	14 214	-	100.0%	9 263	9 263
Operating payments	34 911	2 540	-	37 451	37 451	-	100.0%	34 550	34 550
Venues and facilities	7 485	(3 835)	-	3 650	3 650	-	100.0%	4 528	4 528
Rental and hiring	494	(15)	-	479	479	-	100.0%	626	626
Transfers and subsidies	1 994 548	27 994	51 544	2 074 086	2 074 117	(31)	100.0%	2 012 107	2 012 107
Departmental agencies and accounts	7 276	2	-	7 278	7 278	-	100.0%	6 857	6 857
Departmental agencies (non-business entities)	7 276	2	-	7 278	7 278	-	100.0%	6 857	6 857
Non-profit institutions	1 889 422	39 383	51 542	1 980 347	1 980 378	(31)	100.0%	1 912 945	1 912 945
Households	97 850	(11 391)	2	86 461	86 461	-	100.0%	92 305	92 305
Social benefits	97 830	(11 434)	(2 032)	84 364	84 364	-	100.0%	90 523	90 523
Other transfers to households	20	43	2 034	2 097	2 097	-	100.0%	1 782	1 782
Payments for capital assets	1 021 249	(27 464)	12 574	1 006 359	958 096	48 263	95.2%	1 067 216	1 011 685
Buildings and other fixed structures	962 345	(34 943)	4 486	931 888	883 625	48 263	94.8%	1 001 279	945 748
Buildings	639 019	39 882	-	678 901	630 638	48 263	92.9%	773 049	717 518
Other fixed structures	323 326	(74 825)	4 486	252 987	252 987	-	100.0%	228 230	228 230
Machinery and equipment	58 889	7 431	8 088	74 408	74 408	-	100.0%	65 873	65 873
Transport equipment	44 857	7 193	8 088	60 138	60 138	-	100.0%	58 815	58 815
Other machinery and equipment	14 032	238	-	14 270	14 270	-	100.0%	7 058	7 058
Software and other intangible assets	15	48	-	63	63	-	100.0%	64	64
Payment for financial assets	5 441	5 284	-	10 725	10 725	-	100.0%	8 689	8 689
Total	20 722 693	-	-	20 722 693	20 566 636	155 857	99.2%	19 530 682	19 301 177

**Appropriation Statement
for the year ended 31 March 2018**

Programme 1: Administration									
Sub programme	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Office of the MEC	9 592	(396)	(1 800)	7 396	7 396	-	100.0%	6 922	6 922
2. Corporate Services	315 062	4 990	(28 923)	291 129	289 665	1 464	99.5%	276 672	269 148
3. Education Management	1 230 998	3 298	(39 254)	1 195 042	1 194 280	762	99.9%	1 122 194	1 047 295
4. Human Resource Development	2 431	(1 032)	-	1 399	1 399	-	100.0%	1 506	1 506
5. Education Management Information System (EMIS)	24 492	(6 860)	-	17 632	17 632	-	100.0%	20 060	20 060
Total	1 582 575	-	(69 977)	1 512 598	1 510 372	2 226	99.9%	1 427 354	1 344 931

**Appropriation Statement
for the year ended 31 March 2018**

Economic classification	2017/18						2016/17		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
Current payments	1 501 373	(11 179)	(73 227)	1 416 967	1 414 741	2 226	99.8%	1 350 850	1 268 427
Compensation of employees	866 128	-	(34 381)	831 747	830 985	762	99.9%	827 402	777 703
Salaries and wages	746 276	-	(25 578)	720 698	719 936	762	99.9%	717 139	675 745
Social contributions	119 852	-	(8 803)	111 049	111 049	-	100.0%	110 263	101 958
Goods and services	635 245	(11 179)	(38 846)	585 220	583 756	1 464	99.7%	523 448	490 724
Administrative fees	856	(503)	-	353	353	-	100.0%	647	647
Advertising	10 567	(962)	-	9 605	9 605	-	100.0%	6 649	6 649
Minor assets	4 971	859	(1 899)	3 931	3 931	-	100.0%	1 199	1 199
Audit costs: External	14 878	-	(743)	14 135	14 135	-	100.0%	11 970	11 970
Bursaries: Employees	1 141	(306)	-	835	835	-	100.0%	862	862
Catering: Departmental activities	9 200	(5 798)	-	3 402	3 402	-	100.0%	7 119	7 119
Communication (G&S)	12 004	(2 180)	(2 297)	7 527	7 527	-	100.0%	9 953	9 953
Computer services	21 882	(2 203)	-	19 679	19 679	-	100.0%	16 885	16 885
Consultants: Business and advisory services	42 633	(5)	-	42 628	42 628	-	100.0%	40 117	40 117
Legal services	5 471	161	(860)	4 772	4 772	-	100.0%	4 350	4 350
Contractors	33 689	(2)	(25 587)	8 100	8 100	-	100.0%	8 401	8 401
Agency and support / outsourced services	21 316	3 522	(1 030)	23 808	22 344	1 464	93.9%	11 057	11 057
Entertainment	217	(168)	-	49	49	-	100.0%	30	30
Fleet services (including government motor transport)	20 051	(3 010)	-	17 041	17 041	-	100.0%	14 183	14 183
Inventory: Food and food supplies	1	(1)	-	-	-	-	-	-	-
Inventory: Learner and teacher support material	5 833	(224)	(4 848)	761	761	-	100.0%	1 022	1 022
Inventory: Materials and supplies	372	134	-	506	506	-	100.0%	237	237
Inventory: Other supplies	352 620	18 501	-	371 121	371 121	-	100.0%	334 064	301 340
Consumable supplies	1 784	63	(148)	1 699	1 699	-	100.0%	1 178	1 178
Consumable: Stationery printing and office supplies	11 450	(1 741)	(1 434)	8 275	8 275	-	100.0%	8 245	8 245
Operating leases	3 214	(434)	-	2 780	2 780	-	100.0%	2 732	2 732
Property payments	29 186	(10 941)	-	18 245	18 245	-	100.0%	15 560	15 560
Transport provided: Departmental activity	1 851	(753)	-	1 098	1 098	-	100.0%	1 753	1 753
Travel and subsistence	15 836	23	-	15 859	15 859	-	100.0%	13 886	13 886
Training and development	3 654	(1 374)	-	2 280	2 280	-	100.0%	2 724	2 724
Operating payments	5 585	(46)	-	5 539	5 539	-	100.0%	5 683	5 683
Venues and facilities	4 704	(3 726)	-	978	978	-	100.0%	2 490	2 490
Rental and hiring	279	(65)	-	214	214	-	100.0%	452	452
Transfers and subsidies	42 826	5 555	3 250	51 631	51 631	-	100.0%	40 557	40 557
Departmental agencies and accounts	5	3	-	8	8	-	100.0%	5	5
Departmental agencies (non-business entities)	5	3	-	8	8	-	100.0%	5	5
Non-profit institutions	35 771	5 552	-	41 323	41 323	-	100.0%	29 835	29 835
Households	7 050	-	3 250	10 300	10 300	-	100.0%	10 717	10 717
Social benefits	7 050	-	1 216	8 266	8 266	-	100.0%	9 077	9 077
Other transfers to households	-	-	2 034	2 034	2 034	-	100.0%	1 640	1 640
Payments for capital assets	32 935	340	-	33 275	33 275	-	100.0%	27 258	27 258
Machinery and equipment	32 935	292	-	33 227	33 227	-	100.0%	27 194	27 194
Transport equipment	20 028	2 430	-	22 458	22 458	-	100.0%	20 963	20 963
Other machinery and equipment	12 907	(2 138)	-	10 769	10 769	-	100.0%	6 231	6 231
Software and other intangible assets	-	48	-	48	48	-	100.0%	64	64
Payment for financial assets	5 441	5 284	-	10 725	10 725	-	100.0%	8 689	8 689
Total	1 582 575	-	(69 977)	1 512 598	1 510 372	2 226	99.9%	1 427 354	1 344 931

**Appropriation Statement
for the year ended 31 March 2018**

Subprogramme: 1.1: Office of the MEC									
	2017/18							2017/18	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	9 304	(417)	(1 800)	7 087	7 087	-	100.0%	6 578	6 578
Compensation of employees	7 836	-	(1 800)	6 036	6 036	-	100.0%	5 716	5 716
Goods and services	1 468	(417)	-	1 051	1 051	-	100.0%	862	862
Transfers and subsidies	-	-	-	-	-	-	-	-	-
Households	-	-	-	-	-	-	-	-	-
Payments for capital assets	288	21	-	309	309	-	100.0%	344	344
Machinery and equipment	288	21	-	309	309	-	100.0%	344	344
Total	9 592	(396)	(1 800)	7 396	7 396	-	100.0%	6 922	6 922

Subprogramme: 1.2: Corporate Services									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	304 399	(741)	(30 869)	272 789	271 325	1 464	99.5%	257 342	249 818
Compensation of employees	241 466	-	(20 528)	220 938	220 938	-	100.0%	212 709	205 185
Goods and services	62 933	(741)	(10 341)	51 851	50 387	1 464	97.2%	44 633	44 633
Transfers and subsidies	1 550	1	1 946	3 497	3 497	-	100.0%	4 747	4 747
Departmental agencies and accounts	-	1	-	1	1	-	100.0%	1	1
Non-profit institutions	16	-	-	16	16	-	100.0%	548	548
Households	1 534	-	1 946	3 480	3 480	-	100.0%	4 198	4 198
Payments for capital assets	3 672	446	-	4 118	4 118	-	100.0%	5 894	5 894
Machinery and equipment	3 672	398	-	4 070	4 070	-	100.0%	5 836	5 836
Software and other intangible assets	-	48	-	48	48	-	100.0%	58	58
Payment for financial assets	5 441	5 284	-	10 725	10 725	-	100.0%	8 689	8 689
Total	315 062	4 990	(28 923)	291 129	289 665	1 464	99.5%	276 672	269 148

Subprogramme: 1.3: Education Management									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	1 170 826	(5 555)	(40 558)	1 124 713	1 123 951	762	99.9%	1 073 052	998 153
Compensation of employees	616 826	-	(12 053)	604 773	604 011	762	99.9%	608 977	566 802
Goods and services	554 000	(5 555)	(28 505)	519 940	519 940	-	100.0%	464 075	431 351
Transfers and subsidies	33 769	6 444	1 304	41 517	41 517	-	100.0%	28 156	28 156
Departmental agencies and accounts	5	2	-	7	7	-	100.0%	4	4
Non-profit institutions	28 248	6 442	-	34 690	34 690	-	100.0%	21 633	21 633
Households	5 516	-	1 304	6 820	6 820	-	100.0%	6 519	6 519
Payments for capital assets	26 403	2 409	-	28 812	28 812	-	100.0%	20 986	20 986
Machinery and equipment	26 403	2 409	-	28 812	28 812	-	100.0%	20 980	20 980
Software and other intangible assets	-	-	-	-	-	-	-	-	-
Payment for financial assets	-	-	-	-	-	-	-	-	-
Total	1 230 998	3 298	(39 254)	1 195 042	1 194 280	762	99.9%	1 122 194	1 047 295

**Appropriation Statement
 for the year ended 31 March 2018**

Subprogramme: 1.4: Human Resource Development									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	2 359	(996)	-	1 363	1 363	-	100.0%	1 506	1 506
Compensation of employees	-	-	-	-	-	-	-	-	-
Goods and services	2 359	(996)	-	1 363	1 363	-	100.0%	1 506	1 506
Payments for capital assets	72	(36)	-	36	36	-	100.0%	-	-
Machinery and equipment	72	(36)	-	36	36	-	100.0%	-	-
Total	2 431	(1 032)	-	1 399	1 399	-	100.0%	1 506	1 506

Subprogramme: 1.5: Education Management Information System (EMIS)									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	14 485	(3 470)	-	11 015	11 015	-	100.0%	12 372	12 372
Goods and services	14 485	(3 470)	-	11 015	11 015	-	100.0%	12 372	12 372
Transfers and subsidies	7 507	(890)	-	6 617	6 617	-	100.0%	7 654	7 654
Non-profit institutions	7 507	(890)	-	6 617	6 617	-	100.0%	7 654	7 654
Households	-	-	-	-	-	-	-	-	-
Payments for capital assets	2 500	(2 500)	-	-	-	-	-	34	34
Machinery and equipment	2 500	(2 500)	-	-	-	-	-	34	34
Total	24 492	(6 860)	-	17 632	17 632	-	100.0%	20 060	20 060

**Appropriation Statement
for the year ended 31 March 2018**

Programme 2: Public Ordinary School Education									
Sub programme	2017/18							2016/17	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
1. Public Primary Level	8 902 119	238 343	179 850	9 320 312	9 314 745	5 567	99.9%	8 701 305	8 694 233
2. Public Secondary Level	5 710 069	(226 970)	18 784	5 501 883	5 422 619	79 264	98.6%	5 256 622	5 172 184
3. Human Resource Development	86 329	(18 692)	-	67 637	67 637	-	100.0%	54 294	54 294
4. Conditional Grants	370 711	7 319	8 492	386 522	386 514	8	100.0%	351 409	351 379
Total	15 069 228	-	207 126	15 276 354	15 191 515	84 839	99.4%	14 363 630	14 272 090

Economic classification	2017/18							2016/17	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
Current payments	14 032 456	(1 216)	118 336	14 149 576	14 065 466	84 110	99.4%	13 174 508	13 082 968
Compensation of employees	13 007 655	-	114 330	13 121 985	13 049 206	72 779	99.4%	12 230 254	12 150 947
Salaries and wages	11 318 551	11 665	114 330	11 444 546	11 371 504	73 042	99.4%	10 643 937	10 564 366
Social contributions	1 689 104	(11 665)	-	1 677 439	1 677 702	(263)	100.0%	1 586 317	1 586 581
Goods and services	1 024 801	(1 216)	4 006	1 027 591	1 016 260	11 331	98.9%	944 254	932 021
Administrative fees	108	6	-	114	114	-	100.0%	61	61
Advertising	126	230	-	356	356	-	100.0%	485	485
Minor assets	941	(558)	-	383	383	-	100.0%	218	218
Bursaries: Employees	867	(867)	-	-	-	-	-	-	-
Catering: Departmental activities	9 240	(2 758)	-	6 482	6 482	-	100.0%	8 456	8 456
Communication (G&S)	210	(28)	-	182	182	-	100.0%	192	192
Computer services	11	41	-	52	52	-	100.0%	3	3
Consultants: Business and advisory services	116	(40)	-	76	76	-	100.0%	210	210
Contractors	318	37	-	355	355	-	100.0%	921	921
Agency and support / outsourced services	338 398	9 357	8 492	356 247	355 329	918	99.7%	301 023	300 589
Fleet services (including government motor transport)	933	766	-	1 699	1 699	-	100.0%	1 288	1 288
Inventory: Learner and teacher support material	185 506	4 295	-	189 801	189 801	-	100.0%	114 785	114 785
Inventory: Materials and supplies	162	(27)	-	135	135	-	100.0%	90	90
Inventory: Other supplies	81 758	(4 769)	(4 486)	72 503	62 091	10 412	85.6%	73 850	62 683
Consumable supplies	2 841	277	-	3 118	3 118	-	100.0%	1 518	1 518
Consumable: Stationery printing and office supplies	2 657	(903)	-	1 754	1 754	-	100.0%	2 002	2 002
Operating leases	41 625	(5 840)	-	35 785	35 785	-	100.0%	36 968	36 968
Property payments	74 801	2 216	-	77 017	77 017	-	100.0%	119 242	119 242
Transport provided: Departmental activity	261 524	440	-	261 964	261 964	-	100.0%	265 335	264 703
Travel and subsistence	8 578	(566)	-	8 012	8 011	1	100.0%	8 806	8 806
Training and development	10 653	(3 318)	-	7 335	7 335	-	100.0%	5 479	5 479
Operating payments	1 053	973	-	2 026	2 026	-	100.0%	1 573	1 573
Venues and facilities	2 238	(200)	-	2 038	2 038	-	100.0%	1 684	1 684
Rental and hiring	137	20	-	157	157	-	100.0%	65	65
Transfers and subsidies	1 034 955	511	88 790	1 124 256	1 123 527	729	99.9%	1 187 473	1 187 473
Departmental agencies and accounts	3	(1)	-	2	2	-	100.0%	2	2
Departmental agencies (non-business entities)	3	(1)	-	2	2	-	100.0%	2	2
Non-profit institutions	947 849	12 903	94 086	1 054 838	1 054 109	729	99.9%	1 112 657	1 112 657
Households	87 103	(12 391)	(5 296)	69 416	69 416	-	100.0%	74 814	74 814
Social benefits	87 083	(12 417)	(5 296)	69 370	69 370	-	100.0%	74 706	74 706
Other transfers to households	20	26	-	46	46	-	100.0%	108	108
Payments for capital assets	1 817	705	-	2 522	2 522	-	100.0%	1 649	1 649
Machinery and equipment	1 802	705	-	2 507	2 507	-	100.0%	1 649	1 649
Transport equipment	741	124	-	865	865	-	100.0%	1 054	1 054
Other machinery and equipment	1 061	581	-	1 642	1 642	-	100.0%	595	595
Software and other intangible assets	15	-	-	15	15	-	100.0%	-	-
Total	15 069 228	-	207 126	15 276 354	15 191 515	84 839	99.4%	14 363 630	14 272 090

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Subprogramme: 2.1: Public Primary Level									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	8 243 086	238 714	109 844	8 591 644	8 586 077	5 567	99.9%	7 930 607	7 923 535
Compensation of employees	7 856 546	247 098	114 330	8 217 974	8 217 972	2	100.0%	7 571 622	7 571 622
Goods and services	386 540	(8 384)	(4 486)	373 670	368 105	5 565	98.5%	358 985	351 913
Transfers and subsidies	659 033	(371)	70 006	728 668	728 668	-	100.0%	770 698	770 698
Non-profit institutions	607 899	10 069	70 006	687 974	687 974	-	100.0%	726 434	726 434
Households	51 134	(10 440)	-	40 694	40 694	-	100.0%	44 264	44 264
Total	8 902 119	238 343	179 850	9 320 312	9 314 745	5 567	99.9%	8 701 305	8 694 233

Subprogramme: 2.2: Public Secondary Level									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	5 386 948	(226 949)	-	5 159 999	5 080 735	79 264	98.5%	4 887 753	4 803 315
Compensation of employees	5 109 246	(235 703)	-	4 873 543	4 800 044	73 499	98.5%	4 638 131	4 557 788
Goods and services	277 702	8 754	-	286 456	280 691	5 765	98.0%	249 622	245 527
Transfers and subsidies	323 121	(21)	18 784	341 884	341 884	-	100.0%	368 564	368 564
Non-profit institutions	287 325	1 798	24 080	313 203	313 203	-	100.0%	338 158	338 158
Households	35 796	(1 819)	(5 296)	28 681	28 681	-	100.0%	30 406	30 406
Payments for capital assets	-	-	-	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-	-	-	-
Total	5 710 069	(226 970)	18 784	5 501 883	5 422 619	79 264	98.6%	5 256 622	5 172 184

Subprogramme: 2.3: Human Resource Development									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	78 346	(21 604)	-	56 742	56 742	-	100.0%	50 274	50 274
Compensation of employees	32 650	(11 395)	-	21 255	21 255	-	100.0%	12 495	12 495
Goods and services	45 696	(10 209)	-	35 487	35 487	-	100.0%	37 779	37 779
Transfers and subsidies	6 914	2 263	-	9 177	9 177	-	100.0%	3 419	3 419
Departmental agencies and accounts	3	(1)	-	2	2	-	100.0%	2	2
Non-profit institutions	6 891	2 243	-	9 134	9 134	-	100.0%	3 417	3 417
Households	20	21	-	41	41	-	100.0%	-	-
Payments for capital assets	1 069	649	-	1 718	1 718	-	100.0%	601	601
Machinery and equipment	1 054	649	-	1 703	1 703	-	100.0%	601	601
Software and other intangible assets	15	-	-	15	15	-	100.0%	-	-
Total	86 329	(18 692)	-	67 637	67 637	-	100.0%	54 294	54 294

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Subprogramme: 2.4: Conditional Grants									
Economic classification	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	324 076	8 623	8 492	341 191	341 912	(721)	100.2%	305 874	305 844
Compensation of employees	9 213	-	-	9 213	9 935	(722)	107.8%	8 006	9 042
Goods and services	314 863	8 623	8 492	331 978	331 977	1	100.0%	297 868	296 802
Transfers and subsidies	45 887	(1 360)	-	44 527	43 798	729	98.4%	44 792	44 792
Non-profit institutions	45 734	(1 207)	-	44 527	43 798	729	98.4%	44 648	44 648
Households	153	(153)	-	-	-	-	-	144	144
Payments for capital assets	748	56	-	804	804	-	100.0%	743	743
Buildings and other fixed structures	-	-	-	-	-	-	-	-	-
Machinery and equipment	748	56	-	804	804	-	100.0%	743	743
Total	370 711	7 319	8 492	386 522	386 514	8	100.0%	351 409	351 379

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Programme 3: Independent School Subsidies									
Subprogramme	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Primary Level	59 329	1 140	-	60 469	60 469	-	100.0%	61 143	61 143
2. Secondary Level	48 249	(1 140)	(666)	46 443	46 443	-	100.0%	39 883	39 883
Total	107 578	-	(666)	106 912	106 912	-	100.0%	101 026	101 026

Economic classification	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	107 578	-	(666)	106 912	106 912	-	100.0%	101 026	101 026
Non-profit institutions	107 578	-	(666)	106 912	106 912	-	100.0%	101 026	101 026
Total	107 578	-	(666)	106 912	106 912	-	100.0%	101 026	101 026

Subprogramme: 3.1: Primary Level									
Economic classification	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	59 329	1 140	-	60 469	60 469	-	100.0%	61 143	61 143
Non-profit institutions	59 329	1 140	-	60 469	60 469	-	100.0%	61 143	61 143
Total	59 329	1 140	-	60 469	60 469	-	100.0%	61 143	61 143

Subprogramme: 3.2: Secondary Level									
Economic classification	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	48 249	(1 140)	(666)	46 443	46 443	-	100.0%	39 883	39 883
Non-profit institutions	48 249	(1 140)	(666)	46 443	46 443	-	100.0%	39 883	39 883
Total	48 249	(1 140)	(666)	46 443	46 443	-	100.0%	39 883	39 883

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Programme 4: Public Special School Education									
Subprogramme	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Schools	1 235 818	1	(58 309)	1 177 510	1 177 510	-	100.0%	1 124 477	1 124 477
2. Human Resource Development	1	(1)	-	-	-	-	-	-	-
3. Conditional Grant	11 874	-	-	11 874	11 401	473	96.0%	-	-
Total	1 247 693	-	(58 309)	1 189 384	1 188 911	473	100.0%	1 124 477	1 124 477

Economic classification	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	1 056 138	(1 786)	(68 848)	985 504	984 271	1 233	99.9%	930 602	930 602
Compensation of employees	1 019 271	-	(68 848)	950 423	949 663	760	99.9%	894 943	894 943
Salaries and wages	887 652	(98)	(56 303)	831 251	830 491	760	99.9%	779 858	779 858
Social contributions	131 619	98	(12 545)	119 172	119 172	-	100.0%	115 085	115 085
Goods and services	36 867	(1 786)	-	35 081	34 608	473	98.7%	35 659	35 659
Administrative fees	-	6	-	6	6	-	100.0%	-	-
Advertising	-	-	-	-	-	-	-	-	-
Minor assets	-	3	-	3	3	-	100.0%	-	-
Catering: Departmental activities	893	(794)	-	99	99	-	100.0%	258	258
Computer services	-	-	-	-	-	-	-	-	-
Consultants: Business and advisory services	-	-	-	-	-	-	-	-	-
Fleet services (including government motor transport)	6 103	3 551	-	9 654	9 654	-	100.0%	7 740	7 740
Inventory: Learner and teacher support material	7 244	(6 084)	-	1 160	687	473	59.2%	666	666
Inventory: Materials and supplies	-	48	-	48	48	-	100.0%	-	-
Inventory: Other supplies	-	1 308	-	1 308	1 308	-	100.0%	-	-
Consumable supplies	111	(16)	-	95	95	-	100.0%	78	78
Consumable: Stationery printing and office supplies	145	(31)	-	114	114	-	100.0%	-	-
Operating leases	19 699	1 135	-	20 834	20 834	-	100.0%	17 416	17 416
Property payments	-	528	-	528	528	-	100.0%	8 916	8 916
Travel and subsistence	1 848	(1 496)	-	352	352	-	100.0%	382	382
Training and development	791	(67)	-	724	724	-	100.0%	105	105
Operating payments	-	65	-	65	65	-	100.0%	17	17
Venues and facilities	33	58	-	91	91	-	100.0%	81	81
Transfers and subsidies	167 467	(2 850)	2 451	167 068	167 828	(760)	100.5%	157 077	157 077
Non-profit institutions	165 718	(3 836)	-	161 882	162 642	(760)	100.5%	152 272	152 272
Households	1 749	986	2 451	5 186	5 186	-	100.0%	4 805	4 805
Social benefits	1 749	986	2 451	5 186	5 186	-	100.0%	4 805	4 805
Payments for capital assets	24 088	4 636	8 088	36 812	36 812	-	100.0%	36 798	36 798
Machinery and equipment	24 088	4 636	8 088	36 812	36 812	-	100.0%	36 798	36 798
Transport equipment	24 088	4 529	8 088	36 705	36 705	-	100.0%	36 798	36 798
Other machinery and equipment	-	107	-	107	107	-	100.0%	-	-
Total	1 247 693	-	(58 309)	1 189 384	1 188 911	473	100.0%	1 124 477	1 124 477

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Subprogramme: 4.1: Schools									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	1 045 164	(986)	(68 848)	975 330	975 330	-	100.0%	930 602	930 602
Compensation of employees	1 010 271		(68 848)	941 423	941 423	-	100.0%	894 943	894 943
Goods and services	34 893	(986)	-	33 907	33 907	-	100.0%	35 659	35 659
Transfers and subsidies	167 466	(4 543)	2 451	165 374	165 374	-	100.0%	157 077	157 077
Non-profit institutions	165 717	(5 529)	-	160 188	160 188	-	100.0%	152 272	152 272
Households	1 749	986	2 451	5 186	5 186	-	100.0%	4 805	4 805
Payments for capital assets	23 188	5 530	8 088	36 806	36 806	-	100.0%	36 798	36 798
Machinery and equipment	23 188	5 530	8 088	36 806	36 806	-	100.0%	36 798	36 798
Total	1 235 818	1	(58 309)	1 177 510	1 177 510	-	100.0%	1 124 477	1 124 477

Subprogramme: 4.2: Human Resource Development									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
Non-profit institutions	1	(1)	-	-	-	-	-	-	-
Total	1	(1)	-	-	-	-	-	-	-

Subprogramme: 4.3: Conditional Grant									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	10 974	(800)	-	10 174	8 941	1 233	87.9%	-	-
Compensation of employees	9 000	-	-	9 000	8 240	760	91.6%	-	-
Goods and services	1 974	(800)	-	1 174	701	473	59.7%	-	-
Transfers and subsidies	-	1 694	-	1 694	2 454	(760)	144.9%	-	-
Non-profit institutions	-	1 694	-	1 694	2 454	(760)	144.9%	-	-
Payments for capital assets	900	(894)	-	6	6	-	100.0%	-	-
Machinery and equipment	900	(894)	-	6	6	-	100.0%	-	-
Total	11 874	-	-	11 874	11 401	473	96.0%	-	-

