

FOREWORD

In November 2009, the Western Cape Government released its strategic plan for education 2010 – 2019.

The overarching objective of this plan is to improve learner outcomes in this province. In particular, the focus during the period 2010 to 2019 is on improving the reading, writing and calculating abilities of learners, increasing the numbers writing and passing their Grade 12 and decreasing the number of underperforming schools.

Since 2009, significant improvements have been made in these areas. However, we are still cognisant of the fact that these are long-term goals and that only through a number of sustained and focused interventions can these objectives be fully achieved.

For the period 2015-2019 the main objectives will continue to be the improvement in the level of language and mathematics in all schools and increasing the number and quality of passes in the National Senior Certificate. We will also continue to increase the quality of education provision in poorer communities.

In order to support the achievement of these goals the WCED has outlined a number of focus areas where we would like to improve. A major focus will be on increasing access to Information Technology and online resources for learners, teachers and administrators.

Other areas include excellent service administration, the development of a focused development plan for teachers and various curriculum and assessment strategies, improved school management and the provision of needs-based education resources to schools.

The WCED will also contribute to improving social support for youth and financial support for independent schools that provide for learners from poorer communities.

It is important that we also support and provide care and opportunities for those experiencing barriers to learning, show disruptive behavior or are at risk, as well as improving access and the quality of education in Grade R. We also promote increased opportunities in the technical and vocational arena, both of which are much needed for economic growth. The building of new and replacement schools will continue to be a focus of ours as the pressure continues to mount in this Province due to inward migration.

In addition to these focus areas, we are determined to make our organisation more caring, knowledgeable and organised so as to support schools, teachers and learners.

I look forward to working together to further improve the quality of education and lives of our children and teachers in this province.

Executive Authority of the Western Cape Education Department

Official sign-off

It is hereby certified that this Strategic Plan:

Was developed by the management of the Western Cape Education Department under the guidance of Minister D Schäfer.

Takes into account all the relevant policies, legislation and other mandates for which the Western Cape Education Department is responsible

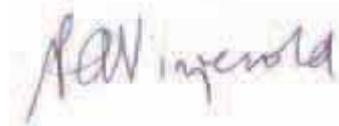
Accurately reflects the strategic goals and objectives which the Western Cape Education Department will endeavour to achieve over the period 2015 - 2019.



L Ely
Chief Financial Officer



A Schlebusch
[Head Official responsible for Planning]



P Vinjevold
Accounting Officer
Approved by:



D Schäfer
Executive Authority

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PART A: STRATEGIC OVERVIEW

1. Vision

Creating opportunity for all through improved education outcomes.

This is given expression through three over-arching goals:

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

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
- Training opportunities for teachers
- A targeted feeding programme and other poverty alleviation and safety measures
- Support to teachers through provision of basic conditions of service, incentives and an employee wellness programme

3. Values

- The prime 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 teacher cohort that is professional and dedicated
- Accountability and transparency
- Integrity and excellence in administrative and support functions

4. Legislative and other mandates

4.1 Constitutional mandates

Section 29 of the *Constitution of the Republic of South Africa, 1996*, provides that everyone has the right to basic education, including adult basic education; everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable, and that everyone has the right to establish and maintain, at their own expense, independent educational institutions that do not discriminate on the basis of race, are registered with the state, and maintain standards that are not inferior to standards at comparable public educational institutions. The state, with all its organs, has the duty to respect all fundamental rights, and is enjoined in terms of section 7(2) of the Constitution to promote and fulfil the rights enunciated in the Bill of Rights, in Chapter 2.

4.2 Legislative mandates

The Western Cape Education Department (WCED), as an organ of state, fulfils the obligations imposed upon it within the context of the concurrent law making competence conferred by the Constitution on parliament and provincial legislatures to regulate education at all levels excluding tertiary education (Part A of Schedule 4 to the Constitution). The following legislative enactments are instructive:

The South African Schools Act, 1996 (Act 84 of 1996) applies to all school education in the Republic of South Africa, and its avowed purpose is to give effect to the constitutional right to education. Subject to this Act and any applicable law, every parent must cause every learner for whom he or she is responsible to attend a school from the first school day of the year in which such learner reaches the age of seven years until the last school day of the year in which such learner reaches the age of fifteen years or the ninth grade, whichever occurs first. This Act expressly outlaws any form of discrimination, it seeks to redress past injustices in the provision of education and to provide education of a progressively high quality for all learners.

In terms of the Act, three partners oversee the operations of schools:

- i) The national government represented by the Minister of Basic Education whose primary role is to determine national policy, subject to the provisions of the Constitution, the provisions of the Act and taking into account the competency of the provincial legislature;
- ii) the provincial government which acts through the Provincial Minister for Education. The Minister bears the obligation to provide public schools and, together with the Head of Department, exercises executive control over public schools through principals; and
- iii) parents of learners and members of the community in which the school is located and are represented by the governing body which exercises defined autonomy over a number of functions of the school.

Amendments continue to be effected in the Act through **Basic Education Laws Amendment Acts** as deemed necessary from time to time.

Subject to the Constitution and the South African Schools Act, the **Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)**, prescribes that education in schools in the province of the Western Cape vests in the Provincial Minister and is controlled by the Western Cape Education Department. The Act accords the Provincial Minister powers to determine education policy in the province, subject to certain principles, and further grants to the Provincial Minister and Head of Department, authority over governing bodies in addition to powers assigned by the Act to both the Provincial Minister and the Head of Department.

The National Education Policy Act, 1996 (Act 27 of 1996), provides for the determination of national education policy for planning, provision, financing, co-ordination, management, governance, programmes, monitoring, evaluation and wellbeing of the education system by the Minister, subject to the competence of the provincial legislatures in terms of section 146 of the Constitution, principles listed in section 4 of the Act, and the relevant provisions of provincial law relating to education. It further provides for consultative structures for the determination of national education policy and legislation in the form of the Council for Education Ministers (CEM), Heads of Education Departments Committee (HEDCOM), other consultative bodies on any matter the Minister may identify, as stated in section 11 of the Act and, where applicable, the Education Labour Relations Council.

The Employment of Educators Act, 1998 (Act 76 of 1998), applies to the employment of educators at public schools and in departmental offices, and provides for the determination of salaries and other conditions of service of educators by the Minister of Basic Education, subject to the Labour Relations Act or any Collective Agreement concluded by the Education Labour Relations Council and the Personnel Administrative Measures (PAM).

