

**Western Cape  
Government**

Education

# **Annual Report 2015/2016**

Department of Education



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## Part A

# **General Information**



## 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 <http://wced.school.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); WCEDlearn <http://twitter.com/wcedlearn> (for education-related tweets)

**Tumblr** (blog)

WCED/News/Home <http://wcednewshome.tumblr.com/>; WCEDnews <http://wcednews.tumblr.com/>

**Posterous** (blog)

WCEDnews <http://posterous.com/wcednews>

## 2. List of abbreviations/acronyms

ACE: Advanced Certificate in Education	LSN: Learners with Special Education Needs
ANA: Annual National Assessments	LTS: Learning and Teaching Support Materials
ASDI: Accelerated School Infrastructure Development Initiative	MTEF: Medium-Term Expenditure Framework
ASS: Annual School Survey	NCS: National Curriculum Statement
CAPS: Curriculum and Assessment Policy Statement	NEPA: National Education Policy Act
CBA: Compensation of Employees	NQF: National Qualifications Framework
CEMIS: Central Education Management Information System	NSC: National Senior Certificate
COE: Compensation of Employees	NSNP: National School Nutrition Programme
CTLI: Cape Teaching and Leadership Institute	PFMA: Public Finance Management Act
DHET: Department of Higher Education and Training	PILIR: Policy and Procedure on Incapacity Leave and Ill-Health Retirement
DBE: Department of Basic Education	PPI: Programme Performance Indicator
ECD: Early Childhood Development	PPM: Programme Performance Measure
EIG: Education Infrastructure Grant	RCL: Representative Council of Learners
EMIS: Education Management Information System	SAQA: South African Qualifications Authority
EPWP: Expanded Public Works Programme	SASA: South African Schools' Act
FAL: First Additional Language	SCM: Supply Chain Management
FET: Further Education and Training	SETA: Sector Education and Training Authority
GET: General Education and Training	SGB: School Governing Body
GHS: General Household Survey	SIM: School Improvement Monitoring
Gr: Grade	SIP: School Improvement Plan
HEI: Higher Education Institution	SMT: School Management Team
HL: Home Language	T(V)ET: Technical Vocational Education and Training
ICT: Information and Communication Technology	U-AMP: User Asset Management Plan
ICS: Improvement in Condition of Service	WCED: Western Cape Education Department
IMG: Institutional Management and Governance	WSE: Whole School Evaluation



### **3. Foreword by the Minister**

It has now been almost two years since I took office as the Provincial Minister of Education Western Cape.

As a Government, we believe that a future with more jobs, less inequality, better education and greater freedom to pursue opportunity is a vision that is shared by all South Africans and must be pursued vigorously. To achieve this vision, we need to ensure that our learners have access to a quality education, which is key to an improved quality of life.

At the forefront of this vision is ensuring that we improve education outcomes and in 2015/16 we committed ourselves to spending on projects, resources and people that provide quality education to all the learners in this province.

We introduced a number of initiatives which were all directly linked to our three main indicators of success as outlined in our Strategic Plan, namely:

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

If we look back at the last year and measure the progress that the Western Cape Education Department has achieved as a whole, we can be proud of what we have accomplished.

We not only saw an increase in the number and quality of passes in the 2015 NSC with the Western Cape achieving a pass rate of 84.7%, the highest pass rate in the country, but we also saw a record number of learners achieving a bachelor's pass, up 2.9% from 38.8% in 2014 to 41.7% in 2015. In the Western Cape, we have seen an increase in the pass rate of 9% since when we took office in 2009. After the remarks and supplementary exams, our pass rate increased to 85.9%.

Our districts all performed excellently and we saw extremely pleasing improvements in our poorer communities. Every single person who passed the NSC at the end of 2015 qualified to gain access to some form of higher education.

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. I was therefore pleased that once again, we managed to increase our retention rate by 3% from 63.8% in 2014 to 66.8% in 2015.

An improvement in Language and Mathematics is a key focus area for this government and I am therefore delighted that the results of the 2015 Systemic testing have shown marked improvements in Mathematics and Language in the Western Cape over the last five years.

As a province we believe in the value of providing diagnostic assessment of the provincial education system so that we can improve the management of educator and learner performance. We are the only Province in the country to conduct testing of this nature – which is independently set, administered and marked so as to ensure that the results are credible and in line with international standards.

The Systemic Tests provide the most objective picture possible of learner performance in Language and Mathematics, giving us the opportunity to assess whether we are improving the quality of education in the province.

The Systemic results ultimately show that our interventions are working, and that the quality of teaching and learning in our schools is improving.

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

We are proud of the various initiatives we have taken in order to assist our poorer learners and schools. Despite facing severe budget cuts during the 2015/ 2016 year, owing to the increase in improvement of conditions of service (ICS) for public servants which was well above inflation as well as poor economic growth in the country, we as a Government made a conscious decision not to cut funding in areas where it affects our schools the most, specifically in our poorer areas.

These areas included:

- The compensation for fee exemption of poorer learners. In 2015 the WCED paid out almost R44 million to fee-paying schools serving less affluent communities
- Learner transport – the WCED transports over 55 000 learners in our poorer rural areas to get to and from school every day.
- The WCED also provides subsidised hostel accommodation for learners to increase access to schools for learners living in the poorer rural areas. The hostels provide learners with a safe and secure learning environment and access to after-school sporting activities.
- The funding of 216 additional no fee schools serving poor communities which opted to become no fee schools in the 2014 school year when they were offered this opportunity.

It is remarkable, that given the size and complexity of the Department, that the Western Cape Education Department was awarded a clean audit for the 2014/2015 financial year, becoming the first education department in South Africa to do so. Our financial management has been excellent, and I wish to pay tribute to all those in the Department who have assisted with this, led by SG, Penny Vinjevold, and CFO, Leon Ely.

The next financial year is going to be an extremely challenging one, given the fiscally constrained environment in which we are operating.

This year, the WCED launched a new Language and Mathematics Strategy which seeks to further improve the quality of teaching and learning in all grades to ensure better learner performance and greater retention of learners in the schooling system, in line with our strategic goals.

The WCED has also embarked on a new and exciting initiative that we have called the Grade R – 3 project, which will pilot in 105 schools in the Western Cape. The project aims to improve language and mathematics teaching and learning at a young age by ensuring that all learners have attained the required levels of reading and calculating by the end of Grade 3.

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. To assist with increasing access to quality education in our poorer communities, the WCED, in partnership with a group of donors, launched an exciting new pilot programme at the beginning of 2016 as part of our broader efforts to improve the educational outcomes of our public schools.

Through Collaboration Schools, the WCED aims to test a new model of schooling which involves harnessing strong managerial and training resources from the private sector to strengthen the education outcomes in public schools that need additional support, through school operating partnerships. All operating partners are non-profit organisations that are being funded by philanthropic donors and foundations. Through this pilot we are expanding the base from which resources and expertise can be focused on improving quality public education for our poorest learners in the province.

We have also made a lot of progress in our e-learning game-changer over the last year with 676 schools receiving WAN and installed 50 new wireless LANS covering all instruction rooms. In addition, we have installed 4 267 technology enabled smart classrooms across 309 schools. We have refined the game-changer to focus on Maths and Language. Our teacher training is focusing a lot on how to incorporate e-teaching and e-learning into the classroom.

Altogether, the 2015 academic year was an outstanding success and I am extremely proud of what our learners, schools and districts have achieved.

I am aware that there is still much to do to achieve our vision of One Nation with One Future built on Freedom, Fairness and Opportunity for All, but I am confident that the interventions that we are introducing will improve learner outcomes and assist us in ensuring that all learners in this province receive a quality education that will empower them to obtain a fulfilling job and contribute to the economy.



**Debbie Schäfer**  
**Provincial Minister of Education**  
**Western Cape Government**

#### **4. Report of the Accounting Officer**

##### **Overview of the operations of the department:**

In 2014/15 the WCED developed and published its Five-Year plan for education in the Western Cape.

The following factors impacted on our work in 2015/16: a substantial increase in learner numbers; a constrained budget; and socio-economic conditions that severely affect the opportunities of many children to learn. These should be considered in reading the 2015/16 Annual Report.

The Annual Report is organised according to the seven budget programmes of all provincial education departments. In each programme we report progress in 2015/16. We also report on aspects where the WCED could have and should have done better.

All the programmes depend on effective and efficient administration for their success, especially given an increase in enrolment and budget constraints. The WCED's efforts in respect of improved administration are reported in **Programme 1**. The report on this programme shows that the budget was spent as planned and that considerable steps were taken to provide convenient, effective and efficient services to schools and teachers. This required careful planning; reliable data; evidence-based policy choices; committed and accountable staff and constant monitoring and evaluation.

In Programmes 2 to 5 we report on enrolment in each of the four institution types funded and supported by the WCED; the results of external assessment of learners in these institutions and the various forms of 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 and the ageing nature of our school infrastructure has led to a substantial increase in budget for new classrooms and schools and budget shifts to support the maintenance of existing infrastructure. **Programme 6** describes the steps taken in improving the environment in which our teachers and children work.

In order to establish whether our children are making progress in learning the WCED uses a variety of internal and external assessment targets, measures and instruments. **Programme 7** describes the external examinations and tests administered by the WCED.

The WCED strives to increase enrolment and retain learners and students in suitable education programmes. Our success in keeping learners in education institutions is evident in this report.

Our greatest challenge lies in ensuring that each learner receives quality teaching in a caring and safe environment. There are many excellent and moving examples of how WCED staff and teachers provide this to thousands of learners day in and day out. We thank them for this dedication in difficult times.

### Overview of the financial results of the department:

#### Departmental receipts

Departmental receipts	2015/16			2014/15		
	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	10,841	12,100	(1,259)	13,499	11,762	1,737
Fines, penalties and forfeits	855	1,175	(320)	228	1,185	(957)
Interest, dividends and rent on land	2,090	1,017	1,073	1,998	2,216	(218)
Financial transactions in assets and liabilities	15,320	8,541	6,779	12,502	19,526	(7,024)
<b>Total</b>	<b>29,106</b>	<b>22,833</b>	<b>6,273</b>	<b>28,227</b>	<b>34,689</b>	<b>(6,462)</b>

Own revenue generated by the department amounts to 0.1% of the total budget. This was in line with the budgeted amount. The Department's main sources of own revenue are –

- Collection of debts owing to the department.
- Commission on insurance and garnishee 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 2015/16 is R6.273 million and is mainly attributed to the fact that fewer debts were written off, where receivable revenue is affected, than was anticipated. All debts are written off according to the department's debt write-off policy. This policy requires a number of steps including efforts to trace debtors.

Programme Expenditure

Programme Name	2015/16			2014/15		
	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	1,317,372	1,230,688	86,684	666,659	661,621	5,038
2. Public ordinary school education	13,094,980	12,959,597	135,383	12,156,707	12,156,526	181
3. Independent school subsidies	95,384	95,384	-	89,845	89,845	-
4. Public special school education	1,075,020	1,049,773	25,247	973,642	973,642	-
5. Early childhood development	488,464	482,163	6301	511,778	511,778	-
6. Infrastructure development	1,549,959	1,549,959	-	1,453,432	1,439,491	13,941
7. Examination and education related services	278,190	269,778	8412	759,745	755,870	3,875
8. Further education and training	-	-	-	377,913	377,865	48
9. Adult basic education and training	-	-	-	36,609	34,633	1,976
Total	17,899,369	17,637,342	262,027	17,026,330	17,001,271	25,059

The Department spent 98.54 percent of the adjusted budget for 2015/16. The under-expenditure amounted to R262.027 million, or 1.46 percent of the adjusted budget, which is within the national benchmark of 2 per cent.

**Reasons for under-spending are as follows:**

- *R260.311 million for the Equitable Share.* The amount of R126.199 million under-spend was for compensation of employees across all programmes due to lower than anticipated temporary appointments (during the months of July and January) and vacancies across educators 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. The amount of R52.631 million under-spend was for Programme 1: Administration due to procurement for the e-Education ICT LAN and other cost containment measures which were implemented. The amount of R64.553 million under-spend for Programme 2: Public Ordinary School Education was due to delayed delivery of furniture at schools and other cost containment measures which were implemented. The amount of R16.928 million under-spend was in transfers across the following: Programme 1: Administration - R9.463 million; Programme 4: Public Special School Education - R635 000; Programme 5: Early Childhood Development - R1.278 million and Programme 7: Examination and Education Related Services - R5.552 million.
- *R35 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.* Fewer claims were received from FET colleges for training of data capturers. The amount is uncommitted and is to be surrendered to National Treasury.
- *R1.680 million for the Education incentive earmarked for MOD centres.* 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**

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

- Shifting of R410 000 from Programme 1: Administration to Programme 7: Examination and Education Related Services for the higher than anticipated expenditure for professional support services at the district offices.
- Shifting of R59.977 million from Programme 2: Public Ordinary School Education to Programme 6: Infrastructure Development for infrastructure maintenance and upgrade of schools halls and sport fields at public schools.
- Shifting of R241 000 from Programme 2: Public Ordinary School Education to Programme 4: Public Special School Education for the higher than anticipated increase in the daily vehicle tariffs.
- Shifting of R1.004 million from Programme 5: Early Childhood Development to Programme 2: Public Ordinary School Education for the higher than anticipated severance package pay-outs and leave gratuities.
- Shifting of R301 000 from Programme 5: Early Childhood Development to Programme 4: Public Special School Education for the higher than anticipated increase in the daily vehicle tariffs.
- Shifting of R705 000 from Programme 7: Examination and Education Related Services to Programme 4: Public Special School Education for the higher than anticipated increase in the daily vehicle tariffs.

The following rollovers were requested:

- R40.879 million of the e-Education ICT is requested for the expenditure not paid by 31 March 2016 for Local Area Network (LAN) installations at schools.
- R4.336 million of the furniture is requested for the expenditure not yet delivered by 31 March 2016 due to the previous supplier not fulfilling contractual obligations.

The following reallocations were requested:

- R50.911 million for the compensation of employees increase in the cost-of-living adjustment shortfall for the 2016/17 financial year.
- R75.288 million is requested to relieve the financial pressure on public ordinary schools elevated at the recent MTEC 2 engagements, for the four main areas where the pressure exists, i.e. Textbooks, School Nutrition, Norms and Standards and Municipal Services.

**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. To minimise irregular expenditure, the department identified supply chain champions in each of 42 directorates. The supply chain champions were trained in all aspects of SCM. SCM templates, to structure and control the required processes and procedures, were introduced. To reduce incidences of irregular expenditure, the Internal Control Unit performed a post audit on all payment vouchers. The Unit then provided feedback to SC champions and their directorates on potential irregular expenditure. These steps ensured a limitation on irregular expenditure.

**Future plans of the department**

The three goals of the WCED for the next four years (2016 – 2019) 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 ten objectives

**1. Excellent administration boosted by online services**

The WCED will provide 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.

**2. A five year teacher development plan**

The five year teacher development plan (2015 – 2019) provides a clear framework and plan for pre-service training for new entrants to the teaching profession and in-service for existing teachers. The training is focused, relevant and practical. The plan includes plans for master teachers and incentives for teachers who wish to improve their qualifications, teaching practice and learning outcomes.

**3. Provincial curriculum management strategies**

The WCED Language and Mathematics Strategies for 2015 to 2019 were introduced in 2015/16. These strategies aim to improve academic performance of all Grade R – 12 learners through i) developing the knowledge and pedagogic practices of curriculum officials, heads of department and teachers; ii) supporting the provision of LTSM and iii) continuously reflecting on and evaluating practices, plans and progress. The WCED will also increase access to and support for vocational subjects. Good curriculum planning ensures that schools offer the best education delivery plan for each geographical area.



#### **4. Good school management**

The WCED will strengthen 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.

#### **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.

#### **6. Social support and a platform for youth development**

The school nutrition programme, fee exemption relief and safe schools 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 in a number of ways and develop partnerships wherever this helps the most vulnerable.

#### **7. Support for independent schools**

Independent schools that enrol learners from poor communities will be supported through subsidies, teacher training programmes and school visits.

#### **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.

#### **9. Quality Grade R**

The emphasis will be on improving the quality of learning in Grade R. This will be done through a focus on teacher skills and professional status and on early identification of those who need remedial assistance. 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.

#### **Public Private Partnerships**

The Department did not enter into any such arrangement during the reporting period.

#### **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**

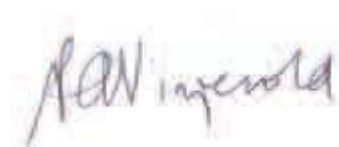
None

**New or proposed activities**

In addition to the goals and objectives listed above, 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. They 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 remaining two objectives are: "Providing more social and economic opportunities for our youth" and "Improving family support to children and youth and facilitating development".



**PA Vinjevoid**  
**Accounting Officer**  
**Department of Education**  
**Date: 31 May 2016**

## **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.

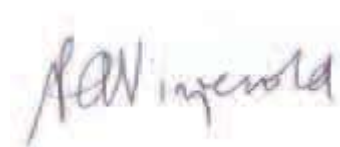
The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

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 2016.

Yours faithfully



**PA Vinjevold**  
**Accounting Officer**  
**Department of Education**  
**Date: 31 May 2016**

## **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
- 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 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 teaching force that is professional and dedicated
- Accountability and transparency
- Integrity and excellence in 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 Educators Act, 2000 (Act 31 of 2000)

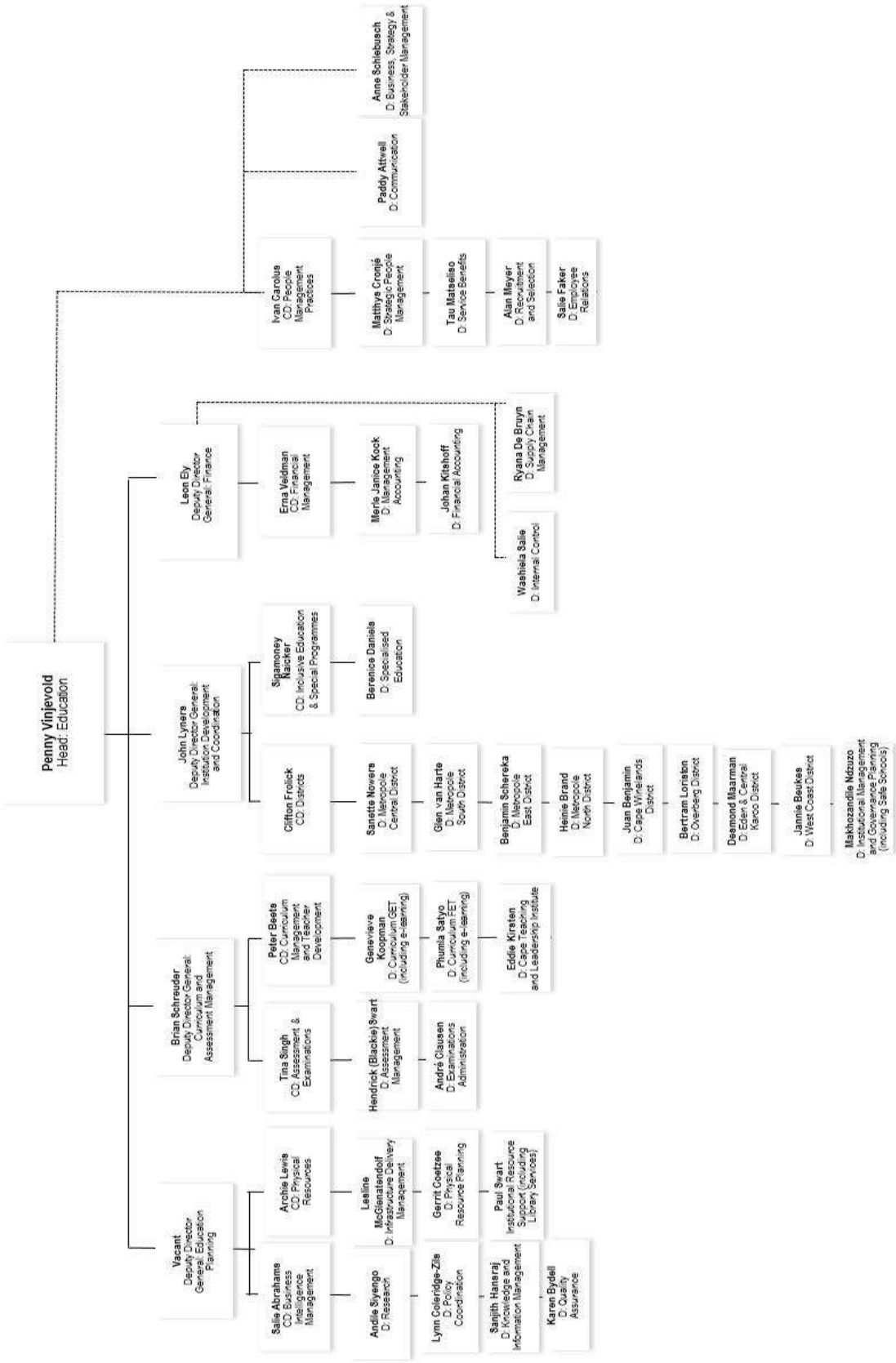
**8. Organisational Structure**

See overleaf

**9. Entities Reporting to the Minister/MEC**

Not applicable

## Province of the Western Cape





## 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 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 160 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. They are disaggregated per province and should not be regarded as a ceiling. 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 but have not been set for goals 14 to 27.

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*.

The goals for **learning outcomes** (continued):

- 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 performance on the above national indicators is provided in Appendix A (page 235).

2015/16 was a stable labour period. This allowed the WCED to focus on its core business of improving education outcomes. Resources, human and financial, and all interventions were focused on those schools in greatest need of support.

Successes in 2015/16 included improvement in achieving learning outcomes as seen in academic results. There was a good record in respect of Conditional Grant inputs and outcomes and prudent use of resources saw benefits through steps such as the bulk-buying of books. The economic environment presented challenges on a number of fronts as re-prioritisation took place to meet the pressures.

Services included the provision of infrastructure and both direct and indirect aid to schools, supported by good communication with roleplayers and stakeholders. Even though there were delays on building projects and there were accommodation and resourcing pressures the WCED arranged temporary solutions and met needs, for example though placing additional orders for text books and for mobile classrooms. Additional 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 socio-economic conditions continue to place demands on schools, schooling and the WCED. The WCED provided support wherever possible to mitigate the impact of crime and poverty.

## 2.2 Service Delivery Improvement Plan

The department has completed a Service Delivery Improvement Plan (SDIP). The tables below highlight the service delivery plan and the achievements to date.

### Main services and standards

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
<b>Provide Telecommunication Service at WCED Head Office</b>	<ul style="list-style-type: none"> <li>Learners</li> <li>Educators</li> <li>Officials at Head Office</li> <li>Members of Public</li> </ul>	<p>a-d) Information on actual achievement relating to the switchboard system for this financial year is not available</p> <p>The Cyber Call system and Private Automatic Branch Exchange (PABX) systems have not been replaced. The State Information Technology Agency (SITA) has completed a tender process for a new comprehensive system. The SCM processes will be concluded shortly</p>	<p>a) Switchboard Operators answer and divert/direct 211 432 incoming (DDI) and internal calls annually</p> <p>b) Manage the reduction of unanswered calls by officials to 52 096 annually</p> <p>c) Retain 1% of dropped calls annually</p> <p>d) Telecommunications support office manages the needs of 1 060 Head Office officials, spread across two buildings</p> <p>*Please Note: Number of Head Office officials can fluctuate subject to new appointments and officials leaving the WCED</p>	<p>a-d) The WCED Private Automatic Branch Exchange's (PABX) actual statistics are not available due to an aging system that is earmarked for replacement. The WCED accepted SITA's recommendation for a new contact centre management system from Interactive Intelligence (ININ) following a tender process. ININ has installed the system, which has replaced the Cyber Call system in the WCED - and Safe Schools Call centres</p>
<b>Providing first line of support to victims of abuse, violence and school crime at WCED institutions</b>	<ul style="list-style-type: none"> <li>1 000 000 learners</li> <li>32 000 educators</li> <li>9 000 public servants</li> <li>Learners from 1 500 schools and 240 independent schools</li> <li>Members of School Governing Bodies (SGB)</li> <li>Members of Community including parents</li> <li>Note that numbers are rounded off</li> </ul>	<p>a) The Cyber Call System that manages the WCED Safe Schools Call Centre has not been replaced. Information on actual achievement relating to the Safe School Call Centre for this financial year is not available. The annual Customer Satisfaction Survey of 2014 recorded an improvement in service delivery from 2013 for the Safe Schools</p>	<p>a) Reduce the dropped call rate to 8%</p>	<p>a) The WCED accepted SITA's recommendation for a new contact centre management system from Interactive Intelligence (ININ) following a tender process. ININ has installed the system, which has replaced the Cyber Call system in the WCED - and Safe Schools Call centres. The annual Customer Satisfaction Survey of 2015 recorded an improved rating for the service delivery for the Safe Schools services</p>

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
		<p>b) The Safe Schools Call Centre recorded receiving 6 464 calls (40% of all calls concluded at the first call)</p> <p>c) 3 890 (60%) safe schools calls required further assistance and support, 738 were crime related incidents; whilst 1 097 calls dealt with reports on burglary and vandalism</p> <p>d) 439 abuse cases reported - of which 39 were related to bullying and 277 calls needed counselling and psychological support. A further 538 calls were School Governing Body queries</p>	<p>b) 87% of calls are concluded on first call</p> <p>b) 10% of calls are referred to Safe Schools Coordinators for follow-up</p> <p>a) 8% of calls are referred for further counselling</p>	<p>b) The Safe Schools Call Centre recorded receiving 6 180 calls (45% of all calls concluded at the first call)</p> <p>c) 3 411 (55%) safe schools calls needed further assistance and support, 709 were crime related incidents; whilst 959 calls dealt with reports on burglary and vandalism</p> <p>d) 463 (7.5%) abuse cases reported - of which 58 were related to bullying and 392 (6%) calls needed counselling and psychological support. Smaller categories were identified as "other" non-specific. New system will allow for improved reporting</p> <p>A further 454 calls were School Governing Body queries</p>

**Batho Pele arrangements with beneficiaries (Consultation access etc.)**

Current/actual arrangements	Desired arrangements	Actual achievements
<p><b>Provide Telecommunication Service at WCED Head Office</b></p> <p><b>Consultation:</b></p> <p>a) A slight drop in the approval rating in relation to telephone calls at Head Office was recorded within the Customer Satisfaction Survey of 2014 when compared to the rating of the previous year</p> <p>b) The online feedback system, which replaced the Theta Nathi system reported no specific telephone management complaints for the reporting period</p>	<p><b>Consultation:</b></p> <p>a) The annual Customer Satisfaction Survey is a source of consultation as clients are targeted</p> <p>b) The Theta Nathi complaints and compliments mechanism is used to improve current service delivery levels</p>	<p><b>Consultation:</b></p> <p>a) The responses to telephone calls at both Head Office and Education District Offices have shown improvement over the periods 2013 - 2015 as reported on in the 2015 Customer Satisfaction Report</p> <p>b) The online feedback system, replaced the Theta Nathi system. All internal complaints were amicably managed</p>

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Current/actual arrangements	Desired arrangements	Actual achievements
<p>c) Complaints registered internally within WCED were amicably managed</p> <p>d) All callers (clients) were welcomed to the WCED Head Office and dealt with dignity, while asked how the consultants can be of service</p> <p>e) 306 internal complaints were received and successfully dealt with</p> <p><b>Access:</b></p> <p>a) WCED Head Office in Cape Town</p> <p>b) Operating hours of the Call Centre are: 07:30 – 16:00 (Closed lunch times at 12:30 – 13:00)</p>	<p>c) Feedback to Directorate Communication through the "Contact WCED Form" in the WCED Online website</p> <p>d) All callers (clients) are welcomed to the WCED Head Office and dealt with dignity, while asked how the consultants can be of service</p> <p>e) Switchboard Manager attends to complaints</p> <p><b>Access:</b></p> <p>a) WCED Head Office in Cape Town</p> <p>b) Operating hours of the Call Centre are: 07:30 – 16:00 (Closed lunch times at 12:30-13:00)</p>	<p>c) The WCED answered 1 233 queries received via the "Contact the WCED" facility on the WCED Online website</p> <p>d) All callers (clients) were welcomed to the WCED Head Office and dealt with dignity, while asked how the consultants can be of service</p> <p>e) Internal complaints were successfully resolved by the Switchboard Manager</p> <p><b>Access:</b></p> <p>a) WCED Head Office in Cape Town</p> <p>b) Switchboard operates from 7:00 to 16:00 (Monday to Friday). The Call Centre operates from 7:30 to 17:00 (Monday to Friday). For after hours, there is an option to select the call back function. Call back is conducted first thing in the morning to recorded messages</p>
<p><b>Courtesy:</b></p> <p>a) All callers (clients) were welcomed to the WCED Head Office and dealt with dignity, while asked how the officials can be of service</p> <p>b) Intermittent congestion complaints were received from Golden Acre users. Primary Rate Interface (PRI) lines have been procured to address this problem</p> <p>c) The online feedback system, which replaced the Theta Nathi system reported no specific telephone management complaints for the reporting period</p> <p>d-f) Internal complaints received during the reporting year were immediately addressed with Switchboard staff and successfully resolved</p>	<p><b>Courtesy:</b></p> <p>a) All callers (clients) are welcomed to the WCED Head Office and dealt with dignity, while asked how the officials can be of service</p> <p>b) Callers report unanswered lines and report congestion to switchboard operators. Operators note the complaints in support of telephone management reports</p> <p>c) The Theta Nathi complaints and compliments mechanism published on the WCED Service Charter is a means to complain about officials' behaviour</p> <p>d) The existence of the Theta Nathi service will be broadcast to clients while waiting to be transferred to their respective officials</p> <p>e) Feedback to Directorate Communication through the "Contact WCED Form" in the WCED Online website</p> <p>f) Complaints are referred to the Switchboard Manager</p>	<p><b>Courtesy:</b></p> <p>a) All callers (clients) were welcomed to the WCED Head Office and dealt with dignity, while asked how the officials can be of service.</p> <p>b) Telephone downtime is experienced by WCED officials at head office buildings. The WCED is currently in the process of procuring a new telecommunication solution via the WCG broadband contract</p> <p>c) The Theta Nathi complaints and compliments mechanism, which is a means to complain about officials' behaviour, is published on the WCED Service Charter</p> <p>d)-f) Internal complaints received during the reporting year were immediately addressed with Switchboard staff and successfully resolved. The Feedback mechanism, answered 1 233 queries received via the "Contact the WCED" facility on the WCED Online website</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<b>Openness and Transparency:</b> a) No suggestions to improve the Client Contact centres via the WCED website were received during the reporting period b) No suggestions to improve the Client Contact centres via the suggestion boxes were received during the reporting period c) 4.3% of received comments from the 2014 Customer Satisfaction Survey were directed at the WCED Website of which only 11 could be construed as complaints. No concrete suggestions to improve the service were recorded d) 36% of recorded comments from the 2014 Customer Satisfaction Survey were complaints, which is an improvement from the previous year's survey results of 59% e) Policy for telecommunication management services was updated and amendments were approved	<b>Openness and Transparency:</b> a) On the WCED website b) Client Contact centres have suggestion boxes for client comment c) Input received in the suggestion boxes is monitored, reported upon and feasible input incorporated into the WCED telecommunication management policies d) The annual Customer Satisfaction Survey assesses the perception of WCED services and offer opportunity for critique, suggestions for improvement and complaints e) The telecommunication management policy is reviewed annually	<b>Openness and Transparency:</b> a) No suggestions to improve the Client Contact centres via the WCED website were received during the reporting period b) WCED Walk-in Centre staff collates, captures, analyses and acts upon feedback provided via the suggestion box in the Centre c) 4.4% of received comments recorded within the 2015 Customer Satisfaction Survey were directed at the WCED website of which only 12 could be construed as complaints vs. 32 compliments. No concrete suggestions to improve the service were recorded d) 50% of recorded comments from the 2015 Customer Satisfaction Survey were complaints. e) The telecommunication management policy was reviewed but placed on hold until the new system is installed
<b>Value for Money:</b> a) Switchboard operators received calls for the Call Centre on a daily basis. The PABX system could not provide the necessary statistics b) Dedicated lines for WCED safe schools and Examination lines (during Peak periods) were shared with clients, for information c) 1 additional dedicated operator assisted with the calls to Head Office buildings during the reporting period d) Assistive devices were used to support staff with visual impairment at the switchboard e) Policy for telecommunication management services and support is logged on the WCED website f) Policy for telecommunication management services was updated and amendments were approved	<b>Value for Money:</b> a) Callers wishing to enquire about corporate services (Human Resources, and Financial Management) matters are referred to the WCED Call Centre for dedicated attention via the switchboard b) Dedicated lines for WCED Safe Schools and Examination lines (during Peak periods) are shared with clients, for information c) 4 dedicated operators manage the calls to Head Office buildings d) Assistive devices are used to support staff with visual impairment challenges at the switchboard e) Policy for telecommunication management services and support is logged on the WCED website f) Policy for telecommunication management services is updated as amendments are approved	<b>Value for Money:</b> a) Switchboard operators received calls for the Call Centre on a daily basis. The PABX system could not provide the necessary statistics to support accurate reporting b) Dedicated lines for WCED Safe Schools and Examination lines (during Peak periods) were shared with clients, for information c) 4 dedicated operators and 1 relief operator managed the calls to Head Office buildings d) Assistive devices were used to support the staff member with visual impairment challenges at the switchboard e) Policy for telecommunication management services and support is logged on the WCED website. The 2015 Customer Satisfaction Report shows continuous improvement in respect of Safe Schools Support from the Head Office as well as from the Education District Offices to schools for the periods 2013 till 2015 f) The telecommunication management policy was reviewed but placed on hold until the new system is installed