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Programme 5: Early Childhood Development									
Subprogramme	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Grade R in Public Schools	365 393	(1 403)	(5 234)	358 756	358 756	-	100.0%	358 737	358 737
2. Grade R in Early Childhood Development Centres	66 610	167	-	66 777	66 777	-	100.0%	67 247	67 247
3. Pre-Grade R Training	114 214	1 237	(20 788)	94 663	94 663	-	100.0%	99 812	99 812
4. Human Resource Development	1	(1)	-	-	-	-	-	-	-
5. Conditional Grants	5 119	-	-	5 119	5 119	-	100.0%	12 143	12 143
Total	551 337	-	(26 022)	525 315	525 315	-	100.0%	537 939	537 939

Economic classification	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	105 927	-	(3 470)	102 457	102 457	-	100.0%	94 255	94 255
Compensation of employees	60 132	-	(768)	59 364	59 364	-	100.0%	61 129	61 129
Salaries and wages	51 851	-	(629)	51 222	51 222	-	100.0%	52 649	52 649
Social contributions	8 281	-	(139)	8 142	8 142	-	100.0%	8 480	8 480
Goods and services	45 795	-	(2 702)	43 093	43 093	-	100.0%	33 126	33 126
Advertising	4	(3)	-	1	1	-	100.0%	-	-
Minor assets	-	-	-	-	-	-	-	-	-
Catering: Departmental activities	50	(39)	-	11	11	-	100.0%	7	7
Communication (G&S)	1	(1)	-	-	-	-	-	-	-
Agency and support / outsourced services	30 230	5 218	-	35 448	35 448	-	100.0%	25 443	25 443
Inventory: Learner and teacher support material	3 146	(444)	(2 702)	-	-	-	-	3 907	3 907
Inventory: Other supplies	1 011	(683)	-	328	328	-	100.0%	256	256
Consumable supplies	6	(6)	-	-	-	-	-	4	4
Consumable: Stationery printing and office supplies	-	-	-	-	-	-	-	-	-
Transport provided: Departmental activity	4 336	-	-	4 336	4 336	-	100.0%	3 509	3 509
Travel and subsistence	69	(24)	-	45	45	-	100.0%	-	-
Training and development	6 468	(3 952)	-	2 516	2 516	-	100.0%	-	-
Operating payments	300	(169)	-	131	131	-	100.0%	-	-
Venues and facilities	173	104	-	277	277	-	100.0%	-	-
Rental and hiring	1	(1)	-	-	-	-	-	-	-
Transfers and subsidies	445 410	-	(22 552)	422 858	422 858	-	100.0%	443 684	443 684
Non-profit institutions	443 545	-	(21 221)	422 324	422 324	-	100.0%	443 294	443 294
Households	1 865	-	(1 331)	534	534	-	100.0%	390	390
Social benefits	1 865	-	(1 331)	534	534	-	100.0%	390	390
Payments for capital assets	-	-	-	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-	-	-	-
Other machinery and equipment	-	-	-	-	-	-	-	-	-
Total	551 337	-	(26 022)	525 315	525 315	-	100.0%	537 939	537 939

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Subprogramme: 5.1: Grade R in Public Schools									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	68 055	(1 237)	(3 470)	63 348	63 348	-	100.0%	68 808	68 808
Compensation of employees	59 440	-	(768)	58 672	58 672	-	100.0%	61 129	61 129
Goods and services	8 615	(1 237)	(2 702)	4 676	4 676	-	100.0%	7 679	7 679
Transfers and subsidies	297 338	(166)	(1 764)	295 408	295 408	-	100.0%	289 929	289 929
Non-profit institutions	295 473	(166)	(433)	294 874	294 874	-	100.0%	289 539	289 539
Households	1 865	-	(1 331)	534	534	-	100.0%	390	390
Total	365 393	(1 403)	(5 234)	358 756	358 756	-	100.0%	358 737	3 58 737

Subprogramme: 5.2: Grade R in Early Childhood Development Centres									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	-	-	-	-	-	-	-	-	-
Goods and services	-	-	-	-	-	-	-	-	-
Transfers and subsidies	66 610	167	-	66 777	66 777	-	100.0%	67 247	67 247
Non-profit institutions	66 610	167	-	66 777	66 777	-	100.0%	67 247	67 247
Payments for capital assets	-	-	-	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-	-	-	-
Total	66 610	167	-	66 777	66 777	-	100.0%	67 247	67 247

Subprogramme: 5.3: Pre-Grade R Training									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	37 180	1 237	-	38 417	38 417	-	100.0%	25 443	25 443
Goods and services	37 180	1 237	-	38 417	38 417	-	100.0%	25 443	25 443
Transfers and subsidies	77 034	-	(20 788)	56 246	56 246	-	100.0%	74 369	74 369
Non-profit institutions	77 034	-	(20 788)	56 246	56 246	-	100.0%	74 369	74 369
Total	114 214	1 237	(20 788)	94 663	94 663	-	100.0%	99 812	99 812

Subprogramme: 5.4: Human Resource Development									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
Non-profit institutions	1	(1)	-	-	-	-	-	-	-
Total	1	(1)	-	-	-	-	-	-	-

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Subprogramme: 5.5: Conditional Grants	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	692	-	-	692	692	-	100.0%	4	4
Goods and services	692	-	-	692	692	-	100.0%	4	4
Transfers and subsidies	4 427	-	-	4 427	4 427	-	100.0%	12 139	12 139
Non-profit institutions	4 427	-	-	4 427	4 427	-	100.0%	12 139	12 139
Total	5 119	-	-	5 119	5 119	-	100.0%	12 143	12 143

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Programme 6: Infrastructure Development									
Subprogramme	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Administration	37 897	(5 139)	(733)	32 025	25 290	6 735	79.0%	26 627	18 418
2. Public Ordinary Schools	1 682 799	(25 885)	(22 090)	1 634 824	1 578 806	56 018	96.6%	1 488 659	1 441 337
3. Special Schools	34 857	26 045	-	60 902	60 902	-	100.0%	74 584	74 584
4. Early Childhood Development	5 000	4 979	-	9 979	9 979	-	100.0%	38 689	38 689
Total	1 760 553	-	(22 823)	1 737 730	1 674 977	62 753	96.4%	1 628 559	1 573 028

Economic classification	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	661 908	6 415	(27 309)	641 014	626 524	14 490	97.7%	593 592	593 593
Compensation of employees	29 711	(14)	(733)	28 964	22 229	6 735	76.7%	26 456	18 247
Salaries and wages	29 711	(2 668)	(733)	26 310	19 575	6 735	74.4%	24 317	16 108
Social contributions	-	2 654	-	2 654	2 654	-	100.0%	2 139	2 139
Goods and services	632 197	6 429	(26 576)	612 050	604 295	7 755	98.7%	567 136	575 345
Communication (G&S)	-	-	-	-	-	-	-	-	-
Minor assets	-	500	-	500	500	-	100.0%	-	-
Consultants: Business and advisory services	-	311	-	311	311	-	100.0%	1 638	1 638
Infrastructure and planning services	-	95 656	-	95 656	95 656	-	100.0%	84 404	84 404
Contractors	-	18	-	18	18	-	100.0%	-	-
Inventory: Other supplies	55 365	(33 733)	-	21 632	21 632	-	100.0%	7 889	7 889
Consumable: Stationery printing and office supplies	-	-	-	-	-	-	-	-	-
Operating leases	-	-	-	-	-	-	-	-	-
Property payments	576 832	(56 574)	(26 576)	493 682	485 927	7 755	98.4%	473 205	481 414
Travel and subsistence	-	251	-	251	251	-	100.0%	-	-
Transfers and subsidies	136 300	26 923	-	163 223	163 223	-	100.0%	33 688	33 688
Non-profit institutions	136 300	26 909	-	163 209	163 209	-	100.0%	33 654	33 654
Households	-	14	-	14	14	-	100.0%	34	34
Payments for capital assets	962 345	(33 338)	4 486	933 493	885 230	48 263	94.8%	1 001 279	945 748
Buildings and other fixed structures	962 345	(34 943)	4 486	931 888	883 625	48 263	94.8%	1 001 279	945 748
Buildings	639 019	39 882	-	678 901	630 638	48 263	92.9%	773 049	717 518
Other fixed structures	323 326	(74 825)	4 486	252 987	252 987	-	100.0%	228 230	228 230
Machinery and equipment	-	1 605	-	1 605	1 605	-	100.0%	-	-
Other machinery and equipment	-	1 605	-	1 605	1 605	-	100.0%	-	-
Total	1 760 553	-	(22 823)	1 737 730	1 674 977	62 753	96.4%	1 628 559	1 573 028

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Subprogramme: 6.1: Administration									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	29 711	544	(733)	29 522	22 787	6 735	77.2%	26 456	18 247
Compensation of employees	29 711	(14)	(733)	28 964	22 229	6 735	76.7%	26 456	18 247
Goods and services	-	558	-	558	558	-	100.0%	-	-
Transfers and subsidies	-	14	-	14	14	-	100.0%	34	34
Non-profit institutions	-	-	-	-	-	-	-	-	-
Households	-	14	-	14	14	-	100.0%	34	34
Payments for capital assets	8 186	(5 697)	-	2 489	2 489	-	100.0%	137	137
Buildings and other fixed structures	8 186	(7 302)	-	884	884	-	100.0%	137	137
Machinery and equipment	-	1 605	-	1 605	1 605	-	100.0%	-	-
Total	37 897	(5 139)	(733)	32 025	25 290	6 735	79.0%	26 627	18 418

Subprogramme: 6.2: Public Ordinary Schools									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	632 197	5 871	(26 576)	611 492	603 737	7 755	98.7%	567 040	575 249
Goods and services	632 197	5 871	(26 576)	611 492	603 737	7 755	98.7%	567 040	575 249
Transfers and subsidies	136 300	23 730	-	160 030	160 030	-	100.0%	33 654	33 654
Non-profit institutions	136 300	23 730	-	160 030	160 030	-	100.0%	33 654	33 654
Payments for capital assets	914 302	(55 486)	4 486	863 302	815 039	48 263	94.4%	887 965	832 434
Buildings and other fixed structures	914 302	(55 486)	4 486	863 302	815 039	48 263	94.4%	887 965	832 434
Total	1 682 799	(25 885)	(22 090)	1 634 824	1 578 806	56 018	96.6%	1 488 659	1 441 337

Subprogramme: 6.3: Special Schools									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	-	-	-	-	-	-	-	93	93
Goods and services	-	-	-	-	-	-	-	93	93
Transfers and subsidies	-	3 179	-	3 179	3 179	-	100.0%	-	-
Non-profit institutions	-	3 179	-	3 179	3 179	-	100.0%	-	-
Payments for capital assets	34 857	22 866	-	57 723	57 723	-	100.0%	74 491	74 491
Buildings and other fixed structures	34 857	22 866	-	57 723	57 723	-	100.0%	74 491	74 491
Total	34 857	26 045	-	60 902	60 902	-	100.0%	74 584	74 584

Subprogramme: 6.4: Early Childhood Development									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	-	-	-	-	-	-	-	3	3
Goods and services	-	-	-	-	-	-	-	3	3
Payments for capital assets	5 000	4 979	-	9 979	9 979	-	100.0%	38 686	38 686
Buildings and other fixed structures	5 000	4 979	-	9 979	9 979	-	100.0%	38 686	38 686
Total	5 000	4 979	-	9 979	9 979	-	100.0%	38 689	38 689

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Programme 7: Examination and Education Related Services									
Subprogramme	2017/18							2016/17	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
1. Payments to SETA	7 268	-	-	7 268	7 268	-	100.0%	6 850	6 850
2. Professional Services	124 418	3 072	928	128 418	128 418	-	100.0%	95 820	95 820
3. External Examinations	200 153	(2 398)	(5 400)	192 355	192 355	-	100.0%	189 785	189 785
4. Special Projects	51 862	(674)	(24 857)	26 331	23 083	3 248	87.7%	36 442	36 442
5. Conditional Grant	20 028	-	-	20 028	17 710	2 318	88.4%	18 800	18 789
Total	403 729	-	(29 329)	374 400	368 834	5 566	98.5%	347 697	347 686
Economic classification	2017/18							2016/17	
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual Expenditure R'000
Current payments	343 653	1 952	(9 600)	336 005	330 439	5 566	98.3%	298 863	298 852
Compensation of employees	280 193	-	(9 600)	270 593	267 439	3 154	98.8%	230 585	230 774
Salaries and wages	271 943	(10 799)	(9 600)	251 544	248 390	3 154	98.7%	211 415	211 604
Social contributions	8 250	10 799	-	19 049	19 049	-	100.0%	19 170	19 170
Goods and services	63 460	1 952	-	65 412	63 000	2 412	96.3%	68 278	68 078
Administrative fees	-	484	-	484	484	-	100.0%	-	-
Advertising	7	(7)	-	-	-	-	-	5	5
Minor assets	4	6	-	10	10	-	100.0%	6 808	6 808
Catering: Departmental activities	3 969	(486)	-	3 483	3 483	-	100.0%	3 471	3 471
Communication (G&S)	747	208	-	955	955	-	100.0%	833	833
Computer services	2	(1)	-	1	1	-	100.0%	3	3
Consultants: Business and advisory services	1 221	(564)	-	657	657	-	100.0%	-	-
Contractors	2 391	(316)	-	2 075	1 002	1 073	48.3%	1 278	1 278
Agency and support / outsourced services	2	(1)	-	1	1	-	100.0%	1 690	1 490
Entertainment	617	453	-	1 070	1 070	-	100.0%	-	-
Fleet services (including government motor transport)	-	-	-	-	-	-	-	781	781
Inventory: Learner and teacher support material	1 897	(494)	-	1 403	64	1 339	4.6%	2 039	2 039
Inventory: Materials and supplies	-	21	-	21	21	-	100.0%	-	-
Inventory: Medicine	-	-	-	-	-	-	-	565	565
Inventory: Other supplies	-	-	-	-	-	-	-	-	-
Consumable supplies	1 466	(800)	-	666	666	-	100.0%	332	332
Consumable: Stationery printing and office supplies	6 079	1 429	-	7 508	7 508	-	100.0%	5 893	5 893
Operating leases	5 814	(1 375)	-	4 439	4 439	-	100.0%	5 879	5 879
Property payments	-	375	-	375	375	-	100.0%	382	382
Transport provided: Departmental activity	3	(3)	-	-	-	-	-	-	-
Travel and subsistence	9 932	909	-	10 841	10 841	-	100.0%	9 705	9 705
Training and development	922	437	-	1 359	1 359	-	100.0%	955	955
Operating payments	27 973	1 717	-	29 690	29 690	-	100.0%	27 277	27 277
Venues and facilities	337	(71)	-	266	266	-	100.0%	273	273
Rental and hiring	77	31	-	108	108	-	100.0%	109	109
Transfers and subsidies	60 012	(2 145)	(19 729)	38 138	38 138	-	100.0%	48 602	48 602
Departmental agencies and accounts	7 268	-	-	7 268	7 268	-	100.0%	6 850	6 850
Departmental agencies (non-business entities)	7 268	-	-	7 268	7 268	-	100.0%	6 850	6 850
Non-profit institutions	52 661	(2 145)	(20 657)	29 859	29 859	-	100.0%	40 207	40 207
Households	83	-	928	1 011	1 011	-	100.0%	1 545	1 545
Social benefits	83	(17)	928	994	994	-	100.0%	1 511	1 511
Other transfers to households	-	17	-	17	17	-	100.0%	34	34
Payments for capital assets	64	193	-	257	257	-	100.0%	232	232
Machinery and equipment	64	193	-	257	257	-	100.0%	232	232
Transport equipment	-	110	-	110	110	-	100.0%	-	-
Other machinery and equipment	64	83	-	147	147	-	100.0%	232	232
Total	403 729	-	(29 329)	374 400	368 834	5 566	98.5%	347 697	347 686

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Subprogramme: 7.1: Payments to SETA									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	7 268	-	-	7 268	7 268	-	100.0%	6 850	6 850
Departmental agencies and accounts	7 268	-	-	7 268	7 268	-	100.0%	6 850	6 850
Total	7 268	-	-	7 268	7 268	-	100.0%	6 850	6 850

Subprogramme: 7.2: Professional Services									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	124 418	2 896	-	127 314	127 314	-	100.0%	94 477	94 477
Compensation of employees	124 418	2 896	-	127 314	127 314	-	100.0%	94 477	94 477
Goods and services	-	-	-	-	-	-	-	-	-
Transfers and subsidies	-	66	928	994	994	-	100.0%	1 343	1 343
Departmental agencies and accounts	-	-	-	-	-	-	-	-	-
Households	-	66	928	994	994	-	100.0%	1 343	1 343
Payments for capital assets	-	110	-	110	110	-	100.0%	-	-
Machinery and equipment	-	110	-	110	110	-	100.0%	-	-
Total	124 418	3 072	928	128 418	128 418	-	100.0%	95 820	95 820

Subprogramme: 7.3: External Examinations									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	187 449	499	(5 400)	182 548	182 548	-	100.0%	179 204	179 204
Compensation of employees	139 457	(2 896)	(5 400)	131 161	131 161	-	100.0%	126 011	126 011
Goods and services	47 992	3 395	-	51 387	51 387	-	100.0%	53 193	53 193
Transfers and subsidies	12 704	(2 981)	-	9 723	9 723	-	100.0%	10 349	10 349
Non-profit institutions	12 621	(2 915)	-	9 706	9 706	-	100.0%	10 161	10 161
Households	83	(66)	-	17	17	-	100.0%	188	188
Payments for capital assets	-	84	-	84	84	-	100.0%	232	232
Machinery and equipment	-	84	-	84	84	-	100.0%	232	232
Total	200 153	(2 398)	(5 400)	192 355	192 355	-	100.0%	189 785	189 785

Subprogramme: 7.4: Special Projects									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments	11 828	-	(4 200)	7 628	4 380	3 248	57.4%	6 965	6 965
Compensation of employees	11 828	-	(4 200)	7 628	4 380	3 248	57.4%	6 965	6 965
Goods and services	-	-	-	-	-	-	-	-	-
Transfers and subsidies	40 034	(674)	(20 657)	18 703	18 703	-	100.0%	29 477	29 477
Non-profit institutions	40 034	(674)	(20 657)	18 703	18 703	-	100.0%	29 463	29 463
Households	-	-	-	-	-	-	-	14	14
Total	51 862	(674)	(24 857)	26 331	23 083	3 248	87.7%	36 442	36 442

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Subprogramme: 7.5: Conditional Grant									
	2017/18							2016/17	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation %	Final Appropriation	Actual Expenditure
Economic classification	R'000	R'000	R'000	R'000	R'000	R'000		R'000	R'000
Current payments	19 958	(1 443)	-	18 515	16 197	2 318	87.5%	18 217	18 206
Compensation of employees	4 490	-	-	4 490	4 584	(94)	102.1%	3 132	3 321
Goods and services	15 468	(1 443)	-	14 025	11 613	2 412	82.8%	15 085	14 885
Transfers and subsidies	6	1 444	-	1 450	1 450	-	100.0%	583	583
Non-profit institutions	6	1 444	-	1 450	1 450	-	100.0%	583	583
Payments for capital assets	64	(1)	-	63	63	-	100.0%	-	-
Machinery and equipment	64	(1)	-	63	63	-	100.0%	-	-
Total	20 028	-	-	20 028	17 710	2 318	88.4%	18 800	18 789

**Notes to the Appropriation Statement
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1. Detail of transfers and subsidies as per Appropriation Act (after Virement):

Detail of these transactions can be viewed in the note on Transfers and subsidies and Annexure 1 (A-H) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on payments for financial assets

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after virement):

4.1 Per programme

Per programme:	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Variance as a % of Final Appropriation R'000
Administration	1 512 598	1 510 372	2 226	0.1%
The under-spending can mainly be attributed to:				
<ul style="list-style-type: none"> • Compensation of employees <ul style="list-style-type: none"> - Earmarked funding on MOD centres for graduate tutors not utilised and were paid over to Provincial Treasury. • Goods and services <ul style="list-style-type: none"> - Due to cost containment measures 				
Public Ordinary School Education	15 276 354	15 191 515	84 839	0.6%
The under-spending can mainly be attributed to:				
<ul style="list-style-type: none"> • Compensation of employees <ul style="list-style-type: none"> - Fewer temporary appointments vacancies across educators; - Public servants vacancies within the department due to slow filling of vacant posts; and - Savings from allowances paid to lower level employees acting in higher vacant posts. • Goods and services <ul style="list-style-type: none"> - Delivery of furniture and equipment which could not be completed before financial year end and for which rollovers have been requested; and - Earmarked funding on the After School game changer project and MOD feeding scheme at MOD centres not fully utilised and were paid over to Provincial Treasury. 				

**Notes to the Appropriation Statement
 for the year ended 31 March 2018**

Independent School Subsidies	106 912	106 912	-	0.0%
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This programme is in budget after application of virements.

Public Special School Education	1 189 384	1 188 911	473	0.0%
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The under-spending can mainly be attributed to:

- Goods and services
 - Delivery and supply of tool kits, Learner Training and Support Material (LTSM) to special care centres which could not be completed before financial year end and for which rollovers have been requested.

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
Per programme:	R'000	R'000	R'000	R'000

Early Childhood Development	525 315	525 315	-	0.0%
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This programme is in budget after application of virements.

Infrastructure Development	1 737 730	1 674 977	62 753	3.6%
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The under-spending can mainly be attributed to:

- Goods and services
 - Delays in the drought implementation as well as invoices for drought projects which could not be completed before financial year end and for which rollovers have been requested.
- Buildings and other fixed structures
 - Delays in the procurement of mobile units related to the mobile unit implementation project which could not be completed before financial year end and for which rollovers have been requested.

Examination and Education Related Services	374 400	368 834	5 566	1.5%
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The under-spending can mainly be attributed to:

- Compensation of employees
 - Fewer appointments of interns.
- Goods and services
 - Due to the HIV/AIDs Conditional Grant as a result of compliance delays experienced with the supplier which caused the workshop dates to be re-scheduled to the new financial year 2018/19.

**Notes to the Appropriation Statement
for the year ended 31 March 2018**

4.2 Per economic classification

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
Per economic classification:	R'000	R'000	R'000	R'000
Current expenditure				
Compensation of employees	15 263 076	15 178 886	84 190	0.55%
Goods and services	2 368 447	2 345 012	23 435	0.99%
Transfers and subsidies				
Departmental agencies and accounts	7 278	7 278	-	0.0%
Non-profit institutions	1 980 347	1 980 378	(31)	0.0%
Households	86 461	86 461	-	0.0%
Payments for capital assets				
Buildings and other fixed structures	931 888	883 625	48 263	5.18%
Machinery and equipment	74 408	74 408	-	0.0%
Software and other intangible assets	63	63	-	0.0%
Payments for financial assets	10 725	10 725	-	0.0%

The under-spending can mainly be attributed to:

- Compensation of employees
 - The saving is due to vacancies fewer temporary appointments and efficiencies regarding compensation of employees and unspent earmarked funding on MOD centres for graduate tutors which would be paid over to Provincial Treasury.
- Goods and services
 - Delivery of furniture and equipment which could not be completed before financial year end and for which rollovers have been requested; and
 - Earmarked funding on the After School game changer project and MOD feeding scheme at MOD centres not fully utilised and were paid over to Provincial Treasury; and
 - Delivery and supply of tool kits Learner Training and Support Material (LTSM) to special care centres which could not be completed before financial year end and for which rollovers have been requested; and
 - Delays in the drought implementation as well as invoiced for drought projects which could not be completed before financial year end and for which rollovers have been requested; and
 - Due to the HIV/AIDs Conditional Grant as a result of compliance delays experienced with the supplier which caused the workshop dates to be re-scheduled to the new financial year 2018/19.

**Notes to the Appropriation Statement
 for the year ended 31 March 2018**

- Buildings and other fixed structures

Delays in the procurement of mobile units related to the mobile unit implementation project which could not be completed before financial year end and for which rollovers have been requested.

4.3 Per conditional grant

	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
Per conditional grant	R'000	R'000	R'000	R'000
Education Infrastructure Grant	1 149 111	1 149 111	-	0.0%
EPWP Integrated Grant for Provinces	2 149	2 149	-	0.0%
HIV/AIDS (Life-skills Education) Grant	20 028	17 710	2 318	11.6%
Maths Science & Technology Grant	30 217	30 217	-	0.0%
National School Nutrition Programme Grant	337 370	337 363	7	0.0%
Social sector EPWP Incentive Grant to Provinces	8 243	8 242	1	0.0%
Learners with Profound Intellectual Disabilities Grant	11 874	11 401	473	4.0%

The under-spending can mainly be attributed to:

- Goods and services
 - Delivery and supply of tool kits Learner Training and Support Material (LTSM) to special care centres which could not be completed before financial year end and for which rollovers have been requested.
 - Due to the HIV/AIDs Conditional Grant as a result of compliance delays experienced with the supplier which caused the workshop dates to be re-scheduled to the new financial year 2018/19.

**Statement of Financial Performance
for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
Revenue			
Annual appropriation	1	20 722 693	19 530 682
Departmental revenue	2	-	-
Total Revenue		20 722 693	19 530 682
Expenditure			
Current expenditure			
Compensation of employees	3	15 178 886	14 133 743
Goods and services	4	2 345 012	2 134 953
Total current expenditure		17 523 898	16 268 696
Transfers and subsidies			
Transfers and subsidies	6	2 074 117	2 012 107
Total transfers and subsidies		2 074 117	2 012 107
Expenditure for capital assets			
Tangible assets	7	958 033	1 011 621
Intangible assets	7	63	64
Total expenditure for capital assets		958 096	1 011 685
Payments for financial assets	5	10 725	8 689
Total Expenditure		20 566 836	19 301 177
Surplus for the Year		155 857	229 505
Reconciliation of Net Surplus for the year			
Voted Funds		155 857	229 505
Annual appropriation		155 857	229 505
Surplus for the Year		155 857	229 505

**Statement of Financial Position
 as at 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
Assets			
Current Assets		672 445	218 007
Cash and cash equivalents	8	644 073	209 258
Prepayments and advances	9	3	-
Receivables	10	28 369	8 749
Non-Current Assets		51 399	62 842
Investments	11	10 020	9 398
Receivables	10	41 379	53 444
Total Assets		723 844	280 849
Liabilities			
Current Liabilities		690 394	239 092
Voted funds to be surrendered to the Revenue Fund	12	155 857	229 505
Departmental revenue and PRF Receipts to be surrendered to the Revenue Fund	13	4 076	2 763
Payables	14	530 461	6 824
Non-Current Liabilities			
Total Liabilities		690 394	239 092
Net Assets		33 450	41 757
Represented by:			
Capitalisation reserve		10 020	9 398
Recoverable revenue		23 430	32 359
Total		33 450	41 757

**Statement of Changes in Net Assets
 as at 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
Net Assets			
Capitalisation Reserves			
Opening balance		9 398	17 879
Transfers:			
Movement in Operational Funds		622	(8 481)
Closing balance		10 020	9 398
Recoverable revenue			
Opening balance		32 359	33 966
Transfers		(8 929)	(1 607)
Irrecoverable amounts written off	5.2	(10 331)	(8 038)
Debts raised		1 402	6 431
Closing balance		23 430	32 359
Total		33 450	41 757

**Cash Flow Statement
 for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
Cash Flows from Operating Activities			
Receipts		20 753 407	19 569 378
Annual appropriated funds received	1.1	20 722 693	19 530 682
Departmental revenue received	2.1 2.2 2.4	29 187	37 022
Interest received	2.3	1 527	1 674
Decrease in working capital		516 079	9 767
Surrendered to Revenue Fund	15	(258 906)	(287 215)
Current payments		(17 523 898)	(16 268 696)
Payments for financial assets	5	(10 725)	(8 689)
Transfers and subsidies paid	6	(2 074 117)	(2 012 107)
Net cash flow available from operating activities	15	1 401 840	1 002 438
Cash Flows from Investing Activities			
Payments for capital assets	7	(958 096)	(1 011 685)
Increase in investments	11	(622)	8 481
Net cash flows from investing activities		(958 718)	(1 003 204)
Cash Flows from Financing Activities			
Increase in net assets		(8 307)	(10 088)
Net cash flows from financing activities		(8 307)	(10 088)
Increase in cash and cash equivalents		434 815	(10 854)
Cash and cash equivalents at beginning of period		209 258	220 112
Cash and cash equivalents at end of period	8 16	644 073	209 258

**Accounting Policies
for the year ended 31 March 2018**

Summary of significant accounting policies

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

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

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

1. Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard (MCS).