The South African Council for Educators Act, 2000 (Act 31 of 2000), deals with the registration of educators in the teaching profession with the South African Council for Educators (SACE), and further provides for promotion, development and enhancement of the teaching profession as well as the enforcement of the Code of Professional Ethics for educators to protect the dignity of the profession on continuous basis.

The Western Cape Education Department (WCED) is also subject to:

- i) **the Public Service Act, 1994 (Proclamation 104 of 1994)**, which deals with the organisation and administration of the public service of the Republic as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of the members of the public service;
- ii) **the Public Finance Management Act, 1999 (Act 1 of 1999)**, applies to departments, public entities listed in Schedule 2 or 3, constitutional institutions and provincial legislatures subject to subsection 3(2) of the Act, and regulates accountability, transparency and sound management of the revenue, expenditure, assets and liabilities of institutions listed in section 3 of the Act, and also contains responsibilities of persons entrusted with financial management.

The Promotion of Administrative Justice Act [PAJA], 2000 (Act 3 of 2000) and the **Promotion of Access to Information Act [PAIA], 2000 (Act 2 of 2000)**, are essential legislative instruments and apply, in the case of **PAJA**, to all administrative acts performed by the state administration that have an effect on members of the public. In particular, it deals with the requirements for procedural fairness if an administrative decision affects a person (section 3) or public (section 4), reasons for administrative action and grounds for judicial review (sections 5 and 6). **PAIA** on the other hand deals with section 32 of the Constitution, the right of access to information 'records' held by public and private bodies such as all documents, recordings and visual material, but does not apply during civil and criminal litigation.

It is to be noted that Further Education and Training, and Adult Education and Training now fall under the Department of Higher Education and Training following various Amendments to the applicable legislation, in particular **the Higher Education and Training Laws Amendment Act, 2010 (Act 25 of 2010)** and **the Further Education and Training Colleges Amendment Act, 2012 (Act 3 of 2012)**. The **Further Education and Training Colleges Amendment Act, 2013 (Act 1 of 2013)**, has further provided the definition of "college" which now refers to a technical and vocational education and training college or a community education and training college. This effectively amended the **Adult Education and Training Act, 2000 (Act 52 of 2000)**, which has been repealed in its entirety.

4.3 Policy mandates

The policy and legislative mandate of the department will continue to be guided by the following prescripts:

- The National Curriculum Statement Grade R-12, which comprises the following:
 - Curriculum and Assessment Policy Statements for all approved school subjects;
 - The National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grade R – 12; and
 - The National Protocol for Assessment, Grades R – 12.
- National Norms and Standards for School Funding, 2011.
- National Norms and Standards for Educators, 2000.
- Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure, 29 November 2013.
- Language in Education Policy, 1997.
- National Policy on Religion and Education, 2003.
- National Policy on HIV/AIDS for Learners and Educators at Public Schools and Students and Educators in Further Education and Training Institutions, 1998.
- National Policy regarding Further Education and Training Programmes: Approval of Amendments to the programme and promotion requirements for the National Senior Certificate: A Qualification in Level 4 of the National Qualifications Framework (NQF), April 2007.
- Regulations relating to the Conduct, Administration and Management of Assessment for the National Senior Certificate, 29 August 2008.
- Addendum to FET Document, National Curriculum Statement on the National Framework Regulating Learners with Special Needs, 11 December 2006.
- National Planning on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment, 21 November 2008.
- National Policy for Whole School Evaluation, July 2001.
- National Framework for Teacher Education and Development in South Africa, 26 April 2007.
- Requirements for Administration of Surveys, 2 April 2007.
- National Education Information Policy, 2004.
- Policy on the organisation, roles and responsibilities of education districts, 10 April 2013.
- Policy on Learner Attendance, 4 May 2010.

4.4 Relevant court rulings

Recently, a trilogy of cases concerned the powers of a provincial department of education in relation to policies adopted by the school governing bodies. These relate to the: **Head of Department, Department of Education, Free State Province v Welkom High School and Another; Head of Department, Department of Education, Free State Province v Harmony High School and Another [2013] ZACC 25**, and **Head of Department, Mpumalanga Department of Education and Another v Hoërskool Ermelo and Another [2009] ZACC 32; 2010 (2) SA 415 (CC); 2010 (3) BCLR 177 (CC)**. These Constitutional Court judgments were later endorsed by the same court in, **MEC for Education v Gauteng Province and Others v Governing Body of Rivonia Primary School and Others (CCT 135/12) [2013] ZACC 34**, and the legal principles emanating from these judgments can be summed up as follows:

- Where the South African Schools Act empowers a governing body to determine policy in a particular aspect of school functioning, a head of department or other government functionary cannot simply override the policy adopted or act contrary to it. But this does not mean that the school governing body's powers are unfettered, that the policy is immune to intervention, or that the policy inflexibly binds other decision makers in all circumstances.
- A functionary may intervene in a school governing body's policy-making role or depart from it only when that functionary is entitled to do so in terms of powers afforded to it by the South African Schools Act or other relevant legislation.
- Where it is necessary to intervene then the functionary must act reasonably and in a procedurally fair manner.
- The functionary and school governing body are under a duty to engage each other in good faith on any disputes, including disputes over policies adopted by a governing body with the purpose of furthering the interests of learners.
- The duty on the parties (governing body and a provincial education department) to cooperate and attempt to reach an amicable solution is intimately connected to the best interests of the child, and that the Head of Department maintains ultimate authority over the implementation of admission decisions by public schools in a province.
- The Supreme Court of Appeal of South Africa delivered judgment on 9 December 2014 on a matter which was heard on 17 November 2014 between the Minister of Education for the Western Cape and the Western Cape Education Department and **Beauvallon Secondary School and its Governing Body and 16 other schools** on the closure of these schools under s 33 of the South African Schools Act, 1996 (Act 84 of 1996). It was argued on appeal that the decision to close the schools was not reviewable under the provision of the Promotion of Administrative Justice, 2000 (Act 3 of 2000) (PAJA) stating that in closing the school, the Minister had not performed an administrative but an executive function that is not subject to review under PAJA.