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Current/actual arrangements	Desired arrangements	Actual achievements
<p><b>Providing first line of support to victims of abuse, violence and school crime at WCED institutions</b></p> <p><b>Consultation:</b></p> <p>a) The Cyber Call system and PABX systems have not been replaced. The State Information Technology Agency (SITA) has completed a tender process for a new comprehensive system. The WCED is waiting for confirmation of the successful bidder</p> <p>b) A survey form was developed to gather service perceptions manually. It was concluded and approved for use in the 2015/16 financial year</p> <p>c) A survey form was developed to gather service perceptions manually. It was concluded and approved for use in the 2015/16 financial year</p> <p>d) Direct consultation with enquirers (callers) took place while calls were logged and cases were followed through</p> <p>e-g) The Customer Satisfaction Survey over the period 2012 – 2014 indicated improvement in the services offered by Safe Schools</p>	<p><b>Consultation:</b></p> <p>a) Full implementation of an online rating of services</p> <p>b) Telephone consultations</p> <p>c) Districts consult with safe schools clusters</p> <p>d) Direct consultations with enquirers (callers) take place while calls are logged and cases are followed-through</p> <p>e) The annual Customer Satisfaction Survey is a source of consultation as educators are targeted</p> <p>f) The District website feedback facility</p> <p>g) The Theta Nathi complaints and compliments mechanism input is used to improve current service delivery levels</p>	<p><b>Consultation:</b></p> <p>a) The WCED accepted SITA's recommendation for a new contact centre management system from Interactive Intelligence (ININ) following a tender process. ININ has installed the system, which has replaced the Cyber Call system in the WCED and Safe Schools Call Centres</p> <p>b) A survey form was developed to gather service perceptions manually</p> <p>c) The WCED Safe schools Programme plan and execute collectively with National-, Provincial Government Departments, Local Municipalities, Parastatals and NGO's on shared challenges of communities of the Western Cape</p> <p>d) Direct consultation with enquirers (callers) took place while calls were logged and cases were followed through</p> <p>e-g) The 2015 Customer Satisfaction Report illustrate continuous improvement in respect of Safe Schools Support from the Head Office, as well as from the Education District Offices to schools for the periods 2013 till 2015</p>
<p><b>Access:</b></p> <p>a) 2<sup>nd</sup> Floor Grand Central Building (via telephone/professional call centre). Shared call number 0861 923 322</p> <p>b) Toll free Safe Schools line: 0800 45 46 47</p> <p>c) Operating hours of the Call Centre: 07:00 – 17:00. After hours recording of enquiries was followed-up on the next working day</p>	<p><b>Access:</b></p> <p>a) 2<sup>nd</sup> Floor Grand Central Building (via telephone/professional call centre)</p> <p>b) Toll free line: Safe Schools: 0800 45 46 47</p> <p>c) Operating hours of the Call Centre are: 07:30 – 16:00. After hours recording of enquiries</p>	<p><b>Access:</b></p> <p>a) 2<sup>nd</sup> Floor Grand Central Building (via telephone/professional call centre). Shared call number 0861 923 322</p> <p>b) Toll free Safe Schools line: 0800 45 46 47</p> <p>c) Switchboard operates from 7:00 to 16:00 (Monday to Friday). The Call Centre operates from 7:30 to 17:00 (Monday to Friday). For after hours, there is an option to select the call back function. Call back is conducted first thing in the morning to recorded messages</p>



Current/actual arrangements	Desired arrangements	Actual achievements
<p><b>Courtesy:</b></p> <ul style="list-style-type: none"> <li>a) Education Safety Manager attended to all queries timeously</li> <li>b) The online feedback system which replaced Theta Nathi system reported no specific telephone management complaints for the reporting period</li> <li>c) All callers (clients) were welcomed to the WCED Head Office and dealt with dignity, while asked how the callers can be assisted</li> <li>d) The online feedback system which replaced the Theta Nathi system reported no specific telephone management complaints for the reporting period</li> <li>e) If and when complaints were registered, these registered complaints were discussed at scheduled meetings held for redress with District Coordinators and Fieldworkers</li> </ul>	<p><b>Courtesy:</b></p> <ul style="list-style-type: none"> <li>a) Education Safety Manager attended to all queries timeously</li> <li>b) Feedback to Directorate Communication through the "Contact WCED Form" in the WCED Online website</li> <li>c) All callers (clients) are welcomed to the WCED Head Office and dealt with dignity, while asked how the consultants can be of service</li> <li>d) The Theta Nathi complaints and compliments mechanism is used to seek redress, if standards are not met</li> <li>e) District website feedback facility</li> </ul>	<p><b>Courtesy:</b></p> <ul style="list-style-type: none"> <li>a) Education Safety Manager attended to all queries and exhibited courtesy</li> <li>b) WCED responded to 1 233 queries received via the WCED Online feedback facility</li> <li>c) All callers (clients) were welcomed to the WCED Head Office and dealt with dignity, while asked how the callers can be assisted</li> <li>d) The online feedback system which replaced the Theta Nathi system reported no specific telephone management complaints for the reporting period</li> <li>e) If and when complaints were registered, these registered complaints were discussed at scheduled meetings held for redress with District Coordinators and Fieldworkers</li> </ul>
<p><b>Openness and Transparency:</b></p> <ul style="list-style-type: none"> <li>a) The online feedback system which replaced Theta Nathi system reported no specific telephone management complaints for the reporting period. Suggestion boxes were not utilised</li> <li>b) The Customer Satisfaction Survey over the period 2012 – 2014 indicated improvement in the services offered by Safe Schools</li> <li>c) The Safe Schools District Coordinators and the Safe Schools Fieldworkers at the district perform services of the Safe Schools Call Centre. Job descriptions have been amended to accommodate these factors</li> <li>d) No telephone marketing was performed during the reporting period using the Safe Schools Call Centre</li> </ul>	<p><b>Openness and Transparency:</b></p> <ul style="list-style-type: none"> <li>a) On the WCED website and in the Client Contact centres have suggestion boxes for Client input</li> <li>b) The annual Customer Satisfaction Survey assesses the perception of WCED services and offer opportunity for critique, suggestions for improvement and complaints</li> <li>c) Safe Schools Coordinators at District level include the services of the Safe Schools Call Centre</li> <li>d) Telephone marketing</li> </ul>	<p><b>Openness and Transparency:</b></p> <ul style="list-style-type: none"> <li>a) WCED answered 1 233 queries received via the "Contact the WCED" facility on the WCED Online website. The WCED Walk-in Centre collated input to the suggestion box to improve service, as required</li> <li>b) Continuous improvement of the recorded feedback in respect of the services offered by Safe Schools has been recorded via the Customer Satisfaction Survey over the period 2012 – 2015</li> <li>c) The Safe Schools District Coordinators and the Safe Schools Fieldworkers at the District include services of the Safe Schools Call Centre</li> <li>d) Telephone marketing was performed during the reporting period using the Safe Schools Call Centre</li> </ul>

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Current/actual arrangements	Desired arrangements	Actual achievements
<p><b>Value for Money:</b></p> <p>a) 3 890 safe schools calls required further assistance and support. There were:</p> <ul style="list-style-type: none"> <li>• 738 crime related incidents;</li> <li>• 1 097 reports on burglary and vandalism;</li> <li>• 439 abuse cases reported – of which 39 were related to bullying and 277 calls needed counselling and psychological support; and</li> <li>• A further 538 calls related to School Governing Body issues</li> </ul> <p>b) The Safe Schools Fieldworkers followed up on truant learners, assessed learner problems and facilitated the re-integration of learners to school by partnering with the relevant role-players such as the Department of Social Development</p> <p>c) The Safe Schools Fieldworkers mentored and coached learners at risk to ensure that learners accessed services they needed</p> <p>d) The Safe Schools Call Centre logged 267 truancy incidents, of which 220 were referred to the district for intervention by the Safe Schools Fieldworker</p> <p>The 23 Safe Schools Fieldworkers facilitated the Safe Schools Youth Clubs as part of the holiday programme</p> <p>72 youth clubs have been established</p> <p>115 holiday programme venues catered for 15 485 learners</p>	<p><b>Value for Money:</b></p> <p>a) While the Call Centre staff complement is small and the numbers of calls registered are minimal, the real value adding work is done in the field, through partnerships, use of Safety Fieldworkers and Psychologists</p> <p>b) Safety Fieldworkers follow up on truant learners and assess learner problems</p> <p>c) Provide mentoring and coaching to learners at risk and to ensure that learners access services they need</p> <p>d) Facilitate the Safe Schools Youth Clubs as part of the holiday programme</p>	<p><b>Value for Money:</b></p> <p>a) 3 411 (55%) safe schools calls needed further assistance and support. There were:</p> <ul style="list-style-type: none"> <li>• 709 crime related incidents;</li> <li>• 959 reports on burglary and vandalism;</li> <li>• 463 (7.5%) abuse cases reported – of which 58 were related to bullying and 392 (6%) calls needed counselling and psychological support. Smaller categories were identified as "other" non-specific. New system will allow for improved reporting; and</li> <li>• A further 454 calls were queries related to School Governing Body issues</li> </ul> <p>b) The Safe Schools Fieldworkers followed up on truant learners, assessed learner problems and facilitated the re-integration of learners to school by partnering with the relevant role-players such as the Department of Social Development</p> <p>c) The Safe Schools Fieldworkers mentored and coached learners at risk to ensure that learners accessed services they needed</p> <p>d) The Safe Schools Call Centre logged 179 truancy incidents, of which 170 were referred to the district for intervention by the Safe Schools Fieldworker. This is in addition to the referrals by schools directly to the district office in accordance with the Learner Attendance Policy</p> <p>The 23 employed Safe Schools Fieldworkers facilitated the Safe Schools Youth Clubs as part of the Holiday programme. 2 900 after-school programmes and 6 000 holiday programmes across all 8 Education Districts within the Western Cape were conducted which included the following interventions and respective target groups:</p> <ul style="list-style-type: none"> <li>• Occupational Health and Safety Act (OHSA) Training (Principal, Deputy Principal and Safety Officer);</li> <li>• Substance Abuse Training: Drug Testing and Search and Seizures (Principal, Safety Officer and an additional Educator of a different gender);</li> </ul>

Current/actual arrangements	Desired arrangements	Actual achievements
<b>Value for Money:</b>	<b>Value for Money:</b>	<b>Value for Money:</b> <ul style="list-style-type: none"> <li>Conflict Management and Peer Mediation (Learners - Grades 6, 8 and 9, Educators, Principals, Support staff, Safety Committees, School Safety Coordinators, Safety and other volunteers on school premises); and</li> <li>Youth Development (Learners, Educators, Principals, Support staff, Safety Committees, School Safety Coordinators, Safety and other volunteers on school premises)</li> </ul>

#### Service delivery information tool

Current/actual information tools	Desired information tools	Actual achievements
<b>Provide Telecommunication Service at WCED Head Office</b>		
a) All internal clients and clients who are linked to the received official correspondence (circulars/circular minutes). These are stored on the website for general clients	a) All internal clients and clients linked to the schools are communicated with via official correspondence (circulars/circular minutes), which are stored on the website for general clients to access	a) The Telecommunication Section communicated prolonged breakdowns of telephone services to internal clients
b) Letterheads including the site specific Service Delivery Charter per District and Head Office are accessible at all education sites and support offices	b) Letterheads including the Service Delivery Charter, accessible at all education sites and support offices	b) All internal clients and clients linked to the schools are communicated with via official correspondence (circulars/circular minutes), which are stored on the website for general clients to access. WCED Online provides 24/7 access to all circulars and circular minutes issued by the Department
c) E-mail	c) E-mail	c) Letterheads including the site specific Service Delivery Charter per District and Head Office, accessible at all education sites and support offices
d) Western Cape Education Departmental website	d) Western Cape Education Department website	d) E-mail
e) The Switchboard Manager and/or the respective Deputy Director communicated to internal clients via e-mail concerning intermitted breakdown of telephone services	e) Switchboard Manager	e) Western Cape Education Department website

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Current/actual information tools	Desired information tools	Actual achievements
<p><b>Providing first line of support to victims of abuse, violence and school crime at WCED institutions</b></p> <p>a) Scheduled meetings were held with District Coordinators and Fieldworkers</p> <p>b) Distributed brochures at events with information tables</p> <p>c) Distributed brochures at events with information tables. The Safe Schools Call Centre number is printed on all official letterheads and stationery</p> <p>d) The Safe Schools Call Centre provides the District with statistics of all incidents which assists them with the planning of developmental and intervention programmes</p> <p>e) The Safe Schools Call Centre number was printed on all official WCED Letterheads including the Service Delivery Charter which is accessible at all education sites and support offices</p> <p>f) The Safe Schools Call Centre number appears on all WCED letterheads and stationery. The number also appears on the hand held metal detectors as well as marketing merchandise such as Occupational Health and Safety (OHS) information boards and other signage (prohibiting illegal substance and dangerous weapons) at all schools</p>	<p>a) Safe Schools Cluster meetings</p> <p>b) Distribute brochures at events</p> <p>c) Information tables at events</p> <p>d) District website feedback facility</p> <p>e) The Safe Schools Call Centre number is printed on all official WCED Letterheads including the Service Delivery Charter, accessible at all education sites and support offices</p> <p>f) Marketing merchandise is distributed annually to improve information sharing and to advertise the unique service on offer</p>	<p>a) Scheduled meetings were held with District Coordinators and Fieldworkers</p> <p>b) Distributed brochures at events with information tables</p> <p>c) Distributed brochures at events with information tables. The Safe Schools Call Centre number is printed on all official letterheads</p> <p>d) The Safe Schools Call Centre number is printed on all official letterheads and stationery. The 2015 Customer Satisfaction Report illustrated continuous improvement in respect of Safe Schools Support from the Head Office as well as from the Education District Offices to schools for the periods 2013 till 2015</p> <p>e) The Safe Schools Call Centre number was printed on all official WCED Letterheads including the Service Delivery Charter, accessible at all education sites and support offices</p> <p>f) Marketing merchandise is distributed to improve information sharing and advertise the unique services on offer. The Safe Schools Call Centre number appears on all WCED letterheads and stationery. The number also appears on the hand held metal detectors as well as marketing merchandise such as Occupational Health and Safety (OHS) information boards and other signage (prohibiting illegal substance and dangerous weapons) at all schools</p>

### Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
<p><b>Provide Telecommunication Service at WCED Head Office</b></p> <p>a) The online feedback which replaced the Theta Nathi system reported no specific external telephone management complaints for the reporting period</p> <p>b) No telephonic complaints via the feedback mechanism were recorded for the period</p> <p>c) The online feedback which replaced the Theta Nathi system reported no specific external telephone management complaints for the reporting period</p> <p>d) The online feedback which replaced the Theta Nathi system reported no specific external telephone management complaints for the reporting period</p> <p><b>Providing first line of support to victims of abuse, violence and school crime at WCED institutions</b></p> <p>a) The Education Safety Manager takes appropriate action when receiving complaints; these include mediating with the affected person/s and/or intervention/ remedial steps for the Safe Schools Call Centre Consultant through on the job training. According to the Cyber Call System the Safe Schools Call Centre received 6 460 calls (partial recording because of faults on the system). These calls included incidents relating to burglary and vandalism, crime and violence, gangsterism, abuse and School Governing Body Queries</p> <p>b-d) The online feedback (replaced Theta Nathi) system reported no specific telephone management complaints for the reporting period. The Customer Satisfaction Survey over the period 2012 – 2014 indicated improvement in the services offered by Safe Schools</p>	<p>a) Theta Nathi statistics are monitored, reported upon and strategies to address and improve status quo implemented</p> <p>b) The Theta Nathi complaints and compliments mechanism is used to seek redress, if standards are not met</p> <p>c) Complaints are referred to the Switchboard Manager</p> <p>d) Feedback facility on website</p> <p>a) Education Safety Manager monitors complaints and take appropriate action</p> <p>b) Call Centre Manager for complaints</p> <p>c) Feedback facility on website</p> <p>d) The Theta Nathi complaints and compliments mechanism is used to seek redress, if standards are not met</p>	<p>a-b) 1 complaint regarding WCED's Switchboard closure during lunch time (between 12:30 – 13:00) was received. The system was reprogrammed and WCED's switchboard operating times are now from 07:00 – 16:00, Monday to Friday</p> <p>c-d) The online feedback which replaced the Theta Nathi system reported no specific external telephone management complaints for the reporting period</p> <p>a) The Education Safety Manager takes appropriate action when receiving complaints; these included mediating with the affected person/s and/or intervention/ remedial steps for the Safe Schools Call Centre Consultant through on the job training. Safe Schools Consultants manually recorded statistics due to the dysfunctional Cyber Call System and recorded 6 180 calls. These calls included incidents relating to burglary and vandalism, crime and violence, gangsterism, abuse and School Governing Body Queries</p> <p>b) Call Centre Manager available to attend to all related complaints. The Call Centre received no written complaints in 2015/16 and nine written messages congratulating client service agents for excellent service</p> <p>c) WCED replied to 1 233 queries received via the online feedback facility</p> <p>d) The 2015 Customer Satisfaction Report illustrated continuous improvement in respect of Safe Schools Support from the Head Office as well as from the Education District Offices to schools for the periods 2013 till 2015</p>

## **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 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 Finance. The Chief Directorate for People Management reports to the Head of Department, as do the Directorates for Communication and for Business Strategy and Stakeholder Management.

The Department aims to offer a responsive and efficient organisational culture and to improve its business processes and systems. 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. The WCED is in the process of revising the service delivery model in the education districts. Care has been taken to minimise negative impact on schools through the introduction of the new service model.

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 TVET colleges.

### *Changes in the year under review*

The WCED aims to mitigate any potential negative impact of changes to management structures through timeous advertisement and filling of posts.

Mr John Lyners, long-serving Deputy Director General, retired at the end of April 2016. Mr Tau Matseliso was appointed in his place. Ms Marcia Harker, DDG for Education Planning, went to the Gauteng Department of Transport on transfer in October 2015 and Mr Archie Lewis has been acting in her post.

A new Director: Management Accounting, Ms Merle Kock, assumed duty on 1 June 2015. The Directorate for Internal Control reported to the Chief Financial Officer from 2015/16.

Ms Zan Rhoxo, Director of Education District office for Eden and Central Karoo, retired in 2015, and was succeeded by Mr Desmond Maarman. Mr Benjamin Schereka was appointed into the post of Director: Metro East Education District.

Ms Zodwa Modimakwane was promoted to a post at Umalusi and succeeded by Mr Blackie Swart as Director: Assessment Management. Mr Norman Daniels retired at the end of January. Mr Tau Matseliso had been appointed into that post but was then nominated for the post of DDG so the post of Director: Service Benefits was advertised and the new appointee, Ms Devigi Pillay, will assume duty on 1 June 2016.

A new Chief Director for Business Intelligence Management, Mr Salie Abrahams, started in November 2015. An additional directorate was created, namely that of Infrastructure Planning and Mr Gerrit Coetzee started in this post in January 2016.

### WCED activities – scope and scale

<b>Learners</b>	
Learners in Public Ordinary Schools Grades 1 – 12 inclusive	985 315
Learners in Grade R in Public Ordinary Schools	64 648
Learners in Grade R at Independent Sites	18 854
Learners in Special Needs' Schools	20 139
Learners in Independent Schools	48 153
<b>Total</b>	<b>1 137 109</b>
<b>Staff</b>	
Educators	32 039
Public service staff (approved establishment)	8 802
<b>Total</b>	<b>40 841</b>
<b>Institutions</b>	
Public ordinary schools	1 457
Schools for learners with special needs	72
District offices	8

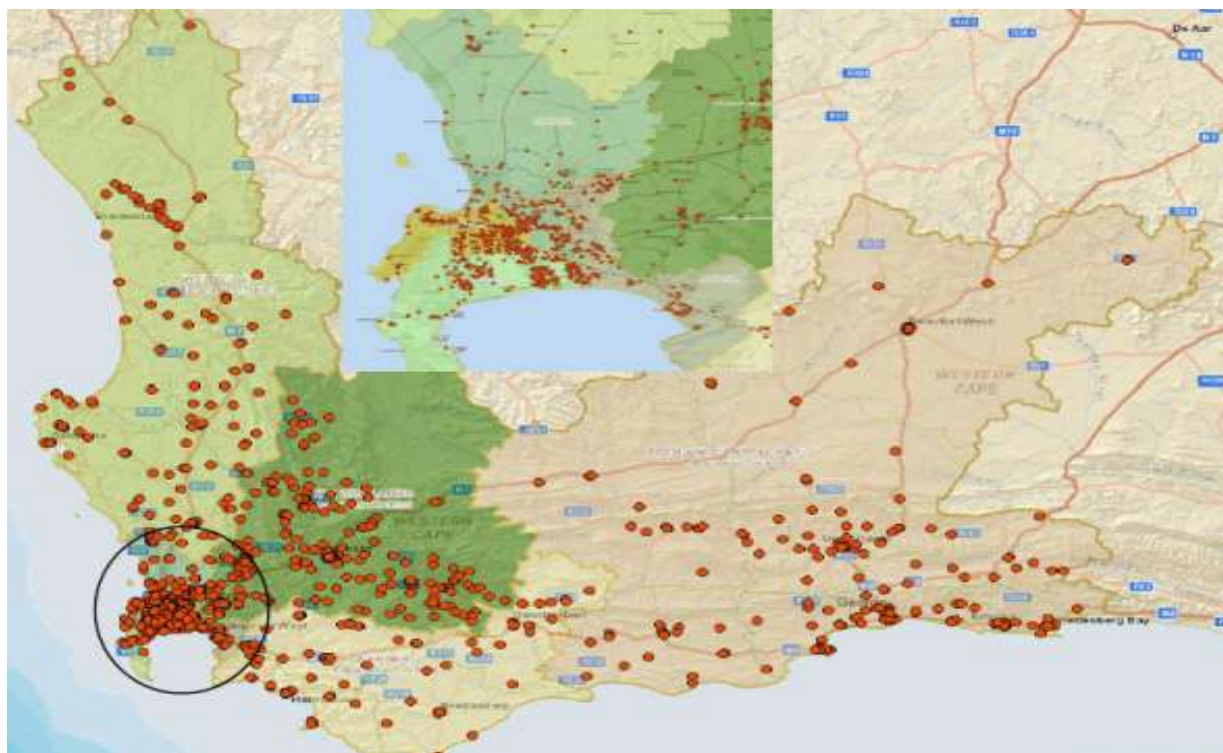
Institutions current (All public ordinary schools) (31 March 2016)

Enrolment Source 2015: Annual Survey for schools pre-Grade R to matric;

Educators: PERSAL: 2015

The eight education district offices are made up of 49 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		1	2	3	4	5	6	7	8	Total
Cape Winelands	Schools	39	35	33	38	30	30	31	36	272
	Learners	24 864	24 760	21 714	12 612	13 786	21 598	9 808	9 586	138 728
Eden and Central Karoo	Schools	29	32	24	32	36	37	29		219
	Learners	8 733	23 330	23 009	19 696	12 212	14 185	14 151		115 316
Metro Central	Schools	32	44	36	35	30	33			210
	Learners	20 624	21 634	20 889	22 377	20 196	22 247			127 967
Metro East	Schools	26	23	25	23	23	26			146
	Learners	24 582	25 857	23 454	22 069	21 319	29 254			146 535
Metro North	Schools	28	28	30	27	33	31	31		208
	Learners	26 363	20 452	34 219	25 415	21 984	19 957	33 261		181 651
Metro South	Schools	34	35	28	16	17	30	30		190
	Learners	26 469	21 417	17 275	11 875	18 512	32 303	29 799		157 650
Overberg	Schools	28	30	25						83
	Learners	10 129	19 495	9 868						39 492
West Coast	Schools	25	25	23	25	31				129
	Learners	14 244	9 169	16 711	7 464	9 913				57 501
<b>Grand Total</b>	<b>Schools</b>	<b>241</b>	<b>252</b>	<b>224</b>	<b>196</b>	<b>200</b>	<b>187</b>	<b>121</b>	<b>36</b>	<b>1 457</b>
	<b>Learners</b>	<b>156 008</b>	<b>166 114</b>	<b>167 139</b>	<b>121 508</b>	<b>117 922</b>	<b>139 544</b>	<b>87 019</b>	<b>9 586</b>	<b>964 840</b>



## 2.4 Key policy developments and legislative changes

The Minister of Basic Education, acting under section 4(1) of the *Use of Official Languages Act, 2012 (Act 12 of 2012)*, published her intention to adopt a language policy for the Department of Basic Education in *Government Notice 325, in Government Gazette No. 38679, dated 7 April 2015* and called for written submissions by stakeholders and interested members of the public. The draft policy includes aspects such as the use of official languages by the Department of Basic Education, capacity building, communication with members of the public whose language of choice is not one of the official languages of the Republic of South Africa, communication with members of the public whose language of choice is South African Sign Language and complaints mechanisms.

A call for written submissions from stakeholder bodies and members of the public was published on 5 May 2015 in *Government Gazette No. 38763, Government Notice 395 of 2015*, by the Minister of Basic Education which stated the intention to approve the *Draft Policy of the Department of Basic Education on HIV, STIs and TB* in terms of section 3(4) (o) of the *National Education Policy Act, 1996 (Act 27 of 1996)*. The draft policy includes guiding principles and policy themes such as enabling environment, prevention, treatment, care, counselling and support, impact mitigation, workplace issues and the management of policy response in terms of HIV, STIs and TB.

A call for written submissions from stakeholder bodies and members of the public on the *Draft Amendment Policy pertaining to the Conduct, Administration and Management of the Senior Certificate Examination* was published in *Government Gazette No. 38771 on 25 May 2015, Government Notice 410*, by the Minister of Basic Education. The published draft amendments included amendments to the *National Policy on the Conduct, Administration and Management of the Assessment of the Senior Certificate*, published by means of *Government Notice No. 1081 in Government Gazette No. 26789 of 17 September 2004* and amended as *Government Notice No. 827 in Government Gazette, No. 30267 of 7 September 2007*; and *Government Notice No. 1151 in Government Gazette, No. 31535 of 31 October 2008*.

The Department of Basic Education published a notice in the *Government Gazette No. 38820 dated 25 May 2015, Government Notice 435*, where approval was granted to call for written submissions from stakeholders on the *Draft Amended Regulations for the Issuing of Certificates by the Council for Quality Assurance in the General and Further Education and Training, in terms of section 27 of the General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)*. The Draft Regulations will amend certain sections of the regulations by way of insertions and deletions which will regulate the issuing of certificates by the Council for Quality Assurance in General and Further Education and Training.

The Minister of Basic Education has, in terms of sections 3(4)(l) and 7 of the *National Education Act, 1996 (Act 27 of 1996)*, through publication in *Government Gazette No. 39006 dated 20 July 2015, Government Notice 620*, called for written submissions from stakeholders on the *National Policy on the Conduct, Administration and Management of the Annual National Assessment (ANA)*. This policy document will form the basis for the Minister of Basic Education to determine the norms and standards, as well as the processes and procedures for the

conduct, administration and management of the Annual National Assessment (ANA), which is part of learner achievement as stipulated in section 6A (2) of the *South African Schools Act, 1996 (Act 84 of 1996)*. This policy will therefore be applicable to all public and independent schools.

The Minister of Basic Education, in terms of the *National Education Policy Act, 1996 (Act 27 of 1996)* and the *South African Schools Act, 1996 (Act 84 of 1996)* published a call for written submissions from stakeholder bodies and members of the public on the draft *Regulations Relating to Minimum Uniform Norms and Standards for Provincial Teacher Development Institutes and District Teacher Development Centres In South Africa* in Government Gazette No. 39038, Government Notice 657, dated 31 July 2015. The aim of the draft regulations is to provide a regulatory framework to address some of the core issues related to the roles of institutes and centres referred to in the document, with particular focus on infrastructure and equipment, staffing, governance and management and funding.

Notice 482, published in Government Gazette 38822 of 29 May 2015, stated the intention of the Minister of Public Works to amend the *Construction Industry Development Regulations*, published under Government Notice 692, Government Notice 26427, dated 9 June 2004.

On 25 May 2015 the Minister of Basic Education published a call for comments in Government Notice 420 in Government Gazette No. 38810 on the draft *National Policy pertaining to the conduct, administration and management of the Senior Certificate Examination*. This draft document makes, amongst others, provision for bodies involved in the quality assurance of the assessment, admission fees and concessions.

The Minister of Basic Education called for comments on the *Determination of Minimum Outcomes and Standards and a National Process and Procedures for the Assessment of Learner Achievement as stipulated in the Policy Document, National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12* in Government Gazette No. 39405, dated 13 November 2015, as published in Government Notice 605. It covers amendments to subjects and time allocation per subject.

The *Draft Amendments to the Policy Document, National Policy pertaining to the Programme and Promotion Requirements of the NCS Grades R-12 and the conduct, administration and management of the Senior Certificate* was published for comment in Government Gazette No. 39399, Government Notice 605, dated 13 November 2015. It includes additions to the prescribed number of official languages and time allocation per subject.

### **New provincial legislative interventions**

The Western Cape Education Department is committed to exploring all possible options to improve access to quality education, especially in our poorest communities. The Department believes in working innovatively with schools and partners in government, the private sector, civil society and the donor community to ensure that we use all available resources to achieve this objective. The Department is implementing a wide range of measures to improve access to quality education in poor communities. The latest example is the *Policy on*

*Collaboration Schools Pilot Programme*, in partnership with education donors and support organisations which was approved on 31 August 2015.

A “Collaboration School” is a new type of public school, run in partnership between a non-profit school support organisation (the “operating partner”), and the WCED, which will oversee performance and will hold the school and the operating partner to account as part of the public education system. The pilot will enable school leaders and operating partners to access additional resources and will allow for greater management flexibility to explore new ways of improving the efficiency and effectiveness of schooling.

School operating partners will ensure intensive support to teachers and principals through training, additional resources, performance monitoring and regular feedback. The overall aim is to improve educational outcomes for learners in these schools.

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 have become redundant and some superfluous, as it is not aligned to the relevant legislative developments in South Africa.

The Western Cape Cabinet granted in-principle approval to prepare draft legislation to amend the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997) on 24 June 2015. The Amendment Bill, 2016, seeks to align the Act to make provision for certain policy developments within the current education landscape; furthermore it will make provision for necessary amendments where education has been divided into two separate entities, namely Basic Education and Higher Education. It will amend certain definitions, include new definitions and will rectify certain technical errors, such as obsolete expressions. Regulations in terms of the *Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)*, were prepared as follows:

*The Regulations on the Issuing of Performance Indicators Binding on Public Schools, 2015* were published in *Provincial Gazette Extraordinary No. 7399*, dated 2 June 2015. These Regulations were sent to public schools under cover of Circular 0036 of 2015, dated 29 June 2015. The Regulations set out indicators for public schools in order to monitor and evaluate the academic performance of the public school to enable the Department to assist, advise and provide the necessary support for the relevant public schools to enhance learning/learner achievement.

*The Regulations relating to the Establishment and Functions of the Education Council*, were published in the *Provincial Gazette Extraordinary No. 6910*, dated 26 September 2011. These Regulations include the composition of the Education Council, the term of office of members, disqualification and termination of membership, dissolution of the Council, vacancies on the Education Council, the Executive Committee and meetings and procedures. *The Regulations relating to the Establishment and Functions of the Education Council, 2011: Amendment 2015*, were published on 14 December 2015 in *Provincial Gazette Extraordinary No. 7549*, *Provincial Notice 435* in order to make provision for amongst others a change in the composition of the Education Council, the delivery of an advisory report to the Provincial Minister, the term of

Council members, a change to the minimum number of meetings of the Council per year from 2 to 4 and some transitional provisions.