2. Going concern

The financial statements have been prepared on a going concern basis.

3. Presentation currency

Amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.

4. Rounding

Unless otherwise stated financial figures have been rounded to the nearest one thousand Rand (R'000).

5. Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment/receipt.

6. Comparative information

6.1 Prior period comparative information

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

6.2 Current year comparison with budget

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

**Accounting Policies
for the year ended 31 March 2018**

7. Revenue

7.1 Appropriated funds

Appropriated funds comprise of departmental allocations as well as direct charges against the revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the statement of financial performance on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the statement of financial performance on the date the adjustments become effective.

The net amount of any appropriated funds due to/from the relevant revenue fund at the reporting date is recognised as a payable/receivable in the statement of financial position.

7.2 Departmental revenue

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

7.3 Accrued departmental revenue

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- It is probable that the economic benefits or service potential associated with the transaction will flow to the department; and
- The amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable. Accrued tax revenue (and related interest and/penalties) is measured at amounts receivable from collecting agents.

Write-offs are made according to the department's debt write-off policy.

8. Expenditure

8.1 Compensation of employees

8.1.1 Salaries and wages

Salaries and wages are recognised in the statement of financial performance on the date of payment.

8.1.2 Social contributions

Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.

**Accounting Policies
for the year ended 31 March 2018**

8.2 Other expenditure

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

8.3 Accruals and payables not recognised

Accruals and payables not recognised are recorded in the notes to the financial statements at cost at the reporting date.

8.4 Leases

8.4.1 Operating leases

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment.

The operating lease commitments are recorded in the notes to the financial statements.

8.4.2 Finance leases

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.

Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:

- Cost, being the fair value of the asset; or
- The sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

9. Aid Assistance

9.1 Aid assistance received

Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.

9.2 Aid assistance paid

Aid assistance paid is recognised in the statement of financial performance on the date of payment. Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the statement of financial position.

**Accounting Policies
for the year ended 31 March 2018**

10. Cash and cash equivalents

Cash and cash equivalents are stated at cost in the statement of financial position. Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

11. Prepayments and advances

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

Prepayments and advances are initially and subsequently measured at cost.

Transport and subsistence advances are paid when an official embarks on a trip away from headquarters and makes application for the estimated costs to be incurred on official duty. On the official's return, a claim for actual expenses will be submitted and offset against the advance paid. Any advances not settled by 31 March will be reflected in the Statement of Financial Position.

12. Loans and receivables

Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off. Write-offs are made according to the department's write-off policy.

13. Investments

Investments are recognised in the statement of financial position at cost.

14. Financial assets

14.1 Financial assets (not covered elsewhere)

A financial asset is recognised initially at its cost plus transaction costs that are directly attributable to the acquisition or issue of the financial asset.

At the reporting date, a department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

14.2 Impairment of financial assets

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

15. Payables

Payables are recognised in the statement of financial position at cost.

**Accounting Policies
for the year ended 31 March 2018**

16. Capital Assets

16.1 Immovable capital assets

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

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

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

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

16.2 Movable capital assets

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

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

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

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

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

16.3 Intangible assets

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

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

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

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

Accounting Policies for the year ended 31 March 2018

16.3 Intangible assets (continued)

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

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

16.4. Project Costs: Work-in-progress

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

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

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

17. Provisions and Contingents

17.1 Provisions

Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

17.2 Contingent liabilities

Contingent liabilities are recorded in the notes to the financial statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

17.3 Contingent assets

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department.

**Accounting Policies
for the year ended 31 March 2018**

17.4 Commitments

Commitments are recorded at cost in the notes to the financial statements when there is a contractual arrangement or an approval by management in a manner that raises a valid expectation that the department will discharge its responsibilities thereby incurring future expenditure that will result in the outflow of cash.

18. Unauthorised expenditure

Unauthorised expenditure is recognised in the statement of financial position until such time as the expenditure is either:

- Approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- Approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- Transferred to receivables for recovery.

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

19. Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.

Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.

Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

20. Irregular expenditure

Irregular expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons therefore are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery or not condoned and is not recoverable.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

Accounting Policies for the year ended 31 March 2018

21. Changes in accounting policies, accounting estimates and errors

Changes in accounting policies that are effected by management have been applied retrospectively in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the change in policy. In such instances the department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

Changes in accounting estimates are applied prospectively in accordance with MCS requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

22. Events after the reporting date

Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.

23. Departures from the MCS requirements

Management concludes that the financial statements present fairly the department's primary and secondary information and the department has complied with the Modified Cash Standard.

24. Capitalisation reserve

The capitalisation reserve comprises of financial assets and/or liabilities originating in a prior reporting period but which are recognised in the statement of financial position. Amounts are recognised in the capitalisation reserves when identified in the current period and are transferred to the Provincial Revenue Fund when the underlying asset is disposed and the related funds are received.

25. Recoverable revenue

Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the Provincial Revenue Fund when recovered or are transferred to the statement of financial performance when written-off.

26. Related party transactions

A related party transaction is a transfer of resources, services or obligations between the reporting entity and a related party. Related party transactions within the Minister's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.

**Accounting Policies
for the year ended 31 March 2018**

27. Key management personnel

Key management personnel are those persons having the authority and responsibility for planning, directing and controlling the activities of the department. The number of individuals and their full compensation is recorded in the notes to the financial statements.

28. Inventories

At the date of acquisition, inventories are recognised at cost in the statement of financial performance.

Where inventories are acquired as part of a non-exchange transaction, the inventories are measured at fair value as at the date of acquisition.

Inventories are subsequently measured at the lower of cost and net realisable value or where intended for distribution (or consumed in the production of goods for distribution) at no or a nominal charge, the lower of cost and current replacement value.

The cost of inventories is assigned by using the weighted average cost basis.

29. Employee benefits

The value of each major class of employee benefit obligation (accruals, payables not recognised and provisions) is disclosed in the Employee benefits note.

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

1. Appropriation

1.1 Annual Appropriation

Programmes	2017/18			2016/17	
	Final Appropriation R'000	Actual Funds Received R'000	Funds not requested/ not received R'000	Final Appropriation R'000	Appropriation Received R'000
Administration	1 582 575	1 582 575	-	1 549 950	1 549 950
Public Ordinary School Education	15 069 228	15 069 228	-	14 228 951	14 228 951
Independent School Subsidies	107 578	107 578	-	101 298	101 298
Public Special School Education	1 247 693	1 247 693	-	1 181 976	1 181 976
Early Childhood Development	551 337	551 337	-	566 921	566 921
Infrastructure Development	1 760 553	1 760 553	-	1 582 054	1 582 054
Examination and Education Related Services	403 729	403 729	-	319 532	319 532
Total	20 722 693	20 722 693	-	19 530 682	19 530 682

	Note	2017/18 R'000	2016/17 R'000
1.2 Conditional Grants**			
Total grants received	31	1 558 992	1 519 499
Provincial grants included in Total Grants received		-	-

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

2. Departmental Revenue

Sales of goods and services other than capital assets	2.1	12 192	11 915
Fines penalties and forfeits	2.2	938	1 228
Interest dividends and rent on land	2.3	1 527	1 674
Transactions in financial assets and liabilities	2.4	16 057	23 879
Total revenue collected		30 714	38 696
Less: Own revenue included in appropriation	13	30 714	38 696
Departmental revenue collected		-	-

2.1 Sales of goods and services other than capital assets

Sales of goods and services produced by the department	2	12 149	11 805
Sales by market establishment		12 149	11 805
Sales of scrap waste and other used current goods		43	110
Total		12 192	11 915

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
2.2 Fines penalties and forfeits	2		
Fines		938	1 228
Total		938	1 228
2.3 Interest dividends and rent on land	2		
Interest		1 527	1 674
Total		1 527	1 674
2.4 Transactions in financial assets and liabilities	2		
Receivables		9 944	8 759
Other receipts including Recoverable Revenue		6 113	15 120
Total		16 057	23 879
3. Compensation of employees			
3.1 Salaries and wages			
Basic Salary		11 312 912	10 501 985
Performance award		21 077	25 709
Service Based		27 530	27 479
Compensative/circumstantial		181 261	174 050
Periodic payments		16 539	15 738
Other non-pensionable allowances		1 681 798	1 555 367
Total		13 241 117	12 300 328
3.2 Social contributions			
Employer contributions			
Pension		1 296 382	1 224 070
Medical		637 270	606 292
Bargaining council		1 201	1 102
Official unions and associations		2 916	1 951
Total		1 937 769	1 833 415
Total compensation of employees		15 178 886	14 133 743
Average number of employees		40 981	40 611

**Notes to the Annual Financial Statements
 for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
4. Goods and services			
Administrative fees		957	707
Advertising		9 964	7 138
Minor assets	4.1	4 825	8 223
Bursaries (employees)		834	861
Catering		13 476	19 310
Communication		8 662	10 978
Computer services	4.2	19 734	16 891
Consultants: Business and advisory services		43 014	41 965
Infrastructure and planning services		95 657	84 404
Legal services		4 772	4 350
Contractors		9 133	10 600
Agency and support / outsourced services		414 124	338 580
Entertainment		49	31
Audit cost – external	4.3	14 134	11 971
Fleet services		29 466	23 992
Inventory	4.4	648 500	495 480
Consumables	4.5	23 230	19 251
Operating leases		63 837	62 996
Property payments	4.6	582 095	625 514
Rental and hiring		479	626
Transport provided as part of the departmental activities		267 398	269 966
Travel and subsistence	4.7	35 359	32 779
Venues and facilities		3 648	4 528
Training and development		14 213	9 262
Other operating expenditure	4.8	37 452	34 550
Total		2 345 012	2 134 953
4.1 Minor Assets	4		
Tangible assets		4 625	8 084
Machinery and equipment		4 625	8 084
Intangible assets		200	139
Software		200	139
Total		4 825	8 223

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
4.2 Computer Services	4		
SITA computer services		13 614	11 303
External computer service providers		6 120	5 588
Total		19 734	16 891
4.3 Audit cost – external	4		
Regularity audits		13 387	11 670
Computer audits		747	301
Total		14 134	11 971

The difference between the expenditure for 2016/17 and 2017/18 is due to the timing of invoices.

4.4 Inventory	4		
Learning and teaching support material		191 313	122 419
Materials and supplies		710	327
Medicine		-	565
Other supplies	4.4.1	456 477	372 169
Total	Annex 5	648 500	495 480
4.4.1 Other supplies	4		
Assets for distributions		456 477	372 169
Machinery and equipment		456 183	372 165
Library material		294	4
Total		456 477	372 169

The above increase is due to the rollout of LAN to Public Schools.

4.5 Consumables	4		
Consumable supplies		5 576	3 109
Uniform and clothing		-	168
Household supplies		1 931	1 005
IT consumables		1 818	347
Other consumables		1 827	1 589
Stationery printing and office supplies		17 654	16 142
Total		23 230	19 251
4.6 Property payments	4		
Municipal services		79 398	129 470
Property maintenance and repairs		487 953	483 423
Other		14 744	12 621
Total		582 095	625 514

Notes to the Annual Financial Statements
for the year ended 31 March 2018

	Note	2017/18 R'000	2016/17 R'000
4.7 Travel and subsistence	4		
Local		34 631	32 430
Foreign		728	349
Total		35 359	32 779
4.8 Other operating expenditure	4		
Professional bodies membership and subscription fees		1 015	745
Resettlement costs		2 240	2 656
Other		34 197	31 149
Total		37 452	34 550
5. Payments for financial assets			
Other material losses written off	5.1	394	651
Debts written off	5.2	10 331	8 038
Total		10 725	8 689
5.1 Other material losses written off	5		
Nature of losses			
GG Accidents		117	297
Interest paid		225	9
Claims against the state		-	332
Other losses		52	13
Total		394	651
5.2 Debts written off	5		
Nature of debts written off			
Other debt written off:			
Employee tax		712	694
Salary overpayments		7 967	5 562
Bursaries		318	777
Interest on debts		1 334	1 005
Total		10 331	8 038
6. Transfers and subsidies			
Departmental agencies and accounts	Annexure 1A	7 278	6 857
Non-profit institutions	Annexure 1B	1 980 378	1 912 945
Households	Annexure 1C	86 461	92 305
Total		2 074 117	2 012 107

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
7. Expenditure for capital assets			
Tangible assets		958 033	1 011 621
Buildings and other fixed structures	29.1	883 624	945 749
Machinery and equipment	27.1	74 409	65 872
Intangible assets		63	64
Software	28.1	63	64
Total		958 096	1 011 685

Machinery and equipment: An amount of R31.829 million was expensed as a prepayment during March 2018 i.r.o. 38 buses to be purchased by GMT on behalf of the department.

7.1 Analysis of funds utilised to acquire capital assets – 2017/18

	Voted Funds	Aid assistance	Total
Tangible assets	958 033	-	958 033
Buildings and other fixed structures	883 624	-	883 624
Machinery and equipment	74 409	-	74 409
Intangible assets	63	-	63
Software	63	-	63
Total	958 096	-	958 096

7.2 Analysis of funds utilised to acquire capital assets – 2016/17

	Voted Funds	Aid assistance	Total
Tangible assets	1 011 621	-	1 011 621
Buildings and other fixed structures	945 749	-	945 749
Machinery and equipment	65 872	-	65 872
Intangible assets	64	-	64
Software	64	-	64
Total	1 011 685	-	1 011 685

	Note	2017/18 R'000	2016/17 R'000
7.3 Finance lease expenditure included in expenditure for capital assets			
Tangible assets			
Machinery and equipment		28 310	26 146
Total		28 310	26 146
8. Cash and cash equivalents			
Consolidated Paymaster General Account		644 073	209 255
Cash on hand		-	3
Total		644 073	209 258

**Notes to the Annual Financial Statements
 for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
9. Payments and Advances			
Travel and subsistence		3	-
Total		3	-

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

Machinery and equipment: An amount of R31.829 million was expensed as a prepayment during March 2018 i.r.o. 38 buses to be purchased by GMT on behalf of the department.

10. Receivables

	Note	2017/18			2016/17		
		Current R'000	Non- current R'000	Total R'000	Current R'000	Non- current R'000	Total R'000
Claims recoverable	10.1	22 400	68	22 468	114	42	156
Recoverable expenditure	10.2	2 517	408	2 925	3 398	1 535	4 933
Staff debt	10.3	1 066	10 762	11 828	1 907	15 187	17 094
Other debtors	10.4	2 386	30 141	32 527	3 330	36 680	40 010
Total		28 369	41 379	69 748	8 749	53 444	62 193

	Note	2017/18 R'000	2016/17 R'000
10.1 Claims recoverable	10		
National departments		211	-
Provincial Departments		709	156
Household and non-profit institutions		21 548	-
Total	Annexure 3	22 468	156

R21.548 million is the claim for the Education Labour Relations Council in respect of full time shop stewards.

	Note	2017/18 R'000	2016/17 R'000
10.2 Recoverable expenditure (disallowance accounts)	10		
Disallowance accounts		629	1 529
Salary: Reversal Control		917	1 477
Salary: Tax debt		1 379	1 927
Total		2 925	4 933

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
10.3 Staff debt	10		
Debt account		11 828	17 094
Total		11 828	17 094
10.4 Other debtors	10		
Breach of contract		1 145	1 676
Ex-employees		28 006	35 562
State guarantees		13	26
Criminal acts		-	35
Miscellaneous		3 363	2 711
Total		32 527	40 010
10.5 Impairment of receivables			
Estimate of impairment of receivables		44 212	56 488
Total		44 212	56 488
11. Investments			
Non-current			
Shares and other equity			
School Building Fund		10 020	9 398
Total non-current		10 020	9 398
Analysis of non-current investments			
Opening balance		9 398	17 879
Additions in cash		622	1 219
Disposals for cash		-	(9 700)
Total		10 020	9 398
12. Voted funds to be surrendered to the Revenue Fund			
Opening balance		229 505	249 246
As restated		229 505	249 246
Transfer from statement of financial performance (as restated)		155 857	229 505
Voted funds not requested/not received	1.1	-	-
Paid during the year		(229 505)	(249 246)
Closing balance		155 857	229 505
13. Departmental revenue and PRF Receipts to be surrendered to the Revenue Fund			
Opening balance		2 763	2 036
Own revenue included in appropriation	2	30 714	38 696
Paid during the year		(29 401)	(37 969)
Closing balance		4 076	2 763

**Notes to the Annual Financial Statements
 for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
14. Payables – current			
Clearing accounts	14.1	22 653	6 099
Other payables	14.2	507 808	725
Total		530 461	6 824

The increase in payables is due to an erroneous deposit made by the Provincial Treasury into the department's bank account.

14.1 Payables – clearing accounts	14		
Sal: ACB recalls		1 097	5 699
Sal: Income tax		417	-
Sal: Medical aid		-	32
Other deduction accounts		45	63
Sal: Tax debt		24	8
Disallowance: damages and losses		20 773	-
Adv: Public entities		297	297
Total		22 653	6 099
14.2 Payables – other payables	14		
Debt account credits		422	494
Sal: GEHS Refund Control		423	231
Overpayment of annual appropriation		506 963	-
Total		507 808	725

The increase in payables is due to an erroneous deposit made by the Provincial Treasury into the department's bank account.

15. Net cash flow available from operating activities			
Net surplus as per Statement of Financial Performance		155 857	229 505
Add back non cash/cash movements not deemed operating activities		1 245 983	772 933
Increase in receivables – current		(7 555)	6 314
Increase in prepayments and advances		(3)	-
Increase in payables – current		523 637	3 453
Expenditure on capital assets		958 096	1 011 685
Surrenders to Revenue Fund		(258 906)	(287 215)
Own revenue included in appropriation		30 714	38 696
Net cash flow generated from operating activities		1 401 840	1 002 438

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
16. Reconciliation of cash and cash equivalents for cash flow purposes			
Consolidated Paymaster General account		644 073	209 255
Cash on hand		-	3
Total		644 073	209 258

The balance in the PMG Account relates mainly to the surplus on voted funds as well as an amount paid to the WCED in excess of the requested amount.

17. Contingent liabilities and contingent assets

17.1 Contingent liabilities

Liable to	Nature			
Financial Institutions	Housing loans guarantees	Annexure 2A	333	333
Various persons	Claims against the department	Annexure 2B	212 472	132 434
Intergovernmental payables (unconfirmed balances)	Claims	Annexure 4	708	1 228
Municipalities	Municipal Accounts	Annexure 2B	47 297	49 127
Total			260 810	183 122

17.2 Contingent assets

- Further to the notes hereunder, as reflected in the Financial Statements of 2013/14 and 2014/15, the following progress is reported:
 - All outstanding stockpile cases (2013/14 – 2014/15) relating to the Policy and Procedure on Incapacity Leave and Ill-health Retirement (PILIR) were dealt with by the Health Risk Managers in 2016/17. At the end of this reporting period there were no stockpile cases outstanding.
- At this stage the Department is not able to reliably measure the contingent asset as the funds that are held by SA Home Loans in respect of the Government Employees Housing Scheme (GEHS) of the Individually Linked Savings Facility (ILSF) may be returned to the Department in cases of resignations and dismissals.

18. Commitments

Current expenditure	1 530 220	2 092 567
Approved and contracted	1 530 220	2 092 567
Capital expenditure	559 602	633 561
Approved and contracted	551 550	533 272
Approved but not yet contracted	8 052	100 289
Total commitments	2 089 822	2 726 128

Provision was made for 1% VAT increase where applicable.

**Notes to the Annual Financial Statements
 for the year ended 31 March 2018**

19. Accruals and payables not recognised

19.1 Accruals

Listed by economic classification	30 days	30+ days	Total	Total
Goods and services	35 468	3 540	39 008	30 750
Transfers and subsidies	679	442	1 121	777
Capital assets	27 874	-	27 874	4 595
Other	-	-	-	428
Total	64 021	3 982	68 003	36 550

Note	2017/18 R'000	2016/17 R'000
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Listed by programme level

Programme 1	7 484	6 269
Programme 2	23 418	22 155
Programme 4	58	104
Programme 5	5 559	-
Programme 6	29 482	7 252
Programme 7	2 002	770
Total	68 003	36 550

19.2 Payables not recognised

Listed by economic classification	30 days	30+ days	Total	Total
Goods and services	7 711	4 133	11 844	20 486
Transfers and subsidies	151	153	304	6 867
Capital assets	16 390	2 175	18 565	32 608
Other	38	-	38	84
Total	24 290	6 461	30 751	60 045

Note	2017/18 R'000	2016/17 R'000
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Listed by programme level

Programme 1	1 222	2 187
Programme 2	3 470	10 920
Programme 4	-	22
Programme 5	1 611	238
Programme 6	24 418	46 379
Programme 7	30	299
Total	30 751	60 045

Included in the above totals are the following

Confirmed balances with departments	Annexure 4	38	-
Total		38	-

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
20. Employee benefits			
Leave entitlement		72 533	67 117
Service bonus (thirteenth cheque)		416 397	395 880
Performance awards		17 797	16 590
Capped leave commitments		880 869	912 247
Other	30.1	56 304	77 156
Total		1 443 900	1 468 990

Other now includes provision for long service awards.

21. Lease commitments	21.1 Operating leases expenditure	Specialised military assets	Land	Buildings and other fixed structures	Machinery and equipment	Total
		R'000	R'000	R'000	R'000	R'000
				55 421	6 666	62 087
				84 584	1 757	86 341
				32 222	590	32 812
				172 227	9 013	181 240
				53 655	7 661	61 316
				93 279	5 477	98 756
				34 290	745	35 035
				181 224	13 883	195 107

Lease commitments for school buildings are calculated based on a contractual obligation between the lessee and the lessors. A fixed annual escalation of between 5 and 9 % or the applicable CPIX linked inflation rate is catered for in these calculations. In the case of renewal of expired leases, the commitment is for a three-year period. 1% VAT is included where applicable.

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

21.2 Finance leases expenditure

	Specialised military assets	Land	Buildings and other fixed structures	Machinery and equipment	Total
2017/18	R'000	R'000	R'000	R'000	R'000
Not later than a year				29 672	29 672
Later than 1 year and not later than 5 years				58 469	58 469
Later than 5 years				2 799	2 799
Total lease commitments				90 940	90 940

	Specialised military assets	Land	Buildings and other fixed structures	Machinery and equipment	Total
2016/17	R'000	R'000	R'000	R'000	R'000
Not later than a year				25 972	25 972
Later than 1 year and not later than 5 years				49 343	49 343
Later than 5 years				1 967	1 967
Total lease commitments				77 282	77 282

The department of Education leased 518 vehicles from GMT during 2017/18. Daily tariffs are payable on a monthly basis covering the operational costs and capital costs towards the replacement of vehicles and the implicit financial costs in this type of arrangement.

	Note	2017/18 R'000	2016/17 R'000
22. Irregular expenditure			
22.1 Reconciliation of irregular expenditure			
Opening balance		-	-
As restated		-	-
Add: Irregular expenditure – relating to prior year		169	883
Add: Irregular expenditure – relating to current year		-	-
Less: Prior year amounts condoned		(169)	(883)
Less: Current year amounts condoned		-	-
Irregular expenditure awaiting condonation		-	-

		2017/18 R'000
22.2 Details of irregular expenditure – added current year (relating to current and prior years)		
Incident	Disciplinary steps taken/ criminal proceedings	
Acting allowance paid for longer than 12 months (1 case)	None	43
Procurement process not followed (8 cases)	None	33
Contract management (12 cases)	None	93
		169

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

22.3	Details of irregular expenditure condoned		2017/18 R'000
	Incident	Condoned by (condoning authority)	
	Acting allowance paid for longer than 12 months (1 case)	Accounting Officer	43
	Procurement process not followed (8 cases)	Accounting Officer	33
	Contract management (12 cases)	Accounting Officer	93
			169
22.4	Details of irregular expenditure under investigation (not included in main note)		2017/18 R'000
	Incident		
	Company suspended (12 cases)		2 391
	Contract management (8 cases)		3 659
	Insufficient quotes (33 cases)		199
			6 249
		Note	2017/18 R'000
			2016/17 R'000
23.	Fruitless and wasteful expenditure		
23.1	Reconciliation of fruitless and wasteful expenditure		
	Opening balance		37
	As restated		260
	Fruitless and wasteful expenditure – relating to prior year		79
	Fruitless and wasteful expenditure – relating to current year		2
	Less: Amounts resolved		(118)
	Closing balance		37
23.2	Analysis of awaiting resolution per economic classification		
	Current		37
	Capital		-
	Total		37
23.3	Analysis of Current year's (relating to current & prior years) fruitless and wasteful expenditure		2017/18 R'000
	Incident	Disciplinary steps taken/criminal proceedings	
	Interest paid - current year (4 cases)	None	2
	Interest paid (36 cases)	None	55
	Catering (10 cases)	None	16
	Other (3 cases)	None	8
	Total		81

**Notes to the Annual Financial Statements
 for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
23.4	Details of fruitless and wasteful expenditure under investigation (not included in the main note)		
			2017/18 R'000
	Incident		
	Catering expenses (3 cases)		15
	Interest (14 cases)		6
	Other (6 cases)		31
	Total		52

24 Related party transactions

Related party relationships

1. The transactions relating to public ordinary schools are disclosed under Annexure 1B.
2. During the year the Department received services from the Western Cape Department of Transport and Public Works (DTPW) as follows:
 - The Department occupies a building managed by the DTPW, free of charge. Parking space is also provided to government officials at an approved fee which is not market related.
 - The Department makes use of government motor vehicles managed by the Government Motor Transport (GMT) Section of the DTPW in terms of an arm's length transaction at tariffs approved by the Provincial Treasury.
3. The Department received corporate services from the Department of the Premier (DOP) Western Cape as follows:
 - Information and Communication Technology
 - Organisation Development
 - Provincial Training (transversal)
 - Enterprise Risk Management
 - Internal Audit
 - Provincial Forensic Services
 - Legal Services
 - Corporate Communication
4. The Department received security advisory services and security operations from the Department of Community Safety Western Cape.

25. Key management personnel

	No of individuals	2017/18 R'000	2016/17 R'000
Political office bearers	1	1 978	1 902
Officials:			
Level 15 to 16	5	7 714	5 689
Level 14	9	9 321	9 705
Family members of key management personnel	4	1 537	1 787
Total		20 550	19 083

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
26. Provisions			
37% Allowance for contract employees in lieu of benefits not paid		209 659	-
Total		209 659	-

26.1 Reconciliation of movement in provisions - 2017/18

	37% Allowance R'000	Total provisions R'000
Opening balance	-	-
Increase in provision	209 659	209 659
Settlement of provision		
Unused amount reversed		
Reimbursement expected from third party		
Change in provision due to change in estimation of input		
Closing balance	209 659	209 659

27. Moveable Tangible Capital Assets

Movement in movable tangible capital assets per asset register for the year ended 31 March 2018

	Opening balance R'000	Value adjustments R'000	Additions R'000	Disposals R'000	Closing balance R'000
Machinery and equipment	164 478	-	75 176	(59 456)	180 198
Transport assets	79 789	-	60 906	(47 727)	92 968
Computer equipment	43 180	-	9 350	(5 935)	46 595
Furniture and office equipment	34 047	-	3 799	(2 078)	35 768
Other machinery and equipment	7 462	-	1 121	(3 716)	4 867
Total movable tangible capital assets	164 478	-	75 176	(59 456)	180 198

**Notes to the Annual Financial Statements
 for the year ended 31 March 2018**

27.1 Additions

Additions to movable tangible capital assets per asset register for the year ended 31 March 2018

	Cash	Non-Cash	(Capital work-in-progress current costs and finance lease payments)	Received current not paid (Paid current year received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
Machinery and equipment	42 580	60 906	(28 310)	-	75 176
Transport assets	28 310	60 906	(28 310)		60 906
Computer equipment	9 350				9 350
Furniture and office equipment	3 799				3 799
Other machinery and equipment	1 121				1 121
Total additions to movable tangible capital assets	42 580	60 906	(28 310)	-	75 176

The department expensed a prepayment of R31.829 million for the purchase of 38 buses which will be delivered in the 2018/19 financial year. This has resulted in the difference between the cost in the capital expenditure and the cash addition in the asset note. The non-cash figure includes R32.649 million for 49 buses prepaid in 2016/17.