In dealing with this aspect the court looked at the definition of administrative action set out in PAJA and finding that such definition is extremely narrow and highly convoluted and cumbersome, ruled that such conduct was reviewable under PAJA.

The appeal of the Minister of Education for the Western Cape and the Western Cape Education Department succeeded. The Court held that the nature of reasons given under s 33(2), for the closure was sufficient and that the effect of new reasons emerging during the consultative process was sufficient. The Supreme Court of Appeal ruled further that the South African Democratic Teachers Union need not be consulted before the schools were closed. The court held that the Minister acted according to what was provided in the Act. There is nothing in the Act that says that SADTU must be consulted when closing the school. In fact consultation with SADTU, or any other trade union that might represent the interests of educators or other staff members at a school, is not a requirement specified in s 33 as a prerequisite for closure of the school.

Fourteen of the schools which were faced with closures after the ruling of the Court on 9 December 2014, applied to the Constitutional Court for leave to appeal the Supreme Court decision regarding the closure of these schools. Subsequently the schools accepted the proposal of the Provincial Minister of Education to start the process of closures of these schools afresh. As part of this proposal the schools agreed to withdraw their application for leave to appeal to the Constitutional Court. The proposal was made due to the amount of time that has elapsed since the original decision to close the schools and due to the uncertainty which a further process of appeal in the Constitutional Court will bring to these schools and the impact it will have on its learners. The agreement reached between the parties means that the department will ensure

that the best interests of the learners are served and that the situation of each individual school will be appraised before further decisions will be taken. The fourteen schools in question are: Bergriver NGK Primary, Klipheuwel Primary, Bracken Hill EK Primary, Denneprag Primary, L.K. Zeeman Primary, Lavisrylaan Primary, Protea Primary, Redlands Primary, Rietfontein Primary, Rondevlei ELK. Primary, Unionskraal NGK Primary, Valpark Primary, Warmbad Spa Primary and Welbedacht UCC Primary.

4.5 Planned policy initiatives

The Western Cape Education Department intends to undertake the following legislative and policy processes in the current planning cycle:

Acts

- Review of the Western Cape Provincial School Education Act in order to align it with legislative, policy and recent court judgments.
- Implementation of the amendments to the South African Schools Act by means of the Basic Education Laws Amendment Act.

Regulations

- Regulations on the norms and standards for basic infrastructure and capacity in *public schools*.
- Regulations on the admission criteria, funding and governance models for a public school which provides education with a specialised focus.
- Amendments to the Regulations on disciplining, suspension and expulsion of *learners* at public schools in the Western Cape (Provincial Gazette Extraordinary No. 6939).
- Regulations on the effective performance evaluation of *schools, educators and learners*.
- Review of the Regulations on the Education Council.
- Relevant Regulations as identified once the Western Cape Provincial School Education Amendment Bill has been passed.

Policies

- Framework for the management of the admission process and placement of learners in ordinary public schools in the Western Cape (Internal).
- Relevant policies as identified once the Provincial Education Amendment Bill has been passed.

Rationalisation and review of all policies and circulars

The Western Cape Education Department is currently rationalising policies and circulars for the 20 year period 1 January 1995 to 31 March 2014, via a process of review and alignment. To date:

- 131 policies and circulars have been selected for review based on determined indicators.
- 1 604 policies and circulars have been identified for repeal.

5. Situational analysis

This Five Year Strategic Plan locates itself within the context of a number of macro strategies and delivery plans. These are presented on the pages that follow. The plans represent a conscientious and detailed process to ensure that all initiatives are placed on a trajectory to ensure success. The graphics that lead into this analysis are then presented in further detail in the narrative that follows.

PROVINCIAL PLANNING PARADIGM

One Cape 2040 (Economic Vision) Transition Goals: Primary change lever: Knowledge transition (*Educating Cape*)

Every person will have access to a good education that will ensure he or she is appropriately skilled for opportunity.

Working with parents and teachers to improve the learning and development environment of children

The Western Cape will enjoy a global reputation as a location of ecological, creative, scientific and social innovation excellence

Provincial Strategic Plan 2014-2019: Provincial Strategic Goals (PSGs)



OVERARCHING PLANNING PARAMETERS

National Development Plan

Schools: provide all learners with excellent education; address low levels of reading, writing and numeracy as measured on local and international tests; set targets for improvement over the next 10 years in grades 3, 6, 9 and 12 in South African tests; improve our position in international rankings and increase retention in schools to 90%.

All staff: competency standards for all educator jobs; have competency assessments for entry and promotion purposes and provide training programmes for all.

Teachers: Teachers should be highly valued; have good subject knowledge; receive continuing professional development and be highly motivated. The proposal is that appointment and promotion of teachers should be the responsibility of government.

Principals: There should be competency tests for all principal appointments. Expertise should be the only criterion for appointing principals.

Districts: The state must clarify the roles and responsibilities of district offices in order to provide targeted support through identifying the reasons for under-performance. Offices should then provide “best practice” interventions.

Parents: Parents are involved in the education of their children and are given meaningful information to strengthen this role.

Information: Information should be accessible and useful to plan and monitor progress.

Information Technology: High-speed broadband should be available to support learning. **Infrastructure:** Basic infrastructure should be in place for all schools and all backlogs should be addressed.

Language: Decisions about language provision in schools needs to be informed by a greater appreciation of the labour market. The proposal is for high quality instruction in both mother tongue and English from an early age.

Medium Term Strategic Framework (Practical implementation of NDP)

Improved quality of teaching and learning through development, supply and effective utilisation of **teachers**.

Improved quality of teaching and learning through provision of adequate quality **infrastructure and Learning and Teaching Support Materials (LTSM)**.

Tracking of **learner performance** through reporting and analysis of the Annual National Assessment (ANA) at Grade 3,6 and 9 level and improving ANA over time to ensure appropriate feedback to learners and teachers and to benchmark performance over time

Expanded access to **Early Childhood Development** and improvement of the quality of Grade R

Strengthening **accountability and improving management** at the school, community and district level.