The *Western Cape Provincial Government Smoking Policy, 2015*, was approved by the Minister responsible for Education in the Province on 15 December 2015 and disseminated under cover of Circular 0001/2016.

### Challenges presented by policy matters

Schools:

The Regulations relating to Minimum Uniform Norms and Standards (November 2013) have an impact on planning for future buildings. The potential impact of these will need some time to gauge in respect of existing buildings and school sizes.

### 3. Strategic Outcome Oriented Goals<sup>1</sup>

<b>Strategic Outcome Oriented Goal 1</b>	Improvement in the level of language and mathematics in all schools
<b>Goal Statement</b>	<p>Learner academic performance in Language and Mathematics will improve so that:</p> <ul style="list-style-type: none"> <li>- Grade 3 learners achieve a pass rate of 50% in Language and 64% in Mathematics in externally set and administered tests</li> <li>- Grade 6 learners achieve a pass rate of 48% in Language and 40% in Mathematics in externally set and administered tests</li> <li>- Grade 9 learners achieve a pass rate of 53% in Language and 21% in Mathematics in externally set and administered tests</li> </ul>
<b>Strategic Outcome Oriented Goal 2</b>	Increase in the number and quality of passes in the National Senior Certificate
<b>Goal Statement</b>	<p>Learner academic performance in the national senior certificate (NSC) will improve so that:</p> <ul style="list-style-type: none"> <li>- The number of learners who pass in the NSC in 2019 will be 41 000.</li> <li>- The pass rate in 2019 will be 86%.</li> <li>- The number of learners achieving bachelor passes in 2019 will be 20 100.</li> <li>- The number of learners passing Mathematics in 2019 will be 11 770</li> <li>- The number of learners passing Physical Sciences in 2019 will be 9 500.</li> </ul>
<b>Strategic Outcome Oriented Goal 3</b>	Increase in the quality of education provision in poorer communities
<b>Goal Statement</b>	<p>The WCED will invest in support for schools in need so that:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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)</li> <li>- 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.</li> <li>- The retention rate (Grades 10 -12) increases to 68% by the end of 2019.</li> </ul> <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>

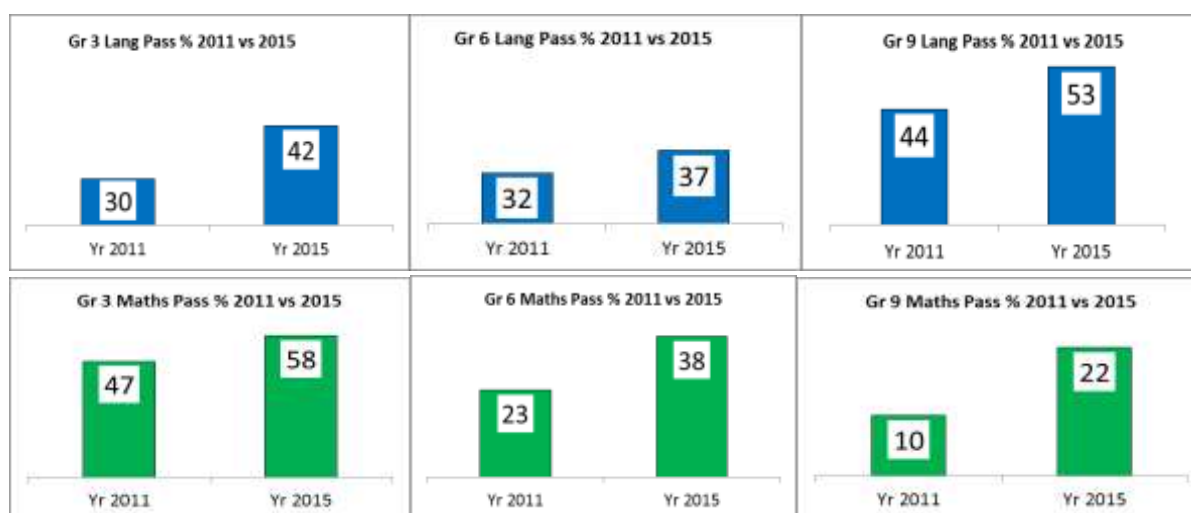
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<sup>1</sup> Note that the targets for the outer years were updated in the Annual Performance Plan of 2016/17. The targets set in 2015/16 are retained for this report

## Progress towards targets in Strategic Plan

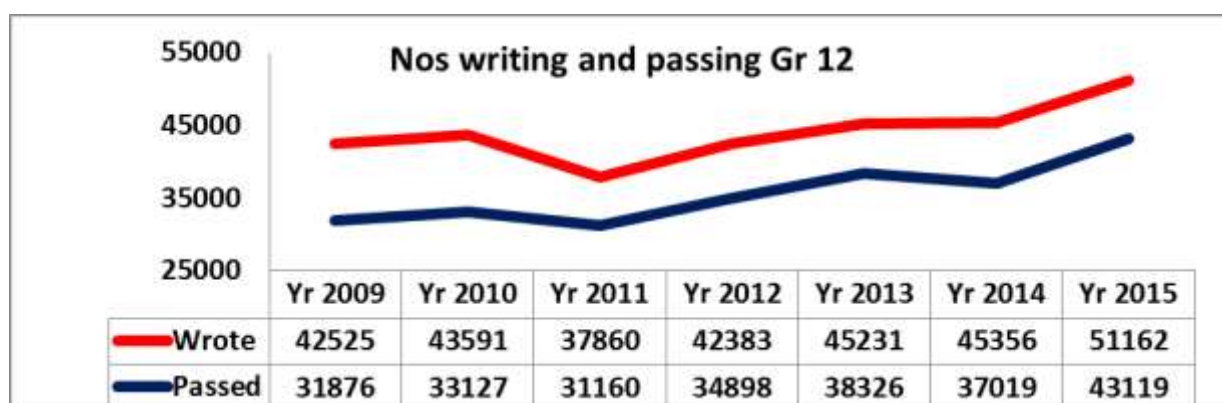
### Goal 1: Improvement in the level of language and mathematics in all schools

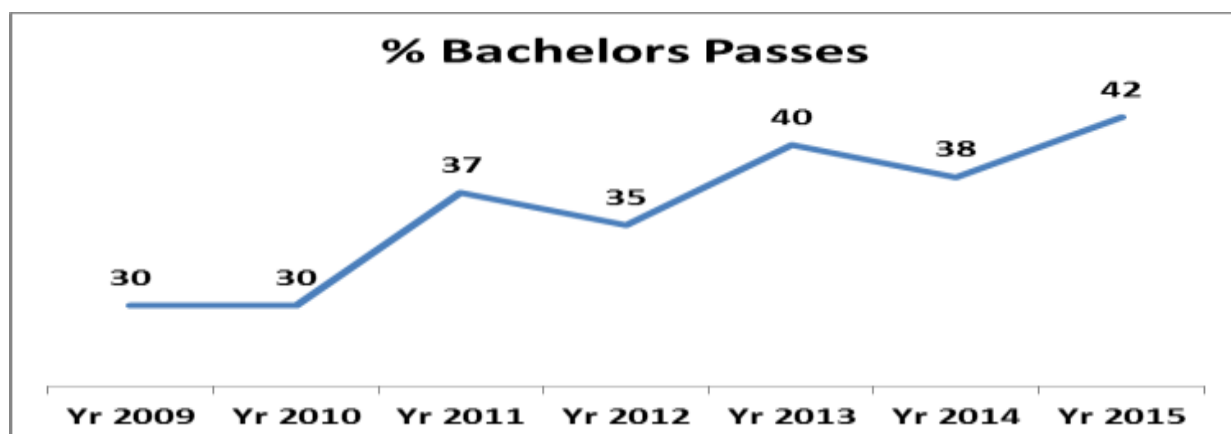
In 2015 the new Language and Mathematics Strategies, for Grades R -12 were prepared, consulted, finalised and initiated as set out in the five year plan. Although the Annual National Assessments were not formally concluded in 2015 the WCED Systemic Tests showed promising results, especially in Mathematics. As a result of greater improvements than predicted the five year targets were revised in the Annual Performance Plan of 2016/17.



Goals 2 and 3: "Increase in the number and quality of passes in the National Senior Certificate" and "Increase in the quality of education provision in poorer communities"

The WCED Pass Rate of 84.7% exceeded the target of 83.5%. As a result the five year target for the Pass Rate has been adjusted up from 86% to 88%





The full details are as follows.

WCED Comparative NSC results 2010 – 2015						
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

The results for the schools serving poorer communities (Quintiles 1 - 4) showed improvements as follows:

Pass rate per National Quintile (NQ) Public Schools only			
	Yr2014	Yr2015	Diff: '14 & '15
NQ1	66.5%	74.1%	7.6%
NQ2	68.6%	71.7%	3.2%
NQ3	71.3%	74.2%	2.9%
NQ4	77.9%	82.7%	4.8%
NQ5	92.2%	93.2%	1.0%
LSEN	84.4%	89.3%	4.9%
	81.6%	84.3%	2.7%

## 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-programmes<sup>2</sup>:

*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 Objectives<sup>3</sup>

Programme 1: Strategic Objectives	
<b>Strategic Objective 1.1</b>	<b>Develop and implement a 5 year teacher development plan.</b>
<b>Objective statement</b>	<ol style="list-style-type: none"> <li>1. Bi-annual meetings between WCED and HEIs and DHET to influence pre-service for teachers</li> <li>2. Develop and implement a five-year in-service teacher development plan (including responsiveness to information from testing; teacher profiling; training for e-learning)</li> <li>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</li> <li>4. Recruit, select and retain competent and quality principals and HoDs</li> </ol>
<b>Strategic Objective 1.2</b>	<b>Improve administrative and other support to schools, assisted incrementally by on-line services.</b>
<b>Objective statement</b>	<ol style="list-style-type: none"> <li>1. Provide all mandated services to schools efficiently and track satisfaction levels through complaints mechanisms and an annual customer satisfaction survey.</li> <li>2. Utilise 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)</li> <li>3. Education planning to be data-driven and accountable</li> </ol>

<sup>2</sup> 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.

<sup>3</sup> 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 98.54% of the approved adjusted budget for 2015/16.

Funds were directed to meet the goals of Action Plan 2015 and the three goals of the WCED. 74.0% of the budget was assigned to the compensation of employees (CoE), and over R1.464 billion to 7 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 educators 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 to the improvement of school infrastructure and 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 2014/15 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. The WCED allocated altogether 32 039 teacher posts for the 2015 school year because of the increase in learner enrolment. The WCED increased the 2016 allocation by a further 6 teacher posts.

The following table provides the post allocations for the 2011 to 2016 academic years:

<b>Academic Year</b>	<b>Posts allocated</b>
2011	30 989
2012	31 091
2013	31 091
2014	31 357
2015	32 033
2016	32 039



The WCED continuously strives to improve the learner: teacher ratio in the Foundation Phase. The WCED maintained an average learner: teacher ratio of 1:37 in primary schools and 1:33 in high schools over the period 2015/16.

Suitable placement of teachers in excess is vital to ensure that their skills are best utilised to contribute towards improved education outcomes. The salaries paid to teachers in excess impact negatively on options for the appointment of teachers that are needed elsewhere. During the period 1 April 2015 to 31 December 2015, the WCED reduced the number of excess educators by 84, as a consequence of a designed deployment plan.

The Policy on Incapacity Leave and Ill-health Retirement (PILIR) aims to ensure that only those who are entitled to leave with pay are granted this, and that there is no unnecessary delay in assessing eligibility for leave or over-payments for those not entitled to leave.

During the period 1 April 2015 to 31 December 2015, 623 Funza Lushaka bursary holders out of 819 who qualified as teachers at the end of 2014 were successfully placed in permanent, relief or temporary posts.

For the start of the school year in 2016, the WCED again focused on the permanent appointment of new entrants (which includes Funza Lushaka Bursary Holders). The success of the recruitment drive resulted in 1 010 new entrants being appointed. In total 1 128 educators were appointed permanently with effect from 1 January 2016.

In 2015 focus was also 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. This initiative meant that fewer people acted in promotion posts, the use of temporary staff was reduced and school stability enhanced.

The WCED continued to strengthen the appointment criteria and selection processes for principals by applying a Competency-Based Assessment (CBA) tool which was used to assist in the selection of Principals in 2015/16. Most candidates who participated in the CBA as part of the Recruitment and Selection process found the assessment useful for professional development. Feedback to individuals assisted in the development of informed Individual Development Plans for newly appointed principals. In addition, the WCED received requests from in-service Principals to participate in the CBA to assist them in developing skills for the improved functioning of the institutions which they manage.

The WCED has completed the profiling of Deputy Principal and Heads of Department posts in order to develop a CBA tool for these posts in 2016. Applicants for posts of Deputy Principal and Heads of Department can now also be subjected to CBA.

The data on new principal appointments in the table below includes appointments for the period 1 April 2015 – 31 March 2016 and reflects appointments at all public schools.

<b>New Principals per year</b>								
<b>Districts</b>	<b>Total no of schools</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Total</b>
Cape Winelands	272	22	20	10	19	25	25	121
Eden & Central Karoo	219	13	12	9	27	32	17	110
Metro Central	210	30	14	6	24	38	22	134
Metro East	146	21	6	10	12	29	19	97
Metro North	208	16	10	16	14	30	13	99
Metro South	190	18	8	8	5	25	16	80
Overberg	83	9	5	4	9	18	5	50
West Coast	129	13	11	5	15	14	6	64
<b>Total</b>	<b>1 457</b>	<b>142</b>	<b>86</b>	<b>68</b>	<b>125</b>	<b>211</b>	<b>123</b>	<b>755</b>

### Information and Communication

#### The Central Education Management Information System (CEMIS)

In 2015/16, the WCED Information System (CEMIS) focused on maintaining and enhancing existing business processes hosted via CEMIS. CEMIS continues to play a pivotal role in decision-making as it gathers enrolment data which is used to analyse historical trends and to support projections for planning purposes.

As in the past, CEMIS directly supported examination and assessment administration and registration processes; provided data for determining allocation of staff and was used for online surveys in ordinary and special schools and other administrative functions.

A quarterly school monitoring tool was used by district officials to track progress on specific areas of concern through EduInfoSearch. In 2015/16 school improvement plans were uploaded on CEMIS. The WCED also piloted the School Admission Management Information module on CEMIS and assisted schools and districts with the placement of learners for 2015.

In 2013, the WCED commenced with the use of an automated e-Recruitment system. All vacancies in 2015/16 were published via the on-line system. To date 49 564 users have registered on the system and 28 207 users completed profiles on the system

#### Communication

The total number of media reports mentioning the WCED increased from 4 280 in 2014/15 to 4 934 in 2015/16, indicating further intense interest in education in the province.

The WCED managed four campaigns during the year: to encourage early enrolment for the 2016 and 2017 school years; to support the department's Language and Mathematics strategies; and to support NSC examination preparation.

The WCED produced a range of publications, including a Matric Revision guide, a "Tips for Success" guide for Grade 12s, a study guide for Grade 10 to 12, the WCED's newspaper, *Education Update*, and *WCED@work*, a newsletter for officials.

The WCED's web site attracted more than one million visits (1 189 392 by 29 February 2016), averaging more than 100 000 visits per month (108 126).

Key online developments included the launch of the WCED's ePortal that provides access to digital teaching and learning resources. The ePortal is a key component of the province's eLearning Game Changer programme.

The ePortal provides a platform for extensive collaboration and sharing of resources, in line with the province's commitment to building partnerships, to create an enabling environment for education.

The WCED's online Matric Support site continued to attract attention. The site includes links to more than 300 short lessons on YouTube in Geography, Mathematics, Physical Sciences and Life Sciences. The videos attracted 301 594 views by 16 January 2016.

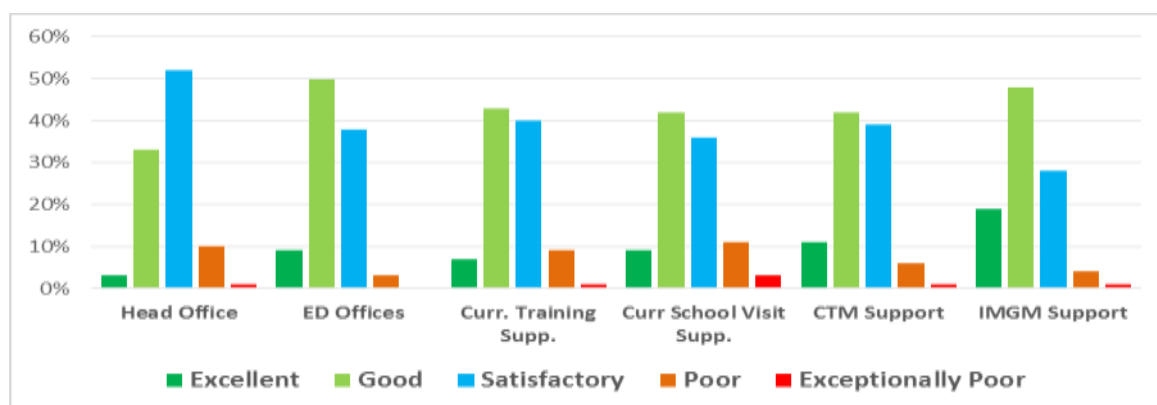
WCED Client Services operates a Walk-in Centre, a Visitors' Centre and a Call Centre. The average number of visits or calls to each centre were 3 165, 570 and 5 950 respectively.

The WCED Customer Satisfaction Survey was conducted for the seventh year in 2015. The sample surveyed was the second half of all schools in the province. In the previous five years one fifth of schools were sampled annually. In 2014 the first half of all schools was surveyed. In each year, five educators per school, at different post levels completed the questionnaires.

Respondents		
Job Title	Total	%
Principal	<b>256</b>	<b>23%</b>
Deputy Principal	<b>153</b>	<b>14%</b>
HOD	<b>222</b>	<b>20%</b>
Senior Educator	<b>103</b>	<b>9%</b>
Educator	<b>345</b>	<b>31%</b>
Other	<b>45</b>	<b>4%</b>
	<b>1124</b>	<b>100%</b>

Overall, the ratings show a steady improvement each year in the perceived service delivery levels since the first survey was conducted.

Support by Head Office and ED Managers						
Category	Period	Excellent	Good	Satisfactory	Poor	Exceptionally Poor
Head Office	2014	2%	31%	55%	10%	2%
	2015	<b>3%</b>	<b>33%</b>	<b>52%</b>	<b>10%</b>	<b>1%</b>
Education District Offices	2014	7%	47%	40%	5%	0,3%
	2015	<b>9%</b>	<b>50%</b>	<b>38%</b>	<b>3%</b>	<b>0%</b>
Curriculum Training Support	2014	6%	41%	42%	9%	2%
	2015	<b>7%</b>	<b>43%</b>	<b>40%</b>	<b>9%</b>	<b>1%</b>
Curriculum School Visit Support	2014	7%	42%	41%	9%	2%
	2015	<b>9%</b>	<b>42%</b>	<b>36%</b>	<b>11%</b>	<b>3%</b>
CTM Support	2014	9%	41%	42%	6%	1%
	2015	<b>11%</b>	<b>42%</b>	<b>39%</b>	<b>6%</b>	<b>1%</b>
IMG Manager Support	2014	17%	44%	35%	3%	1%
	2015	<b>19%</b>	<b>48%</b>	<b>28%</b>	<b>4%</b>	<b>1%</b>



### Accountability

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

In February 2015 and again in 2016, all schools completed online School Improvement Plans (SIPs), with targets for 3 years. The SIP specifies steps each school will take to meet the targets set in their SIPs. The value of the online improvement plan is that all schools focus on key improvement interventions. The SIP also forms part of the accountability system, since signatories to the plan are the principal, the SGB and the WCED.

In 2015, the WCED conducted quarterly School Improvement Monitoring, linked to the School Improvement Plans. The SIM for 2015/16 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. In particular, the data enabled the WCED to keep abreast of deliveries of workbooks and textbooks.

Accountability is extended through the oversight roles played by Provincial and National Treasury. All sections 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. Both Internal and External Audit processes 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 body provides assurance on the results for the National Senior Certificate. Their function includes moderation of assessment and examination processes in the Western Cape.

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.

Whole School Evaluations, 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.

142 schools were evaluated in 2015/16. A small school strategy was devised to visit 34 schools in rural areas in May and June 2015. The findings were shared in best practices and trend reports in addition to the extensive individual reports provided to the selected schools.

The 2nd Western Cape Education Council was formally constituted in terms of *The Regulations relating to the Education Council for the Province of the Western Cape* at a Western Cape Education Council meeting on 25 February 2015. The new council consisting of both previous and newly appointed members will, over the next 3 years, provide technical knowledge and expert advice to the Minister, including guidance on the improvement of language and mathematics, particularly in Grades 8 and 9 and in the Foundation Phase; the integration of ICT into the classroom; how to enhance parental involvement, which is an ongoing problem in education throughout the world; and how to ensure that all role players in education are accountable for what they are expected to do. In 2015, the council met four times.

### Strategic Objectives

Programme 1					
Strategic objectives	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	Comment on deviations
1.1.1 Teacher development plan	New	Plan developed	Plan scoped		Key principles have been agreed upon. Some details still to be addressed.
1.1.2 Teachers attending two week courses at the Cape Teaching and Leadership Institute	New	1 100	1 947	847	High demand for places and extra opportunities offered.
1.2. Number of schools using online management services to conduct business	New	1539	1 522	-17	All schools that are open use online services to conduct business. The figure is the average number for the year as the number of open schools changed during this period.

### Performance indicators

<b>Programme 1</b>					
Programme Performance Measure	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	Comment on deviations
PPM101: Number of public schools that use the school administration and management systems to electronically provide data to the national learner tracking system	1 524	1 539	1 522	-17	12 Schools Closed on 31 December 2015: Algernyskraal LB Primary, Boontjieskloof EK Primary, Buffelsfontein Laerskool, De Neus SSKV Primary, Dwarsrivier SSKV Primary, Lynedoch Primary, Ouplaas Laerskool, Palmietrivier VGK Primary, Rondevlei EK Primary, Swartheuwel NGK Primary, Uitvlugt UCC Primary, Urionskraal NGK Primary. As at 01 January 2016, 6 schools opened: Heatherlands High School; Forest Village Leadership Academy; Happy Valley Primary School; VRT Pitt Primary School; Kwanokuthula Primary School; Silverleaf Primary School Note: Open on the Master List but not included in the total: 1 Public Ordinary School, Protea Heights Primary, is marked for closure with 0 learners. There are 4 hospital schools with 0 learners. The figure is the average number over the year as the number of open schools changed during this period. 100% of open schools provide data to the national learner tracking system.
PPM102: Number of public schools that can be contacted electronically (e-mail)	1 524	1 539	1 522	-17	See above. 100% of open public schools are contactable electronically.
PPM103: Percentage of education current expenditure going towards non-personnel items	19.42%	20.63	18.87%	-1.76%	Budget pressures necessitated a shift in priorities.
PPM104: Number of schools visited by district officials for monitoring and support purposes.	New	1 539	1 522	-17	See above. 100% of open public schools have been visited by district officials for monitoring and support.

### 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)
- 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 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
- Review business processes as required
- Ensure ongoing improvement in the application of procurement procedures
- Update of all asset registers quarterly

### 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 educators 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
- Maintenance of the WCED asset register
- Payments to suppliers within 30 days
- Maintenance and further development of the Central Education Management Information System

### Sub-programme expenditure

Sub-Programme Name	2015/16			2014/15		
	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	7,663	6,917	746	6,504	6,504	-
1.2 Corporate Services	284,579	263,987	20,592	264,120	264,120	-
1.3 Education Management	990,251	928,826	61,425	361,789	356,751	5,038
1.4 Human Resource Development	1,552	1,552	-	1,330	1,330	-
1.5 Education Management Information System (EMIS)	33,327	29,406	3,921	32,916	32,916	-
Total	1,317,372	1,230,688	86,684	666,659	661,621	5,038

## 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-programmes<sup>4</sup>:

#### *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 educators and non-educators 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.<sup>5</sup>

### Strategic Objectives<sup>6</sup>

Programme 2: Strategic Objectives	
<b>Strategic Objective 2.1.</b>	<b>Develop and implement provincial curriculum management and support strategies</b>
<b>Objective Statement</b>	<ol style="list-style-type: none"> <li>1. Develop and implement a language strategy that ensures <ul style="list-style-type: none"> <li>- All learners meet the established reading fluency and writing norms per Grade in the primary school</li> <li>- An in-service training programme based on the needs identified via analyses of Grade 3, 6 and 9 language testing and the ANAs</li> </ul> </li> <li>2. Develop and implement a mathematics strategy that ensures <ul style="list-style-type: none"> <li>- 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.</li> <li>- There is an emphasis on improving the quality of Maths teaching throughout schooling with a focus on teaching in the Intermediate phase</li> <li>- High school learners who have the potential to do Mathematics are identified and enrol for Mathematics.</li> </ul> </li> <li>3. Develop and implement a curriculum management plan for the development of Science and Technical subjects</li> <li>4. Develop and implement a curriculum management plan to address specific needs in the Foundation and Intermediate Phases.</li> <li>5. Develop and implement a plan of action to support schools in the planning of curriculum offerings.</li> </ol>
<b>Strategic Objective 2.2.</b>	<b>Ensure improved school management</b>
<b>Objective statement</b>	<p>Develop support programmes and intervention schedules, summarised in the District Improvement Plans, that provide for the following:</p> <ol style="list-style-type: none"> <li>1. Ensure strong curriculum management in all phases of the school, with particular attention to Foundation Phase</li> </ol>

<sup>4</sup> 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.

<sup>5</sup> 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

<sup>6</sup> The Strategic Objectives as per the Strategic Plan for 2015 -2019 are reprinted here in full



<b>Strategic Objective 2.2.</b>	<b>Ensure improved school management</b>
<b>Objective statement</b>	<p>2. School management plans will address the affective and learning needs of the learner successfully at a high school level</p> <p>3. Appointment criteria will include the capacity of the principal to lead curriculum management processes in schools</p> <p>4. The SMT will be supported in dealing with all school governance matters, including disruptive behavior and absenteeism etc.</p> <p>5. School management will ensure a learner-based focus</p> <p>6. School management to accept accountability for their full functions.</p> <p>7. Training of, and support for, members of School Governing Bodies, and monitoring of their roles and operations</p> <p>8. Improve the frequency and quality of the monitoring and support services provided by district offices to schools</p>
<b>Strategic Objective 2.3.</b>	<b>Ensure optimal education provision for all with a special focus on the most needy.</b>
<b>Objective statement</b>	<p>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</p> <p>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</p> <p>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</p> <p>4. Ensure a rural focus in education provision planning.</p> <p>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.</p> <p>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</p> <p>7. Implement the E-learning programme to strengthen academic performance</p>
<b>Strategic Objective 2.4.</b>	<b>Provide social support and the platform for youth development</b>
<b>Objective statement</b>	<p>1. Ensure that all schools are funded at the minimum per learner levels.</p> <p>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</p> <p>3. Increase the number of "No Fee" schools, funds permitting</p> <p>4. Improve access to health services at schools through more nutritious feeding and mobile clinics</p> <p>5. Address safety issues at schools through the safe schools programme and in partnership with other departments</p> <p>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.</p> <p>1. Implement the Youth Development Strategy through the following:</p> <ul style="list-style-type: none"> <li>- Support for Mass Opportunity and Development Centres, providing after-school support - especially in areas of poor retention</li> <li>- 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.</li> <li>- Skills development (Youth Focus Project and Schools of Skills) - vocational learning and occupational pathways.</li> <li>- Education Safety Management – develop interventions that promote safer schools, supportive school communities and the well-being of learners.</li> <li>- Youth leadership and Representative Council of Learners (RCL) – develop skills and knowledge aimed at leadership development.</li> <li>- Health, care and support – HIV/AIDS and peer education programmes.</li> <li>- School enrichment – develop skills and knowledge not aimed at income generation, e.g. civic education, conflict resolution, finance/debt management, health.</li> </ul>

## Strategic objectives, performance indicators, planned targets and actual achievements

### Enrolment

The population of the Western Cape has grown by 28.7% between 2001 and 2011 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.

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

Sector	2012	2013	2014	2015 ASS	Difference
					2012 – 2015
Grade R in PO Schools	58 953	59 565	63 492	64 648	5 695
Grade 1 – 7 in PO schools	592 033	603 430	617 424	639 197	47 164
Grade 8–12 in PO Schools	342 959	343 616	346 017	344 906	1 947
Special Needs' Schools	19 470	19 627	18 702 <sup>7</sup>	18 777	-693

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 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 growth is experienced in primary schools. At the same time, dwindling numbers are experienced in parts of the province.

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 for a number of years.



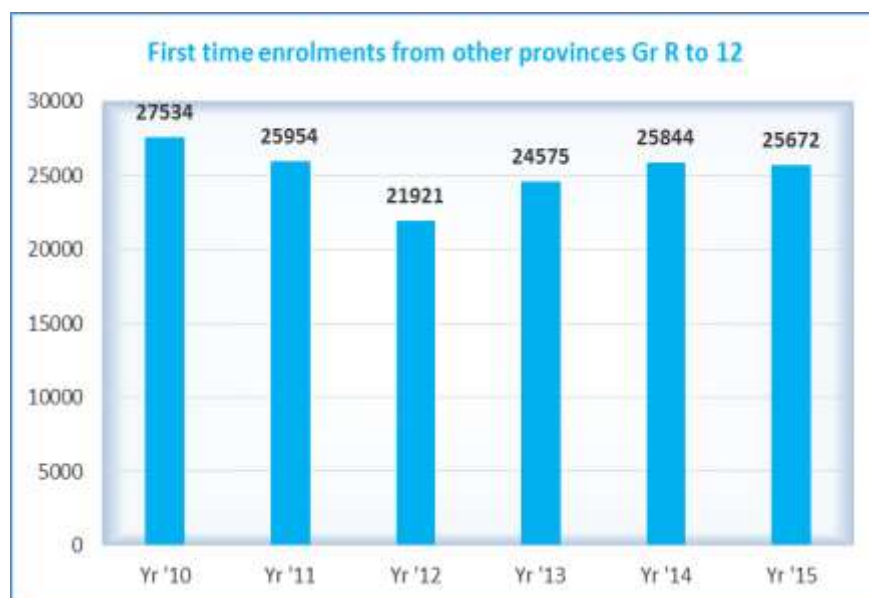
<sup>7</sup> The apparent drop in 2014 enrolment numbers is because of the re-classification of three schools as Public Ordinary schools.

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
2004 <sup>8</sup>	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
2015	<b>108 233</b>	<b>101 934</b>	<b>94 342</b>	<b>95 212</b>	<b>84 554</b>	<b>79 250</b>	<b>75 641</b>	<b>75 753</b>	<b>79 114</b>	<b>72 430</b>	<b>63 220</b>	<b>54 390</b>	<b>984 073</b>

Data Source: 2015: Annual Survey for Schools (Public Ordinary schools excluding LSEN unit learners)

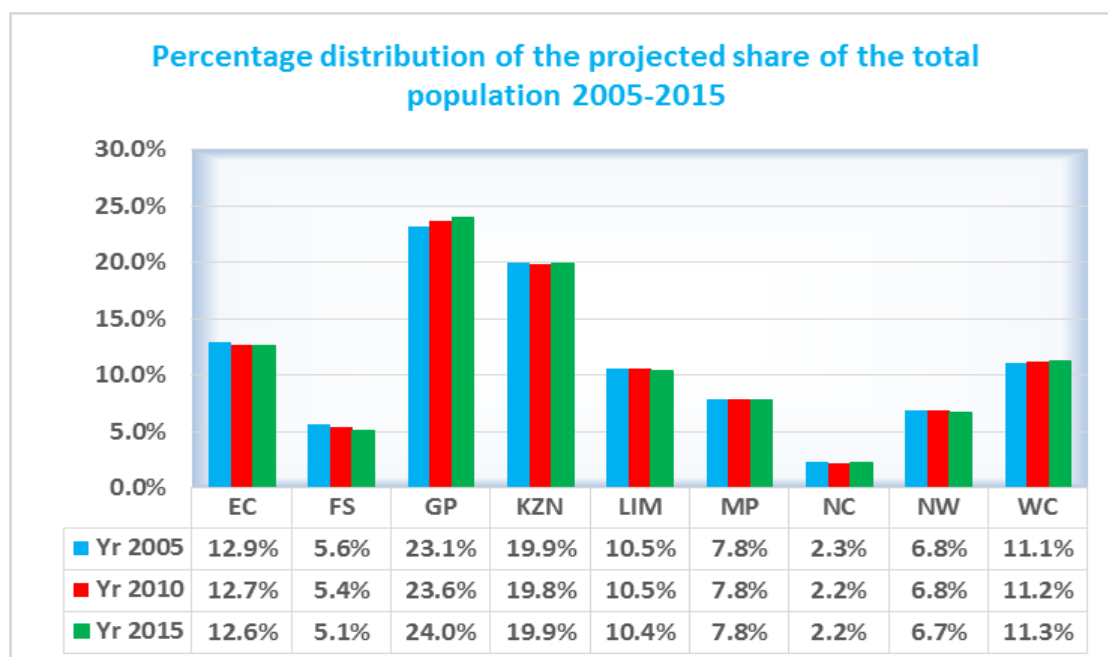
The table on the previous page shows an overall increase of 62 897 learners over the 12 year cycle (2004 – 2015). The table illustrates significant growth in the enrolment in Grade 1 and the impact of improved retention between Grades 10 and 12.