27.2 Disposals

Disposals of movable tangible capital assets per asset register for the year ended 31 March 2018

	Sold for cash	Non-cash disposal	Total disposals	Cash received actual
	R'000	R'000	R'000	R'000
Machinery and equipment	-	59 456	(59 456)	-
Transport assets	-	47 727	(47 727)	-
Computer equipment	-	5 935	(5 935)	-
Furniture and office equipment	-	2 078	(2 078)	-
Other machinery and equipment	-	3 716	(3 716)	-
Total disposal of movable tangible capital assets	-	59 456	(59 456)	-

The disposals figure includes R32.649 million for 49 buses for schools prepaid in 2016/17.

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

27.3 Movement for 2016/17

Movement in movable tangible capital assets per asset register for the year ended 31 March 2017

	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Machinery and equipment	172 433	-	10 608	(18 563)	164 478
Transport assets	78 436	-	2 763	(1 410)	79 789
Computer equipment	53 229	-	6 325	(16 374)	43 180
Furniture and office equipment	33 257	-	1 509	(719)	34 047
Other machinery and equipment	7 511	-	11	(60)	7 462
Total movable tangible capital assets	172 433	-	10 608	(18 563)	164 478

27.4 Minor assets

Movement in minor assets per the asset register for the year ended 31 March 2018

	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
	R'000	R'000	R'000	R'000	R'000	R'000
Opening balance	-	1 529	-	71 612	-	73 141
Additions	-	200	-	4 642	-	4 842
Disposals	-	-	-	(2 298)	-	(2 298)
Total minor assets	-	1 729	-	73 956	-	75 685
	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of R1 minor assets	-	-	-	41 783	-	41 783
Number of minor assets at cost	-	454	-	201 133	-	201 587
Total number of minor assets	-	454	-	242 916	-	243 370

Minor assets

Movement in minor assets per the asset register for the year ended 31 March 2017

	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
	R'000	R'000	R'000	R'000	R'000	R'000
Opening balance	-	1 390	-	66 362	-	67 752
Prior period error	-	-	-	6 793	-	6 793
Additions	-	139	-	2 810	-	2 949
Disposals	-	-	-	(4 353)	-	(4 353)
Total minor assets	-	1 529	-	71 612	-	73 141
	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of R1 minor assets	-	-	-	42 860	-	42 860
Number of minor assets at cost	-	-	-	151 097	-	151 097
Total number of minor assets	-	-	-	193 957	-	193 957

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

27.4.1	Prior period error	Note	2016/17 R'000
	Nature of prior period error		
	Relating to 2017/18 (affecting the opening balance)		6 793
	Electronic Red Seals Cash Additions not included in Note 27.4 in 2016/17	30.1	6 793
	Total		6 793

27.5 Movable assets written off

Movable assets written off for the year ended 31 March 2018

	Specialised military assets R'000	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Assets written off				7 621		7 621
Total movable assets written off				7 621		7 621

Movable assets written off for the year ended 31 March 2017

	Specialised military assets R'000	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Assets written off				4 355		4 355
Total movable assets written off				4 355		4 355

27.6 S42 Movable Capital Assets

Major assets subjected to transfer in terms of S42 of the PFMA - 31 March 2018

	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of Assets				(17)		(17)
Value of the asset (R'000)				(2 790)		(2 790)

Major assets subjected to transfer in terms of S42 of the PFMA - 31 March 2017

	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of Assets				(69)		(69)
Value of the asset (R'000)				(12 517)		(12 517)

Major assets subjected to transfer in terms of S42 of the PFMA - 31 March 2017

	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of Assets				(2 207)		(2 207)
Value of the asset (R'000)				(69)		(69)

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

28. Intangible Capital Assets

Movement in intangible capital assets per asset register for the year ended 31 March 2018

	Opening balance	Value adjustment s	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Software	21 661	-	63	-	21 724
Total intangible capital assets	21 661	-	63	-	21 724

28.1 Additions to intangible capital assets per asset register for the year ended 31 March 2018

	Cash	Non-Cash	(Developm ent work-in- progress current costs)	Received current not paid (Paid current year received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
Software	63	-	-	-	63
Total additions to intangible capital assets	63	-	-	-	63

28.2 Movement for 2016/17

Movement in intangible capital assets per asset register for the year ended 31 March 2017

	Opening balance	Prior Period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Software	21 597	-	64	-	21 661
Total intangible capital assets	21 597	-	64	-	21 661

29. Immovable tangible capital assets

Movement in immovable tangible capital assets per asset register for the year ended 31 March 2018

	Opening balance	Value adjustments	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	3 210 412	-	346 268	(1 414)	3 555 266
Non-residential buildings	3 210 412	-	346 268	(1 414)	3 555 266
Total immovable tangible capital assets	3 210 412	-	346 268	(1 414)	3 555 266

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

29.1 Additions

Additions to immovable tangible capital assets per asset register for the year ended 31 March 2018

	Cash	Non-Cash	(Capital work-in-progress current costs and finance lease payments)	Received current not paid (Paid current year received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	883 624	346 268	(883 624)	-	346 268
Non-residential buildings	883 624	346 268	(883 624)	-	346 268
Total additions to immovable tangible capital assets	883 624	346 268	(883 624)	-	346 268

29.2 Disposals

Disposals of immovable tangible capital assets per asset register for the year ended 31 March 2018

	Sold for cash	Non-cash disposal	Total disposals	Cash received actual
	R'000	R'000	R'000	R'000
Buildings and other fixed structures	-	(1 414)	1414	-
Non-residential buildings	-	(1 414)	1414	-
Total disposal of movable tangible capital assets	-	(1 414)	1414	-

29.3 Movement for 2016/17

Movement in immovable tangible capital assets per asset register for the year ended 31 March 2017

	Opening balance	Prior Period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	1 390 335		1 966 716	(146 639)	3 210 412
Non-residential buildings	1 390 335	-	1 966 716	(146 639)	3 210 412
Total disposal of immovable tangible capital assets	1 390 335	-	1 966 716	(146 639)	3 210 412

Capital Work-in-progress

29.4 Capital Work-in-Progress as at 31 March 2018

	Note	Opening Balance 1 April 2017	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing Balance 31 March 2018
	Annexure 6	R'000	R'000	R'000	R'000
Heritage assets		-	-	-	-
Buildings and other fixed structures		949 642	883 624	(346 268)	1 486 998
Total		949 642	883 624	346 268	1 486 998

Age analysis on ongoing projects

	Number of projects		2017/18
	Planned construction not started	Planned construction started	Total R'000
0 to 1 year		20	546 214
1 to 3 year(s)		19	634 626
3 to 5 years			306 158
Longer than 5 years			
Total		39	1 486 998

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

	Note	2017/18 R'000	2016/17 R'000
Accruals and payables not recognised relating to Capital WIP			
[Amounts relating to progress certificates received but not paid at year end and therefore not included in capital work-in-progress]		-	-
Total		-	-

Capital Work-in-Progress as at 31 March 2017

	Note	Opening Balance	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing Balance 31 March 2017
	Annexure 6	R'000	R'000	R'000	R'000
Heritage assets					-
Buildings and other fixed structures		1 970 609	945 749	(1 966 716)	949 642
Machinery and equipment					-
Intangible assets					-
TOTAL		1 970 609	945 749	(1 966 716)	949 642

Age analysis on ongoing projects

	Number of projects			2016/17
	Planned	construction not started	Planned construction started	Total R'000
0 to 1 year		22		24 627
1 to 3 year(s)		9	2	80 013
3 to 5 years			18	845 002
Longer than 5 years				
Total		31	20	949 642

29.5 Assets subjected to transfer in terms of S42 of the PFMA - 2017/18

	No of Assets	Value of Assets R'000
Buildings and other fixed Structures		
Non-residential buildings	-	-
Total	-	-

Assets subjected to transfer in terms of S42 of the PFMA - 2016/17

	No of Assets	Value of Assets R'000
Buildings and other fixed Structures		
Non-residential buildings	(3)	(116 902)
Total	(3)	(116 902)

**Notes to the Annual Financial Statements
for the year ended 31 March 2018**

30. Prior period errors	Note	Amount before error correction	Prior period error	Restated amount
30.1 Correction of prior period errors				
Revenue: Departmental Revenue	2			
Less: Own revenue included in appropriation - omitted		-	38 696	38 696
Net effect		-	38 696	38 696
Assets:				
Minor Assets: Electronic Red Seals	27.4.1	-	6 793	6 793
Net effect		-	6 793	6 793
Other:				
Employee Benefits: Other - Long service awards omitted in 2016/17	20	51 681	25 475	77 156
Net effect		51 681	25 475	77 156

31. Statement of Conditional Grants received

Name of Grant	Grant Allocation					Spent				2016/17	
	Division of Revenue Act/Provincial Grants	Roll Overs	DORA Adjustments	Other Adjustments	Total Available	Amount received by department	Amount spent by department	Under / (over-spending)	% of available funds spent by department	Division of Revenue Act	Amount spent by department
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Education Infrastructure Grant	1 093 580	55 531	-	-	1 149 111	1 149 111	1 149 111	-	100%	1 134 704	1 079 173
EPWP Integrated Grant for Provinces	2 149	-	-	-	2 149	2 149	2 149	-	100%	2 520	2 520
HIV/AIDS (Life-skills Educ) Grant	20 028	-	-	-	20 028	20 028	17 710	2 318	88%	18 728	18 717
Maths Science & Technology Grant	30 217	-	-	-	30 217	30 217	30 217	-	100%	27 841	27 841
National School Nutrition Programme Grant	337 370	-	-	-	337 370	337 370	337 363	7	100%	317 029	316 999
Social sector EPWP Incentive Grant to Provinces	8 243	-	-	-	8 243	8 243	8 242	1	100%	18 677	18 677
Learners with Profound Intellectual Disabilities Grant	11 874	-	-	-	11 874	11 874	11 401	473	96%	-	-
	1 503 461	55 531	-	-	1 558 992	1 558 992	1 556 193	2 799		1 519 499	1 463 927

**Annexures to the Annual Financial Statements
for the year ended 31 March 2018**

**Annexure 1A
Statement of transfers to Departmental Agencies and Accounts**

Department/Agency/Account	Transfer Allocation				Transfer		2016/17
	Adjusted appropriation R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds transferred %	Appropriation Act R'000
SETA	7 268	-	-	7 268	7 268	100%	6 850
SABC TV licence	8	-	2	10	10	100%	7
Total	7 276	-	2	7 278	7 278		6 857

**Annexures to the Annual Financial Statements
 for the year ended 31 March 2018**

**Annexure 1B
 Statement of transfers to non-profit institutions**

	Transfer Allocation				Expenditure		2016/17
	Adjusted appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
Non-Profit Institutions	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Public Ordinary schools	1 172 581		113 470	1 286 051	1 285 322	100%	1 216 336
Independent schools	107 578		(666)	106 912	106 912	100%	101 026
Schools for learners with special education needs	165 718		(658)	165 060	165 820	100%	152 272
ECD: Gr R Public Schools	295 474		(599)	294 875	294 875	100%	289 538
ECD: Gr R Community Centres	66 610		166	66 776	66 776	100%	67 247
ECD: Learnerships	81 461		(20 788)	60 673	60 673	100%	86 509
WCED Soccer Club	-		-	-	-	-	17
Total	1 889 422	-	90 925	1 980 347	1 980 378		1 912 945

**Annexures to the Annual Financial Statements
for the year ended 31 March 2018**

**Annexure 1C
Statement of transfers to households**

	TRANSFER ALLOCATION				EXPENDITURE		2016/17
	Adjusted appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
	R'000	R'000	R'000	R'000	R'000	%	R'000
Household							
Transfers							
H/H employee service benefit: injury on duty	1 341	-	(1 300)	41	41	100%	-
H/H employee service benefit: leave gratuity	90 179	-	(8 014)	82 165	82 165	100%	84 871
H/H employee service benefit: PST retirement benefit	6 310	-	(4 152)	2 158	2 158	100%	-
H/H employee service benefit: Severance Package	-	-	-	-	-	-	5 651
H/H employee service benefit: Bursaries (non-employees)	20	-	(20)	-	-	-	605
H/H: claims against the state (cash)	-	-	1 969	1 969	1 969	100%	1 178
H/H: PMT/Refund & Rem - Act /GRCE	-	-	128	128	128	100%	-
Total	97 850	-	(11 389)	86 461	86 461		92 305

**Annexures to the Annual Financial Statements
for the year ended 31 March 2018**

**Annexure 1D
Statement of Gifts Donations and Sponsorships Received.**

Name of Organisation	Nature of Gift Donation or Sponsorship	2017/18 R'000	2016/17 R'000
Received in cash			
JAKS Trust	Contribution for infrastructure at De Villiers Graaff High School		1 500
Total			1 500

**Annexures to the Annual Financial Statements
for the year ended 31 March 2018**

Annexure 2A

Statement of Financial Guarantees Issued as at 31 March 2018 – Local

Guarantor Institution	Guarantee in respect of	Original guaranteed capital amount R'000	Opening balance 1 April 2017 R'000	Guarantees drawn down during the year R'000	Guaranteed repayments/ cancelled/ reduced/ released during the year R'000	Revaluations R'000	Closing balance 31 March 2018 R'000	Guaranteed interest for year ended 31 March 2018 R'000	Realised losses not recoverabl e i.e. claims paid out R'000
	Housing								
////			83				83		
0004 - Firstrand Bank Limited: First National Bank			149				149		
0017 - ABSA			101				101		
	Total		333				333		

**Annexures to the Annual Financial Statements
 for the year ended 31 March 2018**

**Annexure 2B
 Statement of Contingent Liabilities as at 31 March 2018**

Nature of liability	Opening balance 1 April 2017 R'000	Liabilities incurred during the year R'000	Liabilities paid/ cancelled/ reduced during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing balance 31 March 2018 R'000
Claims against the department					
Various claims	132 434	104 097	(24 059)		212 472
Subtotal	132 434	104 097	(24 059)		212 472
Other					
Municipal accounts *	49 127	210 854	(212 684)		47 297
Subtotal	49 127	210 854	(212 684)		47 297
Total	181 561	314 951	236 743		259 769

*The closing balance represents the total of outstanding municipal service accounts of schools as at 31 March 2018.

It is not possible to determine the total amount of municipal services accounts of schools incurred and paid/cancelled/reduced during the year as these accounts are also settled directly by schools.

**Annexures to the Annual Financial Statements
for the year ended 31 March 2018**

**Annexure 3
Claims Recoverable**

	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2017/18	
	31/03/2018	31/03/2017	31/03/2018	31/03/2017	31/03/2018	31/03/2017	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Government Entity								
Departments								
Department of Education - North West	-	-	42	42	42	42	-	-
Department of Premier	-	-	27	1	27	1	-	-
Department of Health	-	-	12	-	12	-	-	-
Department of Education - Kwazulu Natal	-	-	21	21	21	21	-	-
Department of Basic Education	-	-	174	-	174	-	-	-
Department of Education – Free State	-	-	56	-	56	-	-	-
Department of Social development	-	-	-	24	-	24	-	-
Department of Higher Education & Training	-	-	5	40	5	40	-	-
Department of Community Safety	-	-	-	5	-	5	-	-
Department of Defence	-	-	-	12	-	12	-	-
Department of Human Settlement	-	-	1	11	1	11	-	-
National Department of Labour	-	-	32	-	32	-	-	-
Department of Economic Development and Tourism	-	-	550	-	550	-	-	-
	-	-	920	156	920	156	-	-
Other Government Entities								
Education Labour Relations Council (ELRC)	-	-	21 548	-	21 548	-	-	-
	-	-	21 548	-	21 548	-	-	-
Total	-	-	22 468	156	22 468	156	-	-

**Annexures to the Annual Financial Statements
 for the year ended 31 March 2018**

**Annexure 4
 Inter-Government Payables**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2017/18	
	31/03/2018	31/03/2017	31/03/2018	31/03/2017	31/03/2018	31/03/2017	Payment date up to six (6) working days after year end	Amount R'000
	R'000	R'000	R'000	R'000	R'000	R'000		
Departments								
Current								
Department of Justice & Constitutional Development	-	-	-	573	-	573	-	-
Department of the Premier WC	-	-	693	25	693	25	-	-
Provincial Treasury WC	-	-	-	7	-	7	-	-
Department of Education Free State	-	-	-	57	-	57	-	-
Government Motor Transport WC	-	-	3	324	3	324	-	-
Department of Social Development Kwa-Zulu Natal	-	-	-	16	-	16	-	-
Department of Public Service and Administration	-	-	-	63	-	63	-	-
Department of Education Kwa -Zulu Natal	-	-	-	132	-	132	-	-
SA Police Services	-	-	12	20	12	20	-	-
Department of Public Works Kwa - Zulu Natal	-	-	-	11	-	11	-	-
Department of Education	38	-	-	-	38	-	-	-
Total Departments	38	-	708	1 228	746	1 228		-

**Annexures to the Annual Financial Statements
for the year ended 31 March 2018**

**Annexure 5
Inventories**

	Note	2017/18		2016/17	
		Quantity	R'000	Quantity	R'000
Inventory Summary					
Opening balance					
Add: Additions/Purchases – Cash	4.4	3 576 928	648 500	2 794 291	495 480
(Less): Issues		(3 576 928)	(648 500)	(2 794 291)	(495 480)
Closing balance		-	-	-	-

These items include stationery, text books, school furniture and IT equipment which vary in price.

Inventory: Learning and Teaching

Support Materials and Library Materials

Opening balance					
Add: Additions/Purchases – Cash		3 285 077	191 313	2 607 558	122 423
(Less): Issues		(3 285 077)	(191 313)	(2 607 558)	(122 423)
Closing balance		-	-	-	-

Inventory: Materials and Supplies

Opening balance					
Add: Additions/Purchases – Cash		38 494	710	3 211	327
(Less): Issues		(38 494)	(710)	(3 211)	(327)
Closing balance		-	-	-	-

Inventory: Medicine

Opening balance					
Add: Additions/Purchases – Cash				359	565
(Less): Issues				(359)	(565)
Closing balance		-	-	-	-

**Inventory: Machinery and Equipment
(Assets for Distribution)**

Opening balance					
Add: Additions/Purchases - Cash		253 357	456 477	183 163	372 165
(Less): Issues		(253 357)	(456 477)	(183 163)	(372 165)
Closing balance		-	-	-	-

**Annexures to the Annual Financial Statements
 for the year ended 31 March 2018**

**Annexure 6
 Movement in Capital Work-in-Progress**

Movement in Capital Work-in-Progress for the year ended 31 March 2018

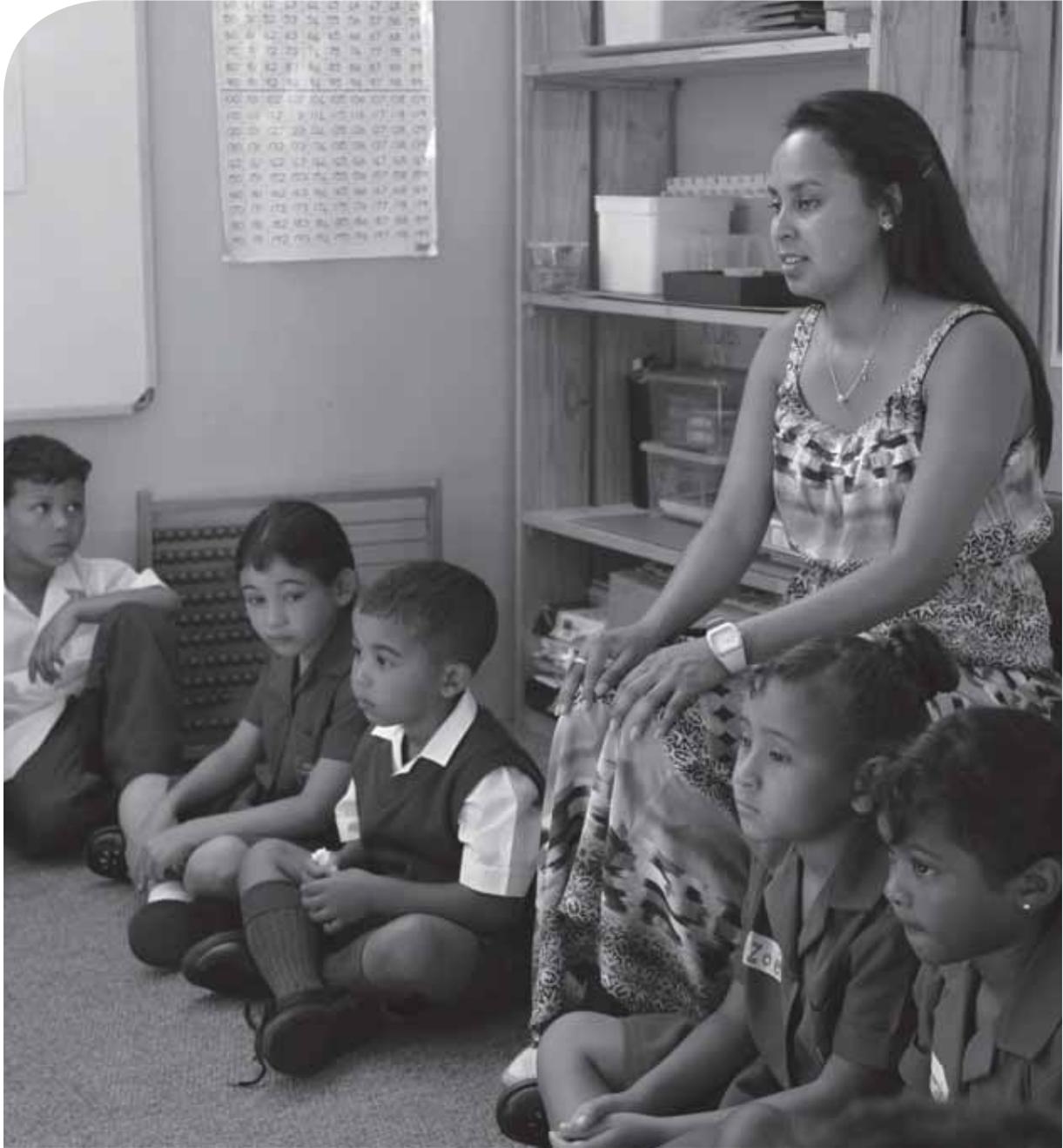
	Opening balance	Current Year Capital WIP	Ready for use (Asset register)/ Contract terminated	Closing balance
	R'000	R'000	R'000	R'000
Buildings and other Fixed Structures	949 642	883 624	(346 268)	1 486 998
Non-residential buildings	949 642	883 624	(346 268)	1 486 998
Total	949 642	883 624	(346 268)	1 486 998

Age analysis on ongoing projects

	Number of projects		2017/18
	Planned construction not started	Planned construction started	Total R'000
0 to 1 year	20	19	546 214
1 to 3 year(s)	19	17	634 626
3 to 5 years		13	306 158
Longer than 5 years			
Total	39	49	1 486 998

Movement in Capital Work-in-Progress for the year ended 31 March 2017

	Opening balance	Prior period errors	Current Year Capital WIP	Ready for use (Asset register)/ Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
Buildings and other Fixed Structures	1 970 609	-	945 749	(1 966 716)	949 642
Non-residential buildings	1 970 609		945 749	(1 966 716)	949 642
Total	1 970 609	-	945 749	(1 966 716)	949 642



Appendices

Appendix A: Programme Performance Measures Strategic Objectives – Technical Indicators

Indicator title SO 1.1.1.	Development and Implementation of Teacher Professional Development Plan
Short definition	This tracks the inception, implementation, review and improvement of a provincial Teacher Development Plan.
Purpose/ importance	The indicator will track the development and implementation of a new Teacher Development Plan. This indicator measures the inception of a plan that links with the functions of a newly re-defined Chief Directorate and the period of consolidation and growth that marks the end of the period of curriculum review and change.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Provision of approved plan. Meeting of the milestones to be developed. In accordance with the timeframe the provision of milestones will be confirmed during 2016/17. Update: In accordance with the timeframe the identified milestones will be confirmed during 2017 as the plan covers aspects of development for the period of 2017 to 2022.
Source/collection of data	The plan will be available for scrutiny once it is developed and approved. Implementation steps will be noted and tracked. Evidence of the implementation steps will be kept on file. Update: The plan was concluded during 2016. Presentations on the PDS were made to HEI's in the Western Cape and to Teacher Unions. An implementation plan has also been compiled which will be engaged with in the period of 2017 - 2022
Method of calculation	Evidence maintained on file.
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Meets milestones
Indicator responsibility	Management of the indicator is a function of the Curriculum and Teacher Development Chief Directorate.

Indicator title SO 1.1.2.	Number of teachers attending two-week courses at the Cape Teaching and Leadership Institute
Short definition	This tracks a significant component of the provincial Teacher Development Plan.
Purpose/importance	The indicator will track the attendance of teachers undergoing training for periods of two weeks in residence at the Cape Teaching and Leadership Institute (CTLI) as part of the Teacher Development Plan. This indicator is important as it measures the participation of teachers in a systematic and funded programme to upgrade skills in areas of identified need.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Records of notification of selection for the programme; substitute teachers at schools; attendance records
Source/collection of data	Evidence retained at the CTLI
Method of calculation	Evidence maintained on file.
Data limitations	None

Indicator title SO 1.1.2.	Number of teachers attending two-week courses at the Cape Teaching and Leadership Institute
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Attendance at courses
Indicator responsibility	Director: Cape Teaching and Leadership Institute

Indicator title SO 1.1.3.	Number of teachers attending ICT integration training
Short definition	This indicator will track the number of teachers attending ICT integration training as part of the eLearning rollout of the WCED.
Purpose/importance	The rollout of connectivity and equipment to schools will not deliver the intended impact unless teachers are equipped to teach using the new methodologies and material that are part of the benefits of eLearning.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Attendance records
Source/collection of data	Attendance records
Method of calculation	Count of attendees
Data limitations	There might be either double counting or an under count given the numbers of trainees and the differentiated and decentralised nature of the training
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Number equalled or exceeded
Indicator responsibility	Directorate e Learning

Indicator title SO 1.2.	Number of schools using online management services to conduct business
Short definition	Schools update information, conclude plans and make requests online to assist with planning and provisioning of resources.
Purpose/ importance	The indicator will indicate the extent of compliance with data collection requirements, School Improvement Plans, requests for teaching posts, leave reporting and other administrative matters. This indicator tracks the ability of the department to conduct business with quick turnaround times and to work on the basis of reliable, current data.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	School compliance is tracked on the Central Education Management Information System (CEMIS).
Source/collection of data	CEMIS sign-offs.
Method of calculation	Evidence available online through current data as well as the School Improvement Monitoring (SIM) programme.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Ongoing (current)
New indicator	Yes

Indicator title SO 1.2.	Number of schools using online management services to conduct business
Desired performance	Compliance. On target.
Indicator responsibility	Director: Knowledge and Information Management

Indicator title SO 2.1.	Curriculum management strategies developed and implemented
Short definition	A set of new strategies and interventions is proposed to ensure the effectiveness of teaching and the achievement of the 3 Goals of the WCED.
Purpose/ importance	The indicator will track the inception, initiation, implementation, review, and refresh (over the 5-year period) of A provincial Language Strategy with specified focuses and targets. A provincial Mathematics strategy with specified focuses and targets A curriculum management plan for the development of Science and Technical subjects A curriculum management plan to address specific needs in the Foundation and Intermediate Phases. A plan of action to support schools in the planning of curriculum offerings. This indicator specifies and ensures a targeted programme of action to ensure curriculum management and development to the benefit of schools and learners and which will map and ensure improvement in academic performance.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Finalisation of plans with implementation schedule, including milestones and reports.
Source/collection of data	Copies of plans and records of implementation processes e.g. communication with schools, inception of training processes, steps taken in respect of curriculum offerings at schools.
Method of calculation	Evidence maintained on file.
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Approval of plans; meeting milestones; improved academic performance and curriculum management at schools.
Indicator responsibility	Management of the indicator is a function of the Curriculum and Teacher Development Chief Directorate.