Partnerships for education reform and improved quality

DBE

• *Action Plan to 2019 (27 goals)*

• *Themes (6)*

• Focus on **quality and efficiency** of education

• **Communication** to communities

• Prioritised **teaching and learning**

• Strengthened **partnership** focuses

• Strengthened **inter-governmental** and interdepartmental mechanisms

• National Education Policy Act – monitoring and evaluation norms and standards, **impact evaluation**

• *Non-negotiables (10):* **LTSM; Infrastructure; Districts; Teachers; ICT; Kha ri Gude; Library Services; Rural (school rationalization and transport); Curriculum (focus on MST, Technology and African Languages; Partners and social mobilization**

1. The Medium Term Strategic Framework (MTSF)

In 2012, Cabinet adopted the National Development Plan (NDP), to serve as a blueprint for socio-economic development and the growth of South Africa by 2030. With the adoption of the long-term vision and plan for the country a path was charted according to which the country would address the triple challenge of poverty, inequality and unemployment.

The national cabinet has adopted the Medium Term Strategic Framework (MTSF) which is government's plan for implementing the National Development Plan. It is the frame of reference for the government's main priorities and its strategic direction and serves as the principal guide to the planning and the allocation of resources across all spheres of government.

Chapter one of the MTSF opens as follows: "The NDP's vision for 2030 is that South Africans should have access to training and education of the highest quality, characterised by significantly improved learning outcomes".

The education output priorities of the MTSF are:

1. Improved quality of teaching and learning through development, supply and effective utilisation of teachers.
2. Improved quality of teaching and learning through provision of adequate quality infrastructure and Learning and Teaching Support Materials (LTSM).
3. Tracking of learner performance through reporting and analysis of the Annual National Assessment (ANA) at Grade 3, 6 and 9 level and improving ANA over time to ensure appropriate feedback to learners and teachers and to benchmark performance over time.
4. Expanded access to Early Childhood Development and improvement of the quality of Grade R.
5. Strengthening accountability and improving management at the school, community and district level.
6. Partnerships for education reform and improved quality.

These priorities will be addressed through the WCED's goals and actions. Our focus on these will intensify as systems and indicators are incrementally developed, both provincially and on a national level. Budgets and models will be adapted as required.

Each of the outputs has a set of sub-outputs, activities and linked indicators although there are not yet baseline readings on many of these.

Schooling 2030 and the 27 Goals

The South African education sector plan is further elaborated in *Action Plan 2019, towards Schooling 2030*. The plan contains 27 goals. The first 13 goals deal with learning outcomes and the other 14 goals deal with how these learning outcomes will be achieved. This is the second 5 year period using these goals. They have all been retained as these are the elements that have been shown, both locally and internationally, to be keys to improved education systems.

The 27 goals are linked to **indicators**, and to **targets** and their **milestones**. The number of goals is limited; the indicators are expressed clearly and are measurable. The targets need to be 'in range' and should improve education outcomes incrementally. They are disaggregated per province and should not be regarded as a ceiling. National targets have generally been set over the long term and milestones generally focus on desired achievements in the medium term (up to five years into the future). National milestones have been set for the performance goals 1 – 13. Milestones are not specified for goals 14 to 27.

The goals for the national **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.

In addition the Department of Basic Education has adopted a set of themes

1. Focus on quality and efficiency of education
2. Communication to communities
3. Prioritised teaching and learning
4. Strengthened urgent role of all players (entities, quality assurance agencies, unions, parents, partners)
5. Strengthened provincial and national mechanisms, including inter-governmental and interdepartmental mechanisms
6. National Education Policy Act- monitoring and evaluation norms and standards; this includes impact evaluation

These are accompanied by a set of non-negotiables listed by the Department of Basic Education as follows:

| | Item | Elements |
|----|----------------------------------|---|
| 1 | LTSM | Norms and standards; retrieval; costs |
| 2 | Infrastructure | Equipment; water and sanitation; maintenance; furniture and desks |
| 3 | Districts | Support of schools; provincial district co-ordination; norms and standards for interaction, competency, communication, system for monitoring curriculum and teacher development |
| 4 | Teachers | Placement; deployment and teacher development |
| 5 | ICT | Children into the 21 st Century |
| 6 | Kha ri Gude | Improved implementation, evaluation, monitoring and evaluation |
| 7 | Library Services | Form centre of work. Madiba day focus. |
| 8 | Rural | Multigrade, small and micro mergers and rationalization. Scholar transport |
| 9 | Curriculum | Maths, Science and Technology (MST): participation and improvement in progression. MST unit. Piloting: reading unit, technical subjects, African Languages expansion |
| 10 | Partners and social mobilization | Learner wellbeing and safety |

2. Provincial context

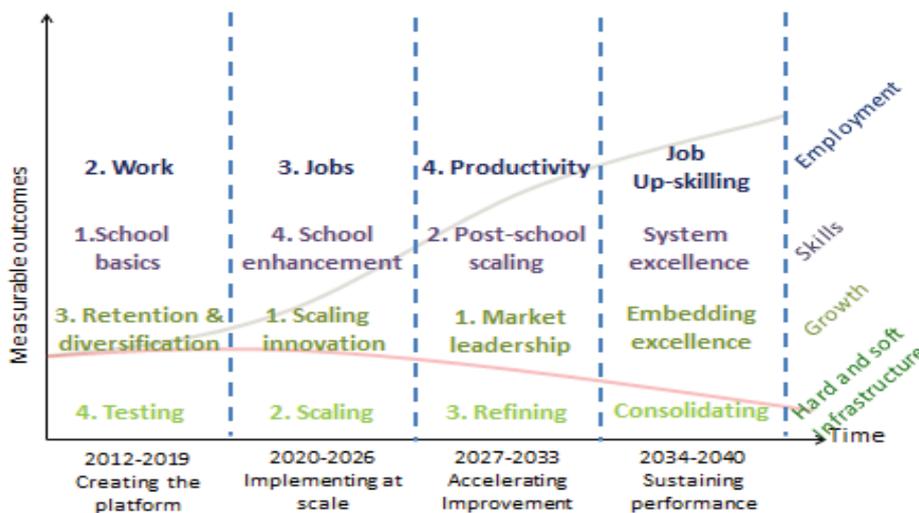
2.1. The **macroeconomic vision** for education in the province is encapsulated in the One Cape 2040 document as follows:

“The National Planning Commission has elegantly captured the central internal challenge facing South Africa and the Western Cape: We need to transform the nature and performance of the economy to simultaneously achieve sustained GDP growth, greater environmental resilience, and much better inclusion. A key driver of socio-economic exclusion lies in massive unemployment and job-shedding growth. This is largely structural, based on a combination of growth in non-productive sectors and on a deep mismatch between the needs of the economy and the skills-base of existing jobseekers and those being produced by the country’s education system. This requires a fundamental shift away from the status quo by massively improving the quality of education for the majority, reducing inequality, unemployment and environmental degradation, while restoring hope, and dignity in work. The alternative, represented by a deepening of the status quo, presents a major threat to social cohesion – a morally indefensible and potentially volatile situation of increasing poverty, inequality and unemployment, socio-economic exclusion, violent crime, and a lack of opportunities and hope for those at the bottom of the socio-economic ladder.”