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

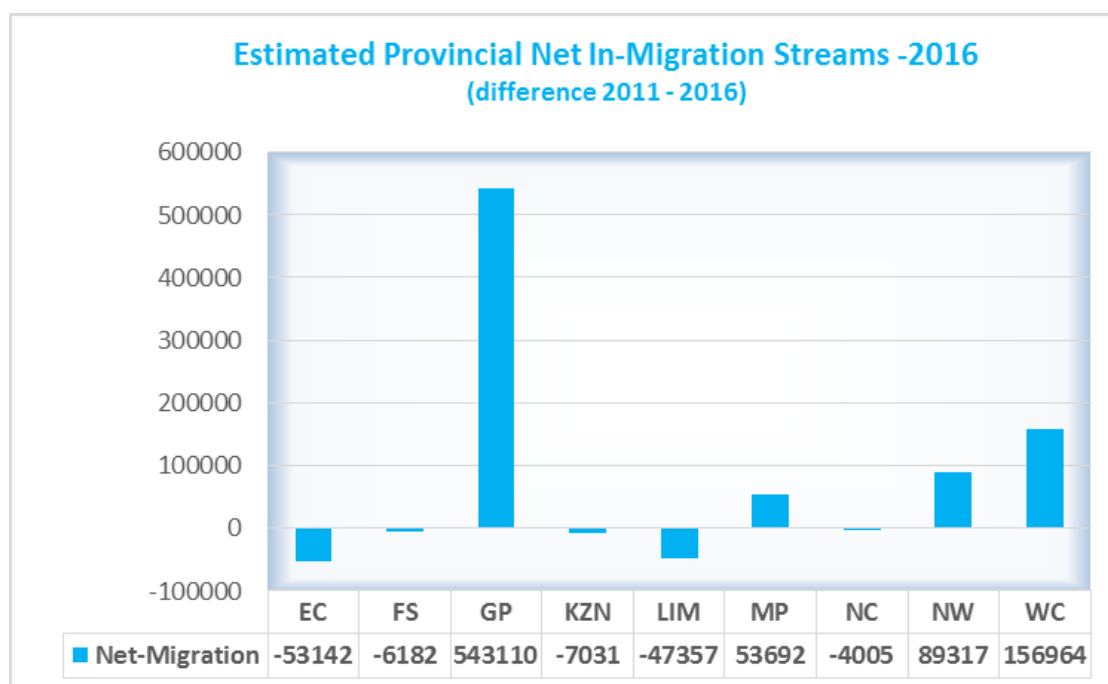


The Western Cape is the second fastest-growing Province.

<sup>8</sup> Enrolment patterns were 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.



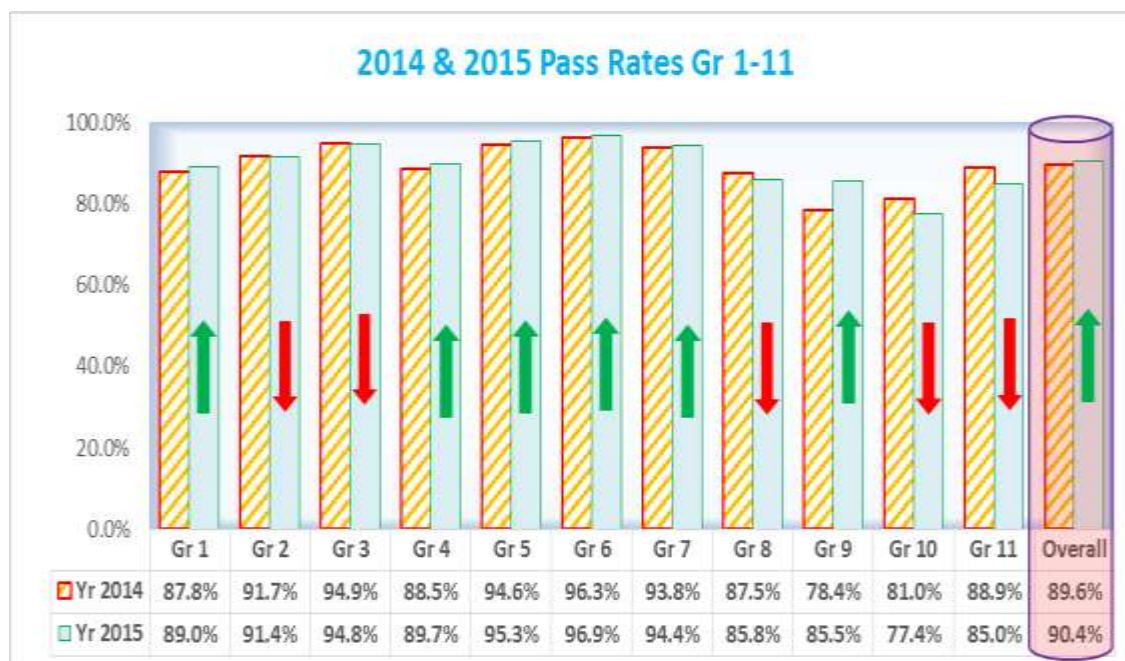
The Western Cape experiences a greater net in-migration than most other provinces.



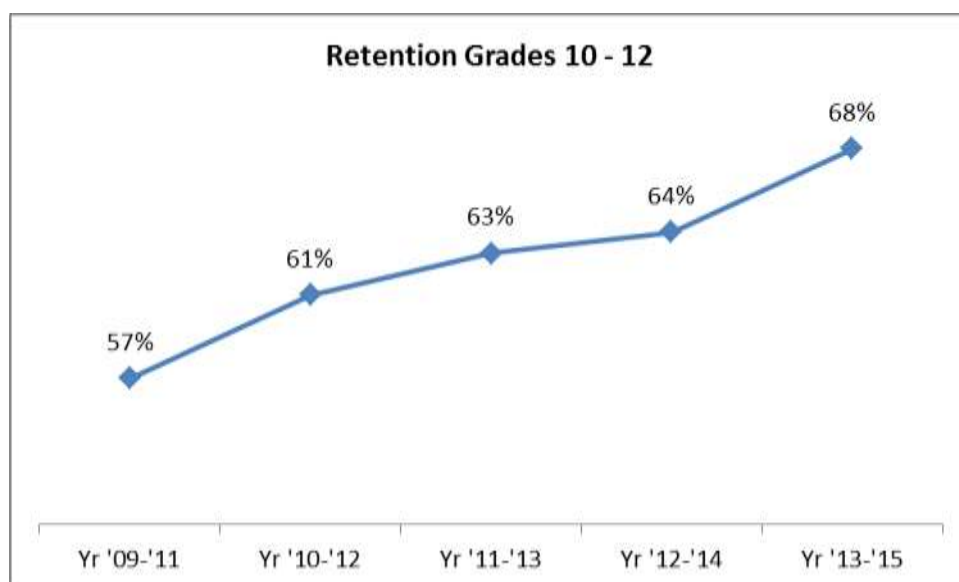
Western Cape adults have completed an average of 9.9 years of schooling. This figure is exceeded only by Gauteng with 10.5 years. The national average is 9.3 years (SA Census). 2011

## Tests and results

The graph below summarises recent progress in pass rates. 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.



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



Details of performance on WCED systemic tests and in the National Senior Certificate are provided in the Performance Overview in the introductory section of this report.

## **Training**

### *Teachers*

In 2015, district support focused on schools and teachers most in need of assistance. All teacher training is supplemented by a programme of classroom-based support.

The Cape Teaching and Leadership Institute (CTLI) provided 19 two-week long training courses and 5 one- or two-day seminars and conferences in Languages and Mathematics to 2 484 Grade R, Foundation Phase and Intermediate Phase teachers. Inclusive Education and ICT integration are integral parts of these interventions.

### *School Management (including principals)*

In 2015 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. 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 771 members of school management teams benefited from the school management and leadership courses offered by the CTLI.

### *Workplace Skills' Programme*

The equivalent of 1% of the WCED payroll is set aside in terms of the Workplace Skills Plan to improve the skills and competency of WCED employees. 12 516 employees benefited from short courses and other training in 2015/16.

### *Accredited qualifications*

The Advanced Certificate in Education (ACE) for School Leadership, was presented at higher education institutions. These courses are funded by the WCED to improve the quality of leadership and management in schools. 93 teachers were enrolled for the ACE in 2015, of which 88 successfully completed their studies.

## **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.

<b>National target allocations</b>			
	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
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 831	R 882
Quintile 5*	R 239	R 317	R 334
* Average cost for all schools			

<b>Fee status</b>	<b>Total number of schools</b>
No fee	882
School fee charging	569
Grand Total	<b>1 451<sup>9</sup></b>

One of the more significant developments for 2014 was the expansion of the 'no fee' school programme. In that year 216 schools, with 172 541 learners, in Quintiles 4 and 5, became "No Fee" schools, through applying for 'no fee' status. Since then they have been supported in all respects with the same benefits 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 2015, R43.7 million was paid to support fee exemption for 73 342 learners in 548 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 was approached by a group of funders and support organisations to test a 'no fee' public school model and assist with financing. This approach gave rise to a pilot "Collaboration Schools" project.

Operating partners will ensure intensive school-level support to teachers and principals through training, additional resources, monitoring and regular feedback. Support from the WCED will be 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 educators; and
- implement interventions aimed at the improvement of the quality of public education for learners from low income communities.

<sup>9</sup> Note that new schools are accounted for differently

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

#### *Language and Mathematics Strategies*

The WCED priority is to enhance language and mathematics skills from the earliest years of schooling. An Integrated strategy to improve the foundations of learning was prepared in order to counter fragmented practices. The Languages Strategy 2015-2019 and the Mathematics Strategy 2015-2019 cover the thirteen years of schooling from Grade R up to Grade 12. The strategies examine local and international performance data and map cutting edge research into the major factors leading to learning improvement. The strategies offer a single 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.

During 2015/16 WCED held meetings in all districts to discuss the strategies. The strategies have been made available electronically and copies for all schools have been printed in the three official languages of the Western Cape Province.

#### *High School Programme*

The High School Programme aims to increase the number of learners passing the National Senior Certificate and reduce the number of under-performing schools. The general support programme covers all grades at high schools. In 2015, the High School programme applied a differentiated approach to support for high schools in the province. There was low intensity support for those schools where over 90% of learners passed in the preceding year; moderate support and a subject-specific focus for the schools which obtained 70% – 89% pass rate and a high intensity, and whole school focus for those where fewer than 70% of the learners passed in the previous year.

In January 2016, the WCED analysed the National Senior Certificate results of each school, per subject and per question paper. School-specific and subject-specific plans, with targets, were developed, based on these analyses. Targets per school, and district, were set for numbers passing the NSC and numbers gaining admission to B degree study.

A tutoring programme is run for learners, using skilled teachers, from inside and outside the WCED. Telematics lessons were beamed to 147 schools in 2015 and intensive support was provided by Subject Advisers 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.

In 2016 districts used a common template for District Improvement Plans, with a focus on improved pass rate in the Foundation Phase, in Grades 8 and 9, and in Grades 10, 11 and 12. An innovation was the introduction of targets and focused plans for improvements in Languages and Mathematics, in line with the Language and Mathematics Strategies that were introduced in 2015, as part of the thrust of the Strategic Plan for 2015- 2019. The schools that fared poorly in subjects with large enrolments were identified for subject-specific support.



### *E-learning*

This project has been classified as a provincial "Game Changer" and is receiving priority attention. The provincial Wide Area Network project provided the basis for an e-learning project that moved into the implementation phase in 2014 with 248 schools benefiting from the first "smart classrooms".

The project scope includes:

<b>The Wide Area Network (WAN) Project</b> – project of the Provincial Government. 680 schools were linked by the end of the 2015/16 year.
<b>The Local Area Network (LAN) Project</b> – project of the WCED. 52 schools were connected by the end of the 2015/16 year.
<b>The Computer Applications Technology, Information Technology and Engineering, Graphic and Design (CAT/IT/EGD) computer Refresh Project</b> 54 schools received Lab refreshes in 2015 to ensure that learners enrolled for computer-based National Senior Certificate subjects had the benefit of up to date computer equipment.
The <b>EduLab computer Refresh Project</b> provides available and appropriate technology to schools to allow learners direct access to technology in an ICT suite environment. 125 schools benefited from a LAB Refresh in 2015/16.
The <b>Smart Classroom Project</b> 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. There were 310 SMART schools with 2850 SMART classrooms by the end of March 2015/16.
The <b>e-Resources Catalogue Project</b> is an online digital content project. It was launched in 2015 and is being incrementally populated.
The <b>Learning Management System (LMS) Project</b> encompasses a digital resources repository and seeks to provide teachers, learners and parents with digital teaching and learning resources.

### *Texts, including workbooks*

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 Volume 1 workbook for terms 1 and 2 of 2016 for Grade R to 9 was delivered to schools by 7 October 2015 and the Volume 2 workbook for terms 3 and 4 of 2016 for Grade R to 9 was delivered by 12 February 2016. An additional 5% of the 2016 workbooks for Grade R to 9 were ordered in order to address any workbook shortages as a result of enrolment growth experienced by schools. The delivery of the additional workbooks was finalized by 25 January 2016. The use of the workbooks is supported and monitored by WCED officials.

The WCED's aim is to provide a CAPS aligned textbook for every learner in every subject studied by the learner. In June 2015 all schools were provided with the opportunity to order CAPS top up textbooks in the 2016 school year. The ordered texts were delivered to the relevant schools by 25 November 2015. The expenditure for top-up textbooks amounted to R52 million during the 2015/16 financial year.

The DBE National FET Literature Catalogue was prescribed in April 2015 for the 2016 school year, commencing with the examination of prescribed Grade 11 literature texts in 2016. The WCED procured, as requested by schools, FET literature texts for Grade 11 in November 2015. The delivery of the books ordered was finalised by 26 February 2016.

The DBE also provided the Grade 10 CAPS 2 National Catalogue for technical schools for use in the 2016 school year. As regulated, Grade 10 technical textbooks for Technical Mathematics, Technical Science, Civil Technology, Mechanical Technology and Electrical Technology were procured for the technical schools. The delivery of the textbooks was finalized by the end of January 2016.

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 was 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 is currently reported to be 87% across the province.

#### *Infrastructure*

The 2015 infrastructure plan prioritised the following areas for development:

- Building new schools to alleviate accommodation pressures
- Replacing existing schools or classrooms that were built of inappropriate materials
- Maintenance and repair
- Provision of Grade R classrooms

In addition, the provision and utilisation of mobile classrooms remained essential to provide for urgent and unexpected accommodation needs.

The ongoing growth in learner numbers, of around 20 000 in both 2015 and in 2016, placed pressure on infrastructure provisioning. A detailed report on infrastructure provision is provided in Programme 6 and under Point 6.1. Because not all learners live within walking distance of suitable schools, 57 517 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. At the same time the WCED focused on reducing the pressure on teachers both administratively and in attendance at workshops and meetings. Planning Calendars, that listed key dates, such as those for the start and finish of examinations, and other administrative deadlines, were sent to schools in August 2015 to assist schools with advance planning for 2016.

The 16th Annual Provincial Teaching Awards Ceremony, to celebrate and recognise the achievements of educators in the Province, was held in November 2015. Awards were made to teachers following a careful screening and interview selection process. The awards give recognition for achievement and innovation in 10 categories – *Teachers of Grade R, Special Needs and Inclusive Teaching, Primary School, Secondary School; Excellence in Technology-Enhanced teaching and learning, Mathematics (GET), Natural Sciences (GET), Primary School Leadership; Secondary School Leadership* and an award for Lifetime Achievement. Two Western Cape teachers went on to win awards in the National Teaching Awards of 2015. Gafieza Ismail-Le Chat of Spine Rd High was announced as the overall winner for the category *Excellence in Technology-Enhanced teaching and learning* and Charles Marthinussen of Atlantis Secondary was awarded second position for the category *Excellence in Secondary School Leadership*.

#### *School Governing Bodies*

A credible provincial SGB election is critical to ensuring accountable governance structures at schools. Principals and school electoral teams were trained by districts offices to enhance free and fair elections at schools. To promote broad participation during the elections various advocacy strategies encouraged parent participation. These included pamphlets, radio and newspaper advertisements and discussions. In addition, SGB Associations, critical partners in good governance, assisted in creating awareness of the importance of participating in the elections.

In preparation for the SGB elections in March 2015, a provincial electoral team was established to oversee the election process. The first duty of this coordinating structure was to finalise the *Determination of the Procedures for the Establishment and Election of Governing Bodies at Public Schools*. The *Determination* made it possible for schools to deviate from the nomination-and-election meeting and apply to host full day elections. Sixty four schools applied for full day elections. The majority of schools (804) completed the election of governing bodies in April 2015. By the end of June 2015 all schools had completed the election of their governing bodies. Eight (8) special schools do not hold elections due to the distance between the schools and the communities they serves. These schools' governance structures are appointed by the Head of Department (HOD).

In terms of the requirements there must be a quorum of parents to elect a SGB. If there is not a quorum at the first election then a second meeting must be called.

Total number of schools	Number of schools where elections were successful	Number of first elections successful	Number of second elections successful	Number of schools monitored during this period
1 516	1 508	710	804	388

A provincial three-year SGB training framework was developed in 2014 with differentiated training approaches. Key focus areas for 2015 were (i) understanding the roles and responsibilities of SGBs, including the difference between management and governance, (ii) the constitution of SGBs and understanding the code of conduct for governing SGBs, (iii) school development planning, budgeting and fundraising, and (iv) recruitment and selection of school staff.

The following table represents the number of governors per race, gender and disability.

Demographics of the SGB									
Component	Gender		Disability		Race				
	Male	Female	Yes	No	African	White	Coloured	Indian	Not stated
Chairpersons	935	426	7	1 354	238	188	917	11	7
Secretaries	311	1 082	5	1 388	248	263	867	8	7
Treasurers	628	678	2	1 304	209	232	846	12	7
Learners	385	447	1	831	216	110	491	6	9
Other	4 444	4 537	33	8 948	1 506	1 658	5 677	70	70
<b>Total</b>	<b>6 703</b>	<b>7 170</b>	<b>48</b>	<b>13 825</b>	<b>2 417</b>	<b>2 451</b>	<b>8 798</b>	<b>107</b>	<b>100</b>

### Nutrition

In 2015/16 the National School Nutrition Programme (NSNP) provided 469 721 (456 520 in 2014/15) learners with nutritious meals on a daily basis at 1 023 targeted Primary, Special and Secondary schools. In 2016 the learners fed are in 557 Quintile 1-3 Primary Schools, in 111 Secondary Schools (Quintiles 1-3), in 44 Special Schools and 311 schools in Quintiles 4 and 5. Workshops were conducted for the NSNP staff on labour issues pertaining to the volunteer food handlers (VFHs) - for example injury on duty, gas and fire extinguisher training. VFHs were also trained on food and gas safety and hygiene, meal preparation and portion sizes. Twenty-two (22) training workshops were conducted on food production for 463 teachers, parents and learners. Breakfast was served before school starts between 7.30 and 8:00 am and the main meal served not later than 12:30.

### Safe Schools

The Safe Schools Programme has a three-pronged approach (i) Crime Control with the provision of core security mechanisms, (ii) Programmes to support behavioural and attitudinal change, (iii) Whole school approaches and networking with relevant agencies that assist with the creation of safe school environments.

The WCED operates a Safe Schools Call Centre which provides free, confidential, telephonic communication to learners, parents and educators needing help, guidance or information. Callers are encouraged to phone the toll-free line 0800 45 46 47 with regard to the following: emergencies/crises, gang violence, trauma, school crime, abuse and general queries.

Callers receive telephonic debriefing in crisis calls and in the case of non-crisis calls they are directed, where necessary, to the counselling agencies of the Western Cape Education Department, non-governmental agencies and community-based organisations. The Safe Schools Call Centre received more than 14 000 calls in the calendar year of 2015. 3 890 of the calls needed further follow up and support. 738 of the calls were crime related incidents. 439 abuse cases were reported of which 277 calls needed counselling and psychological support. Psychological support for employees is also provided under the department's Employee Wellness Programme and acts as a further support to the Safe Schools Programme.

The Call Centre gathers and analyses data throughout the province. The statistics are used to provide prevention, intervention and reactive strategies.

Fifty additional schools received core security mechanisms (motorized gates; pedestrian monitoring gates; alarm systems linked to armed response; barbed wire and mesh wire; burglar bars) in 2015/16. Fences at high-risk schools were repaired and holiday security was provided where it was needed. Occupational Health and Safety and Disaster Management training was offered, as well as training in drug testing policy and drug testing. Approved drug testing devices were supplied in high-risk cases, combined with search and seizure exercises. Selected schools were supplied with hand held metal detectors. District crime prevention, crime control and specific project plans (substance abuse, youth development, conflict management, safety management) and partnerships with other government departments and NGOs all support WCED attempts to ensure the safety of teachers and learners.

In addition to the Safe Schools Call Centre and security mechanism support, the WCED offered educational programmes in 2015/16 to learners to encourage positive pursuits such as sports, arts, drama and information about future careers. The programmes focused on attitudinal or behavioural changes; creative and constructive approaches to conflict management; and mediation training. Safety fieldworkers were employed to support schools with school safety committees and school safety plans; to establish support and/or preventative programmes and to act as positive role models and mentors at schools.

School Safety Fieldworkers follow up on truant learners and assess learner problems. They provide mentoring and coaching to learners at risk and ensure that learners access services they need. Safety Fieldworkers facilitated the Safe Schools Youth Clubs as part of the holiday and after-school programme. This project aims to reinforce positive attitudes and behaviour through channeling of learners at risk to appropriate educational structures and to develop skills to implement community projects.

#### *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 181 schools across the eight education districts. 98 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 2015

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
4. Ensured that MOD centres are accessible to surrounding schools
5. 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 graduate tutors.

A portion of the MOD centre funding allocation was prioritised for infrastructure development in the form of school halls during the 2015/16 financial year. The existing programme for building school halls was extended. Seven schools were selected for planning and construction in 2014/15 through the Archway Foundation, and construction was concluded in 2015/16. They are:

1. Manenberg Senior Secondary (Metro Central)
2. Robinvale High School (Metro North)
3. Hillwood Primary School (Metro South)
4. Phakamisani Primary School (Eden/Central Karoo)
5. Cavalleria Primary School (Metro East)
6. De Kruine Secondary School (Winelands)
7. Helderkrui Primary School (Metro East)

MOD centre funding was also allocated for the upgrading of sports fields. Construction started on the Bernadino Heights Secondary School project in 2014/15 and was concluded in the 2015/16 financial year. Neighbouring schools, Watsonia and Cavalleria Primary Schools, will also benefit from this project.

### Strategic Objectives

Programme 2					
Strategic objectives	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	Comment on deviations
2.1. Curriculum management strategies developed and implemented	New	Deve- loped	Strate- gies deve- loped per district	n/a	
2.2. Number of schools visited quarterly for management support	New	1 539	1 522	-17	100% of open schools were visited quarterly. The average number of open schools (with the additional exclusion of 4 hospital schools) is 1522. The average is used as the numbers varied through the year under review.
2.3. Number of schools benefiting from E-learning roll-out	New	0	63	63	Additional funds were made available.

<b>Programme 2</b>					
<b>Strategic objectives</b>	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	<b>Comment on deviations</b>
2.4.1. Funds spent on MOD Centres and Youth Development support	New	110 680	73 145	37 535	Underspending on MOD centres is due to a bid process that had to be put in place due to a supplier not being able to fulfil its contractual obligations. The Youth Focus programme received additional funding from SETA. Fourth quarter claims were paid during April 2016.
2.4.2. Provide social and financial support for schools	New	676 736	757 199	-80 463	Accelerated transfer payments of Norms and Standards 2016/17 were made to NQ1 schools. Learner growth within the 2015/16 financial year was higher than anticipated. Additional funds were received for the compensation for fee exemption project to pay-out 100% of the claims received from schools.

### Performance Indicators

<b>Programme 2</b>					
<b>Programme Performance Measure</b>	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	<b>Comment on deviations</b>
PPM201: Number of full service schools servicing learners with learning barriers	40	48	40	-8	It was decided to focus on strengthening the quality of the existing schools in this year.
PPM202: Number of primary schools with an overall pass rate in ANA of 50% and above	New	300	n/a	n/a	For 2015-16 indicators relating to ANA will not be reported on by provinces as the exam was not written at schools as intended.
PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above	New	30	n/a	n/a	For 2015-16 indicators relating to ANA will not be reported on by provinces as the exam was not written at schools as intended.
PPM204: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	New	410	413	3	The target was exceeded as a consequence of hard work by schools and support staff.

<b>Programme 2</b>					
<b>Programme Performance Measure</b>	<b>Actual Achievement 2014/2015</b>	<b>Planned Target 2015/2016</b>	<b>Actual Achievement 2015/2016</b>	<b>Deviation from planned target to Actual Achievement for 2015/2016</b>	<b>Comment on deviations</b>
PPM205: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	New	64%	68.42%	4.2	The improved pass rate in Grade 1 has contributed to the increase. The Grade 1 improvement plan has been in place for 4 years.
PPM 206: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	New	64%	61.76%	- 2.24%	Many of these learners had already repeated a year in the Foundation Phase. The projected target was not met.
PPM207: Number of schools provided with media resources <sup>10</sup>	New	0	63	63	The target was zero because of the large numbers resourced in the previous year, Funding was allocated to support an additional 60 schools.
PPM208: Learner absenteeism rate	6%	7%	5.82%	1.22%	The target was exceeded,. There is a slight error margin noted in some cases at the point of capture.
PPM209: Teachers absenteeism rate	3%	3%	3%		
PPM210: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy	554 523	562 940	566 968	4 028	The number of learners supported is linked to the enrolment figures and these exceeded projections.
PPM211: Number of educators trained in Literacy/Language content and methodology*	New	650	853	203	There were additional applications for places and the applicants were accommodated.
PPM212: Number of educators trained in Numeracy/Mathematics content and methodology*	New	600	1 094	494	There were additional applications for places and the applicants were accommodated.
PPI 2.1. Percentage of learners retained in the school system from Grades 10 – 12	64%	65%	68%	3%	The ongoing programme to support learners to remain in school has contributed to this achievement, in conjunction with the assessment policy shift that did not permit learners to remain in the phase for more than four years.
*Note that this refers to the formal training provided at the Cape Teaching and Leadership Institute					

<sup>10</sup> This refers to schools to be provided with SMART classrooms



### Strategy to overcome areas of under performance

- Implement new provincial strategies to improve language and mathematics
- Focus on School and District Improvement Plans.
- Continue with the High School Programme
- Monitor the use of textbooks in class
- Conduct targeted training of educators
- Emphasis on teacher attendance and the full use of all teaching days
- Support financial management of schools
- Optimise role and impact of provincial game changer on e-learning that will bring internet access, smart classes and enhanced learning chances to 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.
- Institute a Service Learning programme as a way of enhancing youth development leadership involvement in community upliftment
- Work in conjunction with other departments and municipalities to support school safety, learner retention, school attendance and programmes for youth at risk
- Introduction 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	2015/16			2014/15		
	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	7,801,424	7,771,390	30,034	7,276,039	7,276,039	-
2.2 Public Secondary Level	4,874,281	4,789,855	84,426	4,489,245	4,489,245	-
2.3 Human Resource Development	81,664	60,777	20,887	76,011	76,011	-
2.4 Conditional Grants	337,611	337,575	36	315,412	315,231	181
Total	13,094,980	12,959,597	135,383	12,156,707	12,156,526	181

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

#### ***Strategic objectives, performance indicators, planned targets and actual achievements***

#### Enrolment

All 240 registered independent schools (ordinary and ELSEN) in the Western Cape completed the Annual School Survey in 2015. There were 48 153 learners in these 240 schools. Of these, 36% or 17 498 learners were enrolled in subsidised Independent Schools, of whom 11 291 were enrolled in subsidised primary schools and 6 207 in subsidised high schools. 30 655 learners were enrolled in non-subsidised independent 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. 67 schools wrote the Grade 3 tests, 57 the Grade 6 tests and 40 the grade 9 tests. In 2015 the writing of the ANAs did not take place as scheduled.

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

## 2015 Language Results

WCED Systemic Grade 3, 6 and 9 Independent School Results of participating schools in 2015												
Grade	Language											
	Schools				Learners				Pass rate			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
Gr 3 subsidised	46	50	46	49	1 222	1 381	1 416	1 567	54.9	51.7	56	59.9
Gr 3 non-subsidised	27	27	28	18	779	844	979	742	85.2	88.6	86.7	92.3
Gr 6 subsidised	41	38	38	40	1 009	1 068	1 074	1 036	67	61.4	65	68.2
Gr 6 non-subsidised	22	24	25	17	705	80	873	647	95.1	91.2	92.1	94.1
Gr 9 subsidised	30	30	27	28	1 229	1 333	1 155	1 111	82.3	82.7	84.6	86
Gr 9 non-subsidised	17	18	16	12	799	787	789	513	95.1	96.6	97	94.5

## 2015 Mathematics Results

WCED Systemic Grade 3, 6 and 9 Independent School Results of participating schools in 2015												
Grade	Mathematics											
	Schools				Learners				Pass rate			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
Gr 3 subsidised	46	50	46	49	1 222	1 381	1 416	1 567	62.8	65.8	68.6	71
Gr 3 non-subsidised	27	27	28	18	779	844	979	742	91.7	93.6	92.5	96.2
Gr 6 subsidised	41	38	38	40	1 009	1 068	1 074	1 036	47.8	50.2	50.3	61.8
Gr 6 non-subsidised	22	24	25	17	705	80	873	647	89.1	86.7	84.3	93.2
Gr 9 subsidised	30	30	27	28	1 229	1 333	1 155	1 111	26.8	26.2	31.2	48
Gr 9 non-subsidised	17	18	16	12	799	787	789	513	73.4	76.1	73.8	86.2

The results of independent schools on the National Senior Certificate in 2015 were as follows:

Western Cape NSC results for independent schools: 2015				
Wrote	Number Passed	Percentage passed	Number (B. Degree entry)	% (B degree entry)
2 552	2 371	92.91	1 729	67.75

Note: These are the learners at independent schools that wrote the NSC examinations through the WCED examination. In addition, there were 176 learners at 14 Western Cape schools that wrote the examinations set by the Independent Examinations Board.

## Teacher development

In 2015/16, teachers in independent schools attended various curriculum workshops arranged by independent schools' organisations and by the WCED district offices.

### **Support provided**

The WCED visited 162 schools to provide

- administrative,
- curriculum and
- institutional management support during 2015/2016.

In addition, in an annual exercise for this purpose, a team of WCED officials visited 61 schools in February and March 2016 to monitor:

- Survey compliance - Annual School Survey (ASS) and Snap Survey (SS)
- 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

Three underperforming independent schools were assisted with additional support from senior curriculum planners. They were required to submit intervention plans for the 2016 academic year. Both the management and governance challenges experienced by schools visited were addressed.

In addition, 4 new sites were verified, w.r.t. applications for registration and 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 of unqualified teachers; very little teaching and learning taking place.

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 2015/16 was R11 471 (Primary schools) and R13 631 (Secondary schools) respectively. In 2015/16 the WCED paid subsidies to 99 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 WCED investigated complaints received from the public and/or parents about Independent Schools relating to school fees, unfair disciplinary processes, poor academic performance, poor management and schools operating while unregistered.

A Standard Operating Procedure for Subsidisation was completed with the assistance of the Directorate: Process Design in the Department of the Premier.

### Strategic Objectives<sup>11</sup>

Programme 3					
Strategic objectives	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	Comment on deviations
Percentage of registered independent schools receiving subsidies	New	44%	40%	-4%	All independent schools were re-categorised using their 2013 school fees as the new base year to determine their eligibility for subsidisation. Eight previously subsidised schools were disqualified in terms of this re-categorisation process. The new categories came into effect from the 2015/2016 financial year onwards.