Indicator title SO 2.2.	Number of schools visited quarterly for management support
Short definition	Officials will visit schools to provide management support based on key management indicators and the needs of the schools concerned.
Purpose/importance	The indicator will track the support rendered to schools on a continuum of need and against key management indicators. This indicator tracks support on management matters, including curriculum management. The measure corresponds with national Programme Performance Measure PPM104: Number of schools visited by district officials for monitoring and support purposes. It supports the interventions under Strategic Objective 2.1.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)

Indicator title SO 2.2.	Number of schools visited quarterly for management support
Means of verification	School Improvement Monitoring (SIM) reports; Reports on District Education Management Information System; Records kept at school or by officials concerned.
Source/collection of data	School Improvement Monitoring (SIM) reports; Reports on District Education Management Information System; Records kept at school.
Method of calculation	Evidence maintained on CEMIS, on DEMIS and by officials and schools.
Data limitations	The data sources will vary but will, cumulatively provide ample evidence of support
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Similar to national PPM.
Desired performance	100% of schools supported by Circuit Managers and/or a Curriculum or Administrative support official
Indicator responsibility	Chief Director: Districts

Indicator title SO 2.3.	Number of schools benefiting from E-learning rollout
Short definition	To benefit from the provincial Wide Area Network (WAN) the WCED will provide Local Area Network (LAN) support and arranging for technology-enabled SMART classrooms. Apart from the provision of buildings, texts, teachers, funds, parental support and other social partnerships this is a specific innovation/game-changer that will impact on achieving the three goals of the WCED.
Purpose/ importance	The Objective is to Ensure optimal education provision for all with a special focus on the most needy. "Provision" encompasses a range of elements from infrastructure and resources to subject materials and opportunity. The purpose of this objective is to ensure a focus on the most needy across all the elements that contribute to success. While attention will be given to all the elements (See also Programme 6 and the national Programme Performance Measure PPM204: Number of schools provided with multi-media resources) the discrete indicator chosen for this objective is "Number of schools benefiting from E-learning rollout" The indicator will track the provision of a LAN and related equipment, software and support for schools. This indicator measures a systematic programme to enhance teaching and learning in schools. In the Western
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Records of allocation and support provided to schools
Source/collection of data	Evidence retained by Project Manager.
Method of calculation	Evidence maintained on file.
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Target met or exceeded.
Indicator responsibility	Directorate: eLearning

Indicator title SO 2.4.	Provide financial support for schools
Short definition	This indicator will focus on "Ensuring support for "No Fee" schools"
Purpose/importance	The indicator will track the funding support provided to schools to strengthen the focus on learners and schools in need. This indicator is important as it measures the extent of the explicit support provided to ensure access to education.
Policy linkage	The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Indicator title SO 2.4.	Provide financial support for schools
Means of verification	This corresponds with PPM207: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy.
Source/collection of data	CEMIS and records of Directorate Management Accounting
Method of calculation	Evidence maintained on directorate records
Data limitations	None.
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Compliance
Indicator responsibility	Management Accounting

Indicator title SO 3	See also PPM301: Percentage of registered independent schools receiving subsidies
Short definition	Number of registered independent schools that are subsidised expressed as a percentage of the total number of registered independent schools. Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Purpose/importance	To improve access to education
Policy linkage	Compliance with school funding norms and standards for independent schools
Means of verification	School Funding Norms and Standards database
Source/collection of data	Budget transfer documents (these documents list schools, number of learners and budget allocation).
Method of calculation	Divide the total number of registered independent schools that are subsidised by the total number of registered independent schools.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All qualifying independent schools to be subsidised.
Indicator responsibility	Institutional Management and Governance Planning

Indicator title SO 4	See also PPM201: Number of full service schools servicing learners with learning barriers
Short definition	Number of public ordinary schools that are full service schools. Full-service schools: are public ordinary schools that are specially resourced and orientated to address a range of barriers to learning in an inclusive education setting. These schools serve mainly learners with moderate learning barriers.
Purpose/importance	To measure access to public ordinary schools by learners with learning barriers. Although this objective has a number of other elements this one has been chosen as an important indicator of effectiveness of the programme overall.
Policy linkage	White Paper 6
Means of verification	Inclusive Education school's database
Source/collection of data	List of public ordinary schools converted to full service schools or public school provided with assistive devices or appropriate infrastructure.
Method of calculation	Count the total number of full service schools
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To ensure that all special needs learners have access to school and that selected public ordinary schools are able to accommodate these learners.
Indicator responsibility	Inclusive Education Directorate

Indicator title SO 5	See also PPM501: Number of public schools that offer Grade R
Short definition	Total number of public schools (ordinary and special) that offer Grade R.
Purpose/importance	To measure the provision of Grade R in public schools. Although this strategic objective has a number of other elements the indicator has been chosen as an important indicator of effectiveness of the programme overall.
Policy linkage	White Paper 5
Means of verification	EMIS database
Source/collection of data	Signed-off declaration by Principal and District Manager (electronic or hardcopy) or other evidence as per file material.
Method of calculation	Record the number of public schools (ordinary and special) that offer Grade R
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public schools with Grade 1 to offer Grade R.
Indicator responsibility	EMIS Directorate

Indicator title SO 6	See also PPM604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)
Short definition	Number of classrooms built onto or provided to public ordinary schools. These are additional classrooms or mobile classrooms for existing or replacement schools. The measure excludes classrooms in new schools. This should also not include Grade R classrooms. Classrooms: Rooms where teaching and learning occurs, but which are not designed for special instructional activities. This indicator excludes specialist rooms.

Indicator title SO 6	See also PPM604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)
Purpose/importance	To measure additional access to the appropriate learning environment and infrastructure in schools provided in the current financial year. Although this strategic objective has a number of other elements this one has been chosen as an important indicator of effectiveness of the programme overall.
Policy linkage	Guidelines on School Infrastructure (to be updated)
Means of verification	NEIMS/ Infrastructure database
Source/collection of data	Completion certificate. See PPM 604 for additional options.
Method of calculation	Record the total number of classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have adequate numbers of classrooms. Target for year to be met or exceeded.
Indicator responsibility	School Infrastructure Directorate / Infrastructure Development Unit

Indicator title SO 7	See also PPM 701: Percentage of learners who passed National Senior Certificate (NSC)
Short definition	Total number of NSC learners who passed the National Senior Certificate (NSC) examination expressed as a total number of learners who wrote the National Senior Certificate.
Purpose/importance	To measure the efficiency of the schooling system. Although this strategic objective has a number of other elements this one has been chosen as an important indicator of effectiveness of the programme overall.
Policy linkage	MTSF and Examinations and Assessments
Means of verification	NSC database and technical reports
Source/collection of data	List of NSC learners
Method of calculation	Divide the number of learners who passed NSC examinations by the total number of learners who wrote the national Senior Certificate (NSC).
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 12 learners who pass the NSC examinations.
Indicator responsibility	Examinations and Assessments Directorate

Appendix B: Technical Indicator Descriptors (TID) for National Programme Performance Measures

Technical Indicator Descriptors (TID) for National Programme Performance Measures	
Indicator title:	Identifies the title of the strategic outcome Orientated goal, objective or programme performance indicator
Short definition:	Provides a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator
Purpose/importance:	Explains what the indicator is intended to show and why it is important
Source/collection of data:	Describes where the information comes from and how it is collected
Method of calculation:	Describes clearly and specifically how the indicator is calculated
Data limitations:	Identifies any limitation with the indicator data, including factors that might be beyond the department's control
Type of indicator:	Identifies whether the indicator is measuring inputs, activities, outputs, outcomes or impact, or some other dimension of performance such as efficiency, economy or equity
Calculation type:	Identifies whether the reported performance is cumulative, or non-cumulative
Reporting cycle:	Identifies if an indicator is reported quarterly, annually or at longer time intervals
New indicator:	Identifies whether the indicator is new, has significantly changed, or continues without change from the previous year
Desired performance:	Identifies whether actual performance that is higher or lower than targeted performance is desirable
Indicator responsibility:	Identifies who is responsible for managing and reporting the indicator

A. Programme 1: Administration	
Indicator title	PPM101: Number of public schools that use school's administration and management systems to electronically provide data
Short definition	Public schools in all provinces are expected to phase in usage of electronic data systems to record and report on their data. The systems are not limited to the South African Schools Administration and Management System (SA-SAMS) but could include third party or other providers. This performance measure tracks the number of public schools that use electronic systems to provide data. Public Schools: Refers to ordinary and special schools. It excludes independent schools
Purpose/importance	To measure improvement in the ability to provide data from schools in the current financial year.
Policy linked to	National Education Information Policy
Source/collection of data	Provincial EMIS database/ SA SAMS Warehouse Primary Evidence: Provincial EMIS database/ SA SAMS Warehouse Secondary Evidence: Database with the list of schools that use any electronic school admin system
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse (This should include EMIS no., District and name of schools).
Method of calculation	Total number of public schools that use school's administration and management systems to provide data. The totals of the four quarters are added and averaged to provide the annual total.

A. Programme 1: Administration	
Indicator title	PPM101: Number of public schools that use school's administration and management systems to electronically provide data
Data limitations	Uploading of incomplete or incorrect (human error) information
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public ordinary schools must be able to collect and submit data electronically. On or above target.
Indicator responsibility	EMIS Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM102: Number of public schools that can be contacted electronically (e-mail)
Short definition	Number of public schools that can be contacted electronically particularly through emails or any other verifiable means e.g. Human Resource Management systems. Public Schools: Refers to ordinary and special schools. It excludes independent schools.
Purpose/importance	This indicator measures accessibility of schools by departments through other means than physical visits, This is useful for sending circulars, providing supplementary materials and getting information from schools speedily in the current financial year.
Policy linked to	National Education Information Policy
Source/collection of data	Provincial EMIS database
Means of verification	EMIS No, Name of a school and email address e.g. HRMS user access reports.
Method of calculation	Record total number of public schools that can be contacted electronically. The totals of the four quarters are added and averaged to provide the annual total.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public schools to be contactable through emails or any other verifiable means. On or above target.
Indicator responsibility	EMIS directorate / IT Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM103: Percentage of education expenditure going towards non-personnel items
Short definition	Total expenditure (budget) on non-personnel items expressed as a percentage of total expenditure in education. Education Expenditure: Refers to all government non-personnel education expenditure (inclusive of all sub-sectors of education including special schools, independent schools and conditional grants). This indicator looks at the total budget, inclusive of capital expenditure, transfers and subsidies.
Purpose/importance	To measure education expenditure on non-personnel items in the financial year under review.
Policy linked to	PFMA
Source/collection of data	Basic Account System (BAS) system
Means of verification	Annual Financial Reports

Indicator title	PPM103: Percentage of education expenditure going towards non-personnel items
Method of calculation	Divide the total education expenditure (budget) on non-personnel items by the total expenditure as at the end of the financial year in education and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items. On or below target i.e. more funds spent on non-personnel items than anticipated.
Indicator responsibility	Responsible Manager (Finance Section) Directorate: Financial Management
Short definition	This indicator measures the total expenditure (budget) on non-personnel items expressed as a percentage of total expenditure in education. Education Expenditure: Refers to all government non-personnel education expenditure (inclusive of all sub-sectors of education including special schools, independent schools and conditional grants). This indicator looks at the total budget, inclusive of capital expenditure, transfers and subsidies.
Purpose/importance	To measure education expenditure on non-personnel items in the financial year under review.
Policy linked to	PFMA
Source/collection of data	Basic Account System (BAS) system
Means of verification	Annual Financial Reports
Method of calculation	Numerator: total education expenditure (budget) on non-personnel items Denominator: total expenditures at the end of the financial year in education Multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items. On or below target i.e. more funds spent on non-personnel items than anticipated.
Indicator responsibility	Responsible Manager (Finance Section: province may insert the more relevant Responsibility Manager)
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools that need assistance to be visited per quarter by district officials for monitoring, support and liaison purposes. On or above target.
Indicator responsibility	Institutional Support Management and Governance: province may insert the more relevant Responsibility Manager.

Indicator title	PPM104: Number of schools visited by district officials for monitoring and support purposes.
Short definition	Number of schools visited by district officials for monitoring, and support. This includes visits to public ordinary schools, special schools and excludes visits to independent schools. District officials include all officials from education district office and circuits visiting schools for monitoring and support purposes. This is not a social visit but focuses on issues relating to school effectiveness.
Purpose/importance	To measure support given to schools by the district officials in the financial year under review.
Policy linked to	SASA and MTSF
Source/collection of data	District officials signed schools schedule and schools visitor records or schools visit form.
Means of verification	Reports (on the number of schools visited by district officials.
Method of calculation	Record total number of schools that were visited by district officials per quarter for support and monitoring. For the annual calculation the total number of schools visited in a year is: Numerator: Quarter 1+Quarter 2+Quarter 3+Quarter 4 Denominator = 4. The totals of the four quarters are added and averaged to provide the annual total.
Data limitations	None
Type of indicator	Input
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools that need assistance to be visited per quarter by district officials for monitoring, support and liaison purposes. On or above target.
Indicator responsibility	Institutional Support Management and Governance: province may insert the more relevant Responsibility Manager.

B. Programme 2: Public Ordinary School Education

Indicator title	PPM201: Number of full service schools servicing learners with learning barriers
Short definition	Number of public ordinary schools that have been converted to full service schools. Full-service schools: are public ordinary schools that are specially resourced, converted and orientated to provide quality education to all learners by supplying the full range of learning needs in an equitable manner. These schools serve mainstream learners together with those experiencing moderate learning barriers. By resources it means the school must have all the facilities and LTSM must be available for the educator to provide equitable learning. By converted it means the infrastructure, school building and classrooms must be accessible to all learners and teachers. This may differ from school to school according to needs and to the possibilities for conversion at a particular school. All new schools to be built to ensure universal accessibility. By Orientated it is referred to teachers must be Orientated to ensure differentiated teaching and assessment as well as adaptation of LTSM. By Equitable the department refer to teaching and learning that takes place is the same for every learner irrespective of their disability or differences in learning style or pace.
Purpose/importance	To measure access to public ordinary schools by learners with learning barriers in the current financial year.

B. Programme 2: Public Ordinary School Education	
Indicator title	PPM201: Number of full service schools servicing learners with learning barriers
Policy linked to	White Paper 6, Guidelines for Full Service Schools
Source/collection of data	Inclusive Education school's database Primary Evidence: Inclusive Education school's database supported with signed off letters to each school designating it as a full service school. Database of identified schools with progress against national criteria (each province will provide the list of criteria) Secondary Evidence: List of schools and progress with regard to the conversion of the schools based on the criteria stipulated in the Guidelines for Full Service Schools/Inclusive Schools, 2009.
Means of verification	List of public ordinary schools converted to full service schools.
Method of calculation	Count the total number of full service schools.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To ensure that all special needs learners have access to schooling system and that selected public ordinary schools are able to accommodate these learners. On or above target.
Indicator responsibility	Inclusive Education Directorate: province may insert the more relevant Responsibility Manager.

Indicator title	PPM202: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)
Short definition	The appropriate age for children enrolled in Grade 4 is 10 years old. The number of learners who turned 9 in the previous year, are equal to the children aged 10 in the current year, who are currently enrolled in Grade 4 and higher, expressed as percentage of the total number of 10 year old learners enrolled in public ordinary schools.
Purpose/importance	This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1, grade repetition, and dropping out.
Policy linked to	SASA and MTSF
Source/collection of data	Primary Evidence: EMIS Annual Schools Survey (ASS) or LURITS Actual survey forms completed by schools and accurately captured onto database. Secondary Evidence: Percentage reported from the EMIS Annual School Survey database.
Means of verification	Snapshot or screenshot of the EMIS Annual Schools Survey database
Method of calculation	Divide the number of 10 -year old learners enrolled in Grade 4 and higher in public ordinary schools by the total number of 10 year old learners attending these schools regardless of grade and multiply by 100 as at source date.
Data limitations	Lack of evidence of accurate date of birth
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No

Indicator title	PPM202: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools.
Indicator responsibility	EMIS Directorate: province may insert the more relevant Responsibility Manager.

Indicator title	PPM 203: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)
Short definition	The appropriate age for children enrolled in Grade 7 is 13 years old. The number of learners who turned 12 in the previous year, is equal to the children aged 13 in the current year, who are currently enrolled in Grade 7 and higher expressed as percentage of the total number 13-year old learners enrolled in public ordinary schools.
Purpose/importance	This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1, grade repetition, and dropping out.
Policy linked to	SASA and MTSF
Source/collection of data	Primary Evidence: EMIS Annual Schools Survey (ASS) or LURITS Actual survey forms completed by schools and accurately captured onto database. Secondary Evidence: Percentage reported from the EMIS Annual School Survey database.
Means of verification	Snapshot or screenshot of the EMIS Annual Schools Survey database
Method of calculation	Divide the number of 13-year old learners enrolled in Grade 7 and higher in public ordinary schools by the total number of 13-year old learners attending these schools regardless of grade and multiply by 100 as at source date.
Data limitations	None
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools. On or above target.
Indicator responsibility	EMIS Directorate: provinces may insert the more relevant Responsibility Manager.

Indicator title	PPM204: Number of schools provided with multi-media resources
Short definition	Learners need access to a wider range of materials such as books other than textbooks, and newspapers, materials which would typically be found in a library or multimedia centre. Provinces to identify a service which is formally programmed and measurable. This includes both hardware and software and material which is both print and non-print material.
Purpose/importance	To measure the percentage of learners with access to media resources. Access to quality library resources are essential to developing lifelong reading habits, particularly in poor communities where children do not have access to private reading material in the current financial year.
Policy linked to	SASA and Library Information Service
Source/collection of data	Primary Evidence: Library Information Service database

Indicator title	PPM204: Number of schools provided with multi-media resources
	Delivery notes kept at schools and district offices of media resources provided. Secondary Evidence: Database with list of schools and media resources provided.
Means of verification	List of schools provided with media resources including proof of deliveries (PODs) or other means of proof as defined at a provincial level
Method of calculation	Record the total number of schools that received the multi-media resources
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All schools to be provided with media resources. On or above target.
Indicator responsibility	Curriculum Branch (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM205: Learner absenteeism rate
Short definition	Learner absenteeism is defined as a situation where a learner is not at school for an entire day.
Purpose/importance	This indicator examines the systems to identify the extent of learner absenteeism and ensures that systems exist to monitor and reduce learner absenteeism. The aim is to measure the number of learning days lost within a quarter in the current financial year.
Policy linked to	SASA
Source/collection of data	Primary Evidence: Database of learners absent from schools, according to the data capture method available in that province Consolidated database indicating absenteeism rate per district/per school.
Means of verification	Reports from the schools (summary of totals only)
Method of calculation	Divide the total number of working days lost due to learners' absenteeism by the number of school days in a quarter and multiply by 100. This is a provincial average or estimate. Note that schools record absenteeism on a quarterly basis. Absenteeism is thus calculated using the school's enrolment number as at the end of the particular term.
Data limitations	Delay in the submission of the summary list of absent learners by schools without internet connections. Inadequate record-keeping by schools.
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	High percentage of learners to attend schools regularly. On or below target i.e. fewer learners are absent than anticipated.
Indicator responsibility	EMIS Directorate (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM206: Teachers absenteeism rate
Short definition	Absence due to authorised leave of absence because of sickness or family responsibility.
Purpose/importance	To measure the extent of teacher's absenteeism in schools in order to develop systems to reduce and monitor the phenomenon regularly. The aim is to count learner days lost due to educator absenteeism in the current financial year.
Policy linked to	SASA
Source/collection of data	PERSAL and EMIS data systems
Means of verification	Database of educators recorded as absent from work (based on approved PERSAL leave forms submitted)
Method of calculation	Divide the total number of working days lost due to teacher's absenteeism by the total number of possible working days in a quarter and multiply by 100. This is a provincial average rate.
Data limitations	Delay in the submission of leave forms and the updating of PERSAL
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	High percentage of teachers to be teaching at schools during school hours. On or below targets i.e. absenteeism to be less than anticipated
Indicator responsibility	Human Resource Management and Provisioning ((provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM207: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy
Short definition	Number of learners attending public ordinary schools who are not paying any schools fees in terms of "No fee schools policy". The government introduced the no-fee school's policy to end the marginalisation of poor learners. This is in line with the country's Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources.
Purpose/importance	To measure access to free education in the current financial year.
Policy linked to	Constitution, SASA and No fee schools Policy
Source/collection of data	Resource target and EMIS database
Means of verification	Resource targeting table (this could be known by different names in various other provinces)
Method of calculation	Record the number of learners registered in no-fee paying schools in line with "No Fee Schools Policy".
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All eligible learners to benefit from No Fee Schools Policy. Target met or exceeded.

Indicator title	PPM208: Number of educators trained in Literacy/Language content and methodology
Short definition	Teachers training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
Purpose/importance	Targets for teacher development include: consistently attracting increased numbers of young qualified teachers; filling vacant posts; achieving the appropriate number of hours teachers spend in professional development activities; reducing teacher's absenteeism and ensuring the full coverage of the curriculum in the current financial year.
Policy linked to	Strategic Planning Framework for Teachers Education and Development
Source/collection of data	Human Resource Development or other provincial Database
Means of verification	Attendance registers of teachers trained in the province
Method of calculation	Record the total number of teacher strained in content and methodology in Literacy/Language
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All teachers in all phases to be trained in Literacy/Language content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM209: Number of educators trained in Numeracy/Mathematics content and methodology
Short definition	Teachers training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
Purpose/importance	Targets for teacher development include: consistently attracting increased numbers of young qualified teachers; filling vacant posts; achieving the appropriate number of hours teachers spend in professional development activities; reducing teachers' absenteeism and ensuring the full coverage of the curriculum in the current financial year.
Policy linked to	Strategic Planning Framework for Teachers Education and Development
Source/collection of data	Human Resource Development or other provincial Database
Means of verification	Registers of teachers trained in the province
Method of calculation	Record the total number of teachers formally trained on content and methodology in Numeracy/Mathematics
Data limitations	None. Depends on definition of "training" used and accurate completion and storage of registers.
Type of indicator	Output
Calculation type	Non-cumulative

Indicator title	PPM209: Number of educators trained in Numeracy/Mathematics content and methodology
Reporting cycle	Annual
New indicator	No
Desired performance	All teachers in all phases to be trained in Numeracy/Mathematics content and methodology. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (provinces may insert the more relevant Responsibility Manager)

C. Programme 3: Independent School Subsidies	
Indicator title	PPM301: Percentage of registered independent schools receiving subsidies
Short definition	Number of registered independent schools that are subsidised expressed as a percentage of the total number of registered independent schools. Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Purpose/importance	To improve access to education in the current financial year.
Policy linked to	Compliance with schools funding norms and standards for independent schools
Source/collection of data	Schools Funding Norms and standards database
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation).
Method of calculation	Divide the total number of registered independent schools that are subsidised by the total number of registered independent schools and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating Independent schools. Target for year to be met or exceeded.
Indicator responsibility	Institutional Support Management and Governance: Independent Schools or Independent Schools Programme Manager

Indicator title	PPM302: Number of learners at subsidised registered independent schools
Short definition	Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Purpose/importance	To improve access to education in the current financial year.
Policy linked to	Compliance with schools funding norms and standards for independent schools
Source/collection of data	Schools Funding Norms and standards database
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation).
Method of calculation	Count the total number of learners in independent schools that are subsidised
Data limitations	None
Indicator title	PPM302: Number of learners at subsidised registered independent schools
Type of indicator	Output

Indicator title	PPM302: Number of learners at subsidised registered independent schools
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners in qualifying independent schools to be subsidised. Target for year to be met or exceeded.
Indicator responsibility	Institutional Support Management and Governance: Independent Schools or Independent Schools Programme Manager

Indicator title	PPM303: Percentage of registered independent schools visited for monitoring and support
Short definition	Number of registered independent schools visited by provincial education department officials for monitoring and support purposes expressed as a percentage of the total number of registered independent schools. These include schools visits by Circuit Managers, Subject Advisors and any official from the Department for monitoring and support.
Purpose/importance	To measure monitoring and oversight of independent schools by provincial education departments in the current financial year.
Policy linked to	SASA and MTSF
Source/collection of data	Provincial education department officials, Circuit Managers and Subject Advisors signed schools schedule and schools visitor records or schools visit form.
Means of verification	Provincial education departments reports on the number of independent schools visited
Method of calculation	Divide the number of registered independent schools visited by provincial education department officials for monitoring and support purposes by the total number of registered independent schools and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All registered independent schools to be visited by provincial education departments for oversight, monitoring, support and liaison purposes at least once a year.
Indicator responsibility	Institutional Support Management and Governance: Independent Schools or Independent Schools Programme Manager

D. Programme 4: Public Special School Education	
Indicator title	PPM401: Percentage of special schools serving as Resource Centres
Short definition	Education White Paper 6 speaks of the "qualitative improvement of special schools for the learners that they serve and their phased conversion to special school's resource centres that provided special support to neighbouring schools and are integrated into district based support team".
Purpose/importance	To measure support that the special schools resource centres offer to mainstream and full service schools as a lever in establishing an inclusive education system in the current financial year.
Policy linked to	White Paper 6 and Guidelines to Ensure Quality Education and Support in Special Schools and Special Schools Resource Centres
Source/collection of data	Inclusive education database
Means of verification	List of Special Schools serving as resource centres

D. Programme 4: Public Special School Education	
Indicator title	PPM401: Percentage of special schools serving as Resource Centres
Method of calculation	Divide the number of special schools serving as resource centres by the total number of special schools and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All special schools to serve as resource centres. Target for year to be met or exceeded.
Indicator responsibility	Inclusive Education Directorate (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM 402: Number of learners in public special schools
Short definition	Number of learners enrolled in special schools. Special School: Schools resourced to deliver education to learners requiring high-intensity educational and other support on either a full-time or a part-time basis. The learners who attend these schools include those who have physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex.
Purpose/importance	To measure access to education for special needs children, to provide information for planning and support for special school's purposes
Policy linked to	White Paper 6
Source/collection of data	EMIS database
Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy)
Method of calculation	Count and record the total number of learners enrolled in public Special Schools.
Data limitations	Completeness and accuracy of survey forms or electronic databases from schools
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners with physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex to attend special schools.
Indicator responsibility	Inclusive Education Programme Manager

Indicator title	PPM 403: Number of therapists/specialist staff in special schools
Short definition	Total number of professional non-educator/specialist staff employed in public special schools. Professional non-educator staff are personnel who are classified as paramedics, social workers, therapists, nurses but are not educators. Note that although therapists, counsellors and psychologists are appointed in terms of the Employment of Educators Act these should all be included in the total.
Purpose/importance	To measure professional support given to learners and educators in public special schools
Policy linked to	White Paper 6