Western Cape real GDP growth in 2011 was 3.6% (SA = 3.1%, Global = 3.8%). Over the last 10 years the average real growth rate for the Western Cape was 4.1% translating into a real economy expansion of almost 45%. Over the same period the workforce only grew by 16%. Over 546 000 people are unemployed in the Western Cape (narrow definition). Over two-thirds of these are between the ages of 15 and 35, and over half have not completed matric. There is a strong correlation between poverty, unemployment and low levels of education

The education vision in One Cape 2040 takes the following long-range standpoint:

Prioritised interventions



The numbering lists the interventions in rank order, showing that in the first five year period the number one focus will be on “school basics”. By the time of the second five year period the focus will shift to school enhancement. In 2027 – 2033 “post school scaling” will start to get attention and by the final five years the whole continuum from school basics to job upskilling should be running at a level of “excellence” as a consequence of the platform that will have been laid.

2.2 The Provincial Strategic Plan

For the five year period 2015- 2019 the province has adopted 5 Provincial Strategic Goals. These are:

- Strategic Goal 1: Create opportunities for growth and jobs
- Strategic Goal 2: Improve education outcomes and opportunities for youth development
- Strategic Goal 3: Increase wellness, safety and tackle social ills
- Strategic Goal 4: Enable a resilient, sustainable, quality and inclusive living environment
- Strategic Goal 5: Embed good governance and integrated service delivery through partnerships and spatial alignment

The WCED will be involved in and contribute, in active partnership with other departments, to all of these goals, and, in particular, those that impact on the services required for, and the well-being of learners.

In all that it does the WCED will also act in support of the Provincial Strategic Goal 5: “Embed good governance and integrated service delivery through partnerships and spatial alignment” and its 3 outcomes:

Outcome 1: Enhanced governance;

Outcome 2: Inclusive society

Outcome 3: Integrated management

The WCED will be the lead department in the case of the Provincial Strategic Goal 2

“Improving education outcomes and opportunity for youth development”

Problem statement:

All studies indicate that **children in the Western Cape are not reading, writing and calculating at the required levels** for further education and employment. These foundation skills determine the future prospects and life chances of all children.

There is great **unevenness in the quality of education** offered to Western Cape children and this is compounded by **widespread socio-economic problems**. These two problems need to be progressively addressed in our schools and through a whole of society approach.

Strategic Outcomes:

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 our poorer communities
4. Providing more social and economic opportunities for our youth
5. Improving family support to children and youth and facilitating development

This Strategic Goal will be driven with the WCED as the lead department in conjunction with the Department of Social Development and the Department of Culture and Sport.

Two “Game changers” have been identified for this goal and one “living lab”. The game changers (focus area for attention/action from which maximum benefit will be felt in making a difference in the lives of people) are 1. E-learning and 2. Youth Development.

1. In the case of e-learning the project has already entered the implementation stage with the following focuses:

| |
|---|
| The Wide Area Network (WAN) Project – project of the Provincial Government |
| The Local Area Network (LAN) Project – project of the WCED. |
| The Computer Applications Technology, Information Technology and Engineering, Graphic and Design (CAT/IT/EGD) computer Refresh Project |
| The EduLab computer Refresh Project provides available and appropriate technology to schools in providing learners direct access to technology in an ICT suite environment. |
| The Smart Classroom Project provides available and appropriate technology to schools. The technology typically 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. |
| The e-Resources Catalogue Project is an online digital content project. |
| The Learning Management System (LMS) Project encompasses a digital resources repository and seeks to provide teachers, learners and parents with digital teaching and learning resources. |

All of the above will be accompanied by the necessary training and support as required.

2. The transversal Youth Development project is currently being scoped. The contribution of the WCED will be to the Mass Opportunity Development (MOD) Centres (R59,594m) for assistance to the after-school enrichment, sport and study programmes co-ordinated by the Department of Culture, Arts and Sport and also to the WCED Youth Development Programme (R37,645m) which allows second-time repeaters in Grade 9 to attend a customised course at a TVET College or AET Centre.
3. The Living Lab is a programme to improve literacy levels from Grades R-3. The Western Cape Government will implement a programme to improve the literacy and numeracy levels in Grades R-3 in 100 pilot primary schools, seeking to ensure that by the end of Grade 3 learners can read, write and calculate at the required level.

5.1 Performance environment

The population of the Western Cape has grown since the last census in 2001, and continues to grow. According to the 2011 census released by Statistics South Africa (StatsSA), the Western Cape is home to 5 822 734 people, representing 11% of South Africa's total population. The population grew by 28.7% between 2001 and 2011.

As can be expected, there has been an increase in the number of learners enrolled at public schools.

| Sector | 2011 | 2012 | 2013 | 2014 | Difference |
|--------------------------|---------|---------|---------|---------------------|-------------|
| | | | | | 2011 – 2014 |
| Grade R in PO Schools | 50 495 | 58 953 | 59 565 | 63 492 | 12 997 |
| Grade 1–12 in PO Schools | 921 776 | 934 992 | 947 046 | 963 441 | 41 665 |
| Special Needs' Schools | 18 878 | 19 470 | 19 627 | 18 702 ¹ | -176 |

The biggest single factor to influence all planning and provisioning in education is the enrolment of learners. The WCED has increasingly used General Household Survey data and other trend analyses to assist with projections and planning for learner enrolment. Effective teaching and learning depends on having an appropriate teacher:learner ratio, facilities and text books in place in areas of the greatest need. The increase in enrolment of recent years has led to significant accommodation and staffing pressures in large towns and the City of Cape Town. At the same time dwindling numbers are experienced in parts of the province.