### Programme Performance Indicators

Programme 3					
Programme Performance Measure	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	Comment on deviations
PPM301: Number of subsidised learners in registered independent schools	18 024	18 310	17 498	-812	Enrolment at independent schools is a factor of parental choice. The decline in numbers was unexpected.
PPM302: Percentage of registered independent schools receiving subsidies	New	44%	40%	-4%	All independent schools were re-categorised using their 2013 school fees as the new base year to determine their eligibility for subsidisation. Eight previously subsidised schools were disqualified in terms of this re-categorisation process. The new categories came into effect from the 2015/2016 financial year onwards.
PPM303: Percentage of registered independent schools visited for monitoring and support	New	90%	90%	-	

<sup>11</sup> The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

### **Strategy to overcome areas of under performance**

- Provide dedicated and increased 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	2015/16			2014/15		
	Final Appo- p-riation	Actual Expen- diture	(Over)/ Under Expen-diture	Final Appo- p-riation	Actual Expen- diture	(Over)/ Under Expen-diture
	R'000	R'000	R'000	R'000	R'000	R'000
3.1 Primary Level	57,480	57,480	-	49,358	49,358	-
3.2 Secondary Level	37,904	37,904	-	40,487	40,487	-
Total	95,384	95,384	-	89,845	89,845	-

#### 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-programmes<sup>12</sup>:

###### *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 educators and non-educators 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 Objective<sup>13</sup>

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"> <li>1. To ensure that learners access the curriculum and optimise their performance in language and mathematics;</li> <li>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;</li> <li>3. To develop a continuum of inclusion based on the Screening, Identification, Assessment and Support (SIAS) tool so that learners receive an appropriate level and type of support across ordinary, full-service and special schools;</li> <li>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.</li> <li>5. To provide specialised support services – specialised education support, learning support, psychological services, school social work services, medical and therapeutic services.</li> <li>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.</li> </ol>

##### Strategic objectives, performance indicators, planned targets and actual achievements

###### Enrolment

In 2015, the WCED operated 72 special schools, accommodating 20 139 learners with special educational needs.

<sup>12</sup> 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

<sup>13</sup> The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

As the support to the mainstream is increased, only 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 2015, 149 candidates from 9 special schools wrote the National Senior Certificate. The schools were Vista Nova, Tafelberg, Pioneer, Langerug, De la Bat, Athlone, Dominican Grimley (Hout Bay) and Dominican (Wittebome). Six of the 9 schools achieved a 100% pass rate. The Dominican School for the Deaf in Wittebome produced its first matriculants after the FET phase was introduced in 2013.

Of the 149 learners who wrote the exam, 32 achieved a Bachelor's pass, 81 a diploma and 7 the Higher Certificate pass. In total, there were 120 learners who achieved a pass that will allow them access to Higher Education.

Jan Kriel school was given the award for the top performing special school in the country in 2015 by the national Minister of Education.

### **Teacher development**

The Screening, Identification, Assessment and Support policy was gazetted in December 2014. The SIAS is a tool 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 in 2015. Training in Curriculum Differentiation strategies will equip teachers to respond to diverse teaching and assessment needs of learners. The provincial training team (PTT) for SIAS and Curriculum Differentiation consists of representatives from Curriculum, Assessment, Institutional Management, Teacher Development, Inclusive and Specialised Education Support directorates.

The PTT has embarked on a training programme which in 2015/2016 included training of district-based specialised support staff and representatives of 40 full-service/inclusive schools. The training of schools included training in an anti-bias programme to be used with learners.

Learning Support Teachers (LSTs) are the first line of additional support at primary schools. 50% of LSTs were trained in 2013/14 and 2014/15 in advanced intervention techniques for literacy and numeracy improvement and in 2015/16 a further 25% of LSTs were trained. The LST interventions are contributing to improved literacy and numeracy competencies of learners in the Foundation Phase particularly grade 1 learners.



In collaboration with the CTLI, various courses related to Inclusive Education and addressing barriers to learning have been presented. Teachers have been trained in the functions of school-based support teams, provided with knowledge and skills regarding different learning and teaching approaches and addressing barriers to learning as part of Foundation Phase literacy and numeracy courses, etc.

In 2015, flagship full-service/inclusive schools offered workshops in Inclusive Education good practice. Workshop topics included, "Inclusive Education at no cost" and "Classroom Management within an Inclusive Environment".

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. 22 (80%) of the teachers in the above schools have completed SASL linguistics training through either the University of the Free State or Stellenbosch University.

Special School Resource Centres offered workshops in their area of expertise, e.g. Specific Learning Disability, Attention Deficit Disorder, Alternative Assessment. The Autism Spectrum Disorder outreach team has developed a Continuous Professional Development (CPD) course accredited by the Health Professions Council of South Africa. Another CPD accredited course developed by the directorate was the Ethics for Psychologists training course. These courses have enabled the specialist staff to acquire most of their annual CPD points required by the Health Professions Council in house.

Social workers were trained on the revised WCED Child Abuse Protocol and latest techniques in post-traumatic intervention with children and families. Post-traumatic stress is an unfortunate consequence of the high levels of violence in many communities and has a negative impact on teaching and learning.

Training of ECD students in South African Sign Language and Autism Spectrum Disorder was introduced at five FET colleges in the Western Cape. The first ECD practitioners equipped with this training graduated at the end of 2015, 76 that were trained in South African Sign Language and 35 in Autism Spectrum Disorder.

## **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.

District committees have been established to address learning, teaching and assessment to accommodate learner diversity e.g. the use of alternative assessment and concessions. Information regarding barriers to learning has been disseminated via the website, pamphlets and DVDs. An on-line course in Inclusive Education is being developed.

Systems are being developed to track and record learner 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*

Forty designated full-service/inclusive schools were assisted to develop their capacity to provide for the full range of special needs with a major focus on moderate and low levels of support. Training provided was indicated in the human resource development section above. Support to the school, particularly to the school-based support team was also provided by the district-based specialised support services team as well as the inclusive education outreach teams based at the special school resource centres.

There are 107 schools in the province which have "unit classes", which offer additional specialised support. These unit classes are incrementally being converted into "resource classes" that provide support to learners with a need for moderate levels of support. The classes are also a resource to all teachers requiring advice and for learners in the school who experience barriers to learning.

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 24 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 21 Inclusive Education outreach teams that have been established and 3 better-resourced special schools are doing outreach using their existing resources. Assistive devices 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 full-service/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 have assisted DBE in the development of adapted curricula for South African Sign Language, Schools of Skills, Severe and Profound Intellectual Disability. In the past schools were using different curricula and 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 embarked on a project with Pioneer Printers to ensure that learners who are blind are not disadvantaged.

The schools for the Blind have agreed to use common textbooks. 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) 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 is 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 has been developed through collaboration amongst the Departments of Education, Health and Social Development. The support includes: (i) 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.

Schools are being developed as centres of Care and Support for Teaching and Learning (CSTL) and use 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.

From their inception to the end of December 2015, school health mobiles performed a total of 33 683 screenings of grade R and grade 1 learners. Of these, 6 250 received optometry services, 4 067 received spectacles, 16 542 received primary health care services and 10 891 learners received dental care services. All of this contributes to optimising learning in the classroom.

Specialised Support Services have provided input to professional bodies 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 is being harnessed thus helping to build the desired inclusive South African society. Meetings have been held with individual parents and parent groups. Meetings have also 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	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	Comment on deviations
Number of full service schools servicing learners with learning barriers	40	48	40	-8	It was decided to focus on improving the quality of the existing schools before adding more.

## Performance Indicators

Programme 4					
Programme Performance Measure	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	Comment on deviations
PPM401: Percentage of learners with special needs in special schools retained in schools until age 16	New	72.5 %	79.8%	7.3%	Target exceeded.
PPM402: Percentage of special schools serving as Resource Centres	New	40%	33%	-7%	The focus was on improving quality in the existing Centres.

## 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

### 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 educators 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	2015/16			2014/15		
	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	1,059,168	1,033,921	25,247	923,247	923,247	-
4.2 Human Resource Development	-	-	-	-	-	-
4.3 Conditional Grants	15,852	15,852	-	50,395	50,395	-
Total	1,075,020	1,049,773	25,247	973,642	973,642	-

#### 4.7 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/educators.

*Sub-programme 5.4: Human Resource Development*

To provide departmental services for the professional development of educators and non-educators 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 Objective<sup>14</sup>

Programme 5: Strategic Objective	
<b>Strategic Objective 5.1</b>	<ul style="list-style-type: none"> <li>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</li> <li>Improved teacher training</li> </ul>
<b>Objective Statement</b>	<p>Improved quality of service delivery in Grade R classes by :</p> <ol style="list-style-type: none"> <li>1. Payment of Grade R learner subsidies and the effective monitoring thereof.</li> <li>2. Training for Grade R practitioners and teachers</li> <li>3. On-going support and training for principals</li> <li>4. Provision of LTSM and classrooms</li> <li>5. Early identification of barriers to learning and implementing a support programme to address these developmental delays</li> <li>6. Establishment of Grade R teacher posts from 2015/16 through to 2019/20</li> <li>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</li> </ol>

##### Strategic objectives, performance indicators, planned targets and actual achievements

##### Enrolment

The Grade R learner data captured in the Annual Surveys for public and ECD independent schools indicates an overall increase of over 1 500 Grade R learners between 2014 and 2015.

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<sup>14</sup> The Strategic Objective as per the Strategic Plan for 2015 -2019 is reprinted here in full

## Teacher Development

Curriculum Assessment Policy Statement (CAPS) training was offered to Grade R practitioners entering the profession in 2015/16.

A total of 7 296 ECD practitioners were enrolled on either ECD Level 1, 4 or 5 learnership programmes offered at Western Cape TVET Colleges in the course of the year under review.

In addition, 120 unemployed persons were beneficiaries of a Level 1 12 month ECD Practitioner Assistant's programme provided by the TVET Colleges. 26 additional beneficiaries of the Conditional Grant were contracted as administrative support staff. They learned skills "on the job" while also capturing data in support of the ECD programme.

## Support Provided

### *Subsidies*

In 2014 the Grade R learner subsidy allocation to 965 public and 514 Independent ECD community sites was increased to align it to the requirements of the National Norms and Standards for Grade R funding. There was no funding increase in 2015/16:

Quintile	Per learner daily 2014	Per learner daily 2015/16	New amount per annum per learner
1	R20	R24	R4 800
2	R19	R24	R4 800
3	R18	R24	R4 800
4 No fee	R17	R24	R4 800
5 No fee	R16	R24	R4 800
4 School fees	R17	R18	R3 600
5 School fees	R16	R17	R3 400

Subsidy claim forms are submitted to Head Office quarterly and these are verified before transfer payments to schools are effected. In 2015/16 64 928 Grade R learners at public schools and 18 946 Grade R learners at ECD independent schools (as at August 2015) were subsidised.

A financial management Grade R manual was compiled to support School Management Teams in the effective and efficient utilisation of subsidy allocations. Principals and nominated SGB members of 1 261 public and ECD Independent schools attended the information sessions facilitated by WCED district ECD managers.

Head office and district officials monitored the utilisation of subsidies 250 public and ECD independent schools in 2015. This monitoring will continue in the next financial year.

The stipend paid to all ECD practitioners increased from R1 515 in 2014 to R1 605 in November 2015. All ECD practitioners who are currently on learnership programmes have benefited from the increased stipend. This increase has had a positive influence on the attendance of trainees at training classes.

#### *Additional facilities and equipment*

101 Grade R classrooms were built in 2015/16. 150 schools received funding for furniture and a basic start-up ECD resource pack. 84 additional classes received an amount of R10 000 each to purchase furniture and basic start up resources for 2015. The Grade R practitioners in these schools were trained in the effective use of the equipment. Items contained in the ECD kits include numeracy and literacy games and puzzles, wooden blocks, construction sets, fiction and non-fiction books, musical instruments and wheeled toys.

7 296 ECD practitioners and assistants attended training and received a training manual and a first aid kit for their crèche.

#### *Grade R at Schools for the Deaf*

Five Grade R practitioners and five practitioner assistants started at the five Schools for the Deaf. The purpose of appointing these Grade R practitioners was to ensure the implementation of South African Sign Language (SASL) in the Grade R classes at these schools. The schools involved in SASL are Noluthando, Dominican School for the Deaf, Mary Kihn, De La Bat and Nuwe Hoop.

#### *Pilot Gr R – 3 project in 105 schools*

A key intervention under the Provincial Strategic Plan is a pilot project for Grades R– 3 in 105 schools with poor academic results to strengthen English and Mathematics.

The WCED will run a 105 school pilot. This means that a focused intervention was designed and started in 2015/16 and will be implemented, supported and monitored in the four years 2016 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.

The WCED pilot, which will provide as many of the above elements as possible, is in an advanced stage of preparation. The schools have been informed and an audit conducted. Funds have been provided for the purchase of tablets for selected schools.

The training programme will be developed based on the needs identified. Supplementary Learning and Teaching Material will be provided as required. Norms for reading and writing have been developed and teachers will be trained in these and in how to administer Early Grade Reading Assessments quarterly.



### Strategic objectives:

Programme 5					
Strategic objectives	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	Comment on deviations
Number of public schools that offer Grade R	977	955	974	19	There was additional take up by schools.

### Performance Indicators

Programme 5					
Programme Performance Measure	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	Comment on deviations
PPM501: Number of public schools that offer Grade R	977	955	974	19	Target exceeded
PPM502: Percentage of Grade 1 learners who have received formal Grade R education	New	68%	69.13%	1.13%	Target exceeded
PPM503: Percentage of employed ECD Practitioners with NQF level 4 and above	New	97%	n/a	n/a	This measure is not reported on in the Western Cape as the WCED is not the employer of the ECD practitioners, who are employed by the school and paid through transferred funds. Although a nominal target of 97% was in the APP the footnote pointed out that the WCED is not the employer. The WCED is hence not in a position to report.

### Strategy to overcome areas of under performance

- Focus on improved teacher training
- Concentrate on support programmes for Grade R learners who are 'at risk' to ensure that they are school ready
- 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
- Run a Grade R – 3 Pilot in 100 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	2015/16			2014/15		
	Final Appo- p-riation	Actual Expen- diture	(Over)/ Under Expen-diture	Final Appo- p-riation	Actual Expen- diture	(Over)/ Under Expen- diture
	R'000	R'000	R'000	R'000	R'000	R'000
5.1 Grade R in Public Schools	306,316	300,875	5,441	329,697	329,697	-
5.2 Grade R in Early Childhood Development Centres	68,664	68,664	-	64,010	64,010	-
5.3 Pre-grade R Training	110,661	109,801	860	109,327	109,327	-
5.4 Human Resource Development	-	-	-	-	-	-
5.5 Conditional Grants	2,823	2,823	-	8,744	8,744	-
Total	488,464	482,163	6,301	511,778	511,778	-

## 4.8 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 Objective<sup>15</sup>

Programme 6: Strategic Objective	
<b>Strategic Objective 6</b>	<b>To ensure prioritised, cost-effective and efficient infrastructure maintenance and to ensure that schools are built to match priority demographic trends</b>
<b>Objective statement</b>	<ol style="list-style-type: none"> <li>1. Develop a reliable, comprehensive database of school infrastructure maintenance requirements.</li> <li>2. Prioritise interventions based on informed and objective criteria and accurate information systems.</li> <li>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.</li> <li>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.</li> <li>5. Provide emergency maintenance in the case of natural disasters, structural problems and vandalism.</li> </ol>

### Strategic objectives, performance indicators, planned targets and actual achievements

Details are provided under Section 6.8. "Capital investment, maintenance and asset management plan". A summary is provided below.

### Building projects completed during 2015/16

#### New schools

- Seven new schools were completed and handed over in 2015/16, namely Eersteriver Primary School, Happy Valley Primary School, Khanya Primary School, Kranshoek Primary School, Kwanokuthula Primary School, Silversands High School and Swellendam Primary School.
- Two mobile schools were completed for use in 2015/16, namely Silverleaf Primary School and Parliament Street Primary School.

<sup>15</sup> 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 2015/16 out of WCED funding: Bottelary Primary School, Entshona Primary School, Fairview Primary School, Plantation Road Primary School.
- The following Replacement Schools were completed in 2015/16 as part of the Accelerated School Infrastructure Development Initiative (ASIDI) capital infrastructure projects funded by the Department of Basic Education: Delta Primary School, De Duine Primary School, Kasselsvlei Primary School, Parkview Primary School, Rosewood Primary School, Sophakama Primary School, Swartberg Senior Secondary, Tygersig Primary School, Valhalla Primary School, Voorspoed Primary School, Westfleur Primary School and Willemsvallei Primary School.

### **Additional classrooms**

- Expansion classrooms: No expansion classrooms were completed at existing schools during 2015/16.
- Grade R classrooms: 37 classrooms were completed in 2015/16. All of these classrooms are from either the 2014/15 or 2015/16 project list.
- Mobile units provided: 100 classrooms.

The infrastructure that was scheduled for completion in 2015/16 is set out below, alongside the actual delivery figures.

<b>Category</b>	<b>Targeted</b>	<b>Actual number</b>
New Schools	9	7
Replacement schools (including ASIDI)	21	16
Grade R classrooms	54 classrooms	37(of the 54). In total 101, which includes projects from prior years.
Upgrade and addition	No target set	0
Expansion Classrooms	No target set	0 classrooms
Mobile classrooms	No target set	100 classrooms

### *Changes to planned targets*

#### **(a) New schools**

Two new schools, scheduled for completion by 31 March 2015, that were not completed are Masakhane Primary School and Vuyiseka High School. Both schools experienced delays, due to the underperformance of contractors and problems with the structural integrity of the building. Both these projects were in construction and are due to finish in 2016.

#### **(b) Replacement Schools**

At the end of the 2015/16 financial year, 5 replacement schools, initially scheduled for completion during the 2015/16 financial year, were at different stages of construction. Delays were also experienced due to the underperformance of contractors and problems with the structural integrity of the buildings.

(c) Grade R classrooms

Off the 54 classrooms set as targets for Grade R only 37 classrooms were completed in the 2015/16 financial year. The rest are in construction and should be completed in the 2016/17 financial year. Reasons for the delays include under-performance by contractors and delays at new schools, which were included in the target.

**Strategic objectives:**

<b>Programme 6</b>					
<b>Strategic objectives</b>	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	<b>Comment on deviations</b>
Number of classrooms built in public ordinary schools	253	264	661	397	The number includes 191 classrooms at new schools and 370 class-rooms at replacement schools. 100 New Mobile classrooms were placed at various schools during 2015/6

**Performance Indicators**

<b>Programme 6</b>					
<b>Programme Performance Measure</b>	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	<b>Comment on deviations</b>
PPM601: Number of public ordinary schools provided with water supply	-	-	-		
PPM602: Number of public ordinary schools provided with electricity supply	-	-	-		
PPM603: Number of public ordinary schools supplied with sanitation facilities	-	-	-		
PPM604: Number of classrooms built in public ordinary schools	253	264	661	397	The number includes 191 classrooms at new schools and 370 classrooms at replacement schools. 100 new mobile classrooms were placed at various schools during 2015/6
PPM605: Number of specialist rooms built in public ordinary schools	12	40	96	56	Includes 34 Specialist rooms at new schools and 62 Specialist rooms at replacement schools
PPM606: Number of new schools completed and ready for occupation (includes replacement schools)	New	29	23	-6	Includes 7 new schools and 16 replacement schools
PPM607: Number of new schools under construction (includes replacement schools)	New	15	28	13	Includes 10 new schools and 18 replacement schools
PPM608: Number of Grade R classrooms built	New	82	101	19	17 Grade R classrooms at new schools, 47 Grade R classrooms at replacement schools & 37 Grade R classrooms at existing schools. This includes 20 of the 2015/16 rollout and 17 of the 2014/15 rollout.

<b>Programme 6</b>					
<b>Programme Performance Measure</b>	<b>Actual Achievement 2014/2015</b>	<b>Planned Target 2015/2016</b>	<b>Actual Achievement 2015/2016</b>	<b>Deviation from planned target to Actual Achievement for 2015/2016</b>	<b>Comment on deviations</b>
PPM609: Number of hostels built	New	-	-		
PPM610: Number of schools undergoing scheduled maintenance	New	85	107	22	40 of the 85 scheduled maintenance projects for 2015/16 plus 67 scheduled maintenance projects from 2014/15 were completed. The 45 remaining projects for 2015/16 were either cancelled or deferred to 2016/17.
Note that for PPM 601, 602 and 603 no targets were set as all existing schools already have the three basic services listed.					

### Strategy to overcome areas of under performance

- Direct more funding to maintenance
- Focussed approach to maintenance through variety of partnering options e.g. matched funding
- Address unavailability of sites through coordination between the WCED, the Department of Transport and Public Works (DTPW) and local government sectors.
- Facilitate resolution of zoning applications and related matters through communication between WCED, DTPW (Property management) and the Department of Environmental Affairs and Planning (DEADP).

### Changes to planned targets

None

### 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	2015/16			2014/15		
	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	10,112	10,112	-	10,338	10,338	-
6.2 Public Ordinary Schools	1,455,743	1,455,743	-	1,399,827	1,385,886	13,941
6.3 Special Schools	35,657	35,657	-	8,200	8,200	-
6.4 Early Childhood Development	48,447	48,447	-	35,067	35,067	-
Total	1,549,959	1,549,959	-	1,453,432	1,439,491	13,941

#### 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 educators 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 Objective<sup>16</sup>**

<b>Programme 7: Strategic Objective</b>	
<b>Strategic Objective 7.1</b>	<b>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</b>
<b>Objective statement</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Review the assessment procedures and recording and reporting of assessment tasks</li> <li>2. To ensure that the school-based assessment marks are valid and reliable.</li> <li>3. 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.</li> </ol>

##### **Strategic objectives, performance indicators, planned targets and actual achievements**

###### *Examinations*

In 2015, the WCED administered five major examinations in accordance with the relevant policies and regulations. These examinations are:

- National Senior Certificate examinations (October/November 2015)
- National Senior Certificate Supplementary examinations (February/March 2016).
- Senior Certificate examinations (May/June 2015);
- ABET Level 1-4 examinations (May/June 2015)
- ABET Level 1-4 examinations (October/November 2015)

<sup>16</sup> 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)	56 562	53 721	442
National Senior Certificate Supplementary examinations (February/March 2016)	8 478	6 138	158
Senior Certificate examinations (May/June 2015)	20 078	9 676	103
AET Level 4 examinations (May/June 2015)	1008	537	56
AET Level 4 examinations (October/November 2015)	4 449	3 460	104

The Annual National Assessments of Language and Mathematics were not uniformly written in 2015 as a result of a protest lodged by teachers unions with a number of concerns voiced about the model of assessment. As a result the DBE sought permission to have the results on the ANA tests excluded from the Annual Report. The usual standardization processes were not conducted and schools only participated on a modest scale.

Security of examinations is a key priority. 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 examination published as Government Notice No. 564 in Government Gazette No. 30048 of 6 July 2007 and amended as: Government Notices 372 and 373 in Government Gazette, Vol.587, No. 37652 dated 16 May 2014.

The WCED trained 2 116 people during 18 sessions in 2015 to manage the National Senior Certificate examination process at school level. The invigilation of the conduct of the National Senior Certificate and ABET Level 4 examinations was conducted by a combination of teachers and external invigilators. The Principal was the chief examination officer and was supported by the externally appointed Senior Invigilator.

To improve the quality of the NSC marking, competency tests for markers were conducted in eleven subjects during April - August 2015.

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 were 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 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 2016. School awards recognised those with the greatest improvement in pass rate, in bachelors passes and in individual subjects.

Criteria for overall school excellence were consistency in the number of Grade 12 candidates over the 3 year period of 2013 to 2015, an overall pass rate of at least 95% in 2015, percentage of candidates with access to Bachelor's degree study and percentage of candidates with Mathematics passes at 60% and above



Awards were also made to learners with outstanding performance both on overall subject records and on a number of individual 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	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	Comment on deviations
Percentage of learners who passed National Senior Certificate (NSC)	82.2%	83.5%	84.7%	1.2%	The target was exceeded as a result of good preparation of the candidates.

### Performance Indicators

Programme 7					
Programme Performance Measure	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	Comment on deviations
PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	82.2	83.5	84.7	1.2	The target was exceeded as a result of good preparation of the candidates.
PPM 702: Percentage of Grade 12 learners passing at bachelor level	38.8	40	41.7	1.7	The target was exceeded as a result of good preparation of the candidates.
PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics	New	43	42.2	-0.8	The targeted improvement was beyond the reach of the candidates.
PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science	New	38	40.2	2.2	The target was exceeded as a result of good preparation of the candidates.
PPM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	New	70	n/a	n/a	For 2015-16 indicators relating to ANA will not be reported on by provinces as the exam was not written at schools as intended.
PPM 706: Percentage of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	New	75	n/a	n/a	For 2015-16 indicators relating to ANA will not be reported on by provinces as the exam was not written at schools as intended.
PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	New	83	n/a	n/a	For 2015-16 indicators relating to ANA will not be reported on by provinces as the exam was not written at schools as intended.

<b>Programme 7</b>					
<b>Programme Performance Measure</b>	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	<b>Comment on deviations</b>
PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	New	53	n/a	n/a	For 2015-16 indicators relating to ANA will not be reported on by provinces as the exam was not written at schools as intended.
PPM 709: Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	New	50	n/a	n/a	For 2015-16 indicators relating to ANA will not be reported on by provinces as the exam was not written at schools as intended.
PPM 710: Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	New	7	n/a	n/a	For 2015-16 indicators relating to ANA will not be reported on by provinces as the exam was not written at schools as intended.

<b>Programme 7</b>					
<b>Programme Performance Indicator</b>	Actual Achievement 2014/2015	Planned Target 2015/2016	Actual Achievement 2015/2016	Deviation from planned target to Actual Achievement for 2015/2016	<b>Comment on deviations</b>
PPI 7.1 % of learners in Grade 3 attaining acceptable outcomes in Language*	42.4	44	42.4	-1.6	The learners did not reach the improvement target set but maintained the score of the previous year.
PPI 7.2. % of learners in Grade 3 attaining acceptable outcomes in Mathematics*	54	56	57.6	1.6	The Mathematics support programme yielded results.
PPI 7.3. % of learners in Grade 6 attaining acceptable outcomes in Language*	37.9	40	36.8	- 3.2	This cohort of learners failed to measure an improved score.
PPI 7.4. % of learners in Grade 6 attaining acceptable outcomes in Mathematics*	30.4	32	37.7	5.7	The Mathematics support programme yielded results.
PPI 7.5. % of learners in Grade 9 attaining acceptable outcomes in Languages*	47.6	49	53	4	The Language development programme yielded results
PPI 7.6. % of learners in Grade 9 attaining acceptable outcomes in Mathematics*	14.9	17	22.2	5.2	The Mathematics support programme yielded results.
*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
- Ongoing use of data to support interventions
- Training of principals in new assessment requirements
- Improvements to marking of scripts
- Continue with, and expand, 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	2015/16			2014/15		
	Final Approp- riation	Actual Expen- diture	(Over)/ Under Expen-diture	Final Approp- riation	Actual Expen- diture	(Over)/ Under Expen- diture
	R'000	R'000	R'000	R'000	R'000	R'000
7.1 Payments to SETA	6,450	6,450	-	6,096	6,096	-
7.2 Professional Services	29,404	29,404	-	533,921	530,087	3,834
7.3 External Examinations	189,558	189,558	-	172,851	172,851	-
7.4 Special Projects	33,147	24,735	8,412	29,146	29,146	-
7.5 Conditional Grants	19,631	19,631	-	17,731	17,690	41
Total	278,190	269,778	8,412	759,745	755,870	3,875

## 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 2015 to 31 March 2016

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	Reasons for the funds unspent by the entity
Public Ordinary Schools	Non Profit Institutions	Infrastructure (maintenance and upgrades)	yes	69,465	69,465	0
		Norms and Standards: Additional growth	yes	5,640	5,640	0
		Boarding subsidy	yes	34,818	34,818	0
		Admin support	yes	12,423	12,423	0
		Conditional grant: Social Sector EPWP	yes	1,627	1,627	0
		Norms and Standards	yes	601,059	601,059	0
		Conditional grant: NSNP	yes	35,946	35,946	0
		Gr 12 awards	yes	621	621	0
		Compensation for fee exemption	yes	43,650	43,650	0
		Youth focus	yes	20,559	20,559	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	Reasons for the funds unspent by the entity
		Learner transport	yes	46,643	46,643	0
		Mathematics and Language Awards	yes	332	332	0
		Private transport subsidy	yes	3,957	3,957	0
		Internet connection	yes	15,866	15,866	0
		Technical subjects	yes	1,303	1,303	0
		Matric exam centres	yes	6,200	6,200	0
		Safe schools security	yes	23,041	23,041	0
		E-education telematics	yes	649	649	0
		Conditional Grant: Mathematics, Sciences and Technology	yes	99	99	0
		SGB memberships and training	yes	444	444	0
		National Teaching Awards and NCS FET/GET training	yes	2,142	2,142	0
		Hostels refurbishments	yes	1,542	1,542	0
Independent School Subsidies	Non Profit Institutions	Subsidy	yes	95,384	95,384	0
Public Special School Education	Non Profit Institutions	Subsidy	yes	134,099	134,099	0
Early Childhood Development Centres	Non Profit Institutions	Subsidy	yes	298,366	298,366	0
		Learner transport	yes	191	191	0
		Conditional grant: Social Sector EPWP	yes	2,823	2,823	0
		Pre-Grade R stipends	yes	67,049	67,049	0

All payments which were budgeted for in the period 1 April 2015 to 31 March 2016, 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, 2015, 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.

The overall performance on the Conditional Grants in 2015/16 was greatly improved on the spending in the prior year. In 2015/16, 99.99% of funds were spent compared with the 99.21% spent in 2014/15.

#### Monitoring

Monitoring of each of the grants was undertaken through monthly reporting, checks and site visits by the relevant officials. Controls and improvements were effected on an ongoing basis. The procurement processes for the Mathematics, Science and Technology Conditional Grant (MST) were centralised with increased monitoring to ensure that all conditions were met and there were no wasteful expenditure.

The tables below detail the conditional grants and earmarked funds received for the period 1 April 2015 to 31 March 2016.