Indicator title	PPM 403: Number of therapists/specialist staff in special schools
Source/collection of data	PERSAL database
Means of verification	PERSAL database
Method of calculation	Count and record the total number of professional non-educator staff employed in public special schools.
Data limitations	Completeness and accuracy of PERSAL information
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public special schools to have the requisite number of school based professionals staff
Indicator responsibility	Human Resource and Management Directorate / Corporate Services – HR Administration (provinces may insert the more relevant Responsible Manager or unit)

E. Programme 5: Early Childhood Development

Indicator title	PPM501: Number of public schools that offer Grade R
Short definition	Total number of public schools (ordinary and special) that offer Grade R.
Purpose/importance	To measure provision of Grade R in public schools.
Policy linked to	White Paper 5
Source/collection of data	Education Management Information System/SASAMs/third party system database as at year end.
Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy) or other formal record as determined by the Province.
Method of calculation	Record the number of public schools (ordinary and special) that offer Grade R
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public schools with Grade 1 to offer Grade R. Target for year to be met or exceeded.
Indicator responsibility	EMIS Directorate

Indicator title	PPM502: Percentage of Grade 1 learners who have received formal Grade R education in public ordinary and/or special schools and registered independent schools/ECD sites.
Short definition	Number of Grade 1 learners in public schools who have attended Grade R in public ordinary and/or special schools and registered independent schools/ECD sites expressed as a percentage of total number of learners enrolled in Grade 1 for the first time, excluding learners who are repeating. Only PO schools with Grade R as lowest grade will be included in this calculation.
Purpose/importance	This indicator measures the readiness of learners entering the schooling system and records children who were exposed to Early Childhood Development stimuli in the prior financial year.
Policy linked to	White Paper 5 and MTSF
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy). Provincial record systems

Indicator title	PPM502: Percentage of Grade 1 learners who have received formal Grade R education in public ordinary and/or special schools and registered independent schools/ECD sites.
Method of calculation	Divide the total number of Grade 1 learners in Public ordinary school who had formal Grade R in the previous year, with total Grade 1 learners enrolled in public ordinary schools, for the first time, excluding learners who are repeating, and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All eligible children to attend Grade R in a given year. Target for year to be met or exceeded.
Indicator responsibility	EMIS Directorate

F. Programme 6: Infrastructure Development	
Indicator title	PPM601: Number of public ordinary schools provided with water supply
Short definition	Total number of public ordinary schools provided with water. This includes water tanks or boreholes or tap water. This measure applies to addressing the backlogs that affect existing schools. It does not include provisioning for new schools.
Purpose/importance	To measure the plan to provide access to water in the year concerned in the current financial year.
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Completion certificates, practical completion certificates, works completion certificates.
Method of calculation	Record all existing public ordinary schools that were provided with water in the year under review.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to water. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to improvements to existing buildings and not new stock.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

Indicator title	PPM602: Number of public ordinary schools provided with electricity supply
Short definition	Total number of public ordinary schools provided with electricity. This measure applies to existing schools and excludes new schools. Definition: Schools with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators.
Purpose/importance	To measure additional access to electricity provided in the current financial year.
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School Infrastructure database

Indicator title	PPM602: Number of public ordinary schools provided with electricity supply
Means of verification	Completion certificate, practical completion certificates, works completion certificates.
Method of calculation	Record all existing public ordinary schools that were provided with electricity in the year under review.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Indicator title	PPM602: Number of public ordinary schools provided with electricity supply
Desired performance	All public ordinary schools to have access to electricity. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to existing and not new stock.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

Indicator title	PPM603: Number of public ordinary schools supplied with sanitation facilities
Short definition	Total number of public ordinary schools provided with sanitation facilities. This measure applies to existing schools and excludes new schools. Sanitation facility: Refers to all kinds of toilets such as: pit latrine with ventilated pipe at the back of the toilet, Septic Flush, Municipal Flush, Enviro Loo, Pit-latrine and Chemical.
Purpose/importance	To measure additional access to sanitation facilities provided in the current financial year.
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Completion certificate, practical completion certificates, works completion certificates.
Method of calculation	Record all existing public ordinary schools provided with sanitation facilities in the year under review.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to sanitation facilities. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to existing and not new stock.
Indicator responsibility	Schools Infrastructure Directorate/ Infrastructure Development Unit

Indicator title	PPM604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)
Short definition	Number of classrooms built onto or provided to public ordinary schools. These are additional classrooms or mobile classrooms for existing schools. The measure excludes classrooms in new schools. This should also not include Grade R classrooms. Classrooms: Rooms where teaching and learning occurs, but which are not designed for special instructional activities. This indicator excludes specialist rooms. WCED includes LSEN schools in this definition.
Purpose/importance	To measure additional access to the appropriate learning environment and infrastructure in schools provided in the current financial year.
Policy linked to	Guidelines Relating to Planning for Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database Completion certificates of existing schools supplied with additional classrooms. List of schools indicating classrooms delivered per school. The evidence could include province-specific items such as letters of satisfaction by the school, Works Completion Certificates etc.
Means of verification	Completion certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc. The mobiles should be recorded in the Asset Registers, as per provincial norms.
Method of calculation	Record the total number of additional classrooms built or provided in existing schools (includes replacement schools).
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have adequate numbers of classrooms. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

Indicator title	PPM605: Number of additional specialist rooms built in public ordinary schools (includes replacement schools).
Short definition	Total number of additional specialist rooms built in public ordinary schools. These include additional specialist rooms in existing schools and those in new or replacement schools. This should not include Grade R classrooms. Specialist room is defined as a room equipped according to the requirements of the curriculum. Examples: technical drawing room, music room, metal work room. It excludes administrative offices and classrooms (as defined in PPM 604) and includes rooms such as laboratories. Note that although the school might decide to put the room to a different use from the specifications in the building plan it will still be classified as a specialist room for the purposes of this measure.
Purpose/importance	To measure availability and provision of specialist rooms in schools in order to provide the appropriate environment for subject specialisation through the curriculum in the current financial year.
Policy linked to	Guidelines Relating to Planning for Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database or Completion certificates of schools supplied with specialist rooms or list of schools indicating specialist rooms delivered per school.

Indicator title	PPM605: Number of additional specialist rooms built in public ordinary schools (includes replacement schools).
Means of verification	Completion Certificate. The room is built to the designated size. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Record the total number of specialist rooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have libraries, resource centre etc. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

Indicator title	PPM606: Number of new schools completed and ready for occupation (includes replacement schools)
Short definition	Total number of public ordinary schools built in a given year. These include both new and replacement schools built and completed.
Purpose/importance	To measure access to education through provision of appropriate schools' infrastructure in the current financial year.
Policy linked to	Guidelines Relating to Planning for Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database. Completion Certificate or practical completion certificate.
Means of verification	Completion Certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Count the total number of new schools completed
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All children to have access to public ordinary schools with basic services and appropriate infrastructure. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

Indicator title	PPM607: Number of new schools under construction (includes replacement schools)
Short definition	Total number of public ordinary schools under construction includes replacement schools and schools being built. Under-construction means any kind of building work, such as laying of a building foundation, with construction workers on site and brick and mortar delivered.
Purpose/importance	To measure availability and provision of education through provision of more schools in order to provide the appropriate learning and teaching in the current financial year.
Policy linked to	Guidelines Relating to Planning for Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database or Completion certificates of new schools
Means of verification	Supply Chain Management Documents or Procurement Documents

Indicator title	PPM607: Number of new schools under construction (includes replacement schools)
Method of calculation	Record the total number of schools under construction including replacement schools
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Public ordinary schools to cater for learner numbers and meet required standards. In the year concerned the building targets should be met or exceeded so there are no lags in the provision of adequate accommodation.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

Indicator title	PPM608: Number of new or additional Grade R classrooms built (includes those in replacement schools).
Short definition	Total number of classrooms built to accommodate Grade R learners.
Purpose/importance	To measure expansion of the provision of early childhood development in the current financial year.
Policy linked to	Guidelines on Schools Infrastructure
Source/collection of data	NEIMS or Infrastructure database Completion certificates
Means of verification	Completion Certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Record the total number of new or additional Grade R classrooms built.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools with Grade 1 to have a Grade R classroom(s).
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

Indicator title	PPM609: Number of hostels built
Short definition	Number of hostels built in the public ordinary schools.
Purpose/importance	To measure access to education for learners who would benefit from being in a hostel in the current financial year.
Policy linked to	Guidelines on Schools Infrastructure
Source/collection of data	NEIMS or Infrastructure database Completion certificates of new schools
Means of verification	Completion Certificate or practical completion certificate The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Count the total number of additional hostels built in public ordinary schools
Indicator title	PPM609: Number of hostels built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No

Indicator title	PPM609: Number of hostels built
Desired performance	All children to have access to education regardless of geographical location. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

Indicator title	PPM610: Number of schools where scheduled maintenance projects were completed
Short definition	The South African Schools Act (SASA), No 84 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, Schools Governing Body and Schools Principal) to maintain and improve the school's property and buildings and grounds occupied by the schools, including schools hostels.
Purpose/importance	To measure number of schools where scheduled maintenance was implemented and completed Routine maintenance of schools' facilities in our country is generally unacceptable, resulting in further deterioration over time. The ongoing neglect exposes learners to danger, de-motivates educators and cost the state more and more over time as buildings collapse. This information is reported in the current financial year.
Policy linked to	SASA
Source/collection of data	NEIMS or School Infrastructure database. Completion certificates.
Means of verification	Database of schools with scheduled maintenance completed. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Record total number of schools with scheduled maintenance completed
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Schools to be conducive for learning and teaching
Indicator responsibility	NEIMS/ Schools Infrastructure Directorate / Infrastructure Development Unit

G. Programme 7: Examination and Education Related Services	
Indicator title	PPM 701: Percentage of learners who passed National Senior Certificate (NSC)
Short definition	Total number of NSC learners who passed in the National Senior Certificate (NSC) examination expressed as a percentage of the total number of learners who wrote the National Senior Certificate.
Purpose/importance	To measure the efficiency of the schooling system in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate learners
Method of calculation	Divide the number of learners who passed NSC examinations by the total number of learners who wrote the National Senior Certificate (NSC) and multiply by 100. The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual

G. Programme 7: Examination and Education Related Services	
Indicator title	PPM 701: Percentage of learners who passed National Senior Certificate (NSC)
New indicator	No
Desired performance	To increase the number of Grade 12 learners that are passing the NSC examinations.
Indicator responsibility	Examinations and Assessments Directorates

Indicator title	PPM 702: Percentage of Grade 12 learners passing at bachelor level
Short definition	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC). Bachelor passes enables NSC graduates to enrol for degree courses in universities expressed as a percentage of the total number of learners who wrote NSC examinations.
Purpose/importance	To measure quality aspects of NSC passes in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate learners
Method of calculation	Divide the number of Grade 12 learners who achieved a Bachelor pass in the National Senior Certificate by the total number of Grade 12 learners who wrote NSC examinations and multiply by 100. The figure used is based on the announcement of the Minister in January of each year.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics
Short definition	Number of Grade 12 learners passing Mathematics with 50% or above in the NSC examinations expressed as a percentage of the total number of learners who wrote Mathematics in the NSC examinations.
Purpose/importance	To measure efficiency in the schooling system with a focus on Mathematics as a key gateway subject in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate learners
Method of calculation	Divide number of Grade 12 learners who passed Mathematics in the National Senior Certificate with 50% and more by the total number of learners who wrote Mathematics in the NSC examinations and multiply by 100. The figure used is based on the announcement of the Minister in January of each year.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of NSC learners who are passing Mathematics with 50% and above
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Sciences
Short definition	Number of Grade 12 learners passing Physical Sciences with 50% or more in the NSC examinations expressed as a percentage of the total number of learners who wrote Physical Sciences in the NSC examinations.
Purpose/importance	To measure efficiency in the schooling system with a focus on Physical Sciences as a key gateway subject in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate learners
Method of calculation	Divide number of Grade 12 learners who passed Physical Sciences in the National Senior Certificate with 50% and above by the total number of learners who wrote Physical Science in the NSC examinations and multiply by 100. The figure used is based on the announcement of the Minister in January of each year.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of NSC learners who are passing Physical Sciences at 50% and above
Indicator responsibility	Examinations and Assessment Directorate

Indicator title	PPM705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above
Short definition	Total number of secondary schools that have achieved a pass rate of 60% and above in the National Senior Certificate (NSC).
Purpose/importance	This indicator measures the quality of NSC passes as the sector wants to ensure that more Grade 12 learners obtain an NSC qualification in the current financial year.
Policy linked to	"Action Plan 2019: towards the realisation of Schooling 2030" and CAPS
Source/collection of data	Primary Evidence: National Senior Certificate database Provincial database reconstructed to mirror national results. Secondary Evidence: NSC results as calculated by DBE in the NSC Report.
Means of verification	National Senior Certificate database
Method of calculation	Record the total number of schools with a pass rate of 60% and above in the NSC examinations. The figure used is based on the announcement of the Minister in January of each year. To get the overall pass per school: Divide the number of learners who achieved NSC per school by the total number of learners who wrote the NSC per school in the same year. This applies to grade 12 learners.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to perform at 60% and above in the NSC
Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate (province may insert the more relevant Responsibility Manager)

Appendix C: Technical Indicators Programme Performance Indicators (Provincial)

Programme 2	
Indicator title	PPI 2.1. Percentage of learners retained in the school system from Grades 10 – 12
Short definition	Measure of the degree (%) to which learners that enter grade 10 continue to grade 12 in Public Ordinary Schools for the same cohort.
Purpose/ importance	A higher percentage of learners remain in the system until grade 12. Leads to an academically better prepared work force; better opportunity for learners; access to tertiary education enhanced. Reduces the vulnerability rate amongst learners.
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended
Means of verification	Data from EduInfosearch
Source/collection of data	Annual School Survey Directorate Knowledge and Information Management: Extracted from ASS data sets.
Method of calculation	The number of Grade12 learners divided by the number of Grade10 learners for the same cohort (2 years earlier) as a percentage.
Data limitations	The calculation is for Public Ordinary schools only and is dependent on the unit record administration at schools. It does not reflect all learners in all education sectors. This excludes in and out migration of learners, deaths, and other factors.
Type of indicator	Output; Efficiency; Economy; Equity
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Higher than target desirable.
Indicator responsibility	Coordinated by Chief Director Districts; data collected and reported by Directorate Knowledge and Information Management; Collaborative effort including many role players.

Programme 7	
Indicator title	PPI 7.1 % of learners in Grade 3 attaining acceptable outcomes in Language
Short definition	This measures the proportion of learners participating in the Grade 3 systemic tests (Language), who pass the tests. The pass mark for the tests is 50%
Purpose/ importance	The indicator shows the general level of proficiency of learners who are attending school at the foundation phase. This indicator is important as it measures the effectiveness of the education system at the foundation phase
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 10 learners in Grade 3 do not take part in the systemic tests.
Type of indicator	Outcomes
Calculation type	Non-cumulative

Programme 7	
Indicator title	PPI 7.1 % of learners in Grade 3 attaining acceptable outcomes in Language
Reporting cycle	Annual
New indicator	No
Desired performance	Meet or exceed than target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.

Indicator title	PPI 7.2. %of learners in Grade 3 attaining acceptable outcomes in Mathematics
Short definition	This measures the proportion of learners participating in the Grade 3 systemic tests (Mathematics), who pass the tests. The pass mark for the tests is 50%
Purpose/ importance	The indicator shows the general level of proficiency of learners who are attending school at the foundation phase. This indicator is important as it measures the effectiveness of the education system at the foundation phase
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 10 learners in Grade 3 do not take part in the systemic tests.
Type of indicator	Outcomes
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Meet or exceed target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.

Indicator title	PPI 7.3. % of learners in Grade 6 attaining acceptable outcomes in Language
Short definition	This measures the proportion of learners participating in the Grade 6 systemic tests (Language), who pass the tests. The pass mark for the tests is 50%
Purpose/ importance	The indicator shows the general level of proficiency of learners who are attending school at the intermediate phase. This indicator is important as it measures the effectiveness of the education system at the intermediate phase
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports

Indicator title	PPI 7.3. % of learners in Grade 6 attaining acceptable outcomes in Language
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 10 learners in Grade 6 do not take part in the systemic tests.
Type of indicator	Outcomes
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Meet or exceed target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.

Indicator title	PPI 7.4. % of learners in Grade 6 attaining acceptable outcomes in Mathematics
Short definition	This measures the proportion of learners participating in the Grade 6 systemic tests (Mathematics), who pass the tests. The pass mark for the tests is 50%
Purpose/ importance	The indicator shows the general level of proficiency of learners who are attending school at the intermediate phase. This indicator is important as it measures the effectiveness of the education system at the intermediate phase.
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 10 learners in Grade 6 do not take part in the systemic tests.
Type of indicator	Outcomes
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Meet or exceed target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.

Indicator title	PPI 7.5. % of learners in Grade 9 attaining acceptable outcomes in Languages
Short definition	This measures the proportion of learners participating in the Grade 9 systemic tests (Language), who pass the tests. The pass mark for the tests is 50%
Purpose/ importance	The indicator shows the general level of proficiency of learners who are attending school at the senior phase. This indicator is important as it measures the effectiveness of the education system at the senior phase
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 10 learners in Grade 9 do not take part in the systemic tests.
Type of indicator	Outcomes
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Meet or exceed than target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.

Indicator title	PPI 7.6. % of learners in Grade 9 attaining acceptable outcomes in Mathematics
Short definition	This measures the proportion of learners participating in the Grade 9 systemic tests (Mathematics), who pass the tests. The pass mark for the tests is set at 50%
Purpose/ importance	The indicator shows the general level of proficiency of learners who are attending school at the senior phase. This indicator is important as it measures the effectiveness of the education system at the senior phase
Policy linkage	The South African Schools' Act (SASA), 1996 (Act 84 of 1996), as amended The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Means of verification	Information on Reports
Source/collection of data	The basic data source is the report that is prepared by independent external service providers appointed to administer the test. It is extracted from the final report that is submitted by the independent external service providers appointed to administer the systemic tests.
Method of calculation	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
Data limitations	Schools that have fewer than 10 learners in Grade 9 do not take part in the systemic tests.
Type of indicator	Outcomes
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Meet or exceed target set
Indicator responsibility	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.

Appendix D: Medium Term Strategic Framework Performance Measures: Technical Indicators

Programme 1: Administration	
Indicator title	MTSF101: Number of schools visited by district officials for monitoring and support purposes.
Short definition	Number of schools visited by district officials for monitoring, and support. This includes visits to public ordinary schools, special schools and excludes visits to independent schools. District officials include all officials from education district office and circuits visiting schools for monitoring and support purposes. This is not a social visit but focuses on issues relating to school effectiveness.
Purpose/importance	To measure support given to schools by the district officials in the financial year under review.
Policy linked to	SASA and MTSF
Source/collection of data	District officials signed schools schedule and school's visitor records or schools visit form.
Means of verification	Reports (on the number of schools visited by district officials.
Method of calculation	Record total number of schools that were visited by district officials per quarter for support and monitoring. For the annual calculation the total number of schools visited in a year is: Numerator: Quarter 1+Quarter 2+Quarter 3+Quarter 4 Denominator = 4. The totals of the four quarters are added and averaged to provide the annual total.
Data limitations	None
Type of indicator	Input
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools that need assistance to be visited per quarter by district officials for monitoring, support and liaison purposes. On or above target.
Indicator responsibility	Institutional Support Management and Governance: province may insert the more relevant Responsibility Manager

Indicator title	MTSF102: Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year.
Short definition	The number of qualified teachers, aged 30 and below, being permanently/temporarily employed for the first time as teachers.
Purpose/importance	To ensure that young teachers are entering the workforce.
Policy linked to	School Post Provisioning Norms; Educators Employment Act (EEA); and Personnel Administration Measure (PAM)
Source/collection of data	PERSAL
Means of verification	PERSAL data/Information
Method of calculation	Count the total number of educators in schools who are registered in the PERSAL system that are below 30 years of age and are first time permanently/temporarily employed during the period under review. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative

Indicator title	MTSF102: Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year.
Reporting cycle	Annual
New indicator	Yes
Desired performance	The Department needs to ensure that a stream of young teachers enters the profession.
Indicator responsibility	Directorate: Human Resource Management or Administration

Indicator title	MTSF103: Number and percentage of Funza Lushaka bursary holders placed in schools within six months of their completion of studies or upon confirmation that the bursar has completed studies.
Short definition	Measure the number of Funza Lushaka bursary holders appointed by schools, in the province in question, within six months of completion of studies. "Placed" is defined as: securing appointment at a school in a permanent capacity.
Purpose/importance	The basic education sector continues to experience problems attracting enough young and appropriately skilled people. The Funza Lushaka Bursary scheme is used to ensure that young people study towards an educator qualification aimed at scarce skills within the sector. These new entrants need to be absorbed in schools in provinces according to the requirements of the bursary scheme.
Policy linked to	NDP; and Funza Lushaka Policy
Source/collection of data	Human Resource Directorate – PERSAL
Means of verification	PERSAL; and Data base of Funza Lushaka bursary holders
Method of calculation	Numerator: total number of Funza Lushaka bursary holders placed in schools within 6 months Denominator: total number of eligible (based on time of qualification), qualified Funza Lushaka bursary graduates Multiply by 100
Data limitations	Placement of graduates in other provinces impacts on the provision of comprehensive provincial data; and Adequate data not readily available to track the placement of Funza Lushaka bursars.
Type of indicator	Output
Calculation type	Non - cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All Funza Lushaka bursary holders with the right qualifications and skills to be appointed in schools.
Indicator responsibility	Directorate: Human Resource Management or Administration

Indicator Title (New MTSF aligned)	MTSF104: Percentage of learners having access to information through (a) Connectivity (other than broadband); and (b) Broadband
Short definition	To measure the percentage of learners in public schools where the department provides access to the internet for learners. Note: Connectivity, including Broadband refers to telecommunication in which a wide band of frequencies is available to transmit information and enables a large number of messages to be communicated simultaneously. In the context of internet access, broadband is used to mean any highspeed internet access that is always on and faster than traditional dial-up access. This can be achieved through fixed cable and DSL internet services or through fixed wireless broadband services, such as mobile wireless broadband where a mobile card is purchased for a modem or laptop and users connect to the internet through cell phone towers.
Purpose/importance	To ensure that ICT can be used for improved learning and teaching in an effective manner and allow learners to gain access to information via the internet to assist them in learning and assessment.
Policy linked to	NDP; MTSF; and White Paper on E-Education.
Source/collection of data	Database of schools kept by ICT section where the department/state pays for connectivity and/or broadband access.
Means of verification	Annual audit of schools where learners have access to broadband or any other internet connectivity access; and/or BAS report/invoices of broadband/ICT services paid on behalf of schools in the year under review.
Method of calculation	Numerator: total number of learners in public schools that have access to connectivity/ broadband. Denominator: total number of learners in all public schools Multiply by 100
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	All learners have access to internet connection to be able to access information that may assist them in the completion of learning and assessment assignments.
Indicator responsibility	Directorate: ICT

Indicator Title	MTSF105: Percentage of schools producing a minimum set of management documents at a required standard.
Short definition	This indicator measures the extent to which all schools adhere to good management practice by ensuring that the following minimum set of management documents are produced at the required standard, which means in line with the templates provided. The documents are: School Budget, School Improvement Plan, Annual Report, attendance registers for educators and learners, Records of learner marks.
Purpose/importance	SASA and other educational policies prescribe certain management documents to be available and implemented at schools and are managed at least at a minimum standard across the country (templates provided).
Policy linked to	SASA; Whole School Evaluation Policy 2001; School Policy on Learner Attendance; and School Policy on Educator Attendance
Source/collection of data	Completed survey tool in the form of a checklist; and List of schools with minimum set of management documents
Means of verification	Monitoring tools and/or reports.
Method of calculation	Numerator: total number of Public ordinary schools with all identified management documents available Denominator: total number of all Public ordinary schools Multiply by 100
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All schools must be able to produce minimum management documents
Indicator responsibility	Directorate: Provincial Audit Monitoring and Support / Management and Governance

Indicator title	MTSF106: Percentage of learners in schools that are funded at a minimum level.
Short definition	This indicator measures the total number of learners funded at a minimum level expressed as a percentage of the total number of learners in ordinary public schools.
Purpose/importance	To improve access to education.
Policy linked to	Amended National Norms and Standards for School Funding /adequacy allocation for learners.
Source/collection of data	School Funding Norms and Standards database.
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation per learner).
Method of calculation	Numerator: total number of learners enrolled at ordinary public schools that received their subsidies at or above the nationally determined per-learner adequacy amount Denominator: total number of learners enrolled in ordinary public schools Multiply by 100.

Indicator title	MTSF106: Percentage of learners in schools that are funded at a minimum level.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All qualifying schools to be funded according to the minimum standards for public school funding.
Indicator responsibility	Office of the Chief Financial Officer (CFO).

Indicator title	MTSF107: Percentage of schools with more than one financial responsibility on the basis of assessment.
Short definition	This indicator measures the total number of schools with more than one financial management function expressed as a percentage of the total number of schools.
Purpose/importance	To enable schools to operate autonomously.
Policy linked to	Amended National Norms and Standards for School Funding/adequacy allocation for learners / PFMA / SASA
Source/collection of data	School Funding Norms and Standards database
Means of verification	Budget transfer documents (these documents list schools, number of learners, budget allocation and the functions allocated).
Method of calculation	Numerator: number of ordinary public schools that are given more than one financial management function as per Section 21 of SASA Denominator: total number of ordinary public schools Multiply by 100
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All qualifying schools given the full set of financial management functions
Indicator responsibility	Office of the Chief Financial Officer (CFO).

Programme 2: Public Ordinary School Education	
Indicator Title	MTSF201: The average hours per year spent by teachers on professional development activities.
Short definition	To measure the average hours per year spent by teachers on professional development activities, to ensure that teachers at all levels develop their teaching and learning skills to enhance curriculum delivery and assessment. Professional development is defined as training provided in a formal environment, for which teachers are registered (preferably as per Provincial Teacher Development Plan) and attendance recorded. Afternoon workshops may be included in this definition.

Programme 2: Public Ordinary School Education	
Indicator Title	MTSF201: The average hours per year spent by teachers on professional development activities.
Purpose/importance	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to undergo training aimed at improving their pedagogic and content knowledge and will also be encouraged to work together in professional learning communities to achieve better quality education.
Policy linked to	Integrated Strategic Planning Framework for Teachers Education and Development; and Skills Development Legislation.
Source/collection of data	Attendance registers
Means of verification	Plan for teacher development; Attendance registers of training workshops and attendance summary; Database of educators who participated in professional development activities
Method of calculation	Numerator: total number of hours spent by identified teachers in training provided by the Department Denominator: total number of identified teachers who were targeted for training workshops
Data limitations	Poor database management and incomplete attendance registers and non-submission of attendance registers by trainers
Type of indicator	Input
Calculation type	Non-Cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Teachers show high commitment to teaching and learning and are equipped with excellent content knowledge and pedagogical skills to deliver the prescribed curriculum
Indicator responsibility	Directorate: Teacher Development

Indicator Title	MTSF202: Number of teachers who have written the Self-Diagnostic Assessments.
Short definition	To ensure that teachers at all levels are able to identify gaps in their content knowledge in order for relevant teacher development to be provided.
Purpose/importance	Teachers training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teachers Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education. The MTSF requires of teachers to test their content knowledge by voluntarily participating in anonymous and sample-based assessments to contribute towards relevant teacher development.
Policy linked to	MTSF and Strategic Planning Framework for Teachers Education and Development.