| 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 |
|-------------------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 2003 | 86 916 | 82 454 | 75 931 | 66 033 | 82 383 | 92 341 | 84 514 | 81 154 | 73 200 | 81 739 | 51 746 | 39 644 | 898 055 |
| 2004 ² | 104 105 | 82 130 | 81 489 | 76 781 | 66 060 | 82 574 | 89 614 | 85 053 | 78 964 | 80 756 | 54 199 | 39 451 | 921 176 |
| 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 |

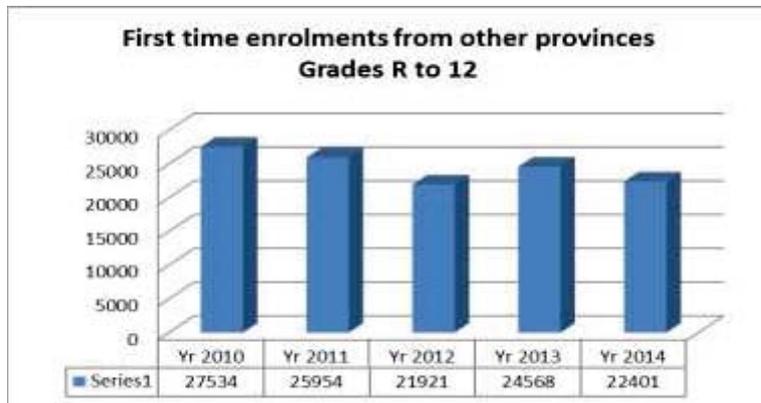
Data Source: 2014: Annual Survey for Schools (Public Ordinary schools excluding LSEN unit learners).

¹ The apparent drop in enrolment numbers is because of the re-classification of three schools as Public Ordinary schools.

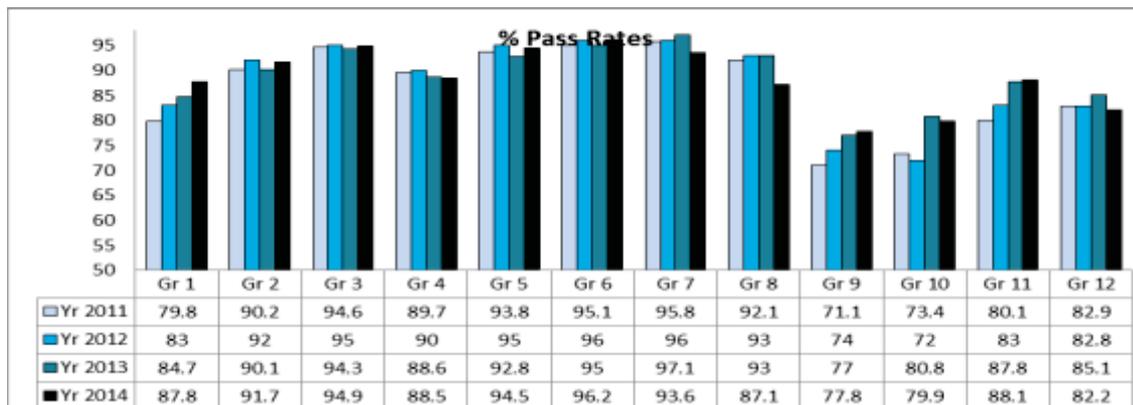
² Enrolment patterns are influenced by the change, at a national level, in the Grade 1 admission age policy in 2000, which permitted schools to enrol only learners aged seven in the year of first admission. As a result, the Grade 1 intake was lower than in previous years. When the age-requirement was subsequently changed back again in 2004 there was increased enrolment again. This is shown in this table.

The table above shows an overall increase of 65 386 learners over the 12 year cycle (2003 – 2014). The table illustrates significant growth in the enrolment in Grade 1 and the impact of improved retention between Grades 10 and 12.

In-migration to the province remains a significant contributor to enrolment numbers and causes pressure on accommodation in developing areas.

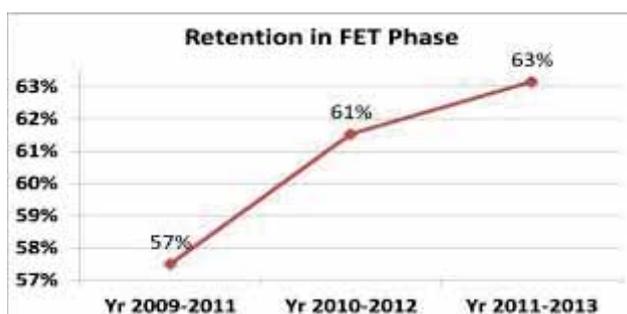


The totals in Grades 1 and 9 indicate that there are numbers of learners repeating these grades. These are matters which are receiving attention with special interventions to improve the pass rates. The graph and table below summarise recent progress in this regard.



Western Cape adults have completed an average of 9.9 years of schooling. This figure is exceeded only by Gauteng with 10.5 years. The national average is 9.3 years. Those with matric constitute 41.4% of the population of South Africa.

There are signs of improvement in regard to learner retention as tracked in the following statistics.



Quality of learning

Primary schooling

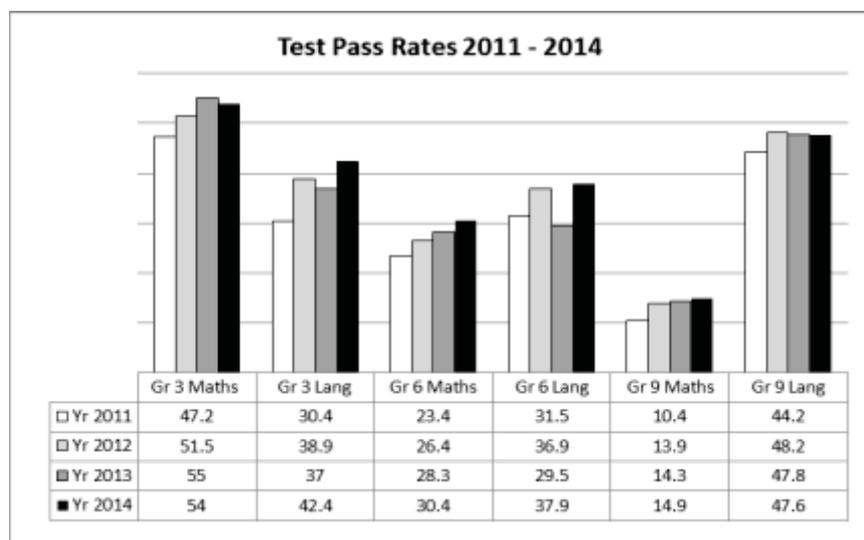
The quality of Primary School education has been tracked via the programme of systemic testing of Grades 3, 6 and 9 Language and Mathematics in the Western Cape over the past 13 years.