Conditional Grant: Mathematics, Sciences and Technology	
Department who transferred the grant	Department of Basic Education
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> <ul style="list-style-type: none"> <li>- Apparatus and consumables to schools that lack some functional Sciences laboratories, geometry sets and calculators.</li> <li>- Information and Communications Technology (ICT) hardware and software (HeyMath and HeySciences).</li> <li>- Content, didactic and pedagogic programmes to improve teacher effectiveness</li> <li>- Management training and/or mentoring for principals and School Management Teams</li> <li>- Co-curricular, additional preparation of Grade 8 -12 learners for enhanced performance and participation in Olympiads and increased access to Science Clubs, Science Fairs and Competitions</li> <li>- Refurbishing or redesigning of existing workshops.</li> <li>- Supplying equipment, tools and machinery to workshops.</li> </ul>
Actual outputs achieved	All outputs were achieved as per the 2015/16 MST Business Plan

Conditional Grant: Mathematics, Sciences and Technology	
Amount per amended DORA	R26.535 million
Amount received (R'000)	R26.535 million
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R26.535 million
Reasons for the funds unspent by the entity	The 2015/16 Financial Year budget was fully spent.
Reasons for deviations on performance	N/A
Measures taken to improve performance	All requisitions for 2015/16 were submitted to SCM for procurement. 100% expenditure of the 2015/16 budget
Monitoring mechanism by the receiving department	All outputs were achieved as per the 2015/16 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 reports submitted

Occupational Specific Dispensation for Education Sector Therapists Grant	
Department who transferred the grant	Basic Education
Purpose of the grant	To augment the baseline compensation budget of the Provincial Education Departments (PEDs) to enable them to comply with ELRC Collective Agreement 1 of 2012.
Expected outputs of the grant	Provinces meet the payment obligations for educators covered by ELRC Collective Agreement 1 of 2012.
Actual outputs achieved	The WCED utilised the full OSD allocation for the 2015/16 financial year for the translation of office and institution-based teachers, employed in terms of the Employment of Educators' Act, 1998 and who qualified for the translation to the OSD for Therapists/Counsellors/Psychologists.
Amount per amended DORA	R15.852 million
Amount received (R'000)	R15.852 million
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R15.852 million
Reasons for the funds unspent by the entity	N/A
Reasons for deviations on performance	N/A
Measures taken to improve performance	N/A
Monitoring mechanism by the receiving department	N/A

Conditional Grant: Education Infrastructure Grant (EIG)	
Department who transferred the grant	Department of Basic Education
Purpose of the grant	To maintain, refurbish, extend or create new infrastructure
Expected outputs of the grant	To ensure that existing infrastructure is maintained as prescribed by the PFMA or to create additional capacity at educational institutions as approved
Actual outputs achieved	Maintenance of facilities and refurbishment / extension / addition of various units / facilities
Amount per amended DORA	R1,094 992 billion
Amount received (R'000)	R1,094 992 billion
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R1,094 992 billion
Reasons for the funds unspent by the entity	N/A

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Conditional Grant: Education Infrastructure Grant (EIG)	
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: HIV/AIDS (Life Skills Education) Grant	
Department who transferred the grant	Department of Basic Education
Purpose of the grant	<ul style="list-style-type: none"> <li>To support South Africa's HIV and AIDS prevention strategy by increasing sexual and reproductive health knowledge and appropriate decision-making amongst learners and educators.</li> <li>To mitigate the impact of HIV/AIDS by providing a caring, supportive and enabling environment for learners and educators.</li> <li>To ensure the provision of a safe, rights based environment in schools that is free of discrimination, stigma and any form of sexual harassment or abuse.</li> <li>To reduce the vulnerability of children to HIV/AIDS, TB and STI infection, with a particular focus on orphaned and vulnerable children.</li> </ul>
Expected outputs of the grant	<ul style="list-style-type: none"> <li>Increased HIV, STIs and TB knowledge among learners, educators and officials</li> <li>Decrease in risky sexual behaviour among learners, educators and officials</li> <li>Decrease barriers to retention in schools, in particular for vulnerable children.</li> <li>Decrease in risky sexual behaviour among learners, educators and officials</li> <li>Schools, districts and provinces have integrated all HIV and AIDS Life Skills Education Programme into their evaluation and reporting systems</li> <li>Management, administration and support delivered to districts and schools</li> </ul>
Actual outputs achieved	All outputs achieved as per business plan.
Amount per amended DORA	R19,631 million
Amount received (R'000)	R19,631 million
Reasons if amount as per DORA was not received	N/a
Amount spent by the department (R'000)	R19,631 million
Reasons for the funds unspent by the entity	The expenditure of this project is at 100%
Reasons for deviations on performance	None
Measures taken to improve performance	All requisitions for the 2015/16 financial year were submitted to Supply Chain Management in advance.
Monitoring mechanism by the receiving department	Monthly, as well as quarterly reports are submitted to WCED management for monitoring and sign-off.

Conditional Grant: EPWP Integrated Grant for Provinces – Education	
Department who transferred the grant	Public Works
Purpose of the grant	<p>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:</p> <ul style="list-style-type: none"> <li>road maintenance and the maintenance of buildings</li> <li>low traffic volume roads and rural roads</li> <li>other economic and social infrastructure</li> <li>tourism and cultural industries</li> <li>sustainable land based livelihoods</li> <li>waste management</li> </ul>
Expected outputs of the grant	<p>Increased number of people employed and receiving income through the EPWP</p> <ul style="list-style-type: none"> <li>Increased average duration of the work opportunities created</li> </ul>
Actual outputs achieved	Job creation projects in relation to minor maintenance at schools in the Metro. Includes maintenance of floors, tiles, doors, ceilings, plumbing, fencing, painting and gates as well as beautification of grounds.
Amount per amended DORA	N/A
Amount received (R'000)	R2,818 million
Reasons if amount as per DORA was not received	N/A



Conditional Grant: EPWP Integrated Grant for Provinces – Education	
Amount spent by the department (R'000)	R2,818 million
Reasons for the funds unspent by the entity	N/A
Reasons for deviations on performance	See above.
Measures taken to improve performance	Offer support to the Department of Transport and Public Works to ensure that contractors are appointed timeously for 2016/17.
Monitoring mechanism by the receiving department	Monthly and quarterly reports

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	R299,435 million
Amount received (R'000)	R299,435 million
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R299,400 million
Reasons for the funds unspent by the entity	N/A
Reasons for deviations on performance	N/A
Measures taken to improve performance	Service providers are requested to submit claims on a weekly basis and this has improved service delivery
Monitoring mechanism by the receiving department	NSNP Provincial office monitors expenditure and district officials monitor the programme on a daily basis

Conditional Grant: EPWP Integrated Grant for 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.
Expected outputs of the grant	Train 420 ECD practitioners in the field of Early Childhood Development. Train 22 previously unemployed matriculants to be data capturers
Actual outputs achieved	350 ECD practitioners were declared competent after the 12 month training course. Each practitioner attended a 12 month ECD Level 1 course at one of the six FET Colleges in the province. Each ECD practitioner also received training in First Aid 22 data capturers completed courses in office management, Microsoft Office, Human Resource Management and Project Management.
Amount per amended DORA	R4.747 million
Amount received (R'000)	R4.747 million
Reasons if amount as per DORA was not received	N/A
Amount spent by the department (R'000)	R4.746 million
Reasons for the funds unspent by the entity	N/A
Reasons for deviations on performance	N/A
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 is on file.

Spending on the earmarked and specific funds was as follows:

<b>Earmarked Funding</b>	<b>Amount received R'000</b>	<b>Amount spent R'000</b>	<b>Funds unspent R'000</b>	<b>Performance</b>	<b>Actual outputs achieved</b>
MOD Centres Earmarked Funds	59,594	48,409	11,185	81.2%	Provision of school halls and sports fields; funds for equipment and maintenance and for graduate tutors largely achieved.
E-Education Earmarked Funds	60,000	50,008	9,992	83.3%	Objectives of project fully achieved. 50 schools were fully supplied. The balance of the unspent funds has been requested for rollover.
<b>TOTAL: Earmarked and Specific Funds \</b>	<b>119,594</b>	<b>98,417</b>	<b>21,177</b>	<b>82.3%</b>	

## 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

Variances in respect of targets are discussed under Programme 6, in relation to the Programme Performance Measures. Some projects were delayed and alternative arrangements had to be made for accommodation.

#### Capital Projects in construction

##### (c) New schools

The permanent schools scheduled for completion by 31 March 2015, that were not completed are Masakhane Primary School and Vuyiseka High School. Both Masakhane Primary School and Vuyiseka High School experienced delays, due to the insolvency and the underperformance of contractors. Both these projects were in construction and are due to finish in 2016.

##### (d) Replacement Schools

At 31 March 2015, the following replacement schools, initially scheduled for completion during the 2015/16 financial year, were at different stages of construction: ACJ Phakade Primary School, Delft South Primary School, Du Noon Primary School, Garden Village Primary School, Hawston Primary School, Itsitsa Primary School, Mount View Secondary School, Nalikamva Primary School, Pineview Primary School, Red River Primary School, Scottsdene Secondary School, Silverstream Primary School, Steynville Primary School And Vooruitsig Primary School.

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 2015/16 R'000	Estimated final cost R'000
107 (40 from 2015/16 and 67 from 2014/15)	260,390	244,790

A summary of the maintenance shortfall figures is presented below.

Maintenance Shortfall				
Financial Year	Asset Value	1,5% Needed for Maintenance	Budget Provided	Shortfall
2004	10,560,000	158,400	73,719	84,681
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	32,8518	-31,976
Total backlog since 2004		<b>2,891,259</b>		

There was some impact on the maintenance backlog in 2015/16, with the aim to sustainably improve the presentation of WCED schools at scale. Research in many parts of the world shows that there is a positive link between the physical environment in which learners are taught and the learning outcomes achieved.

Infrastructure Projects	2015/16			2014/15		
	Final Appro- piation	Actual Expen- diture	(Over)/ Under Expen- diture	Final Appro- piation	Actual Expen- diture	(Over)/ Under Expen- diture
	R'000	R'000	R'000	R'000	R'000	R'000
New and replacement assets	903,726	903,726	-	1,011,205	998,391	12,814
Existing infrastructure assets	576,768	576,768	-	410,573	409,446	1,127
Upgrades and additions	168,986	168,986	-	159,603	159,603	-
Rehabilitation, renovations and refurbishments	-	-	-	-	-	-
Maintenance and repairs	407,782	407,782	-	250,970	249,843	1,127
Infrastructure transfer	69,465	69,465	-	31,654	31,654	-
- Current	4,627	4,627	-	62	62	-
- Capital	64,838	64,838	-	31,592	31,592	-
Total	1,549,959	1,549,959	-	1,453,432	1,439,491	13,941

## **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 2015/16 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.
- Updating of the Logistical Information System (LOGIS) user account management policy.
- Procurement procedures for assets 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. These items do not, however, form part of the WCED Asset Register. In terms of the South African Schools Act, 1996 (Act No 84 of 1996), these are considered to be inventory items of schools. Schools must, therefore, report on these inventory items in their annual financial statements. The WCED Asset Register reflects the inventories for Head Office and 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 with regard to 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. It also maintains a register of vehicles used by the WCED and monitors vehicle use by means of log sheets. The present fleet meets the current needs of the WCED.





## 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 2014. 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*; ensuring 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 was a valuable one.

Whole School Evaluation continues to give insights not only into the support needs at individual schools but also into systemic issues. Shorter visits were conducted at small schools or those that were functioning optimally. Differentiation in the length of visits has allowed for additional schools to be visited. The findings were shared in trend reports in addition to the extensive reports provided to the schools concerned.

All schools completed online School Improvement Plans (SIPs), with targets for 3 years, for academic performance; management efficiencies (such as teacher and learner absenteeism and academic planning); resourcing and maintenance. The indicators correspond with national targets match the 9 focus areas of whole school evaluation. The value of an improvement plan like this is that all schools are focused on driving key improvement interventions. The SIP also forms part of the accountability system, since signatories to the plan include the principal, the SGB and the WCED. Schools also provided Action Plans to specify steps they would take to meet the targets set.

In 2015/16 quarterly School Improvement Monitoring, by which key aspects of resourcing and school functionality e.g. SGB elections, preparedness for the new year was conducted. Because the reports were captured online, the data could be drawn and used to improve support. In particular, for example, the data enabled the WCED to keep abreast of deliveries of workbooks.

## **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 with regard to ERM. The Department adopted an ERM Policy 2015/16 – 2016/17, approved by the Accounting Officer on 28 April 2015; and an ERM Strategy and Implementation Plan for 2015/16, approved by the Accounting Officer on 28 April 2015. 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 objectives, both strategically and on a programme level, on a quarterly basis. Risks were prioritised based on its likelihood and impact (inherently and residually) 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 her responsibilities relating to risk management. The Committee operated under a Terms of Reference approved by the Accounting Officer on 30 April 2015. 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 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**

According to the Annual Report guide issued by National Treasury, commentary should be provided whether the department/institution sees progress in the management of risks, whether this has transmitted into improvements in the department's performance, and if not, what it plans on doing to address this problem. Departments are requested to consider this and provide short commentary if deemed necessary.

### 3. Fraud and Corruption

The Western Cape Government (WCG) adopted an Anti-Corruption Strategy which confirms the Province's zero tolerance stance towards fraud and corruption. 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 was approved on 24 February 2016 to provide 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 at the South African Police Services.

PFS issued a Case Movement Certificate reflecting the following movement of cases for the Department during this financial year:

Open cases as at 1 April 2015	14
New cases reported during 2015/16	29
Closed cases (2015/16)	(17)
Referred cases (2015/16)	(15)
Incorporated cases (2015/16)	(1)
Reclassified cases (2015/16) <sup>17</sup>	1
<b>Open cases as at 31 March 2016</b>	<b>11</b>

The following table further analyses the closed cases indicated above:

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<sup>17</sup> This matter was referred to the Department who, following a preliminary investigation, indicated that a forensic investigation was required.

Outcome of cases closed	
Outcome	Number
Allegations substantiated	7
Only preliminary investigation with no findings	6
Only preliminary investigation with no findings but with recommendations	4

#### 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.

#### 6. Health Safety and Environmental Issues

Safety of learners and educators 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 activity.

#### 7. Portfolio Committees

Not applicable

#### 8. Scopa Resolutions

The Report of the Standing Committee on Education on the Annual Report of the Western Cape Education Department for the year ended 31 March 2015, dated 25 November 2015 is summarised below.

The Committee noted the Auditor-General's audit opinion regarding the Department's Annual Financial Statements for the 2014/15 financial year, having obtained a clean audit opinion. This audit opinion is an improvement from the 2013/14 financial year where the

Department obtained an unqualified audit opinion with findings on laws and regulations, a material misstatement in financial statements submitted and service delivery matters.

The Western Cape Education Department spent R17,001 billion of a budget of R17,026 billion, resulting in an overall under-expenditure of R25,059 million (0,15%), as reflected on page 168 of the 2014/15 Annual Report. As disclosed in note 24.3 to the financial statements, fruitless and wasteful expenditure amounting to R1,575 million was identified during the 2014/15 financial year.

The Department also had departmental receipts of R34,689 million which consists of revenue generated from the following sources:

- Sales of goods and services, other than capital assets;
- Fines, penalties and forfeits;
- Interest, dividends and rent on land; and
- Transactions in financial assets and liabilities.

Regarding control areas of improvement, the Committee encouraged the Department to concentrate on the major areas of improvement that was identified, such as:

- The Safe Schools Project;
- Early Childhood Development (ECD) Transfer Payments;
- Supply Chain Management (SCM) Operations: Contract Development and Management; and
- SCM Operations: Procurement under R30 000.

The Committee encouraged the Department to concentrate on addressing the aforementioned major areas of improvement. If not, the Department might regress to an unqualified audit opinion with findings on predetermined objectives.

The Committee congratulated the Department for improving its debt collection period from 55,4 days to 2 days.

The Committee made no recommendations to the Department.

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

- The legal opinion responding to the Learner Transport Scheme matter, including the investigation report on the same matter, as indicated on page 123 of the 2014/15 Annual Report.
- All action plans relating to the assurance engagements that were approved in the 2014/15 Internal Audit Plan, which includes Safe Schools, Early Childhood Development transfer programmes and Supply Chain Management Operations, as indicated on page 123 of the Annual Report.
- A list of all consultants appointed via the SCM process, as indicated on page 208 of the 14/15 Annual Report.

## 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
Breakfast porridge/cereal not served at schools	2013/14	In order to address the issues raised, the action taken by the Department was the issuing of Minute 0001/2015 to all schools.
Meals were not prepared in compliance with recommended food specifications and approved menu	2014/15	The Department approached DBE to sanction the step taken in the last week of term to save wastage. Exam protocol was developed that guides the managing of NSNP during exam/test periods.
School learners were not fed on all school days	2014/15	To ensure compliance at schools by targeting them for monitoring and evaluation against existing circulars concerning feeding as a remedial measure.
Irregular expenditure incorrectly classified and disclosed	2014/15	The Loss Control Unit revisited the classification of all entries in the irregular expenditure register and a new note on irregular expenditure was compiled for disclosure in the financial statements.
Irregular Expenditure disclosure note	2014/15	The National Treasury Guideline on Irregular expenditure prescribes: "The annual financial statements template must be used to complement the MCS and provide for a format in which the disclosure requirements of irregular expenditure must be presented in the annual financial statements and related notes". The misstatement was due to a blocked out cell in the template provided by the National Treasury. The Department could not split the figures on the input but does have the individual amounts available. The WORD document was corrected to display the figure to the correct description.
Fruitless and wasteful expenditure disclosure not accurate	2014/15	The new Loss Control Register was developed by Ce-I together with Provincial Treasury and provides for information as required in the National Treasury's prescribed register. Accounting and reporting procedures are done in terms of the National prescripts. The Loss Control Unit will review all the cases listed in the register and, where necessary, the note to the financial statements will be restated.
Inaccurate commitment schedule	2014/15	The Department will review the status of all contracts. The note to the financial statements was restated. The department performed quarterly assessments to ensure that all capital commitments disclosed are valid, accurate and completed.
Transfer of immovable assets	2014/15	The note was amended and the transfer affected in 2015/16 financial year.
Learner Transport Scheme (LTS) Expenditure – Fruitless and Wasteful understated	2013/14	The current obligation on district offices to verify routes on application still holds and is being closely monitored. The LTS application form was amended to require districts to have two persons (instead of one) measure and verify route distances.
Financial Statements differences	2013/14	The Department will continue to monitor the correctness of the information in the financial statements through its internal control processes.
Key management personnel disclosure - no accounting policy	2013/14	The accounting policy was copied from the generic template from National Treasury which did not have the Key Management Personnel included. The AFS was updated to include the policy for the Key Management Personnel.

## **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 delegation of 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. Developed policies, procedures and processes pertaining to the Directorate Internal Control.
5. 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.
6. Evaluated the effectiveness and the implementation of financial prescripts: completed inspections within the department; monitored performances of SCM Champions.
7. Evaluated the departmental risks registers: maintained and kept a record of risk reports; liaised with ERM unit and Internal Audit on the departmental risks.
8. Facilitation of Assurance Services  
Facilitated the Internal and External Audits: monitored progress on recommendations in 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

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 should assist 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.

Internal Audit work completed during the year under review, for the Department, included five assurance engagements and one consulting engagement. The details of these engagements are included in the Audit Committee report.

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 review of the following:

- Internal Audit function;
- External Audit function (Auditor General of South Africa - AGSA);
- Departmental Accounting and reporting;
- Departmental Accounting Policies;
- AGSA management and audit report;
- 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 (not applicable)	Date appointed	Date Resigned	No. of Meetings attended
Mr Ronnie Kingwill	CA(SA); CTA; BCom	External		01 January 2014 (2 <sup>nd</sup> term)	N/a	8
Prof Estian Calitz	DCom (Economics); BCom (Honours) (Econometrics); MCom (Economics); BCom (Honours) (Economics); BCom	External		01 January 2013 (2 <sup>nd</sup> term)	2 <sup>nd</sup> term expired on 31 December 2015	5
Ms Zulpha Abrams	CA(SA) & FIIA SA, CIA	External		07 April 2014 (2 <sup>nd</sup> term)	N/a	7
Mr Linda Nene	CCSA; CRMA; CCP; FIIA SA; Post Grad Diploma in Management – Corporate; Governance; BComm (Acc)	External		01 April 2014 (2 <sup>nd</sup> term)	N/a	6
Ms Rozan Jaftha	CA (SA) & FIIA SA; CIA	External		01 October 2014	N/a	8

## 12. Audit Committee Report

We are pleased to present our report for the financial year ended 31 March 2016.

### 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 (PFMA) and National Treasury Regulations 3.1**. The Audit Committee also reports that it has adopted appropriate formal Terms of Reference, has regulated its affairs in compliance with these Terms and has discharged all its responsibilities as contained therein.

### The Effectiveness of Internal Control

In line with the PFMA and the King III Report on Corporate Governance requirements, 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:

### Assurance Engagements:

- Transfer Payments – Independent Schools
- Learner Support
- HR Registry
- Client Services (Walk-in Centre)
- Conditional Grants (Maths, Science and Technology)

**Consulting Engagements:**

- Learner Transport Schemes (consulting engagement)

The internal audit plan was completed for the year. The areas for improvements, as noted by internal audit during performance of their work, were agreed to by management. The Audit Committee continues to monitor these actions on an on-going basis with particular focus on monitoring recurring findings. The approved combined assurance approach will continue to be applied to effectively focus limited internal audit resources on the most relevant risk areas.

**In-Year Management and Monthly/Quarterly Reports**

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 the AGSA's Management Report and Management's responses thereto;
- reviewed changes to accounting policies and practices as reported in the Annual Financial Statements;
- 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.

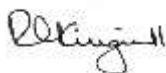
**Performance Information**

The Audit Committee has reviewed the information on predetermined objectives as reported in the Annual Report.

**Report of the Auditor-General South Africa**

We have on a quarterly basis reviewed the Department's implementation plan for audit issues raised in the prior year. The Audit Committee has met with the AGSA to ensure that there are no 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 their report.



**Ronnie Kingwill**

**Chairperson of the Education Audit Committee**

**Date: 2016:08:08**





## 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, 1994 (Proclamation 103 of 1994)  
Constitution of the Republic of South Africa, 1996 (Act 108 of 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. The WCED allocated altogether 32039 posts for the 2016 school year. Due to financial constraints for the 2015/2016 and 2016/2017 MTEF, the WCED could only increase the affordable basket of posts from 32033 to 32039. Steps were taken to ensure an educator/learner ratio of 1: 37 in primary schools and 1:33 in high schools.

The department has additionally increased its number of permanent teachers, thus providing greater stability to the system. The department conducted a planned exercise to deploy excess educators, which resulted in the reduction of excess educators by 136 (84 +52) over the 2015/16 financial year, thus ensuring that more posts could be created to supply teachers to schools that were experiencing the greatest need.

The department provided three vacancy lists for educators in the 2015 school year as well as three (3) 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:**

Special attention was paid in 2015 to the advertisement and filling of posts of Deputy Principals and Principals. These posts were advertised in each of the vacancy lists and in special vacancy lists and prioritised to ensure swift processing of the applications. This development reduced the periods in which educators were in acting positions and contributed to school stability.

Appointment criteria and selection processes for principals, deputy principals and heads of department were strengthened. Competency-Based Assessment (CBA) tools were offered to 94 candidates to assist in the recruitment of promotion posts in 2015/16. Feedback to individuals assisted in the development of informed Individual Development Plans for newly appointed principals, deputy principals and heads of department.

2. Reduction in number of temporary teachers:

The department appointed 1 128 PL1 teachers in a permanent capacity with effect from 1 January 2016.

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

This was prioritised in order 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.

*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. During the period 1 April 2015 to 31 December 2015, 623 (76.1%) of the 819 Funza Lushaka bursary holders of 2014 were successfully placed. During the period 1 January 2016 to 31 March 2016, 304 (45%) of the 676 Funza Lushaka bursary holders of 2015 were placed in educator posts. Other new entrants were given opportunities for permanent appointment in educator posts.

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, were 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 31 Health and Wellness Awareness Days, created awareness by arranging 25 advocacy sessions on the employee wellness programme offered to WCED employees during the reporting period, and provided support to 793 employees during 24 Trauma Debriefing sessions.

#### *Achievements and challenges*

The department provided the 2016 school staff establishments before the end of August 2015. This enabled schools to commence timeously with their planning for 2016 and also created sufficient opportunity for schools to appeal for more posts where necessary. School staff establishments for 2016 were based on verified learner numbers as at 31 July 2015.

The on-line e-Recruitment system ("Recruiting the best") was implemented with effect from January 2013. The system enables all educators, including new graduates, to complete their personal profile on the system and use that platform to apply online for advertised posts. This system has brought about greater efficiencies in application management. All educator vacancies in 2015/16 were published via the on-line system.

The WCED has used the Pensions e-Channeling system since 2013. This allows for the electronic processing of pension withdrawal for beneficiaries and this has substantially reduced the turn-around time for the payment of benefits.

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

With the assistance of Internal Audit, the department developed a Stakeholder Framework to improve the working relationship with external stakeholders such as unions, principals' forum and school governing body associations.

#### *Future People Management plans/goals*

The WCED will:

1. pilot and roll-out phase II of the E-Recruitment System, automating the SGB process in terms of shortlisting, scoring and nominations.
2. rollout the e-Recruitment system to address office based educator posts and also that of public service posts.
3. provide online applications for institutional based educator posts to schools electronically.
4. profile all teachers in terms of subject and phase specialisation and subject or phase teaching in order to affect proper people planning for future teacher needs.

### 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 2015 to 31 March 2016**

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*	1 230 688	797 635	1 173	0	4.52	425	1 878
Programme 2	12 959 597	11 222 285	24 191	0	63.62	318	35 246
Programme 3	95 383	0	0	0	0.00	0	0
Programme 4	1 049 773	875 574	0	0	4.96	310	2 826
Programme 5	482 163	61 027	0	0	0.35	407	150
Programme 6**	1 549 959	6 395	0	0	0.04	213	30
Programme 7	269 779	***78 208	0	0	0.44	447	175
		****76 120	0	0	0.43	0	0
Total	17 637 342	13 117 244	25 364	0	74.36	325	40 305

Notes:

\* District-based employees were moved from Programme 9 to Programme 1, hence the increase in the number of employees.

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

\*\*\* The personnel expenditure in respect of Programme 7 (Examination and Education Related Services) amounting to R78 208m 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 R76120m reflects the amount in respect of the expenditure of Examiners/Moderators/Markers and temporary administrative support staff (for the 2015-Matric examinations) as well as HIV/AIDS support staff.

**Table 3.1.2 Personnel costs by salary band for the period 1 April 2015 to 31 March 2016**

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)	344 116	2.62	110	3 122
Skilled (level 3-5)	832 188	6.33	166	5 003
Highly skilled production (levels 6-8)	7 486 250	56.93	321	23 289
Highly skilled supervision (levels 9-12)	4 433 786	33.72	501	8 844
Senior and Top management (levels 13-16)	53 228	0.40	1 132	47
Total	13 149 567*	100.00	326	40 305**
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 2015 to 31 March 2016**

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	530 014	4.03	4 753	0.04	16 672	0.13	30 834	0.23
Programme 2	8 450 343	64.26	25	0.00	259 256	1.97	511 887	3.89
Programme 3	0	0.00	0	0.00	0	0.00	0	0.00
Programme 4	616 046	4.68	90	0.00	21 121	0.16	39 480	0.30
Programme 5	45 794	0.35	0	0.00	981	0.01	2 457	0.02
Programme 6	8 515	0.06	0	0.00	84	0.00	202	0.00
Programme 7	127 029	0.97	2 386	0.02	3 025	0.02	6 400	0.05
Total	9 777 741	74.36	7 254	0.06	301 139	2.29	591 260	4.50

**Table 3.1.4 Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 2015 to 31 March 2016**

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)	244 782	1.86	50	0.00	17 580	0.13	17 388	0.13
Skilled (level 3-5)	591 196	4.50	2 033	0.02	36 617	0.28	53 998	0.41
Highly skilled production (levels 6-8)	5 572 741	42.38	4 076	0.03	169 230	1.29	347 900	2.65
Highly skilled supervision (levels 9-12)	3 333 802	25.35	1 095	0.01	77 573	0.59	171 287	1.30
Senior management (level 13-16)	35 220	0.27	0	0.00	139	0.00	687	0.01
Total	9 777 741	74.36	7 254	0.06	301 139	2.29	591 260	4.50

### 3.2 Employment and Vacancies

The tables in this section summarise the position with regard to 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 2016**

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	2 101	51	1 843	12.28	35	1 878
	Programme 2	35 048	13	34 987	0.17	259	35 246
	Programme 4	2 925	18	2 800	4.27	26	2 826
	Programme 5	15	0	150	0.00	0	150
	Programme 6	53	0	26	50.94	4	30
	Programme 7	184	0	169	8.15	6	175
	Total	40 326	88	39 975	0.87	330	40 305
Educators	Programme 1	703	7	647	7.97	20	667
	Programme 2	28 860	0	28 885	0.00	174	29 059
	Programme 4	1 839	0	1 824	0.82	16	1 840
	Programme 5	15	0	150**	0.00	0	150
	Programme 6	6	0	2	66.67	0	2
	Programme 7	49	0	56	0.00	6	62
	Total	31 472	7	31 564	0.00	216*	31 780
Public Service Personnel	Programme 1	1 398	44	1 196	14.45	15	1 211
	Programme 2	6 188	13	6 102	1.39	85	6 187
	Programme 4	1 086	18	976	10.13	10	986
	Programme 5	0	0	0	0.00	0	0
	Programme 6	47	0	24	48.94	4	28
	Programme 7	135	6	113	16.30	0	113
	Total	8 854	81	8 411	5.00	114	8 525

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 educator: pre-primary are 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 in an effort to create more learning sites for pre-primary learners (Early Childhood Development). 150 Educators in Programme 7 are Pre-Primary Personnel. These personnel are carried in additional posts.

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. 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 2016**

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)	3 261	31	3 339	0.00	23	3 362
	Skilled (Levels 3-5)	4 567	16	4 796	0.00	54	4 850
	Highly skilled production (Levels 6-8)	28 353	28	28 222	0.46	201	28 423
	Highly skilled supervision (Levels 9-12)	4 099	13	3 573	12.83	50	3 623
	Senior Management (Levels 13-16)	46	0	45	2.17	2	47
	Total	40 326	88	39 975	0.87	330	40 305
Educators	Lower Skilled (Levels 1-2)	0	0	0	0.00	0	0
	Skilled (Levels 3-5)	441	0	1 024	0.00	1	1 025**
	Highly skilled production (Levels 6-8)	27 197	0	27 178	0.07	171	27 349
	Highly skilled supervision (Levels 9-12)	3 834	7	3 362	12.31	44	3 406
	Senior Management (Levels 13-16)	0	0	0	0.00	0	0
	Total	31 472	7	31 564	0.00	216	31 780
Public Service Personnel	Lower Skilled (Levels 1-2)	3 261	31	3 339	0.00	23	3 362
	Skilled (Levels 3-5)	4 126	16	3 772	8.58	53	3 825
	Highly skilled production (Levels 6-8)	1 156	28	1 044	9.69	30	1 074
	Highly skilled supervision (Levels 9-12)	265	6	211	20.38	6	217
	Senior Management (Levels 13-16)	46	0	45	2.17	2	47
	Total	8 854	81	8 411	5.00	114	8 525

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. 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 6-7. The WCED does have some under-qualified educators in the system. These are the 1025 educators who are remunerated at salary levels 3-5 because they do not meet the minimum post requirements to be paid at salary levels 6-7. 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 2016**

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
n/a	n/a	n/a	n/a	n/a
Total	n/a	n/a	n/a	n/a
Notes: <ul style="list-style-type: none"> <li>The CORE classification, as prescribed by the DPSA, should be used for completion of this table.</li> <li>Critical occupations are defined as occupations or sub-categories within an occupation <ul style="list-style-type: none"> <li>(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;</li> <li>(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;</li> <li>(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.</li> </ul> </li> </ul>				

### 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 2016**

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	3	75.00	1	25.00
Salary Level 14	8	0	8	100.00	0	0.00
Salary Level 13	33	0	35	106.06	0	0.00
Total	46	0	47	102.17	1	2.17
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 2015**

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	7	87.50	1	12.50
Salary Level 13	32	0	35	109.38	0	0.00
Total	45	0	47	104.44	1	2.22
<b>Note:</b> Three (3) SMS members carried above the WCED establishment plus two 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 2015 to 31 March 2016**

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	1	1	0
Salary Level 14	2	2	0
Salary Level 13	6	6	0
Total	9	9	0

**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 2015 to 31 March 2016**

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 Chapter 1, Part VII C.1A.3, 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 2015 to 31 March 2016**

Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months
n/a

Note:

- In terms of the Public Service Regulations Chapter 1, Part VII C.1A.2, 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 2015 to 31 March 2016**

Salary Band	Total number of posts as on 31 March 2016	Number of posts evaluated	% of posts evaluated by Salary Bands	Posts Upgraded		Posts Downgraded	
				Number	% of number of posts	Number	% of number of posts
Lower skilled (Levels 1-2)	3 261	0	0.00	0	0	0	0
Skilled (Levels 3-5)	4 567	80	1.75	0	0	0	0
Highly skilled production (Levels 6-8)	28 353	90	0.32	0	0	0	0
Highly skilled supervision (Levels 9-12)	4 099	4	0.10	0	0	0	0
Senior Management Service Band A (Level 13)	33	2	6.06	0	0	0	0
Senior Management Service Band B (Level 14)	8	0	0.00	0	0	0	0
Senior Management Service Band C (Level 15)	4	0	0.00	0	0	0	0
Senior Management Service Band D (Level 16)	1	0	0.00	0	0	0	0
Total	40 326	176	0.44	0	0	0	0

Note: Only public service posts are subjected to job evaluation procedures.