Indicator Title	MTSF202: Number of teachers who have written the Self-Diagnostic Assessments.
Source/collection of data	List of teachers who participated in the self-diagnostic assessment.
Means of verification	Database of identified educators who participated in sample-based self-assessments; and List of teachers that participated in the assessments.
Method of calculation	Count the number of teachers who participated in the assessment.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	Identified teachers participate in anonymous self-assessments
Indicator responsibility	Directorate: Teacher Development

Indicators Title	MTSF203: Percentage of teachers meeting required content knowledge levels after support.
Short definition	The percentage of teachers that show improved content knowledge in priority subjects after support. Priority subjects refers to Mathematics/Numeracy and Language/literacy. Note: Training needs identified are linked to a specific topic/item in the curriculum which determines the required content knowledge that is expected of the educator to have. Based on the training needs and the curriculum requirements, a support intervention is developed and delivered. To measure content knowledge, teachers will be expected to write assessments before and after training programmes/sessions.
Purpose/importance	To know if intervention programmes have a positive effect on educator content subject knowledge, and thereby to improve the quality of teaching and learning.
Policy linked to	Integrated Strategic Planning Framework for Teacher Education and Development; ELRC resolutions; and Skills Development Policy
Source/collection of data	Pre- and Post-training assessments completed by identified teachers attending the training programmes
Means of verification	Pre- and post-training assessment reports. List/summary of results on assessments per training programme/session.
Method of calculation	Numerator: total number of identified teachers who obtained 80% and above in post training assessment. Denominator: total number of teachers who completed the post training assessment Multiply by 100

Indicators Title	MTSF203: Percentage of teachers meeting required content knowledge levels after support.
Data limitations	Teachers not always willing to complete pre-and post-training assessments and The indicator applies only to teachers with identified needs.
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	That the subject knowledge of teachers, on a particular topic in the curriculum, increases after training.
Indicator responsibility	Directorate: Teacher Development

Indicator title	MTSF204: Percentage of learners in schools with at least one educator with specialist training on inclusion
Short definition	The total number of learners in public ordinary schools with at least one educator with specialist training on inclusion expressed as a percentage of the total number of learners. Specialist training is defined as all teachers who have one of the following: A full Higher Education Institution (HEI) qualification in Inclusive Education, e.g. Postgraduate Diploma in Education, NQF Level 8 or Postgraduate Certificate in Education / Advanced Diploma, NQF Level 7 or Advanced Certificate of Education in Inclusive Education NQF level 6 or BEd and BEd Honours specialising in Inclusive Education; and/or Attainment of accredited Short Courses and/or SACE endorsed programmes in one or more of the following: SIAS Policy, Curriculum Differentiation, Guidelines for Special Schools as Resource Centres, Guidelines for Full-Service Schools, SASL, Braille, and Curriculum Adaptation for Learners with Visual Impairment.
Purpose/importance	To measure access to education for learners experiencing barriers to learning in the public ordinary schooling system.
Policy linked to	NDP; White Paper 6
Source/collection of data	Formal qualification; Short Course certificates; Attendance register of educators trained on inclusion (where applicable); Training and development data base (where applicable); PERSAL print out of qualifications; and List of all public ordinary schools with numbers of learners in those schools.
Means of verification	List of public ordinary schools with numbers of learners where at least one educator was trained on inclusion according to the definition given above.
Method of calculation	Numerator: total learner enrolment in public ordinary schools where there is at least one educator with specialist training on inclusion Denominator: total learner enrolment in public ordinary schools Multiply by 100
Data limitations	Specialist qualification details might not be adequately specified/ documented.

Indicator title	MTSF204: Percentage of learners in schools with at least one educator with specialist training on inclusion
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To ensure that all learners in public ordinary schools have access to specialised learning support.
Indicator responsibility	Directorate: Inclusion and Special Schools Directorate Human Resources (HR)

Indicator title	MTSF205: Percentage of learners who are in classes with no more than 45 learners.
Short definition	The total number of learners who are in classes with no more than 45 learners expressed as a percentage. "Classes" are defined as "Register Class".
Purpose/importance	To determine the extent of overcrowding in the classrooms
Policy linked to	South African Schools Act (SASA); School Post Provisioning Norms; Employment of Educators Act (EEA); Personnel Administration Measure (PAM); and Infrastructure Norms and Standards.
Source/collection of data	Class lists of registered classes Signed off declaration by Principal (manual/electronic)
Means of verification	Provincial data warehouse
Method of calculation	Numerator: total number of learners in register class size of no more than 45 learners. Denominator: total learner enrolment in public schools. Multiply by 100
Data limitations	The data may not be current/up to date
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To prevent overcrowding and to provide adequate classroom space.
Indicator responsibility	Directorates: EMIS and Infrastructure

Indicator title	MTSF206: Percentage of schools where allocated teaching posts are all filled
Short definition	The total number of schools where allocated teaching posts are all filled expressed as percentage of all schools. "Filled" is defined as having a permanent/temporary teacher appointed in the post. In the context of education temporary appointments are very much an inherent part of the appointment process.
Purpose/importance	To ensure that the availability and utilisation of teachers are such that there is a teacher in every class at all times.
Policy linked to	Post Provisioning Norms
Source/collection of data	Post provisioning database; and PERSAL

Means of verification	PERSAL data; Post provisioning database; and Staff establishment of schools
Method of calculation	Numerator: total number of schools that have filled all their posts in accordance with their post provisioning norms allocation Denominator: total number of schools that received post provisioning norms allocation Multiply by 100
Data limitations	None
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To ensure that all posts allocated are filled.
Indicator responsibility	Directorate: Human Resource Management or Administration

Indicator Title	MTSF207: Percentage of learners provided with required textbooks in all grades and in all subjects per annum
Short definition	The indicator is about tracking if each learner is in possession of a textbook in each subject in all grades whether printed textbook or e-textbook.
Purpose/importance	To ensure that each learner has a textbook for every subject.
Policy linked to	South African Schools Act (SASA); CAPS; and Norms and Standards for funding.
Source/collection of data	Primary Source: SAMS records (e.g. retrieval/ordering)/ record of learner level distribution list/issuing register/ordering electronic system
Means of verification	SAMS retrieval system/ record of learner level distribution list/issuing register/ordering electronic system Invoices/ order slips/ delivery notes/ records of the procurement of textbooks.
Method of calculation	Numerator: total number of learners that have received textbooks for all subjects Denominator: total number of learners Multiply by 100
Data limitations	Not all schools will complete the book retrieval module on SAMS; The data regarding stock on hand will not be "absolute", given book loss, damage etc; Orders placed not for sufficient numbers of books; and Invoice notes not retained.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To ensure that all learners have textbooks for all subjects.
Indicator responsibility	Directorates: Procurement and LTSM

Indicator Title	MTSF208: Number and percentage of learners who complete the whole curriculum each year.
Short definition	To measure the percentage of learners who cover everything in the curriculum for the current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners in identified subjects and grades. Monitoring of curriculum coverage will be done in Grades 3, 6, 9 and 12 for Mathematics and Language (EFAL).
Purpose/importance	The core business of the Department of Education is to deliver the curriculum to learners in all grades required by the Curriculum and Assessment Policy Statement (CAPS). Monitoring of curriculum coverage is done by instructional leadership at schools, subject advisors and Circuit Managers.
Policy linked to	SASA; MTSF; and CAPS
Source/collection of data	Primary source: identified learner books (homework/classwork exercises/informal tests). Monitors should request 5 books of strongest learners, selecting one book for in-depth analysis and 4 for verification purposes). Secondary source: Records of Circuit Managers / Subject Advisers and HODs curriculum coverage monitoring tools and findings in the identified schools.
Means of verification	Monitors should request 5 books of strongest learners, selecting one book for in-depth analysis and 4 for verification purposes). Records of Circuit Managers / Subject Advisers and HODs curriculum coverage monitoring tools and findings in the identified schools signed off by the district official and school.
Method of calculation	40 schools to be selected randomly per province. Focus on Mathematics and EFAL (if no EFAL, only focus on Mathematics). Administer weighted curriculum coverage tools. Capture results of all 40 schools on template provided. Provide template to DBE for calculation of the overall number and % of learners.
Data limitations	Unreliable flow of data
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All schools have covered the curriculum in all grades and subjects as required by CAPS
Indicator responsibility	Directorate: Curriculum and Districts

Indicator Title	MTSF209: Number and Percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year.
Short definition	The percentage of sampled schools where the School Governing Body (SGB) meets the minimum criteria in terms of effectiveness, i.e. where there is an elected SGB, a Constitution of the SGB in terms of membership, at least one SGB meeting per quarter was held and there was a parent's meeting where the budget was tabled (evidenced by attendance registers and minutes of meetings).

Indicator Title	MTSF209: Number and Percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year.
Purpose/importance	To ensure that all schools comply with the legislations and regulations that directs the functionality of School Governing Bodies towards parental involvement in education.
Policy linked to	The Constitution of the RSA Act; SASA (Section 20, 21, 34 – 44); Whole School Evaluation Policy 2001; and Promotion of Access to Information Act.
Source/collection of data	Sample survey tool in the form of questionnaire/checklist.
Means of verification	The survey tool signed off by the official and the principal or representative.
Method of calculation	Numerator: total number of schools sampled in which the SGB meets the minimum criteria in terms of effectiveness (as defined above) Denominator: total number of sampled schools Multiply by 100
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All schools have functional and effective SGB structures.
Indicator responsibility	Directorate: Provincial Audit Monitoring and Support / Management and Governance

Programme 5: Early Childhood Development	
Indicator Title	MTSF501: Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year.
Short definition	Increase the percentage of Grade R practitioners, with NQF Level 6, teaching in public schools in the province.
Purpose/importance	To have more Grade R practitioners with NQF Level 6 and above teaching Grade R in public schools and thereby improving the quality of teaching and learning.
Policy linked to	White Paper 5 on ECD; and MTSF
Source/collection of data	PERSAL records and files or Provincial records.
Means of verification	List of Grade R practitioners who teach Grade R in the province and their qualifications.
Method of calculation	Numerator: total number of practitioners with NQF 6 qualifications and above Denominator: total number of Grade R practitioners in public schools. Multiply by 100
Data limitations	Incomplete PERSAL files and records; SGBs appoint these practitioners and they may not always adhere to procedures as expected; and Primary data sources i.e. copy of qualifications may not be on file in these cases.
Type of indicator	Input
Calculation type	Non-cumulative

Programme 5: Early Childhood Development	
Indicator Title	MTSF501: Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year.
Reporting cycle	Annual
New indicator	Yes
Desired performance	To increase the Percentage of employed Grade R practitioners with NQF Level 6 and above.
Indicator responsibility	Early Childhood Development (ECD) / Districts

Appendix E: Service Delivery Improvement Plan (SDIP)

The Department has completed a Service Delivery Improvement Plan (SDIP). The tables below highlight the service delivery plan and the achievements to date.

Main Service and Standards

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Provide Examination Registration and Enquiry Service to Learners	<ul style="list-style-type: none"> Learners Educators Public Service staff Officials from other National- and Provincial Government Departments Officials from Local municipalities Staff members of NGO's Citizens 	<p>37 809 clients assisted at the Walk-in Centre</p> <p>24 795 switchboard calls attended to by exams personnel</p> <p>Deviation in number of calls received and attended to can be attributed to the increase in email enquiries received from clients via the generic email accounts for exam registrations and exam resulting</p> <p>11 502 applications for certificates and 9 081 applications for statement of results were processed</p> <p>This reduction in certificates processed was due to the delay in the availability of the Senior Certificate (SC)(a) combined certificates</p>	<p>25 000 clients assisted at the Walk-in Centre</p> <p>30 000 switchboard calls attended to</p> <p>17 000 applications for certificates processed</p>	<p>45 000 Clients Assisted at the Walk-in centre</p> <p>The pilot project to decentralise exam functions to districts: East, South and North was reviewed, hence the number of clients visiting the Exam Walk-in Centre, remained high</p> <p>35 000 switchboard calls attended to by exams personnel</p> <p>The high call volume was mainly due to requests for support with the implementation of the SC(a) online applications</p> <p>21 733 applications for certificates processed</p>

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
		<p>85% of applications for certificates were processed within 10 working days from receipt of a correctly completed application form</p> <p>Delays at Umalusi and Department of Basic Education (DBE) in finalising the directives for the certification of combined SC, National Senior Certificate (NSC) and SC(a) results has caused a significant backlog in the issuing of SC(a) certificates for combined results</p> <p>2 325 verifications of qualifications concluded</p> <p>This number is based on applications from verification agencies and the decline in verifications processed could be due to agents applying directly to Umalusi for the verification of certificates that were originally issued by Umalusi</p> <p>A total of 17 644 candidates were registered for the SC(a) exam</p> <p>4 885 users created accounts (27.7%) for online registrations (SC)</p> <p>Due to slow connectivity and computer infrastructure issues at community centres, candidates registered for tuition at adult/ community learning centres submitted hard copy applications to their centres and these applications were captured by the exam officials</p>	<p>90% of applications for certificates are processed within 10 working days from receipt of a correctly completed application form</p> <p>2 500 verifications of qualifications concluded</p> <p>15 000 (60%) online registrations (SC, NSC repeat)</p>	<p>90% of applications for certificates were processed within 10 working days from receipt of a correctly completed application form</p> <p>3 200 verifications of qualifications concluded</p> <p>More companies are now requiring that appointees' qualifications are vetted by an independent company</p> <p>6 981 users accessed the SC e-registrations platform</p> <p>This is an increase from 2016/17 but lower than our target, possibly due to the implementation of the DBE online platform</p>

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
		<p>4 238 requests for re-mark of subjects/matric results were received</p> <p>The increase in the number of re-mark requests could be attributed to the streamlining of the application process, where schools collated applications for their candidates and submitted collated batches of re-mark applications to their District Office, as opposed to only receiving applications from candidates individually</p>	<p>3 500 requests for re-mark of subjects/ matric results</p>	<p>4 597 requests for the re-mark of subjects written in the November 2017 exam were received</p> <p>Increased applications can be attributed to the ease of submitting an application for re-marking a script via the newly implemented e-mark platform on the e-gov website</p>
		<p>48 577 persons accessed the WCED NSC Results webpage</p> <p>This increase could be attributed to the use of bulk smses to inform candidates that their results are available on the website</p>	<p>45 000 persons accessed the WCED NSC Results webpage</p>	<p>56 509 users accessed the NSC 2017 webpage</p> <p>This increase could be attributed to the increase access to cellular phones</p>
		<p>19 400 Individual NSC Results were accessed on the WCED NSC Results webpage</p> <p>Bulk smses were used to inform candidates that results could be accessed via the webpage</p>	<p>15 000 Individual NSC Results were accessed on the WCED NSC Results webpage</p>	<p>26 416 users printed results from the webpage</p> <p>Learners were sent a sms to direct them to the website for accessing their results, hence the increased access to the results webpage</p>

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
Improve Communication with Parents and Citizens	<ul style="list-style-type: none"> Parents Learners General public Journalists 	<p>Media Liaison:</p> <p>a) 83 media statements on key activities and developments relevant to key strategic objectives were published</p> <p>b) 43.3% positive media coverage relevant to key strategic objectives was achieved</p> <p>Deviation due to a highly contested media environment</p> <p>Marketing Campaigns:</p> <p>a) Ran 4 Major campaigns to support strategic objectives</p> <p>b) Number of impacts achieved through:</p> <p>i. Early Enrolment Campaign: Radio – 8,075 million (estimated) impacts;</p> <p>Print – 1,132 million impacts; 21 605 posters and 189 600 pamphlets distributed to</p> <p>1 083 schools and 8 District offices</p>	<p>Media Liaison:</p> <p>a) 70 media statements on key activities and developments relevant to key strategic objectives</p> <p>b) 60% positive media coverage relevant to key strategic objectives</p> <p>Marketing Campaigns:</p> <p>a) 4 Major campaigns per year to support strategic objectives</p> <p>b) 6 million impacts per campaign</p>	<p>Media Liaison:</p> <p>a) 78 media statements on key activities and developments relevant to key strategic objectives were published</p> <p>b) 60% positive media coverage relevant to key strategic objectives was achieved</p> <p>Marketing Campaigns:</p> <p>a) 4 Major campaigns to support strategic objectives were concluded</p> <p>b) The number of impacts varied per Campaign and per year, depending on the medium chosen to deliver the Campaign. The 2017/18 impacts achieved were:</p> <p>i. Early Enrolment Campaign:</p> <ul style="list-style-type: none"> Radio – 5, 425 million (estimated) impacts Print – 129 937 prints, run in 2 newspapers Out of home advertising (interior taxis) exposure to 1 277 640 passengers over a 3-month period 2.8 million advert impressions via digital media 21 830 posters and 265 000 pamphlets distributed to 909 schools and 8 District offices

Main Services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
		<p>ii. eLearning - Digital Marketing Campaign: 9,572 million impacts</p> <p>iii. Matric Support Campaign: 54 000 booklets distributed to Grade 12 learners enrolled at Secondary and Special Schools</p> <p>iv. Mathematics and Language Campaign: Radio - 8,3 million (estimated) impacts</p> <p>c) 100% compliance with brand requirements achieved</p>	<p>c) 100% compliance with brand requirements</p>	<p>ii. The campaign was not repeated in the 2017/18 financial year.</p> <p>iii. Matric Support Campaign: 55 000 booklets distributed schools for to Grade 12 learners enrolled at Secondary and Special Schools</p> <p>iv. The 2017/18 Language and Mathematics marketing campaign was developed to support the Province's Drought Advocacy plans:</p> <ul style="list-style-type: none"> • Exercises for Mathematics and Language aimed at Grade 6 line with the CAPS curriculum were developed • 98 000 booklets and 22 000 posters was distributed to 1 092 schools <p>c) 100% compliance with brand requirements achieved</p>
		<p>Online services:</p> <p>a) 1 million visits to website achieved</p> <p>b) Development work on e-portal continued</p> <p>c) 98% satisfied visitors to Walk-in Centre and 88% for the Call Centre (Customer Survey feedback)</p> <p>d) 100% compliance with brand identity</p>	<p>Online services:</p> <p>a) 1.2 million visits to website</p> <p>b) E-portal content for parents and citizens developed</p> <p>c) 95% satisfied visitors (Customer Survey feedback)</p> <p>d) 100% compliance with brand identity</p>	<p>Online services:</p> <p>a) 122 498 visits resulting in ±18 million hits on the site according to statistics</p> <p>The statistics is skewed because of a change in URL and ± 4 months of site downtime. No statistics were available for March 2018</p> <p>b) E-portal content for parents and citizens developed: http://wcedeportal.co.za/</p> <p>c) 90% satisfied callers to the WCED Call Centre and 94% of satisfied visitors to the Walk-in Centre (Customer Survey feedback)</p> <p>d) 100% compliance with brand identity achieved</p>

Batho Pele arrangements with beneficiaries (Consultation, access, etc.)

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Provide Examination Registration and Enquiry Service to Learners</p> <p>Consultation:</p> <p>Clients were consulted through:</p> <p>a) Assessment Coordinators' Forum: AC forums were held once per quarter (4 in total for 2016/17) and were conducted by the Directorate Assessment Management. Attendance of the District Assessment coordinators and Curriculum representatives was excellent</p> <p>b) Exam Coordinators' Forum: Two Exam Coordinators' Forum meetings were held during 2016/17 – the number of meetings was reduced since 6 out of 8 District Assessment coordinators are also the Exam representative, hence Exam and Assessment forums were conducted together for 2 sessions out of the 4</p>	<p>Consultation:</p> <p>Clients are consulted through:</p> <p>a) Assessment Coordinators' Forum</p> <p>b) Exam Coordinators' Forum</p>	<p>Consultation:</p> <p>Clients were consulted through:</p> <p>a) Assessment Coordinators' forums were held on a quarterly basis</p> <p>b) Exam Coordinators' forums were held on a quarterly basis</p>
<p>c) District Directors: District Directors used CD: Districts component at Head Office, TOPCO, EXCO and or Broad Management (BM) quarterly platform with all SMS members to consult</p> <p>d) Principals Forum: An Exam representative attended 2 Principals Forum meetings for 2016/17 to provide responses for exam related issues</p>	<p>c) District Directors</p> <p>d) Principals Forum</p>	<p>c) District Directors: District Directors used CD: Districts component at Head Office, TOPCO, EXCO and/or Broad Management (BM) quarterly platform with all SMS members to consult</p> <p>d) 4 Principals Fora meetings were held during the reporting period 13 Exams and Assessment Management items were amicably addressed</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>e) Suggestion box at the Walk-in Centre: On average approximately 90 – 120 inputs are received via the suggestion box per month</p> <p>These include compliments, complaints and suggestions</p> <p>The Walk-in Centre was complimented for its efficient, speedy service and helpful officials</p> <p>Complaints included: cramped space, lack of seating and air conditioning in the space</p> <p>The difference between the HR Service Centre and the Exam Walk-in Centre is a frequent comment, especially with regards to the space and furnishings</p> <p>Several internal meetings were held with the Infrastructure Directorate to discuss issues of finding more suitable space and looking at short term improvements such as air conditioning</p> <p>A proposal for the restructuring of the current space is pending</p>	<p>e) Suggestion box at the Walk-in Centre</p>	<p>e) Suggestion Box: Between 1-5 suggestions were received per month</p> <p>The 2017 Customer Satisfaction Survey Report recorded the following written feedback for Examination and Assessment support:</p> <p>General comments = 16;</p> <p>Complaints = 8;</p> <p>Compliments = 12.</p> <p>These will be investigated, addresses and the feasible suggestions will be incorporated.</p>
<p>Access:</p> <p>The service was accessible:-</p> <p>a) At the Head Office, Grand Central Towers, 5th floor (weekdays from 07:30 – 16:00)</p> <p>Pilot Project: Clients were able to access exam services at 3 Metro districts i.e. East, North and South District Office</p> <p>In 2017 this service will also be made available at the Central District Office</p>	<p>Access:</p> <p>The service is accessible:-</p> <p>a) At the Head Office, Grand Central Towers, 5th floor (weekdays from 07:30 – 16:00)</p>	<p>Access:</p> <p>Clients could access the service:-</p> <p>a) At the Head Office, Grand Central Towers, 5th floor (weekdays from 07:30 – 16:00)</p> <p>A centralised model was operationally applied</p> <p>All Certification functions are performed at Head Office</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>b) Via the Walk-in Centre: 2nd floor, Grand Central Towers (weekdays from 07:30 – 16:00)</p> <p>During peak periods in January the service was extended until 17:00</p> <p>c) Via the Switchboard (0214672300): 5th floor, Grand Central Towers (weekdays from 07:30 – 16:00)</p> <p>d) Online – online applications for:</p> <ol style="list-style-type: none"> i. Duplicate Matric certificates ii. Duplicate Teacher qualifications iii. Registration for the SC(a) exam <p>Application forms are available on the WCED website and can be scanned and submitted via email, however a full online application process for certificates will only be available in 2018</p> <p>e) Via the Walk-in Centre at Metro Education District Offices – addresses on WCED website (weekdays 07:30 – 16:00) – only at 3 districts</p> <p>The accessibility of services is also improved through:</p> <p>a) Way-finding and signage are present/visible & in 3 Official languages of the Province</p> <p>This is an on-going deliverable, that will receive attention in 2017</p> <p>b) Wheelchair accessibility at all physical locations</p> <p>Disabled access is still a challenge, especially with the Walk-in Centre situated on the 2nd floor</p>	<p>b) Via the Walk-in Centre: 2nd floor, Grand Central Towers (weekdays from 07:30 – 16:00)</p> <p>During peak periods in January the service is extended until 17:00</p> <p>c) Via the Switchboard (0214672300): 5th floor, Grand Central Towers (weekdays from 07:30 – 16:00)</p> <p>d) Online – online applications for:</p> <ol style="list-style-type: none"> i. Duplicate Matric certificates ii. Duplicate Teacher qualifications <p>e) Walk-in Centre at Metro and Rural Education District Offices – addresses on WCED website (weekdays 07:30 – 16:00)</p> <p>The accessibility of services is also improved through:</p> <p>a) Way-finding and signage boards are present/visible & in 3 Official languages of the Province</p> <p>b) Wheelchair accessibility at all physical locations</p>	<p>b) Via the Walk-in Centre: 2nd floor, Grand Central Towers (weekdays from 07:30 – 16:00)</p> <p>During peak periods in January the service was extended until 17:00</p> <p>c) Via the Switchboard (0214672300): 5th floor, Grand Central Towers (weekdays from 07:30 – 16:00)</p> <p>d) Online – online applications for:</p> <ol style="list-style-type: none"> i. Duplicate Matric certificates ii. Duplicate Teacher qualifications <p>Application forms are available on the WCED website and can be scanned and submitted via email, however a full online application process for certificates is still pending and in development by DBE</p> <p>e) Walk-in Centre at Metro and Rural Education District Offices – addresses on WCED website (weekdays 07:30 – 16:00)</p> <p>Since January 2018 there are no Walk-in centres for examinations at District level, pending the finalisation of the decentralisation investigation</p> <p>The accessibility of services was also improved through:</p> <p>a) Way-finding and signage boards are present/visible & in 3 Official languages of the Province</p> <p>b) Wheelchair accessibility at all physical locations</p> <p>Disabled access is still a challenge, especially with the Walk-in Centre situated on the 2nd floor</p> <p>The elevators are used when required</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>c) Elevator floor numbers are available in braille</p> <p>d) Extended working hours (during exam registration and resulting periods)</p>	<p>c) Elevator floor numbers are available in braille</p> <p>d) Extended working hours (during exam registration and resulting periods)</p>	<p>c) Elevator floor numbers are available in braille</p> <p>d) Extended working hours (during exam registration and resulting periods)</p>
<p>Courtesy:</p> <p>a) Courtesy was reported and measured through:</p> <p>i. Written feedback (Contact and Walk-in centres)</p> <p>Email correspondence via exam – generic email accounts were managed</p> <p>Mail, e-mail and bulk sms to clients and stakeholders</p> <p>These media were utilised for notification of clients to postage and other strategic documentation</p> <p>ii. Online (website) feedback mechanisms – to the WCG and 'Contact WCED' links</p> <p>iii. All telephonic complaints lodged with managers were amicably resolved</p>	<p>Courtesy:</p> <p>a) Courtesy is reported and measured through:</p> <p>i. Written feedback (Contact and Walk-in centres surveys)</p> <p>ii. Online (website) feedback mechanisms</p> <p>iii. Telephonic complaints lodged with managers</p>	<p>Courtesy:</p> <p>a) Courtesy was reported and measured through:</p> <p>i. Written feedback (Contact and Walk-in centres surveys)</p> <p>Email correspondence via exam – generic email accounts were managed</p> <p>Mail, e-mail and bulk sms to clients and stakeholders</p> <p>These media were utilised for notification of clients to postage and other strategic documentation</p> <p>ii. Online (website) feedback mechanisms was used and escalated to the appropriate responsible officials</p> <p>iii. All telephonic complaints were investigated and amicably resolved with clients</p> <p>81% of client rated WCED responses to written communications within 14 days upon receipt, as Satisfactory to Excellent</p>
<p>iv. Investigations based on public complaints by Employee Relations directorate were managed</p> <p>v. Investigations via Forensic Audit were managed</p>	<p>iv. Investigations based on public complaints by Employee Relations directorate</p> <p>v. Investigations via Forensic Audit</p>	<p>iv. Public complaints were investigated and resolved</p> <p>Clients were informed of outcome telephonically or via email</p> <p>Manager dealt with client and resolved the issue</p> <p>v. Cases were investigated and resolved. Clients were informed of outcome</p>