From 2002 to 2009, the WCED administered language and mathematics tests to Grade 3 and 6 learners in alternate years in order 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 in order to set new minimum benchmarks for the province. Specifically, longer and more complex texts were included in the tests, in order 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 by the districts to plan appropriate support for schools.

| WCED Grades 3, 6 & 9 Systemic Test Results 2014 - Public Ordinary Schools | | | | | | |
|--|--------------------|-----------------|--------------------|-----------------|--------------------|-----------------|
| | Grade 3 | | Grade 6 | | Grade 9 | |
| | Mathematics | Language | Mathematics | Language | Mathematics | Language |
| Wrote | 85 623 | 85 610 | 72 214 | 72 198 | 71 345 | 71 266 |
| Passed | 46 236 | 36 299 | 21 953 | 27 363 | 10 630 | 33 923 |
| Pass % | 54% | 42.4% | 30.4% | 37.9% | 14.9% | 47.6% |
| Mean Scores | 52% | 45% | 41.4% | 43.2% | 28.7% | 50.3% |

A pass is a score of 50%. The test scores show modest but steady improvements in the Mathematics tests for Grades 6 and 9. The drop in the Language Pass Rates in 2013 has been reversed with increases of 5.4% in Grade 3 and of 8.4% in Grade 6.



The 2014 Annual National Assessments were written by 612 276 Grades 1 – 6 and 9 learners. 1 458 public ordinary schools, 83 state subsidised independent schools and 17 special needs schools in the Western Cape participated in this national assessment. Scripts were marked by educators at schools and thereafter samples of three scripts per subject and per class for Grades 3, 6 and 9 from each school were remarked by teachers at a central venue in each district as the provincial moderation exercise.

The DBE appointed an external evaluation agency to report on the reliability of the ANA scores. In the WCED, 246 schools were selected as Verification ANA schools. 25 learner scripts were sampled from grades 1 to 9, including grades 7 and 8 at the selected schools as specified by the DBE. These scripts were independently marked and the marks captured by the external evaluation agency.

The 2014 results (Average Percentage) are indicated in the table below:

| | WCED 2014 Language | National 2014 Home Language | WCED 2014 Maths | National 2014 Maths |
|---------|--------------------|-----------------------------|-----------------|---------------------|
| Grade 1 | 68.4 | 63.2 | 71.9 | 68.4 |
| Grade 2 | 67.0 | 61.1 | 63.0 | 61.8 |
| Grade 3 | 57.9 | 56.2 | 60.5 | 55.5 |
| Grade 4 | 57.6 | 56.5 | 41.9 | 37.3 |
| Grade 5 | 58.5 | 57.1 | 45.2 | 37.3 |
| Grade 6 | 64.8 | 62.7 | 50.9 | 43.1 |
| Grade 9 | 49.5 | 48.3 | 13.0 | 10.8 |

National Senior Certificate

2014 was the seventh year of the National Senior Certificate (NSC) examination. In a year that saw a drop in the national pass rate, of just under 3%, the WCED similarly experienced a decline and achieved an 82.2% pass rate. There were 39 237 candidates who passed, of whom 18 534 achieved passes which allow them to enter for a Bachelor's degree study programme. 11 265 learners passed Mathematics with an improved pass rate of 73.9%. For Physical Science, the 2014 pass rate was 70.7%. The numbers passing were 7 845.

| WCED Comparative NSC results 2009 – 2014 | | | | | | |
|--|--------|--------|--------|-------------------|---------------------|-----------------------------|
| Year | Wrote | Passed | % Pass | Access to B. Deg. | % Access to B. Deg. | Schools with pass rate <60% |
| 2009 | 44 931 | 34 017 | 75.7 | 14 324 | 31.9 | 85 |
| 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 |

The WCED will continue to emphasize the need to ensure an increase in the numbers of learners writing and passing their National Senior Certificate examinations. The District Improvement Plans focus on this and set out strategies and implementation plans accordingly.

Redress programme

The WCED, in collaboration with other government departments and civil society organisations, acts to limit the effects of poverty and crime on learning in four main ways:

1. "No Fee" schools and fee exemption at fee paying schools;
2. Provision of food through the National School Nutrition Programme (NSNP);
3. Learner transport schemes and
4. Safety measures.

The WCED will strengthen and expand a variety of social support mechanisms incrementally over the next 5 years. The number of learners benefiting from these forms of social support in 2014 is as follows:

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|-------------|---------|---------|---------|---------|
| Learners benefiting from "No Fee" option (NQ 1-3) Also included: The number of additional learners (NQ4 and NQ5) that were voluntarily declared as "No Fee" learners. | 365 112 | 365 812 | 370 617 | 371 122 | 554 265 |
| Learners benefiting from fee exemption | New in 2011 | 48 063 | 69 940 | 90 506 | 104 657 |
| Learners benefiting from nutrition programme (NQ 1-3) and selected NQ 4 and 5, based on need | 415 829 | 426 707 | 427 576 | 438 437 | 454 855 |
| Learners using learner transport schemes | 48 786 | 50 992 | 50 526 | 49 944 | 52 065 |

The *Norms and Standards* allocations to schools are weighted so that schools in poorer communities are allocated more funds.

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 | | | |
|--------------------------------|---------|---------|---------|
| | 2013/14 | 2014/15 | 2015/16 |
| Quintile 1 | R1 010 | R1 059 | R1 116 |
| Quintile 2 | R1 010 | R1 059 | R1 116 |
| Quintile 3 | R1 010 | R1 059 | R1 116 |
| Quintile 4* | R 550 | R 830 | R 882 |
| Quintile 5* | R 239 | R 317 | R 334 |
| * Average cost for all schools | | | |

The cost of the equalisation of these *per learner* amounts in National Quintiles 2 - 3 was R26 million for 2014/15. The Department of Basic Education could update these amounts periodically over the next five years.