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 2015 to 31 March 2016**

Gender	African	Coloured	Indian	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0
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 2015 to 31 March 2016**

Total number of Employees whose salaries exceeded the grades determine by job evaluation	None
--	------

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 2015 to 31 March 2016**

Total number of Employees whose salaries exceeded the grades determine by job evaluation	None
--	------

### 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 2015 to 31 March 2016**

Personnel Group	Salary Band	Number of Employees per band as on 31 March 2015	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)	3 100	2 827	0	2 827	2 652	0	2 652	5.65
	Skilled (Levels 3-5)	4 885	4 615	11	4 626	3 029	11	3 040	32.47
	Highly skilled production (Levels 6-8)	23 198	10 714	17	10 731	11 341	41	11 382	0.00
	Highly skilled supervision (Levels 9-12)	8 993	597	10	607	1 345	8	1 353	0.00
	Senior Management Service Band A (Level 13)	34	6	0	6	6	0	6	0.00
	Senior Management Service Band B (Level 14)	8	1	1	2	2	0	2	0.00
	Senior Management Service Band C (Level 15)	4	0	0	0	0	1	1	0.00
	Senior Management Service Band D (Level 16)	2	0	0	0	1	0	1	0.00
	Total	40 224	18 760	39	18 799	18 376	61	18 437	0.90
Educators	Lower skilled (Levels 1-2)	0	1	0	1	0	0	0	0.00
	Skilled (Levels 3-5)	987	3 515	0	3 515	1 893	1	1 894	164.24
	Highly skilled production (Levels 6-8)	21 971	10 550	11	10 561	11 123	33	11 156	0.00
	Highly skilled supervision (Levels 9-12)	8 778	559	4	563	1 302	3	1 305	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	31 736	14 625	15	14 640	14 318	37	14 355	0.90

Personnel Group	Salary Band	Number of Employees per band as on 31 March 2015	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 %
Public Service	Lower skilled (Levels 1-2)	3 100	2 826	0	2 826	2 652	0	2 652	5.61
	Skilled (Levels 3-5)	3 898	1 100	11	1 111	1 136	10	1 146	0.00
	Highly skilled production (Levels 6-8)	1 227	164	6	170	218	8	226	0.00
	Highly skilled super-vision (Levels 9-12)	215	38	6	44	43	5	48	0.00
	Senior Management Service Band A (Level 13)	34	6	0	6	6	0	6	0.00
	Senior Management Service Band B (Level 14)	8	1	1	2	2	0	2	0.00
	Senior Management Service Band C (Level 15)	4	0	0	0	0	1	1	0.00
	Senior Management Service Band D (Level 16)	2	0	0	0	1	0	1	0.00
	Total	8 488	4 135	24	4 159	4 058	24	4 082	0.91
Notes: Column 3 (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 ab-sent 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 2015 and 31 March 2016**

Critical occupation	Number of employees at beginning of period-April 2015	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
n/a	n/a	n/a	n/a	n/a

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 2015 to 31 March 2016**

Group	Termination type	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as at 31 March 2015
All Personnel	Death / Demise	110	0.60	0.27
	Resignation	1 341	7.27	3.33
	Expiry of contract*	15 829	85.85	39.35
	Dismissal - operational changes	32	0.17	0.08
	Dismissal - misconduct	67	0.36	0.17
	Dismissal - inefficiency	0	0.00	0.00
	Discharged due to ill-health	84	0.46	0.21
	Discharged due to incapacity	1	0.01	0.00
	Retirement	911	4.94	2.26
	Employee initiated severance package	0	0.00	0.00
	Transfer to other Public Service Departments	62	0.34	0.15
	Total	18 437	100.00	45.84

Group	Termination type	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as at 31 March 2015
Educators	Death/ Demise	71	0.49	0.22
	Resignation	1 135	7.91	3.58
	Expiry of contract *	12 267	85.46	38.65
	Dismissal – operational changes	32	0.22	0.10
	Dismissal – misconduct	40	0.28	0.13
	Dismissal – inefficiency	0	0.00	0.00
	Discharged due to ill-health	60	0.42	0.19
	Discharged due to incapacity	1	0.01	0.00
	Retirement	711	4.95	2.24
	Employee initiated severance package	0	0.00	0.00
	Transfers to other Public Service departments	37	0.26	0.12
	Total	14 354	100.00	45.23
Public Service Staff	Death/ Demise	39	0.96	0.46
	Resignation	206	5.05	2.43
	Expiry of contract *	3 562	87.24	41.97
	Dismissal – operational changes	0	0.00	0.00
	Dismissal – misconduct	27	0.66	0.32
	Dismissal – inefficiency	0	0.00	0.00
	Discharged due to ill-health	24	0.59	0.28
	Discharged due to incapacity	0	0.00	0.00
	Retirement	200	4.90	2.36
	Employee initiated severance package	0	0.00	0.00
	Transfers to other Public Service departments	25	0.61	0.29
	Total	4 083	100.00	48.10

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 2015 to 31 March 2016**

Group	Termination type	All Personnel Number	% of Total Exits
All Personnel	No Reason	43	3.21
	Other Occupation	96	7.16
	Own Business	1	0.07
	Personal Grievances	39	2.91
	Resigning of Position	937	69.87
	Transport Problem	1	0.07
	Pregnancy	1	0.07
	Housewife	3	0.22
	Transfer(Spouse)	3	0.22
	Reduction Of Posts	1	0.07
	Other Education Department	2	0.15
	Transfer Other System	1	0.07
	Misconduct	1	0.07
	Grand Total	1 341	100

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Group	Termination type	All Personnel Number	% of Total Exits
Educators	Age	7	0.62
	Bad Health	16	1.41
	Better Remuneration	59	5.20
	Contract Expired	1	0.09
	Domestic Problems	11	0.97
	Emigration	22	1.94
	Further Studies	10	0.88
	Marriage	4	0.35
	Nature of Work	52	4.58
	No Reason	38	3.35
	Other Occupation	72	6.34
	Own Business	1	0.09
	Personal Grievances	34	3.00
	Resigning Of Position	797	70.22
	Transport Problem	1	0.09
	Pregnancy	1	0.09
	Housewife	2	0.18
	Transfer(Spouse)	3	0.26
	Reduction Of Posts	1	0.09
	Other Education Department	2	0.18
	Transfer Other System	0	0.00
	Misconduct	1	0.09
	Total	1 135	100
Public Service Staff	Age	2	0.97
	Bad Health	4	1.94
	Better Remuneration	9	4.37
	Contract Expired	0	0.00
	Domestic Problems	0	0.00
	Emigration	0	0.00
	Further Studies	1	0.49
	Marriage	0	0.00
	Nature of Work	14	6.80
	No Reason	5	2.43
	Other Occupation	24	11.65
	Own Business	0	0.00
	Personal Grievances	5	2.43
	Resigning Of Position	140	67.96
	Transport Problem	0	0.00
	Pregnancy	0	0.00
	Housewife	1	0.49
	Transfer(Spouse)	0	0.00
	Reduction Of Posts	0	0.00
	Other Education Department	0	0.00
	Transfer Other System	1	0.49
	Misconduct	0	0.00
	Total	206	100.00

**Table 3.5.3.3 Age groups of permanent staff who resigned, 1 April 2015 to 31 March 2016**

Ages	Resignations - All Staff	All Staff - %	Resignations - Educators	Educators - %	Resignations Public - Service staff	Public Service staff - %
Ages 20 >	0	0.00	0	0.00		0.00
Ages 20 to 24	60	5.11	58	4.47	2	0.97
Ages 25 to 29	197	16.39	186	14.69	11	5.34
Ages 30 to 34	145	11.10	126	10.81	19	9.22
Ages 35 to 39	87	5.99	68	6.49	19	9.22
Ages 40 to 44	163	12.42	141	12.16	22	10.68
Ages 45 to 49	234	17.89	203	17.45	31	15.05
Ages 50 to 54	197	12.86	146	14.69	51	24.76
Ages 55 to 59	160	12.07	137	11.93	23	11.17
Ages 60 to 64	94	5.90	67	7.01	27	13.11
Ages 65 >	4	0.26	3	0.30	1	0.49
Total	1 341	100.00	1 135	100.00	206	100.00

**Table 3.5.3.4 Granting of employee initiated severance packages: 1 April 2015 to 31 March 2016**

Total number of employee initiated severance packages in 2015/ 2016	0
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**Table 3.5.4 Promotions by critical occupation for the period 1 April 2015 to 31 March 2016**

Occupation	Employees 1 April 2015	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	n/a	n/a	n/a	n/a	n/a

**Table 3.5.5 Promotions by salary band for the period 1 April 2015 to 31 March 2016**

Personnel Group	Salary Band	Employees as at 31 /3/2015	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)	3 100	157	5.06	1 515	48.87
	Skilled (Levels 3-5)	4 885	142	2.91	3 149	64.46
	Highly skilled production (Levels 6-8)	23 198	774	3.34	16 119	69.48
	Highly skilled supervision (Levels 9-12)	8 993	846	9.41	8 083	89.88
	Senior management (Levels 13-16)	48	2	4.17	35	72.92
	Total	40 224	1 921	4.78	28 901	71.85
Educators	Lower Skilled (Levels 1-2)	0	0	0.00	0	0.00
	Skilled (Levels 3-5)	987	2	0.20	106	10.74
	Highly skilled production (Levels 6-8)	21 971	721	3.28	15 632	71.15
	Highly skilled supervision (Levels 9-12)	8 778	827	9.42	7949	90.56
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00
	Total	31 736	1 550	4.88	23 687	74.64
Public service	Lower Skilled (Levels 1-2)	3 100	157	5.06	1 515	48.87
	Skilled (Levels 3-5)	3 898	140	3.59	3 043	78.07
	Highly skilled production (Levels 6-8)	1 227	53	4.32	487	39.69
	Highly skilled supervision (Levels 9-12)	215	19	8.84	134	62.33
	Senior Management (Levels 13-16)	48	2	4.17	35	72.92
	Total	8 488	371	4.37	5 214	61.43

### 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 2016**

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	7	1	1	0	0	1	2	0	0	12
Senior management (Level 13)	3	10	1	8	2	8	0	3	0	0	35
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	125	585	8	268	74	169	7	104	0	0	1 340
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	641	3 503	36	850	1 573	4 936	54	2 070	4	5	13 672
Semi-skilled and discretionary decision making (Levels 4-7)	1 222	2 559	9	647	3 992	7 855	66	3 339	59	44	19 792
Unskilled and defined decision making (Levels 1-3)	630	2 067	3	117	479	1 950	0	185	16	7	5 454
Total	2 621	8 731	58	1 891	6 120	14 918	128	5 703	79	56	40 305

**Table 3.6.2 Total number of employees (with disabilities) in each of the following occupational bands as on 31 March 2016**

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)	2	4	0	1	0	3	0	5	0	0	15
Semi-skilled and discretionary decision making (Levels 4-7)	1	1	0	1	1	3	0	1	0	0	8
Unskilled and defined decision making (Levels 1-3)	2	4	0	0	1	3	0	0	0	0	10
Total	5	9	0	3	2	10	0	6	0	0	35

**Table 3.6.3 Recruitment for the period 1 April 2015 to 31 March 2016**

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	2	0	2	0	1	0	1	0	0	6
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	16	46	0	20	11	29	1	18	0	0	141
Skilled technical and academically qualified workers, junior management, super-visors, foremen, and superintendents (Levels 8-10)	108	690	0	55	549	1 052	11	175	0	1	2 641
Semi-skilled and discretionary decision making (Levels 4-7)	631	1 411	14	253	2 156	4 200	31	1 523	162	73	10 454
Unskilled and defined decision making (Levels 1-3)	512	1 593	10	148	678	2 051	3	406	77	39	5 517
Total	1 267	3 743	24	478	3 394	7 333	46	2 123	239	113	18 760

**Table 3.6.4 Promotions for the period 1 April 2015 to 31 March 2016**

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	1	0	0	1
Senior management (Level 13)	0	0	0	1	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	5	61	2	16	10	22	0	12	0	0	128
Skilled technical and academically qualified workers, junior management, super-visors, foremen, and superintendents (Levels 8-10)	95	329	5	80	226	483	7	163	0	0	1 388
Semi-skilled and discretionary decision making (Levels 4-7)	11	24	0	1	25	52	1	9	0	0	123
Unskilled and defined decision making (Levels 1-3)	35	90	0	2	37	115	0	1	0	0	280
Total	146	504	7	100	298	672	8	186	0	0	1 921



**Table 3.6.5 Terminations for the period 1 April 2015 to 31 March 2016**

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	2	1	0	0	0	0	0	3
Senior management (Level 13)	0	2	0	2	1	0	0	1	0	0	6
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	23	130	2	40	20	52	0	22	0	0	289
Skilled technical and academically qualified workers, junior management, super-visors, foremen, and superintendents (Levels 8-10)	125	893	0	98	657	1 445	13	323	0	2	3 556
Semi-skilled and discretionary decision making (Levels 4-7)	640	1 433	14	268	2 130	4 389	22	1 531	184	68	10 679
Unskilled and defined decision making (Levels 1-3)	409	1 312	9	87	362	1 408	1	159	60	36	3 843
Total	1 197	3 770	25	497	3 171	7 294	36	2 036	244	106	18 376

**Table 3.6.6 Disciplinary action for the period 1 April 2015 to 31 March 2016**

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
All types	53	227	1	16	57	120	1	9	484

**Table 3.6.7 Skills development for the period 1 April 2015 to 31 March 2016**

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)	0	19	0	0	2	5	0	0	26
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	450	1 401	22	323	788	2 427	31	673	6 115
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	575	1 739	21	372	1 561	4 475	63	1 726	10 532
Semi-skilled and discretionary decision making (Levels 4-7)	110	311	0	31	235	652	4	96	1 439
Unskilled and defined decision making (Levels 1-3)	39	253	0	17	12	130	0	62	513
Grand Total	1 174	3 723	43	743	2 598	7 689	98	2 557	18 625

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 2015**

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	4	4	4	100.00
Salary Level 14	8	7	7	100.00
Salary Level 13	32	31	31	100.00
Total	45	43	43	100.00

**Table 3.7.2 Reasons for not having concluded Performance agreements for all SMS members as on 31 May 2015**

Reasons
n/a

**Table 3.7.3 Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 May 2015**

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 2015 to 31 March 2016**

Salary Band	Employees as at 31 March 2015	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2)	3 100	1 515	48.87
Skilled (Levels 3-5)	4 885	3 149	64.46
Highly skilled production (Levels 6-8)	23 198	16 119	69.48
Highly skilled supervision (Levels 9-12)	8 993	8 083	89.88
Senior management (Levels 13-16)	48	35	72.92
Total	40 224	28 901	71.85

**Table 3.8.2 Notch progressions by critical occupation, 1 April 2015 to 31 March 2016**

Critical Occupations	Employees as at 31 March 2014	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
n/a	n/a	n/a	n/a
Total	n/a	n/a	n/a

**Table 3.8.3 Performance Rewards by race, gender and disability for the period 1 April 2015 to 31 March 2016**

		Beneficiary Profile			Cost (R'000)	
Group	Race and Gender	Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee
Educators	African	0	6 982	0.00	0	0
	Male	0	1 865	0.00	0	0
	Female	0	5 117	0.00	0	0
	Coloured	3	17 801	0.02	50	17
	Male	2	6 220	0.03	42	21
	Female	1	11 581	0.01	8	8
	Indian	0	154	0.00	0	0
	Male	0	51	0.00	0	0
	Female	00	103	0.00	0	0
	White	1	6 786	0.01	9	9
	Male	0	1 753	0.00	0	0
	Female	1	5 033	0.02	9	9
	Disabled	0	13	0.00	0	0
	Total	4*	31 736	0.01	59	15

		Beneficiary Profile			Cost (R'000)	
Group	Race and Gender	Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost per employee
Public Service	African	215	1 659	12.96	1 892	9
	Male	81	784	10.33	710	9
	Female	134	875	15.31	1 182	9
	Coloured	1 034	5 986	17.27	9 710	9
	Male	355	2 591	13.70	3 190	9
	Female	679	3 395	20.00	6 520	10
	Indian	6	25	24.00	60	10
	Male	0	9	0.00	0	0
	Female	6	16	37.50	60	10
	White	235	802	29.30	3 012	13
	Male	34	175	19.43	528	16
	Female	201	627	32.06	2 485	12
	Disabled	3	16	18.75	27	9
	Total	1 493	8 488	17.59	14 702	10
Grand Total		1 497	40 224	3.72	14 761	10

Note: \*The four Educators referred to above were Public Service employees at the time they qualified for the performance bonuses.

**Table 3.8.4 Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2015 to 31 March 2016**

		Beneficiary Profile			Cost (R'000)		
Group	Salary bands	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
All personnel	Lower Skilled (Levels 1-2)	214	3 292	0.07	1 051	5	0.31
	Skilled (Levels 3-5)	817	4 614	0.18	6 413	8	0.77
	Highly skilled production (Levels 6-8)	399	2 427	0.16	5 146	13	0.07
	Highly skilled supervision (Levels 9-12)	56	29 843	0.00	1 476	26	0.03
	Total	1 486	40 176	0.05	14 087	9	1.18
Educators	Lower Skilled (Levels 1-2)	0	0	0.00	0	0	0.00
	Skilled (Levels 3-5)	3	781	0.38	25	8	0.00
	Highly skilled production (Levels 6-8)	0	1 325	0.00	34	0	0.00
	Highly skilled supervision (Levels 9-12)	1	29 630	0.00	0	0	0.00
	Total	4	31 736	0.01	59	15	0.00
Public Service	Lower Skilled (Levels 1-2)	214	3 292	6.50	1 051	5	0.31
	Skilled (Levels 3-5)	814	3 833	21.24	6 389	8	0.77
	Highly skilled production (Levels 6-8)	399	1 102	36.21	5 112	13	0.07
	Highly skilled supervision (Levels 9-12)	55	213	25.82	1 476	27	0.03
	Total	1 482	8 440	4.68	14 028	9	1.17

**Table 3.8.5 Performance Rewards by critical occupation for the period 1 April 2015 to 31 March 2016**

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
Total	n/a	n/a	n/a	n/a	n/a

**Table 3.8.6 Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2015 to 31 March 2016**

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)	8	34	24	466	58	0.88
Senior Management Service Band B (Level 14)	1	8	13	52	52	0.10
Senior Management Service Band C (Level 15)	1	4	25	73	73	0.14
Senior Management Service Band D (Level 16)	1	2	50	85	85	0.16
Total	11	48	23	676	61	1.27

**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 2015 to 31 March 2016**

Personnel Group	Salary Band	1 April 2015		31 March 2016		Change	
		Number	% of total	Number	% of total	Number	% in Salary Band
All Personnel	Lower skilled (Levels 1-2)	3	2.13	2	1.48	-1	16.67
	Skilled (Levels 3-5)	35	24.82	33	24.44	-2	33.33
	Highly skilled production (Levels 6-8)	97	68.79	93	68.89	-4	66.67
	Highly skilled supervision (Levels 9-12)	6	4.26	7	5.19	1	-16.67
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total	141	100.00	135	100.00	-6	100.00
Educators	Lower skilled (Levels 1-2)		0.00		0.00	0	0.00
	Skilled (Levels 3-5)	33	24.44	31	23.66	-2	50.00
	Highly skilled production (Levels 6-8)	96	71.11	93	70.99	-3	75.00
	Highly skilled supervision (Levels 9-12)	6	4.44	7	5.34	1	-25.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	Total	135	100.00	131	100.00	-4	100.00
Public Service	Lower skilled (Levels 1-2)	3	50.00	2	50.00	-1	50.00
	Skilled (Levels 3-5)	2	33.33	2	50.00	0	0.00
	Highly skilled production (Levels 6-8)	1	16.67	0	0.00	-1	50.00
	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	6	100.00	4	100.00	-2	100.00

**Table 3.9.2 Foreign workers by major occupation for the period 1 April 2015 to 31 March 2016**

	Major Occupation	1 April 2015		31 March 2016		Change	
		Number	% of total	Number	% of total	Number	% change
All Personnel	Labourers and related workers	24	17.02	20	14.81	-4	66.67
	Clerks	1	0.71	1	0.74	0	0.00
	Technicians and associated professionals	1	0.71	0	0.00	-1	16.67
	Professionals	115	81.56	114	84.44	-1	16.67
	Total	141	100.00	135	100.00	-6	100.00
Educators	Labourers and related workers	20	14.81	17	12.98	-3	75.00
	Clerks	0	0.00	0	0.00	0	0.00
	Technicians and associated professionals	0	0.00	0	0.00	0	0.00
	Professionals	115	85.19	114	87.02	-1	25.00
	Total	135	100.00	131	100.00	-4	100.00
Public Service	Labourers and related workers	4	66.67	3	75.00	-1	50.00
	Clerks	1	16.67	1	25.00	0	0.00
	Technicians and associated professionals	1	16.67	0	0.00	-1	50.00
	Professionals	0	0.00	0	0.00	0	0.00
	Total	6	100.00	4	100.00	-2	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 2015 to 31 December 2015**

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)	13 052	11 000	84.28	1 923	6.82	7	4	4 011
	Skilled (Levels 3-5)	23 925	20 018	83.67	3 106	11.02	8	5	11 420
	Highly skilled production (Levels 6-8)	126 594	100 789	79.62	16 991	60.26	7	5	115 418
	Highly skilled supervision (Levels 9-12)	49 041	40 126	81.82	6 142	21.78	8	5	67 668
	Senior Management (Levels 13-16)	213	152	71.36	33	0.12	6	5	536
	<b>Total</b>	<b>212 825</b>	<b>172 085</b>	<b>80.86</b>	<b>28 195</b>	<b>100.00</b>	<b>8</b>	<b>5</b>	<b>199 053</b>
Educators	Lower skilled (Levels 1-2)	0	0	0.00	0	0.00	0	0	0
	Skilled (Levels 3-5)	2 606	2 021	77.55	437	1.95	6	3	1 467
	Highly skilled production (Levels 6-8)	117 489	93 307	79.42	16 011	71.49	7	5	108 002
	Highly skilled supervision (Levels 9-12)	47 454	38 876	81.92	5 949	26.56	8	5	65 461
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00	0	0	0
	<b>Total</b>	<b>167 549</b>	<b>134 204</b>	<b>80.10</b>	<b>22 397</b>	<b>100.00</b>	<b>7</b>	<b>5</b>	<b>174 930</b>
Public service	Lower skilled (Levels 1-2)	13 052	11 000	84.28	1 923	33.17	7	4	4 011
	Skilled (Levels 3-5)	21 319	17 997	84.42	2 669	46.03	8	5	9 953
	Highly skilled production (Levels 6-8)	9 105	7 482	82.17	980	16.90	9	8	7 416
	Highly skilled supervision (Levels 9-12)	1 587	1 250	78.76	193	3.33	8	7	2 207
	Senior Management (Levels 13-16)	213	152	71.36	33	0.57	6	5	536
	<b>Total</b>	<b>45 276</b>	<b>37 881</b>	<b>83.67</b>	<b>5 798</b>	<b>100.00</b>	<b>8</b>	<b>5</b>	<b>24 123</b>

**Table 3.10.2 Disability leave (temporary and permanent) for the period 1 January 2015 to 31 December 2015**

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)	2 102	2 093	99.57	84	5.47	25	1	676
	Skilled (Levels 3-5)	4 657	4 634	99.51	193	12.56	24	1	2 182
	Highly skilled production (Levels 6-8)	26 190	26 145	99.83	861	56.02	30	1	24 265
	Highly skilled supervision (Levels 9-12)	12 024	11 974	99.58	398	25.89	30	1	16 454
	Senior Management (Levels 13-16)	3	3	100.00	1	0.07	3	0	9
	<b>Total</b>	<b>44 976</b>	<b>44 849</b>	<b>99.72</b>	<b>1 537</b>	<b>100.00</b>	<b>29</b>	<b>1</b>	<b>43 586</b>

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	100.00	0	0.00	0	0	0
	Skilled (Levels 3-5)	292	292	100.00	12	1.03	24	0	177
	Highly skilled production (Levels 6-8)	24 192	24 147	99.81	771	66.01	31	1	22 654
	Highly skilled supervision (Levels 9-12)	11 806	11 756	99.58	385	32.96	31	1	16 162
	Senior Management (Levels 13-16)	0	0	100.00	0	0.00	0	0	0
	Total	36 290	36 195	99.74	1 168	100.00	31	1	38 993
Public service	Lower skilled (Levels 1-2)	2 102	2 093	99.57	84	22.76	25	1	676
	Skilled (Levels 3-5)	4 365	4 342	99.47	181	49.05	24	1	2 005
	Highly skilled production (Levels 6-8)	1 998	1 998	100.00	90	24.39	22	2	1 610
	Highly skilled supervision (Levels 9-12)	218	218	100.00	13	3.52	17	1	293
	Senior Management (Levels 13-16)	3	3	100.00	1	0.27	3	0	9
	Total	8 686	8 654	99.63	369	100.00	24	1	4 593

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 2015 to 31 December 2015**

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)	22 295	11	1 992
	Skilled (Levels 3-5)	38 097	13	2 847
	Highly skilled production (Levels 6-8)	24 274	12	1 983
	Highly skilled supervision (Levels 9-12)	29 169	13	2 252
	Senior Management (Levels 13-16)	1 244	23	55
	Total	115 079	13	9 129
Educators	Lower skilled (Levels 1-2)	0	0	0
	Skilled (Levels 3-5)	30	3	10
	Highly skilled production (Levels 6-8)	2 816	3	904
	Highly skilled supervision (Levels 9-12)	23 386	12	2 013
	Senior Management (Levels 13-16)	0	0	0
	Total	26 232	9	2 927
Public service	Lower skilled (Levels 1-2)	22 295	11	1 992
	Skilled (Levels 3-5)	38 067	13	2 837
	Highly skilled production (Levels 6-8)	21 458	20	1 079
	Highly skilled supervision (Levels 9-12)	5 783	24	239
	Senior Management (Levels 13-16)	1 244	23	55
	Total	88 847	14	6 202

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.



**Table 3.10.4 Capped leave for the period 1 January 2015 to 31 December 2015**

Group	Salary Band	Total capped leave available as at 24 Dec 2014	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 24 Dec 2015	Total capped leave available as at 24 Dec 2015
All personnel	Lower skilled (Levels 1-2)	15 028	647	23	28	287	8 948
	Skilled (Levels 3-5)	86 074	6 886	137	50	1 371	77 060
	Highly skilled production (Levels 6-8)	312 136	19 240	1 142	17	5 356	261 570
	Highly skilled supervision (Levels 9-12)	506 272	37 041	1 692	22	7 129	471 035
	Senior Management (Levels 13-16)	3 546	316	4	79	21	2 788
	<b>Total</b>	<b>923 057</b>	<b>64 130</b>	<b>2 998</b>	<b>21</b>	<b>14 164</b>	<b>821 401</b>
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0
	Skilled (Levels 3-5)	1 487	544	14	39	22	1 174
	Highly skilled production (Levels 6-8)	261 095	16 615	1 067	16	4 572	216 445
	Highly skilled supervision (Levels 9-12)	498 843	36 329	1 680	22	7 035	464 803
	Senior Management (Levels 13-16)	0	0	0	0	0	0
	<b>Total</b>	<b>761 426</b>	<b>53 488</b>	<b>2 761</b>	<b>19</b>	<b>11 629</b>	<b>682 421</b>
Public service	Lower skilled (Levels 1-2)	15 028	647	23	28	287	8 948
	Skilled (Levels 3-5)	84 587	6 342	123	52	1 349	75 887
	Highly skilled production (Levels 6-8)	51 041	2 625	75	35	784	45 125
	Highly skilled supervision (Levels 9-12)	7 429	712	12	59	94	6 232
	Senior Management (Levels 13-16)	3 546	316	4	79	21	2 788
	<b>Total</b>	<b>161 631</b>	<b>10 642</b>	<b>237</b>	<b>45</b>	<b>2 535</b>	<b>138 980</b>

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 2015 to 31 March 2016**

Reason	Total Amount (R'000)	Number of Employees	Average payment per employee
Leave pay-outs for 2015/16 due to non-utilisation of leave for the previous cycle	0	0	0
Capped leave pay-outs on termination of service for 2015/16	36 866	472	78
Current leave pay-outs on termination of service 2015/16	499	106*	5
<b>Total</b>	<b>37 365</b>	<b>578</b>	<b>83</b>
Note: *A nett total of 106 employees received annual leave pay-outs, 72 employees received both capped and current leave pay-outs.			

### 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)	Brochure 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 has two specific programmes that focus on the HIV/AIDS Life Skills Orientation Programme (LSOP) and Employee Health and Wellness Programme (EHWP). These two programmes support each other in terms of training and advocacy. The WCED Employee Health & Wellness Programme has three officials responsible for this programme; 1 x Assistant Director, 1 x Human Resource Practitioner and 1 x Human Resource Clerk. Budget = R 1 8 500 000
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"> <li>• Advocacy and Awareness to promote holistic wellbeing of employees</li> <li>• Focussing on managers in order to do the necessary referrals of employees at risk or .</li> <li>• Focussing on emerging psycho-social problem trends, inclusive of trauma incidences.</li> </ul> The department conducted 36 Employee Health and Wellness Days, 26 advocacy sessions and 24 trauma debriefing sessions.
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		The Director: Strategic People Management established an EHW Advisory Committee on 24 October 2014. The Committee comprises of members from respective head office directorates, district managers and employee parties. Hosted one meeting on 29 April 2015.
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		The WCED adopted its own HIV and AIDS Policy which is supported by the Employee Health & Wellness Transversal policy of the Western Cape Government.

Question	Yes	No	Details, if yes
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		The WCED provides regular advocacy to mainstream HIV and AIDS/STI and TB into core activities of the EHW Programme. The Department disseminates articles on TB and HIV/AIDS to raise awareness and implements information sessions as well in districts, schools and head office and commemorates HIV and Aids events in line with Health Calendar. Creates posters, flyers and booklets and exhibit health related information. Promotes Human Rights on HIV/AIDS/TB. The WCED provides TB & HIV/AIDS testing to all employees where the target is 30% HCT coverage. Employees who are in need are also referred for pre and post counseling. The department is cognizant about the employees who are affected and infected by HIV and refers them to the Employee Health and Wellness Programme for effective support and care .
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have you achieved.	x		HIV Counselling Testing (HCT) is integrally part of health screenings conducted in conjunction with Health and Wellness Days. The targeted number of employees to be tested for WCED was 11 792, however only 2859 employees were tested. According to the statistics for 1 April 2015 – 31 March 2016, 11 males and 27 females tested positive for HIV/Aids. Participation in the programme is voluntary.
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		Monthly and quarterly reports are received from the Employee Health and Wellness service provider indicating the utilisation of the services offered. The department sources the sick leave data on Persal. 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. Four district specific approved Health and Productivity reports and approved trends articles. The objective is also to reduce absenteeism within the organisation.
<p><b>Notes:</b> The WCED is included in the Provincial Employee Aids Programme which is co-ordinated by the Department of Health. It gives constructive direction regarding the following key elements / services:</p> <ol style="list-style-type: none"> <li>1. Education and awareness in the workplace and support to HIV/AIDS infected employees</li> <li>2. Conducting of an HIV/AIDS audit in the workplace to determine infra-structural needs e.g. First Aid kits</li> <li>3. Preventative programmes e.g. distribution of condoms</li> <li>4. Promoting universal precautions e.g. safety measures to be observed when dealing with blood and body fluids of injured persons</li> <li>5. Voluntary HIV Counseling and Testing</li> </ol> <p>DPSA: Employee Health and Wellness Strategic Framework emphasises compliance in regard to HIV/AIDS and TB Management which recommends that core functions of EH&amp;W in the workplace are to:</p> <ol style="list-style-type: none"> <li>1. Mitigate the impact of HIV and AIDS and create an enabling social environment for Care, Treatment and Support.</li> <li>2. Implement Employee Health and Wellness programme for HIV infected and affected work community</li> </ol> <p>Medical Assistance for the treatment and care of employees living with HIV/AIDS is provided by GEMS, other medical aids and primary healthcare facilities.</p>			

### 3.12 Labour Relations

**Table 3.12.1 Collective agreements for the period 1 April 2015 to 31 March 2016**

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 2015 to 31 March 2016**

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	6	0.71
Verbal warning	0	0.00
Written warning	2	0.24
Final written warning	381	45.30
Suspension without pay	73	8.68
Fine	287	34.13
Demotion	2	0.24
Dismissal/ Abscondence	72	8.56
Not guilty	15	1.78
Case withdrawn	3	0.36
Total	841	100.00
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 2015 to 31 March 2016**

Type of misconduct	Number	% of total
Theft, bribery, fraud or act of corruption in regard to examinations	0	0.00
Sexual assault on learner	5	1.03
Sexual assault on other employee	2	0.41
Sexual relationship with learner of the same school	1	0.21
Serious assault with intention to cause grievous bodily harm to a learner or student	0	0.00
Serious assault with intention to cause grievous bodily harm to another employee	0	0.00
Illegal possession of an intoxicating illegal or stupefying substance	0	0.00
Fails to comply with or contravenes an Act or any other statute, regulation or legal obligation	6	1.24
Wilfully or negligently mismanages the finances of the State	28	5.79
Misuse of state property	15	3.10
Unjustifiably prejudices the administration, discipline or efficiency of the Department	0	0.00
Misuses his or her position in the Department of Education to promote or to prejudice the interests of any person	0	0.00
Accepts second employment and / or compensation without written approval from the Employer	0	0.00
Fails to carry out a lawful order and / or routine instruction	12	2.48
Absenteeism	27	5.58
Discrimination	0	0.00
Poor performance, for reasons other than incapacity	27	5.58
While on duty, is under the influence of intoxicating substance	2	0.41

Type of misconduct	Number	% of total
Improper, disgraceful and unacceptable conduct	74	15.29
Assaults, or attempt to or threatens to assault	220	45.45
Victimisation and / or intimidation	0	0.00
Give false statements or evidence in the execution of duties, and / or falsification of records	0	0.00
Unlawful industrial action	0	0.00
Common law or statutory offence (theft, fraud and corruption)	19	3.93
Dishonesty	12	2.48
Abscondment	34	7.02
Total	484	100.00
Note: the number of all reported and finalised cases dealt with for the period 1 April 2015-31 March 2016, is 1032.		