Current/actual arrangements	Desired arrangements	Actual achievements
vi. The 2016 Customer Satisfaction Report illustrated continuous improvement of 91%, 94% and 96% for the respective years 2014, 2015 and 2016 in respect of Satisfactory to Excellent ratings to the question of "Walk-in Centre, Corporate and Exams matters"	vi. Customer Satisfaction Survey	vi. Clients Satisfaction Surveys: The 2017 Customer Satisfaction Report revealed that 83%, 75% and 95% client satisfaction were recorded in respect of telephone, written communication and the website
b) Informal in service training was offered to all Walk-in Centre staff on a monthly basis Formal training will be prioritised for 2017	b) Customer Care training is provided to new appointees once per financial year	b) In-house Customer Care Training was provided to staff as part of annual scheduled training programmes Staff and managers could nominate officials in accordance with Performance Management and Developmental needs Informal in service training was offered to all Walk-in Centre staff on a monthly basis. Only the Interns attended formal training in 2017/18
	c) The behaviour of officials is measured/monitored against the Code of Conduct and the professional standard/business rules of the Department	c) Code of Conduct: Only 421 (1.02%) of 40 989 employees were subjected to recorded disciplinary action during the financial year Professional standard/ business rules of the Department: WCED was rated as 91% for the value "Competence" Satisfactory to Excellent within the 2017 Client Satisfaction Survey Report
<p>Openness and transparency:</p> <p>Openness and transparency was further achieved through:</p> <p>a) The publication/distribution of the:</p> <ol style="list-style-type: none"> i. Department's Annual Citizen's Report ii. Service Access Booklet iii. Service Charter iv. Service Standard Schedule <p>These documents were published in the 3 Official languages of the Province and accessible on the WCG website and via formal request</p>	<p>Openness and transparency:</p> <p>Openness and transparency was further achieved through:</p> <p>a) The publication/distribution (in 3 Official languages of the Province & obtainable via the Walk-in Centre & the departmental website) of the:</p> <ol style="list-style-type: none"> i. Department's Annual Citizen's Report ii. Service Access Booklet iii. Service Charter iv. Service Standard Schedule 	<p>Openness and transparency:</p> <p>Openness and transparency was further achieved through:</p> <p>a) The publication/distribution (in 3 Official languages of the Province and obtainable via the departmental website) of the:</p> <ol style="list-style-type: none"> i. Department's Annual Citizen's Report (4 710 printed copies) ii. Service Access Booklet (on website) iii. Service Charter (on display and on website) iv. Service Standard Schedule (on website) <p>Limited printed copies of the abovementioned documents were disseminated</p>

Current/actual arrangements	Desired arrangements	Actual achievements
b) Local media for the publication of extracts from the Department's Annual Report and other strategic documentation	b) Local media for the publication of extracts from the Department's Annual Report and other strategic documentation	b) Publication printed Departmental Annual Report limited to oversight authorities, internal use, on public requests and available on the website
c) All staff dealing with clients wear their name tags	c) Staff name tags	c) All staff dealing with clients wear their name tags, procuring tags for new staff.
d) Written feedback (Contact and Walk-in centres)	d) Written feedback (Contact and Walk-in centres)	d-e) Client Satisfaction Surveys: The 2017 Customer Satisfaction Report revealed that 83%, 75% and 95% client satisfaction were recorded in respect of telephone, written communication and the website
e) Online (website) feedback mechanisms	d) Online (website) feedback mechanisms	
e) Suggestion boxes in Contact and Walk-in Centre	f) Suggestion boxes in Contact and Walk-in Centre	f) Suggestion Box: Between 1-5 suggestions were received per month
Value for Money:	Value for Money:	Value for Money:
a) The costs for replacement matric certificates, education qualifications, etc. were kept to a minimum	a) The costs for replacement matric certificates, education qualifications, etc. are kept to a minimum	a) The costs for replacement matric certificates, education qualifications, etc. were kept to a minimum. Current cost R107 per certificate
b) Cost for confirmation of results: R37	b) Cost for confirmation of results: R40	b) Cost for confirmation of results: R47
c) Cost for combined certificates: R88	c) Cost for combined certificates: R97	c) Cost for combined certificates: R107
d) Cost for duplicate copies of certificates: R88	d) Cost for duplicate copies of certificates: R97	d) Cost for duplicate copies of certificates: R107
e) Cost for Duplicate Teacher diplomas: R88	e) Cost for Duplicate Teacher diplomas: R97	e) Cost for Duplicate Teacher diplomas: R107
f) Cost for application for re-mark: R92	f) Cost for application for re-mark: R98	f) Cost for application for re-mark: R105
g) Cost for application for re-check: R21	g) Cost for application for re-check: R23	g) Cost for application for re-check: R25
h) Cost for application to view a script: R180	h) Cost for application to view a script: R192	h) Cost for application to view a script: R205
Costs indicated above are national tariffs which are revised on an annual basis	Costs indicated above are national tariffs which are revised on an annual basis	Costs indicated above are national tariffs which are revised on an annual basis Bank card facilities are available at the WCED cashier's offices for client convenience and EFT payments are encouraged.

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Improve Communication with Parents and Citizens</p> <p>Consultation:</p> <p>Clients were consulted through:</p> <p>a) Customer Satisfaction Surveys: For the 2016 Customer Satisfaction Survey 3 131 respondents were recorded</p> <p>A formal report was concluded and shared with stakeholders, not restricted to all schools, Employee Unions, Principals Forum, WCED management and staff</p> <p>b) Online feedback mechanism</p> <p>c) Analysis of suggestion boxes in client services - analysis informed ongoing improvement in service delivery</p>	<p>Consultation:</p> <p>Clients were consulted through:</p> <p>a) Customer Satisfaction Surveys</p> <p>b) Online feedback mechanism</p> <p>c) Analysis of suggestion boxes in client services</p>	<p>Consultation:</p> <p>Clients were consulted through:</p> <p>a) Customer Satisfaction Surveys: For the 2017 Customer Satisfaction Survey, 5 644 respondents at 1 077 schools were recorded</p> <p>A formal report was concluded (published on http://wcedonline.westerncape.gov.za and shared with stakeholders, not restricted to all schools, Employee Unions, Principals Forum, WCED management and staff)</p> <p>b) 3 313 queries and responses recorded during the reporting period. Most queries received via WCED online</p> <p>c) Analysis of suggestion box feedback continues to inform the improvement in service delivery</p> <p>Client Services recorded 178 Excellent to Good ratings for Courtesy and Helpfulness of officials within the Walk-in Centre</p> <p>The voluntary survey covered the following:</p> <ul style="list-style-type: none"> i. Quality of information provided ii. Cleanliness & condition of Walk-in Centre iii. Satisfaction with Contact and Client Service Agents
<p>d) Analysis of website visits – The analysis showed which sections of the site were the most popular. The analysis did not indicate any problems. We continue to maintain these sections as required</p>	<p>d) Analysis of website visits</p>	<p>d) Analysis of website visits: 122 498 visits resulting in ±18 million hits on the site according to statistics. The statistics are skewed because of a change in URL and ± 4 months of site downtime. No statistics were available for March 2018.</p>

Current/actual arrangements	Desired arrangements	Actual achievements
e) Analysis of media publications – we monitor coverage of education in the Western Cape on a daily basis and respond to issues appropriately	e) Analysis of media publications	e) Analysis of media publications: We monitor coverage of education in the Western Cape on a daily basis and respond to issues appropriately
<p>Access:</p> <p>The service was accessible-:</p> <p>a) At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <p>i. Operating times: Mon - Fri, 07:30 – 16:00</p> <p>ii. Extended hours for Client services 07:00 – 17:00</p> <p>b) WCED website http://wcedonline.westerncape.gov.za, operational 24/7</p> <p>c) 8 X District offices (See Service Charter: Access list on website)</p> <p>d) Via 54 Circuit teams servicing all schools (See Service Charter: Access list on website)</p> <p>e) 1 521 Public and 253 Private schools (listed on the WCED website)</p> <p>f) Multi-channel client service interaction (In addition to website, WCED Education Portal http://wcedportal.co.za/)</p>	<p>Access:</p> <p>The service was accessible-:</p> <p>a) At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <p>i. Operating times: Mon - Fri, 07:30 – 16:00</p> <p>ii. Extended hours for Client services 07:00 – 17:00</p> <p>b) WCED website http://wced.school.za operational 24/7</p> <p>c) 8 X District offices (See Service Charter: Access list on website)</p> <p>d) Via 54 Circuit teams servicing all schools (See Service Charter: Access list on website)</p> <p>e) 1 521 Public and 253 Private Schools (listed on the WCED website)</p> <p>f) Multi-channel client service interaction (In addition to website, WCED Education Portal http://wcedportal.co.za/)</p>	<p>Access:</p> <p>The service was accessible-:</p> <p>a) At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <p>i. Operating times: Mon - Fri, 07:30 – 16:00</p> <p>ii. Extended hours for Client services 07:00 – 17:00</p> <p>b) WCED website https://wcedonline.westerncape.gov.za operational 24/7</p> <p>c) 8 X District offices (See Service Charter: Access list on website)</p> <p>d) Via 54 Circuit teams servicing all schools (See Service Charter: Access list on website)</p> <p>e) 1 440 Public Ordinary, 72 Special and 261 Private Schools (listed on the WCED website)</p> <p>f) Multi-channel client service interaction (in addition to website, WCED Education Portal http://wcedportal.co.za/)</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Courtesy:</p> <p>a) Courtesy was reported and measured through:</p> <ul style="list-style-type: none"> i. Written correspondence to Management ii. Head: Communication iii. Complaints Desk iv. Clients Satisfaction Surveys: The 2016 Customer Satisfaction Report revealed that 86%, 75% and 97% client satisfaction were recorded in respect of Telephone, Written communication and the Website <p>b) The behaviour of officials were measured/monitored, against the-</p> <ul style="list-style-type: none"> i. Code of Conduct ii. Professional standard/ business rules of the Department 	<p>Courtesy:</p> <p>a) Courtesy is reported and measured through:</p> <ul style="list-style-type: none"> i. Written correspondence to Management ii. Complaints Desk iii. Client Satisfaction Surveys <p>b) The behaviour of officials is measured/monitored against the-</p> <ul style="list-style-type: none"> i. Code of Conduct ii. Professional standard/ business rules of the Department <p>c) Customer Care training is provided to officials once per financial year</p>	<p>Courtesy:</p> <p>a) Courtesy was reported and measured through:</p> <ul style="list-style-type: none"> i. 81% of clients rated WCED responses to written communications within 14 days upon receipt, as Satisfactory to Excellent ii. Presidential Hotline stats for 2017/ 2018: 83% cases resolved and 17% required follow-up. Clients were kept informed of developments/ progress iii. Clients Satisfaction Surveys: The 2017 Customer Satisfaction Report revealed that 83%, 75% and 95% client satisfaction were recorded in respect of Telephone, Written communication and the Website <p>b) The behaviour of officials were measured/monitored, against the-</p> <ul style="list-style-type: none"> i. Code of Conduct: Only 421 (1.02%) of 40 989 employees were subjected to recorded disciplinary action during the financial year ii. Professional standard/ business rules of the Department: WCED was rated as 91% for the value "Competence" Satisfactory to Excellent within the 2017 Client Satisfaction Survey report <p>c) In-house Customer Care Training is provided to staff as part of annual scheduled training programmes.</p> <p>Staff and managers could nominate officials in accordance with Performance Management and Developmental needs</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>Openness and transparency:</p> <p>The following mechanisms were in place:</p> <p>a) Written feedback from officials, Contact Centre agents</p> <p>b) Issue Management System records</p> <p>Openness and transparency was further achieved through:</p> <p>a) The publication/distribution (in 3 Official languages of the Province and obtainable via the Client Service Centre and the departmental website) of the:</p> <ol style="list-style-type: none"> i. Department's Annual Citizen's Report ii. Service Access Booklet iii. Service Charter iv. Service Standard Schedule 	<p>Openness and transparency:</p> <p>The following mechanisms are in place:</p> <p>a) Written feedback from officials, Contact Centre agents</p> <p>b) Issue Management System records</p> <p>Openness and transparency was further achieved through:</p> <p>a) The publication/distribution (in 3 Official languages of the Province and obtainable via the Client Service Centre and the departmental website) of the:</p> <ol style="list-style-type: none"> i. Department's Annual Citizen's Report ii. Service Access Booklet iii. Service Charter iv. Service Standard Schedule 	<p>Openness and transparency:</p> <p>The following mechanisms were in place:</p> <p>a) Client Services recorded 178 Excellent to Good ratings for Courtesy and helpfulness of officials within the Walk-in Centre</p> <p>The voluntary survey covered the following:</p> <ol style="list-style-type: none"> a. Quality of information provided b. Cleanliness & condition of Walk-in Centre c. Satisfaction with Contact and Client Service Agents <p>b) Information Management System (IMS) recordings illustrated 11 242 number of items logged during the financial year</p> <p>38% resolved/ pending rate was recorded</p> <p>Improved administration of the System was identified as a priority action</p> <p>Openness and transparency was further achieved through:</p> <p>a) The publication/distribution (in 3 Official languages of the Province and obtainable via the Client Service Centre and the departmental website) of the:</p> <ol style="list-style-type: none"> i. Department's Annual Citizen's Report (4 710 printed copies) ii. Service Access Booklet (on website) iii. Service Charter (on display and on website) iv. Service Standard Schedule (on website) <p>Limited printed copies of the abovementioned documents were disseminated</p>

Service delivery information tool:

Current/actual information tools	Desired information tools	Actual achievements
<p>Provide Examination Registration and Enquiry Service to Learners</p> <p>Information was communicated through:</p> <p>a) Mail, e-mail and bulk sms to clients and stakeholders. These media were utilised for notification of clients to postage of admission letters and release of results</p> <p>Stakeholder platforms:</p> <p>b) Exam-Coordination and Assessment Coordinators' forums were used effectively to keep stakeholders informed about changes in policy and procedures and to gather their inputs</p> <p>c) 11 Examination and Administration related Circulars were sent to schools routinely to indicate timelines and procedures relating to examination processes</p> <p>d) Media releases in respect of NSC and other results were sufficiently used. Accessible from: https://wcedonline.westerncape.gov.za/comms/press/2017/index/press.html</p> <p>e) The NSC National- and Provincial Award ceremonies were substantively publicised</p> <p>f) Substantial reports on exam related analysis were generated for different users</p> <p>g) NSC results specific publications were released</p> <p>h) Brochures for 2017 advocacy were developed - available on the WCED website and at the Walk-in Centre</p>	<p>Information is communicated through:</p> <p>Mail, e-mail and bulk sms to clients and stakeholders</p> <p>Stakeholder platforms:</p> <p>b) Exam-Coordination and Assessment Coordinators' forums</p> <p>c) Circulars and communiqué via schools</p> <p>d) Media briefings</p> <p>e) Special events via Media campaigns</p> <p>f) Reports</p> <p>g) Publications</p> <p>h) Brochures</p>	<p>Information was communicated through:</p> <p>a) Mail, e-mail and bulk sms to clients and stakeholders This was used to notify clients about media were used for notification of clients to postage of admission letters and release of results</p> <p>Stakeholder platforms:</p> <p>b) Exam-Coordination and Assessment Coordinators' forums held quarterly</p> <p>c) 11 Examination and Administration related Circulars were sent to schools routinely to indicate timelines and procedures relating to examination processes</p> <p>d) Media releases in respect of NSC and other results were sufficiently used. Accessible from: https://wcedonline.westerncape.gov.za/comms/press/2017/index/press.html</p> <p>e) The NSC National- and Provincial Award ceremonies were substantively publicised</p> <p>f) Substantial reports on exam related analysis were generated for different users</p> <p>g) NSC results specific publications were released</p> <p>h) Information brochures were updated and were available at the Walk-in Centre</p>

Current/actual information tools	Desired information tools	Actual achievements
<p>i) Flyers available at the Walk-in Centre</p> <p>j) WCED website: https://wcedonline.westerncape.gov.za</p> <p>k) Electronic notice boards at Head Office was used to share WCED achievements, but also inactive during maintenance periods</p> <p>l) Bill Boards and adverts on public transport – not yet utilised for exam related information</p> <p>m) Staff newsletters and WCED News on school issues</p> <p>n) Formal request for Access to Information (PAJA) is well communicated and also accessible from the WCED website</p>	<p>i) Flyers</p> <p>j) WCED website</p> <p>k) Electronic notice boards at Head Office</p> <p>l) Bill Boards and adverts on public transport</p> <p>m) Staff newsletters and WCED News on school issues</p> <p>n) Formal request for Access to Information (PAJA)</p>	<p>i) Information flyers were available at the Walk-in Centre</p> <p>j) WCED website: https://wcedonline.westerncape.gov.za/home/</p> <p>k) Electronic notice boards at Head Office were inactive and removed</p> <p>l) Bill Boards and adverts on public transport were not used during the financial year. Different marketing approach for the period</p> <p>m) Due to resources challenges Staff newsletters and WCED News on school issues were not issued as planned</p> <p>n) Formal request for Access to Information (PAJA) is well communicated and also accessible from the WCED website</p>
<p>Improve Communication with Parents and Citizens</p> <p>Information was communicated through:</p> <p>a) Web services</p> <p>b) Contact Centre</p> <p>c) Direct contact via telephone, fax and email</p> <p>d) Social media</p> <p>e) Publications</p> <p>f) Annual Report</p>	<p>Information is communicated through:</p> <p>a) Web services</p> <p>b) Contact Centre</p> <p>c) Direct contact via telephone, fax and email</p> <p>d) Social media</p> <p>e) Publications</p> <p>f) Annual Report</p>	<p>Information was communicated through:</p> <p>a) Web services: https://wcedonline.westerncape.gov.za/home/home.html</p> <p>b) Contact Centre: At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000 Operating times: Mon - Fri, 07:30 – 16:00. Extended hours for Client services 07:00 – 17:00</p> <p>c) Direct contact via telephone, fax and email: https://wcedonline.westerncape.gov.za/documents/WCED-ServiceAccessSched/index.html</p> <p>d) Social media: https://wcedonline.westerncape.gov.za/home/twitter-links.html</p> <p>e) Publications: https://wcedonline.westerncape.gov.za/home/search/wced_a-z.html</p> <p>f) Annual Report: https://wcedonline.westerncape.gov.za/documents/annual-report17/index-annual17.html</p>

Current/actual information tools	Desired information tools	Actual achievements
g) One-on-one meetings held	g) One-on-one meetings	g) One-on-one meetings held
h) Media reports	h) Media reports	h) Media reports (releases): https://wcedonline.westerncape.gov.za/comms/press/2018/index_press.html
i) Quarterly Meetings held	i) Quarterly Meetings	i) Quarterly Meetings held
j) Department's Service Charter	j) Department's Service Charter	k) Department's Service Charter: https://wcedonline.westerncape.gov.za/documents/WCED-ServiceAccessSched/index.html
k) Circulars	l) Circulars	j) Circulars: https://wcedonline.westerncape.gov.za/circulars/index-circmins.html

Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
<p>Provide Examination Registration and Enquiry Service to Learners</p> <p>Complaints/ Suggestions/ Compliments/ Queries were registered and monitored through: -</p> <p>a) An electronic/ manual database/ register/system was used Comments and compliments were collated into an MS Word document and filed electronically for review uses</p> <p>b) Written feedback (Contact and Walk-in centres) were provided when Exam officials were not able to provide amicable responses immediately</p>	<p>Complaints/ Suggestions/ Compliments/ Queries are registered and monitored through: -</p> <p>a) An electronic/manual database/register/system</p> <p>b) Written feedback (Contact and Walk-in centres)</p>	<p>Complaints/ Suggestions/ Compliments/ Queries were registered and monitored through: -</p> <p>a) An electronic/manual database/register/system Generic email for exam registrations and exam results were created for this purpose</p> <p>b) 81% of client rated WCED responses to written communications within 14 days upon receipt, as Satisfactory to Excellent</p>
<p>c) Request for re-mark of subjects/ matric results were managed both via emailed applications and via the exams Walk-in Centre The National Department of Education will launch a web based application functionality for clients to apply for re-mark and re-check online, in 2017</p>	<p>c) Request for re-mark of subjects/matric results</p>	<p>c) Request for re-mark of subjects/ matric results were managed both via emailed applications and via the exams Walk-in Centre On-line Remark System was implemented in January 2018</p>

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
d) Online (website) feedback mechanisms was used and escalated to the appropriate responsible officials	d) Online (website) feedback mechanisms	d) The WCED implemented the On-line Remark System in January 2018 for the 201711 re-mark applications 1 764 (38%) applications for the re-mark of scripts were received via the online platform
e) Formal complaints lodged with Senior Managers, HoD or MEC for Education were channelled to responsible managers for resolution/ feedback A significant number of enquiries were received via email, either from the WCED Media or the MEC's Office These enquiries were amicably and promptly dealt with	e) Formal complaints lodged with Senior Managers, HoD or MEC for Education	e) Formal complaints lodged with Senior Managers, HoD or MEC for Education were channelled to responsible managers for resolution/feedback A significant number of enquiries were received via email, either from the WCED Media or the MEC's Office These enquiries were amicably and promptly dealt with
f) Appeal processes ITO PAJA and other legislation	f) Appeal processes ITO PAJA and other legislation	f) Appeal processes in terms of PAJA and other legislation was available to Examinations and Assessment processes

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
<p>Improve Communication with Parents and Citizens</p> <p>Redress was offered via responses to the following channels:</p> <p>a) Contact Centre</p> <p>b) Phone, fax and email</p> <p>c) Social media</p> <p>d) Written feedback (Contact and Walk-in centres)</p> <p>e) Online (website) feedback mechanisms</p>	<p>Redress is offered via responses to the following channels:</p> <p>a) Contact Centre</p> <p>b) Phone, fax and email</p> <p>c) Social media</p> <p>d) Written feedback (Contact and Walk-in centres)</p> <p>e) Online (website) feedback mechanisms</p>	<p>Redress was offered via responses to the following channels:</p> <p>a) Contact Centre operates during office hours:</p> <p>i. At WCED Head Office, 2nd Floor, Grand Central Towers, Lower Parliament Street, Private Bag X9114, Cape Town 8000</p> <p>ii. Operating times: Mon - Fri, 07:30 – 16:00. Extended hours for Client services 07:00 – 17:00</p> <p>b) Phone, fax and email – See Access list on WCED website: https://wcedonline.westerncape.gov.za/documents/WCED-ServiceAccessSched/index.html</p> <p>c) Social media: https://wcedonline.westerncape.gov.za/home/twitter-links.html</p> <p>d) Written feedback (Contact and Walk-in centres) on WCED website: https://wcedonline.westerncape.gov.za/home/contacts/wced.html</p> <p>e) Online (website) feedback mechanisms: WCED website: https://wcedonline.westerncape.gov.za/home/webmaster.html</p>
<p>f) Log formal complaints to Senior Managers, HoD or MEC for Education</p> <p>g) Appeal processes ITO PAJA and other legislation</p>	<p>f) Log formal complaints to Senior Managers, HoD or MEC for Education</p> <p>g) Appeal processes ITO PAJA and other legislation</p>	<p>f) Formal complaints logged to Senior Managers, HoD or MEC for Education: https://wcedonline.westerncape.gov.za/home/components/organo.html</p> <p>g) Appeal processes in terms of PAJA and other legislation. See WCED Website: https://wcedonline.westerncape.gov.za/documents/PAIA-manuals/WCED-PAIA-Eng-2017.pdf</p>

Appendix F: Statistical Table

Statistical Table (Current Data)					
Programme 1		Jan 2016	March 31 2016	March 31 2017	March 31 2018
ST101	Percentage of learners in schools that are funded at a minimum level	100%	100%	100%	100%
ST102	Percentage of schools with full set of financial management responsibilities on the basis of assessment	79.95%	79.82%	80.30%	100%
ST103	Percentage of women in SMS positions. (Percentage of office based women in Senior Management Service)	36.17%	30.43%	36.17%	36.7%
ST104	Percentage of women in Principals' posts.	29.41%	29.15%	28.97%	28.47%
ST105	Percentage of women employees	66.62%	66.8%	67.14%	67.6%
ST106	Number of schools compensated in terms of the fee exemption policy	548	548	551	554
Programme 2		Jan 2016	March 31 2016	March 31 2017	March 31 2018
ST201	Number of learners enrolled in public ordinary schools (Grades 1 – 12 including learners with special needs)	985 315	985 315	999 914	1 021 492
ST202	Number of educators employed in public ordinary schools	28 474	28 284	28 543	28 799 ²⁷
ST203	Number of non-educator staff employed in public ordinary schools	6 233	6 093	6 125	6 085
ST205	Number of learners with access to the National School Nutrition Programme (NSNP).	465 480	469 721	478 144	471 376
ST206	Number of learners eligible to benefit from learner transport	58 252	57 517	58 217	58 660
ST207	Number of learners with special education needs identified in public ordinary schools	4 638	4 880	4 987	6 105
ST208 MTSF102	Number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time	1 217	764	913	868
ST209 MTSF205	Percentage of learners who are in classes with no more than 45 learners	86.44%	86.44%	95.52%	86.44%
ST210	The percentage of youths who obtained a National Senior Certificate from a school	Not available	76.3%	71.9%	Not available
ST211	The percentage of learners in schools with at least one educator with specialist training on inclusion ²⁸	11%	Not available	10%	8.6%
ST212	Percentage of learners having access to workbooks per grade	100%	100%	100%	100%
ST213 MTSF206	Percentage of schools where allocated teaching posts are all filled	51% current	82% ²⁹	82%	80%

²⁷ Data extract as at 29 March 2018

²⁸ Refers to training in the Screening, Identification, Assessment and Support (SIAS) policy

²⁹ Includes permanent and contract

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Programme 2		Jan 2016	March 31 2016	March 31 2017	March 31 2018
ST214:	Percentage of learners having access to the required textbooks in all grades and all subjects	100%	100%	100%	100%
ST216	Number of learners screened through the Integrated School Health Programme ³⁰	Not available	147 189	137 356	60 290
Programme 4		Jan 2016	March 31 2016	March 31 2017	March 31 2018
ST401	Number of learners enrolled in public special schools	18 783	18 783	18 854	18 870
ST402	Number of educators employed in public special schools	1 816	1 840	1 592	1 624
ST403 PPM403	Number of professional support staff employed in public special schools	Pending	38	233	275
ST404	Number of non-professional and non-educator staff employed in public special schools	1 000	948	923	917
ST405	Number of special schools	72	72	72	72
ST406	Number of learners in special schools provided with assistive devices	Not available	Not available	Not available	Not ³¹ available
Programme 5 (ECD)		Jan 2016	March 31 2016	March 31 2017	March 31 2018
ST501	Number of learners enrolled in Grade R in public schools	64 648	65 183	65 488	66 601
ST502	Number of Grade R practitioners employed in public ordinary schools per quarter	Employed by SGB and not by the WCED			
ST503	Number of ECD practitioners trained	5 380	805 (Level 5 graduates)	463 (Level 5 graduates)	811 (Level 5 graduates)
ST504	Number of learners enrolled in Pre-grade R	15 267	1 663 (Public only)	1 351 (Public only)	1 089
Statistical Table (Current Data)					
Programme 7		Jan 2016	March 31 2016	March 31 2017	March 31 2018
ST701	Number of learners in Grade 12 who wrote National Senior Certificate (NSC) examinations	53 721	53 721	50 847	48 867
ST702	Number of learners who passed the National Senior Certificate (NSC)	45 496	45 496	43 725	40 440
ST703	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC)	22 379	22 379	20 804	19 101
ST704	Number of learners who passed Maths in the NSC examinations	12 397	12 397	12 036	11 456
ST705	Number of Grade 12 achieving 50% or more in Mathematics	6 982	6 982	7 053	6 490
ST706	Number of learners who passed Physical Science in the NSC examinations	8 813	8 813	8 239	8 039
ST707	Number of Grade 12 achieving 50% or more in Physical Science	4 840	4 840	4 663	4 708
NOTE that in the case of the National Senior Certificate results the results as at the date of the January 2018 announcement of results are used.					

³⁰ Responsibility of Department of Health

³¹ Assistive devices are provided by the Department of Health