One of the most significant developments for 2014 was the expansion of the “No Fee” school programme. 216 schools, with 172 541 learners, who are in Quintiles 4 and 5 accepted an invitation to become “No Fee” schools. The offer was extended to those schools that charged school fees under R400 per annum. Funds permitting this programme will be expanded incrementally over the next five years, funds permitting.

Schools that charge school fees may apply for compensation for fee exemption in cases where parents cannot pay the full school fees. In 2014, R44 million was paid to support 104 657 learners in 713 schools. The WCED will continue to develop and expand this programme over the next five years, funds permitting.

The National School Nutrition Programme (NSNP) provided 454 855 learners with nutritious meals on a daily basis at 1027 targeted Primary, Secondary and Special schools in 2014. The learners to be fed are in 564 Quintile 1 – 3 primary schools; 111 Quintiles 1 – 3 secondary schools; 43 Special Schools and identified learners in 309 Quintiles 4-5 Primary and Secondary schools.

Cooked lunch meals include rice, samp, soya mince, pilchards and vegetables. Uncooked meals include bread with peanut butter and jam, nutritious drinks, fresh fruit and vegetables. 200ml of milk is provided once a week. Since the 2013/2014 financial year the WCED NSNP has also supplied breakfast five days a week. Over the next five years the WCED will seek to improve the nutritional value of the meals provided.

The *Safe Schools Programme* has a three-pronged strategy, namely provision of security mechanisms, attitudinal and behavioural programmes and networking with relevant role-players. The WCED has a Safe Schools Call Centre, where various issues relating to school-based violence can be reported and counselling through the Call Centre for affected and traumatised individuals is offered.

The Safe Schools Call Centre receives up to 20 000 calls per annum. Many calls are requests for information on how to handle a particular threat, information regarding HIV AIDs, teenage pregnancies or misconduct procedures. Some calls are in relation to abuse (physical, emotional, substance). The Safe Schools Call Centre provides support with an initial online debriefing and then refers the case for in-depth counselling if necessary.

Safety support is provided for fifty new schools per annum, based on needs and risks. It is important that schools are kept safe through physical safety measures, co-operation with the South African Police Services and Metro Police, and community involvement in protecting schools. In addition, the WCED, in conjunction with other government departments and the SAPS, will continue to conduct random inspections and tests for drugs and weapons. The pilot programme, in which trained School Safety Resource Officers were deployed at 6 schools in 2013, in partnership with the Metro Police, showed benefits and led to an agreement to support 30 schools in this way, to assist in providing a secure environment for teaching and learning.

The *learner transport scheme* provides bus transport to and from school to around 50 000 learners, predominantly in rural areas. Careful management of this system is essential to ensure the safety of learners. The policy provides transport for learners who live 5 or more kilometres away from the nearest appropriate school. The ongoing growth in learner numbers continues to affect needs. There are currently 516 transport scheme routes, predominantly in the rural areas. The focus will continue to be on confirming routes and numbers of eligible learners and determining how best to meet accommodation and transport needs.

5.2 Organisational environment

The WCED aims to provide responsive and efficient services and improve the Department's business processes and systems. The Head Office and eight district offices of the WCED are structured and designed to provide rapid and expert services and support to schools and teachers.

The WCED comprises the provincial ministry of education, headed by the Minister of Education in the Western Cape, the provincial head office, district offices and education institutions, including ordinary and special public schools and ECD sites.

The organogram is attached as Appendix F.

5.3 Description of the strategic planning process

The provincial cabinet set out its provincial strategic goals and outputs through a series of transversal exercise across departments and these were ratified at a Cabinet Bosberaad. These set the over-arching context for the planning of the WCED.

In developing this five year strategic plan the WCED first assessed its performance over the preceding 5 year period: both the overall academic achievements in schools and other outputs and outcomes, using available data.

Each directorate additionally assessed its own performance in the preceding five year period and listed its innovations, its strengths and its weaknesses over the period and set goals for the next five years, in the context of Strategic Objectives and associated risks.

The Senior Management then undertook exercises to interrogate the programmes in support of the 3 Strategic Outcome Oriented goals of the WCED to address language and mathematics including Grade R; to address the National Senior Certificate performance and to address under-performance in schools. The other two strands identified for attention were Teacher Development and e-learning and e-admin.

The result of this exercise, conducted by transversal teams within the WCED, was a set of 18 "goals" in support of the three strategies and three action steps for each of the 18 goals. Risks and resourcing were also considered in this exercise.

Further analysis and risk assessments were conducted on these proposals by the WCED. In addition, all of the national prescripts were incorporated and addressed. The outcome of this series of planning sessions is presented in this plan.

Many of the priorities from the preceding 5 years will be extended and deepened. In the case of new initiatives, the first year will be devoted to developing and consulting the plans and ensuring that all details have been addressed. Full implementation on these, for example the Teacher Development Plan, will then commence in 2016.

6. Strategic goals of the department

| | |
|-----------------------------------|--|
| Strategic Outcome Oriented Goal 1 | Improvement in the level of language and mathematics in all schools |
| Goal Statement | <p>Learner academic performance in Language and Mathematics will improve so that:</p> <ul style="list-style-type: none"> - 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 40% in Mathematics in externally set and administered tests - Grade 9 learners achieve a pass rate of 53% in Language and 21% 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 | <p>Learner academic performance in the national senior certificate (NSC) will improve so that:</p> <ul style="list-style-type: none"> - The number of learners who pass in the NSC in 2019 will be 41 000. - The pass rate in 2019 will be 86%. - The number of learners achieving bachelor passes in 2019 will be 20 100. - The number of learners passing Mathematics in 2019 will be 11 770 - The number of learners passing Physical Sciences in 2019 will be 9 500. |
| Strategic Outcome Oriented Goal 3 | Increase in the quality of education provision in poorer communities |
| Goal Statement | <p>The WCED will invest in support for schools in need so that:</p> <ul style="list-style-type: none"> - There is a decrease in the number of schools with a Grade 12 pass rate of under 70% to 0 by the end of 2019. - There is a reduction in under-performance in other grades as measured through the Annual National Assessment for grades 1 – 6 and 9 and 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 68% by the end of 2019. <p>The number of school support visits will be differentiated to match the support required.</p> <p>Infrastructure, social support and funding provision will be skewed to focus in favour of the learners and schools most in need.</p> |