**Table 3.12.4 Grievances logged for the period 1 April 2015 to 31 March 2016**

Grievances lodged	Number	% of Total
Number of grievances resolved	119	36.06
Number of grievances not resolved	211	63.93
Total number of grievances lodged	330	100.00
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 2015 to 31 March 2016**

Disputes lodged with Councils	Number	% of Total
Number of disputes upheld	20	23.81
Number of disputes dismissed	64	76.91
Total number of disputes lodged	84	100.00
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 2015 to 31 March 2016**

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 2015 to 31 March 2016**

Precautionary suspensions	Number
Number of Public Servants suspended	4
Number of Educators suspended	10
Number of public servants whose suspension exceeded 30 days	3
Number of educators whose suspension exceeded 90 days	5
Average number of days suspended	112.21
Cost (R'000) of suspensions	1 350
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 2015 to 31 March 2016**

Occupational Categories	Gender	Number of employees as at 1 April 2015	Training needs identified at start of reporting period			
			Learner-ships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	3 091	0	2 388	0	2 388
	Male	3 131	0	2 660	0	2 660
Professionals	Female	17 111	0	10 618	0	10 618
	Male	10 395	0	11 015	0	11 015
Technicians and associate professionals	Female	36	0	24	0	24
	Male	29	0	17	0	17
Clerks	Female	2 104	0	558	166	724
	Male	512	0	182	97	279
Service and sales workers	Female	454	0	130	0	130
	Male	395	0	69	0	69
Skilled agriculture and fishery workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	8	0	0	0	0
Labourers and related workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	1 216	0	545	0	545
	Male	2 021	0	229	0	229
Sub Total	Female	24 012	0	14 264	166	14 430
	Male	16 491	0	14 175	97	14 272
Total		40 503	0	28 439	263	28 702
Employees with disabilities**	Female					
	Male					

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 2015 to 31 March 2016**

Occupational Categories	Gender	Number of employees as at 31 March 2016	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	3 091	0	3 926	0	3 926
	Male	3 131	0	2 215	0	2 215
Professionals	Female	17 111	0	7 825	0	7 825
	Male	10 395	0	2 707	0	2 707
Technicians and associate professionals	Female	36	0	50	0	50
	Male	29	0	86	0	86
Clerks	Female	2 104	0	937	0	1 244
	Male	512	0	366	0	805
Service and sales workers	Female	454	0	26	0	26
	Male	395	0	49	0	49
Skilled agriculture and fishery workers, craft and related trades workers	Female	0	0	5	0	5
	Male	0	0	40	0	40
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	8	0	2	0	2
Labourers and related workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Elementary occupations	Female	1 216	0	173	0	173
	Male	2 021	0	218	0	218
Sub Total	Female	24 012	0	12 942	0	12 942
	Male	16 491	0	5 683	0	5 683
Total		40 503	0	18 625	0	18 625
Employees with disabilities *	Female					
	Male					

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 2015 to 31 March 2016**

	Nature of injury on duty	Number	% of total
All Personnel	<i>Required basic medical attention only:</i>	65	84.42
	Finger	2	2.60
	Head	4	5.19
	Eye	1	1.30
	Neck	5	6.49
	Leg	4	5.19
	Ankle	9	11.69
	Knee	9	11.69
	Back	17	22.08
	Hand and Arm	4	5.19
	Foot	2	2.60
	Breast	1	1.30
	Nose	2	2.60
	Shoulder	1	1.30
	Soft Tissue	1	1.30
	Toe	2	2.60
	Fracture	1	1.30
	<i>Temporary disablement:</i>	12	15.58
	Finger	1	1.30
	Head	0	0.00
	Eye	1	1.30
	Neck	1	1.30
	Leg	1	1.30
	Ankle	0	0.00
	Knee	2	2.60
	Back	4	5.19
	Hand and Arm	1	1.30
	Foot	0	0.00
	Breast	0	0.00
	Nose	0	0.00
	Shoulder	0	0.00
	Soft Tissue	0	0.00
	Toe	1	1.30
	Fracture	0	0.00
	<i>Permanent disablement:</i>	0	0.00
	Fatal	0	0.00
	Total	77	
Educators	Percentage of total employment		0.19
	<i>Required basic medical attention only:</i>	28	82.35
	Finger	1	2.94
	Head	3	8.82
	Eye	0	0.00
	Neck	3	8.82
	Leg	2	5.88
	Ankle	3	8.82
	Knee	3	8.82
	Back	5	14.71
	Hand and Arm	2	5.88
	Foot	1	2.94
	Breast	0	0.00
	Nose	2	5.88
	Shoulder	0	0.00
	Soft Tissue	1	2.94
	Toe	1	2.94
	Fracture	1	2.94



	Nature of injury on duty	Number	% of total
Educators	<i>Finger</i>	1	2.94
	<i>Head</i>	0	0.00
	<i>Eye</i>	0	0.00
	<i>Neck</i>	1	2.94
	<i>Leg</i>	1	2.94
	<i>Ankle</i>	0	0.00
	<i>Knee</i>	1	2.94
	<i>Back</i>	1	2.94
	<i>Hand and Arm</i>	0	0.00
	<i>Foot</i>	0	0.00
	<i>Breast</i>	0	0.00
	<i>Nose</i>	0	0.00
	<i>Shoulder</i>	0	0.00
	<i>Soft Tissue</i>	0	0.00
	<i>Toe</i>	1	2.94
	<i>Fracture</i>	0	0.00
	<i>Permanent disablement:</i>	0	0.00
	<i>Fatal</i>	0	0.00
	<i>Total</i>	34	100.00
	<i>Percentage of total employment</i>		0.08
Public Service Personnel	<i>Required basic medical attention only:</i>	37	86.05
	<i>Finger</i>	1	2.33
	<i>Head</i>	1	2.33
	<i>Eye</i>	1	2.33
	<i>Neck</i>	2	4.65
	<i>Leg</i>	2	4.65
	<i>Ankle</i>	6	13.95
	<i>Knee</i>	6	13.95
	<i>Back</i>	12	27.91
	<i>Hand and Arm</i>	2	4.65
	<i>Foot</i>	1	2.33
	<i>Breast</i>	1	2.33
	<i>Nose</i>	0	0.00
	<i>Shoulder</i>	1	2.33
	<i>Soft Tissue</i>	0	0.00
	<i>Toe</i>	1	2.33
	<i>Fracture</i>	0	0.00
	<i>Temporary disablement:</i>	6	13.95
	<i>Finger</i>	0	0.00
	<i>Head</i>	0	0.00
	<i>Eye</i>	1	2.33
	<i>Neck</i>	0	0.00
	<i>Leg</i>	0	0.00
	<i>Ankle</i>	0	0.00
	<i>Knee</i>	1	2.33
	<i>Back</i>	3	6.98
	<i>Hand and Arm</i>	1	2.33
	<i>Foot</i>	0	0.00
	<i>Breast</i>	0	0.00
	<i>Nose</i>	0	0.00
	<i>Shoulder</i>	0	0.00
	<i>Soft Tissue</i>	0	0.00
	<i>Toe</i>	0	0.00
	<i>Fracture</i>	0	0.00
	<i>Permanent disablement:</i>	0	0.00
	<i>Fatal</i>	0	0.00
	<i>Total</i>	43	100.00
	<i>Percentage of total employment</i>		0.11

### 3.15 Utilisation of Consultants

The following tables provide 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, 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 Report on consultant appointments using appropriated funds for the period 1 April 2015 to 31 March 2016**

Project title	Total number of consultants that worked on project	Duration (work days)	Contract value in Rand
n/a	0	0	0

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
n/a	0	0	0

**Table 3.15.2 Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2015 to 31 March 2016**

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	0	0	0

**Table 3.15.3 Report on consultant appointments using Donor funds for the period 1 April 2015 to 31 March 2016**

Project title	Total Number of consultants that worked on project	Duration (Work days)	Donor and contract value in Rand
n/a	0	0	0

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
n/a	0	0	0

**Table 3.15.4 Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2015 to 31 March 2016**

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	0	0	0



## 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 financial statements**

**Introduction**

1. I have audited the financial statements of the Western Cape Education Department (WCED) set out on pages 163 to 221 which comprise the appropriation statement, the statement of financial position as at 31 March 2016, 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, comprising a summary of significant accounting policies and other explanatory information.

**Accounting officer's responsibility for the financial statements**

2. The accounting officer is responsible for the preparation and fair presentation of these financial statements in accordance with Modified Cash Standards prescribed by National Treasury (MCS) 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, 2015 (Act No. 1 of 2015) (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.

**Auditor-general's responsibility**

3. My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with International Standards on Auditing. Those standards require that I comply with ethical requirements, and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.
4. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.
5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

## Opinion

6. In my opinion, the financial statements present fairly, in all material respects, the financial position of the WCED as at 31 March 2016 and its financial performance and cash flows for the year then ended, in accordance with Modified Cash Standard prescribed by the National Treasury and the requirements of the PFMA and DoRA.

## Additional matter

7. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Unaudited supplementary schedules

8. The supplementary information set out on pages 222 to 231 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.

## Report on other legal and regulatory requirements

9. 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 findings on the reported performance information against predetermined objectives for selected programmes presented in the annual performance report, compliance with legislation and internal control. The objective of my tests was to raise reportable findings as described under each subheading, but not to gather evidence to express assurance on these matters. Accordingly, I do not express an opinion or conclusion on these matters.

## Predetermined objectives

10. I performed procedures to obtain evidence about the usefulness and reliability of the reported performance information for the following selected programmes presented in the annual performance report of the department for the year ended 31 March 2016:
  - Programme 2: Public ordinary school education, on pages 50 to 67
  - Programme 4: Public special school education, on pages 73 to 79
  - Programme 5: Early childhood development, on pages 80 to 84
  - Programme 6: Infrastructure development, on pages 85 to 88
  - Programme 7: Examination and education-related services, on pages 89 to 93.
11. I evaluated the usefulness of the reported performance information to determine whether it was presented in accordance with the National Treasury's annual reporting principles and whether the reported performance was consistent with the planned programmes. I further performed tests to determine whether indicators and targets were well defined, verifiable, specific, measurable, time bound and relevant, as required by the National Treasury's *Framework for managing programme performance information*.

12. I assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
13. 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 4: Public special school education
  - Programme 5: Early childhood development
  - Programme 6: Infrastructure development
  - Programme 7: Examination and education-related services.

**Additional matter**

14. Although I raised no material findings on the usefulness and reliability of the reported performance information for the selected programmes, I draw attention to the following matter:

Achievement of planned targets

15. Refer to the annual performance report on pages 64 – 66; 78; 83; 87 – 88; 91 - 92 for information on the achievement of the planned targets for the year.

Unaudited supplementary information

16. The supplementary information set out on pages 67, 79, 84, 88 and 93 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.

**Compliance with legislation**

17. I performed procedures to obtain evidence that the department had complied with applicable legislation regarding financial matters, financial management and other related matters. I did not identify any instances of material non-compliance with specific matters in key legislation, as set out in the general notice issued in terms of the PAA.

**Internal control**

18. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with legislation. I did not identify any significant deficiencies in internal control.

## Other reports

19. I draw attention to the following engagements that could potentially impact on the department's financial, performance and compliance related matters. My opinion is not modified in respect of these engagements, which are either in progress or have been completed.

## Performance audits

20. The public reporting envisaged in the previous year was postponed to the 2015-16 education sector report. To facilitate comprehensive reporting, the scope of the performance audit on the curriculum support and monitoring provided by education districts to schools was extended to include all nine provinces.

## Investigations

21. Eleven open cases relevant to the WCED appeared in the provincial forensic service's register at the end of the financial year under review. The movement of cases is as follows:
- Twenty nine new cases relating to financial irregularities, alleged fraud and theft, non-compliance and nepotism were reported to provincial forensic services during the year.
  - Fifteen cases were referred to the department for further investigation as these allegations did not form part of the provincial forensic service's mandate.
  - Seventeen cases were closed by the provincial forensic services during the year under review.
  - One case was referred back to the provincial forensic services for investigation by the department.

*Auditor-General*

Cape Town

29 July 2016



AUDITOR - GENERAL  
SOUTH AFRICA

*Auditing to build public confidence*



### Appropriation Statement for the year ended 31 March 2016

Appropriation per programme									
	2015/16							2014/15	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
Voted funds and direct charges	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Programme</b>									
1. Administration	1 317 782	-	(410)	<b>1 317 372</b>	1 230 688	86 684	93.4	666 659	661 621
2. Public Ordinary School Education	13 154 194	-	(59 214)	<b>13 094 980</b>	12 959 597	135 383	99.0	12 156 707	12 156 526
3. Independent School Subsidies	95 384	-	-	<b>95 384</b>	95 384	-	100.0	89 845	89 845
4. Public Special School Education	1 073 773	-	1 247	<b>1 075 020</b>	1 049 773	25 247	97.7	973 642	973 642
5. Early Childhood Development	489 769	-	(1 305)	<b>488 464</b>	482 163	6 301	98.7	511 778	511 778
6. Infrastructure Development	1 489 982	-	59 977	<b>1 549 959</b>	1 549 959	-	100.0	1 453 432	1 439 491
7. Examination and Education Related Services	278 485	-	(295)	<b>278 190</b>	269 778	8 412	97.0	759 745	755 870
8. Further Education and Training	-	-	-	-	-	-	-	377 913	377 865
9. Adult Basic Education and Training	-	-	-	-	-	-	-	36 609	34 633
<b>Total</b>	<b>17 899 369</b>	<b>-</b>	<b>-</b>	<b>17 899 369</b>	<b>17 637 342</b>	<b>262 027</b>	<b>98.5</b>	<b>17 026 330</b>	<b>17 001 271</b>
<b>Reconciliation with Statement of Financial Performance</b>									
<b>Add:</b>									
Departmental receipts				22 833				6 462	
<b>Actual amounts per Statement of Financial Performance (Total Revenue)</b>				<b>17 922 202</b>				<b>17 032 792</b>	
<b>Actual amounts per Statement of Financial Performance Expenditure</b>					<b>17 637 342</b>				<b>17 001 271</b>

The functions of Further Education and Training (FET) and Adult Basic Education and Training (ABET) were transferred to the Department of Higher Education and Training w.e.f. 1 April 2015.

## Appropriation Statement for the year ended 31 March 2016

Appropriation per programme									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>15 363 588</b>	<b>(228 339)</b>	<b>(2 977)</b>	<b>15 132 272</b>	<b>14 887 208</b>	<b>245 064</b>	<b>98.4</b>	<b>13 894 003</b>	<b>13 881 805</b>
Compensation of employees	13 345 499	(43 375)	(57 000)	<b>13 245 124</b>	13 117 244	127 880	99.0	12 433 360	12 427 327
Salaries and wages	11 664 240	(123 030)	(57 000)	<b>11 484 210</b>	11 360 612	123 598	98.9	10 854 377	10 848 344
Social contributions	1 681 259	79 655	-	<b>1 760 914</b>	1 756 632	4 282	99.8	1 578 983	1 578 983
Goods and services	2 018 089	(184 964)	54 023	<b>1 887 148</b>	1 769 964	117 184	93.8	1 460 643	1 454 478
Administrative fees	987	(310)	-	<b>677</b>	677	-	100.0	763	763
Advertising	6 771	2 340	-	<b>9 111</b>	9 111	-	100.0	7 600	7 600
Minor assets	33 880	(22 506)	-	<b>11 374</b>	9 995	1 379	87.9	9 619	9 619
Audit costs: External	13 738	4 915	-	<b>18 653</b>	18 653	-	100.0	12 985	12 985
Bursaries: Employees	5 438	(354)	-	<b>5 084</b>	1 114	3 970	21.9	2 868	2 868
Catering: Departmental activities	33 005	(5 774)	-	<b>27 231</b>	20 978	6 253	77.0	13 526	13 526
Communication (G&S)	15 455	(1 448)	-	<b>14 007</b>	11 893	2 114	84.9	11 316	11 316
Computer services	19 820	(2 202)	-	<b>17 618</b>	17 618	-	100.0	19 989	19 989
Consultants: Business and advisory services	46 181	(7 167)	-	<b>39 014</b>	39 014	-	100.0	37 930	37 930
Infrastructure and planning services	-	49 934	-	<b>49 934</b>	49 934	-	100.0	-	-
Legal services	2 443	1 299	-	<b>3 742</b>	3 742	-	100.0	4 803	4 803
Contractors	11 376	(27)	-	<b>11 349</b>	11 349	-	100.0	11 766	11 766
Agency and support / outsourced services	308 053	12 276	-	<b>320 329</b>	314 774	5 555	98.3	317 552	317 552
Entertainment	230	(186)	-	<b>44</b>	44	-	100.0	22	22
Fleet services (including government motor transport)	27 029	4 620	301	<b>31 950</b>	31 950	-	100.0	28 817	28 817
Inventory: Learner and teacher support material	154 230	1 258	-	<b>155 488</b>	152 964	2 524	98.4	88 909	88 909
Inventory: Materials and supplies	679	(176)	-	<b>503</b>	503	-	100.0	1 055	1 055
Inventory: Other supplies	339 735	(72 264)	(2 977)	<b>264 494</b>	191 523	72 971	72.4	178 112	173 074
Consumable supplies	3 844	370	-	<b>4 214</b>	4 214	-	100.0	4 231	4 231
Consumable: Stationery, printing and office supplies	25 592	(4 328)	-	<b>21 264</b>	18 210	3 054	85.6	19 137	19 137
Operating leases	60 081	1 435	-	<b>61 516</b>	58 916	2 600	95.8	59 743	59 743
Property payments	548 008	(159 754)	57 000	<b>445 254</b>	445 254	-	100.0	309 759	308 632
Transport provided: Departmental activity	277 085	(5 702)	(301)	<b>271 082</b>	262 795	8 287	96.9	230 619	230 619
Travel and subsistence	27 236	8 595	-	<b>35 831</b>	31 841	3 990	88.9	29 662	29 662
Training and development	16 833	2 911	-	<b>19 744</b>	16 217	3 527	82.1	26 427	26 427
Operating payments	27 825	7 656	-	<b>35 481</b>	35 481	-	100.0	19 177	19 177
Venues and facilities	10 239	(5 045)	-	<b>5 194</b>	4 234	960	81.5	11 978	11 978
Rental and hiring	2 296	4 670	-	<b>6 966</b>	6 966	-	100.0	2 278	2 278
<b>Transfers and subsidies</b>	<b>1 515 572</b>	<b>122 915</b>	<b>2 084</b>	<b>1 640 571</b>	<b>1 623 608</b>	<b>16 963</b>	<b>99.0</b>	<b>1 897 180</b>	<b>1 897 133</b>
Departmental agencies and accounts	6 459	2	-	<b>6 461</b>	6 461	-	100.0	6 107	6 107
Departmental agencies (non-business entities)	6 459	2	-	<b>6 461</b>	6 461	-	100.0	6 107	6 107
Non-profit institutions	1 462 174	78 643	2 084	<b>1 542 901</b>	1 525 938	16 963	98.9	1 791 958	1 791 958
Households	46 939	44 270	-	<b>91 209</b>	91 209	-	100.0	99 115	99 068
Social benefits	45 439	42 780	-	<b>88 219</b>	88 219	-	100.0	85 903	85 856
Other transfers to households	1 500	1 490	-	<b>2 990</b>	2 990	-	100.0	13 212	13 212
<b>Payments for capital assets</b>	<b>1 015 380</b>	<b>104 816</b>	<b>893</b>	<b>1 121 089</b>	<b>1 121 089</b>	<b>-</b>	<b>100.0</b>	<b>1 225 198</b>	<b>1 212 384</b>
Buildings and other fixed structures	972 949	98 852	893	<b>1 072 694</b>	1 072 694	-	100.0	1 177 604	1 164 790
Buildings	834 381	68 493	893	<b>903 767</b>	903 767	-	100.0	1 011 205	998 391
Other fixed structures	138 568	30 359	-	<b>168 927</b>	168 927	-	100.0	166 399	166 399
Machinery and equipment	40 591	5 928	-	<b>46 519</b>	46 519	-	100.0	47 575	47 575
Transport equipment	21 159	4 630	705	<b>26 494</b>	26 494	-	100.0	22 616	22 616
Other machinery and equipment	19 432	1 298	(705)	<b>20 025</b>	20 025	-	100.0	24 959	24 959
Software and other intangible assets	1 840	36	-	<b>1 876</b>	1 876	-	100.0	19	19
<b>Payment for financial assets</b>	<b>4 829</b>	<b>608</b>	<b>-</b>	<b>5 437</b>	<b>5 437</b>	<b>-</b>	<b>100.0</b>	<b>9 949</b>	<b>9 949</b>
<b>Total</b>	<b>17 899 369</b>	<b>-</b>	<b>-</b>	<b>17 899 369</b>	<b>17 637 342</b>	<b>262 027</b>	<b>98.5</b>	<b>17 026 330</b>	<b>17 001 271</b>

**Appropriation Statement  
for the year ended 31 March 2016**

Programme 1: Administration									
Sub programme	2015/16							2014/15	
	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	8 228	(565)	-	7 663	6 917	746	90.3	6 504	6 504
2. Corporate Services	283 170	1 409	-	284 579	263 987	20 592	92.8	264 120	264 120
3. Education Management	987 076	3 585	(410)	990 251	928 826	61 425	93.8	361 789	356 751
4. Human Resource Development	5 036	(3 484)	-	1 552	1 552	-	100.0	1 330	1 330
5. Education Management Information System (EMIS)	34 272	(945)	-	33 327	29 406	3 921	88.2	32 916	32 916
<b>Total</b>	<b>1 317 782</b>	<b>-</b>	<b>(410)</b>	<b>1 317 372</b>	<b>1 230 688</b>	<b>86 684</b>	<b>93.4</b>	<b>666 659</b>	<b>661 621</b>

### Appropriation Statement for the year ended 31 March 2016

Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>1 210 352</b>	<b>(17 214)</b>	<b>(410)</b>	<b>1 192 728</b>	<b>1 115 507</b>	<b>77 221</b>	<b>93.5</b>	<b>575 801</b>	<b>570 763</b>
Compensation of employees	835 455	(13 230)	-	822 225	797 635	24 590	97.0	325 955	325 955
Salaries and wages	731 408	(12 881)	-	718 527	693 937	24 590	96.6	285 500	285 500
Social contributions	104 047	(349)	-	103 698	103 698	-	100.0	40 455	40 455
Goods and services	374 897	(3 984)	(410)	370 503	317 872	52 631	85.8	249 846	244 808
Administrative fees	751	(98)	-	653	653	-	100.0	709	709
Advertising	6 564	1 296	(1)	7 859	7 859	-	100.0	5 468	5 468
Minor assets	9 823	(4 710)	(77)	5 036	3 657	1 379	72.6	6 348	6 348
Audit costs: External	13 738	4 915	-	18 653	18 653	-	100.0	12 985	12 985
Bursaries: Employees	770	(354)	-	416	416	-	100.0	599	599
Catering: Departmental activities	6 103	1 502	(31)	7 574	7 574	-	100.0	949	949
Communication (G&S)	13 723	(1 031)	(18)	12 674	10 560	2 114	83.3	5 351	5 351
Computer services	19 743	(2 139)	(112)	17 492	17 492	-	100.0	19 826	19 826
Consultants: Business and advisory services	37 462	198	-	37 660	37 660	-	100.0	34 982	34 982
Legal services	2 443	1 299	-	3 742	3 742	-	100.0	4 803	4 803
Contractors	8 711	(254)	(12)	8 445	8 445	-	100.0	7 784	7 784
Agency and support / outsourced services	12 608	(3 295)	(34)	9 279	3 724	5 555	40.1	6 556	6 556
Entertainment	228	(186)	(1)	41	41	-	100.0	14	14
Fleet services (including government motor transport)	19 174	852	-	20 026	20 026	-	100.0	3 964	3 964
Inventory: Learner and teacher support material	887	1 147	-	2 034	2 034	-	100.0	299	299
Inventory: Materials and supplies	561	(187)	(2)	372	372	-	100.0	25	25
Inventory: Other supplies	167 372	(6 233)	-	161 139	120 260	40 879	74.6	118 092	113 054
Consumable supplies	1 186	(98)	(8)	1 080	1 080	-	100.0	214	214
Consumable: Stationery, printing and office supplies	11 630	(515)	(106)	11 009	9 265	1 744	84.2	4 502	4 502
Operating leases	2 807	(187)	(53)	2 567	2 567	-	100.0	990	990
Property payments	13 647	1 147	(102)	14 692	14 692	-	100.0	463	463
Transport provided: Departmental activity	1 454	227	-	1 681	1 681	-	100.0	628	628
Travel and subsistence	13 188	1 346	268	14 802	14 802	-	100.0	7 967	7 967
Training and development	2 466	(35)	(14)	2 417	2 417	-	100.0	902	902
Operating payments	4 851	1 356	(107)	6 100	6 100	-	100.0	4 888	4 888
Venues and facilities	2 802	(59)	-	2 743	1 783	960	65.0	482	482
Rental and hiring	205	112	-	317	317	-	100.0	56	56
<b>Transfers and subsidies</b>	<b>68 515</b>	<b>11 824</b>	<b>-</b>	<b>80 339</b>	<b>70 876</b>	<b>9 463</b>	<b>88.2</b>	<b>62 927</b>	<b>62 927</b>
Departmental agencies and accounts	6	3	-	9	9	-	100.0	3	3
Departmental agencies (non-business entities)	6	3	-	9	9	-	100.0	3	3
Non-profit institutions	51 824	(1 408)	-	50 416	40 953	9 463	81.2	47 127	47 127
Households	16 685	13 229	-	29 914	29 914	-	100.0	15 797	15 797
Social benefits	16 685	11 866	-	28 551	28 551	-	100.0	4 983	4 983
Other transfers to households	-	1 363	-	1 363	1 363	-	100.0	10 814	10 814
<b>Payments for capital assets</b>	<b>34 086</b>	<b>4 782</b>	<b>-</b>	<b>38 868</b>	<b>38 868</b>	<b>-</b>	<b>100.0</b>	<b>17 982</b>	<b>17 982</b>
Machinery and equipment	32 246	4 746	-	36 992	36 992	-	100.0	17 963	17 963
Transport equipment	17 338	3 879	-	21 217	21 217	-	100.0	3 550	3 550
Other machinery and equipment	14 908	867	-	15 775	15 775	-	100.0	14 413	14 413
Software and other intangible assets	1 840	36	-	1 876	1 876	-	100.0	19	19
<b>Payment for financial assets</b>	<b>4 829</b>	<b>608</b>	<b>-</b>	<b>5 437</b>	<b>5 437</b>	<b>-</b>	<b>100.0</b>	<b>9 949</b>	<b>9 949</b>
<b>Total</b>	<b>1 317 782</b>	<b>-</b>	<b>(410)</b>	<b>1 317 372</b>	<b>1 230 688</b>	<b>86 684</b>	<b>93.4</b>	<b>666 659</b>	<b>661 621</b>

### Appropriation Statement for the year ended 31 March 2016

Subprogramme: 1.1: Office of the MEC									
	2015/16							2014/15	
	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
<b>Current payments</b>	<b>7 974</b>	<b>(588)</b>	-	<b>7 386</b>	<b>6 640</b>	<b>746</b>	<b>89.9</b>	<b>6 237</b>	<b>6 237</b>
Compensation of employees	6 639	(2)	-	6 637	5 891	746	88.8	5 387	5 387
Goods and services	1 335	(586)	-	749	749	-	100.0	850	850
<b>Transfers and subsidies</b>	<b>-</b>	<b>2</b>	-	<b>2</b>	<b>2</b>	<b>-</b>	<b>100.0</b>	<b>9</b>	<b>9</b>
Households	-	2	-	2	2	-	100.0	9	9
<b>Payments for capital assets</b>	<b>254</b>	<b>21</b>	-	<b>275</b>	<b>275</b>	<b>-</b>	<b>100.0</b>	<b>258</b>	<b>258</b>
Machinery and equipment	254	21	-	275	275	-	100.0	258	258
<b>Total</b>	<b>8 228</b>	<b>(565)</b>	-	<b>7 663</b>	<b>6 917</b>	<b>746</b>	<b>90.3</b>	<b>6 504</b>	<b>6 504</b>

Subprogramme: 1.2: Corporate Services									
	2015/16							2014/15	
	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
<b>Current payments</b>	<b>271 071</b>	<b>(3 131)</b>	-	<b>267 940</b>	<b>247 348</b>	<b>20 592</b>	<b>92.3</b>	<b>238 076</b>	<b>238 076</b>
Compensation of employees	211 589	(3 115)	-	208 474	193 329	15 145	92.7	186 527	186 527
Goods and services	59 482	(16)	-	59 466	54 019	5 447	90.8	51 549	51 549
<b>Transfers and subsidies</b>	<b>1 362</b>	<b>3 135</b>	-	<b>4 497</b>	<b>4 497</b>	<b>-</b>	<b>100.0</b>	<b>12 580</b>	<b>12 580</b>
Departmental agencies and accounts	-	1	-	1	1	-	100.0	1	1
Non-profit institutions	-	19	-	19	19	-	100.0	15	15
Households	1 362	3 115	-	4 477	4 477	-	100.0	12 564	12 564
<b>Payments for capital assets</b>	<b>5 908</b>	<b>804</b>	-	<b>6 712</b>	<b>6 712</b>	<b>-</b>	<b>100.0</b>	<b>3 515</b>	<b>3 515</b>
Machinery and equipment	4 068	768	-	4 836	4 836	-	100.0	3 515	3 515
Software and other intangible assets	1 840	36	-	1 876	1 876	-	100.0	-	-
<b>Payment for financial assets</b>	<b>4 829</b>	<b>601</b>	-	<b>5 430</b>	<b>5 430</b>	<b>-</b>	<b>100.0</b>	<b>9 949</b>	<b>9 949</b>
<b>Total</b>	<b>283 170</b>	<b>1 409</b>	-	<b>284 579</b>	<b>263 987</b>	<b>20 592</b>	<b>92.8</b>	<b>264 120</b>	<b>264 120</b>

Subprogramme: 1.3: Education Management									
	2015/16							2014/15	
	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
<b>Current payments</b>	<b>914 589</b>	<b>(9 324)</b>	<b>(410)</b>	<b>904 855</b>	<b>848 972</b>	<b>55 883</b>	<b>93.8</b>	<b>319 127</b>	<b>314 089</b>
Compensation of employees	617 227	(10 098)	-	607 129	598 430	8 699	98.6	134 002	134 002
Goods and services	297 362	774	(410)	297 726	250 542	47 184	84.2	185 125	180 087
<b>Transfers and subsidies</b>	<b>47 363</b>	<b>8 688</b>	-	<b>56 051</b>	<b>50 509</b>	<b>5 542</b>	<b>90.1</b>	<b>30 746</b>	<b>30 746</b>
Departmental agencies and accounts	6	2	-	8	8	-	100.0	2	2
Non-profit institutions	32 037	(1 427)	-	30 610	25 068	5 542	81.9	27 520	27 520
Households	15 320	10 113	-	25 433	25 433	-	100.0	3 224	3 224
<b>Payments for capital assets</b>	<b>25 124</b>	<b>4 214</b>	-	<b>29 338</b>	<b>29 338</b>	<b>-</b>	<b>100.0</b>	<b>11 916</b>	<b>11 916</b>
Machinery and equipment	25 124	4 214	-	29 338	29 338	-	100.0	11 897	11 897
Software and other intangible assets	-	-	-	-	-	-	-	19	19
<b>Payment for financial assets</b>	<b>-</b>	<b>7</b>	-	<b>7</b>	<b>7</b>	<b>-</b>	<b>100.0</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>987 076</b>	<b>3 585</b>	<b>(410)</b>	<b>990 251</b>	<b>928 826</b>	<b>61 425</b>	<b>93.8</b>	<b>361 789</b>	<b>356 751</b>

### Appropriation Statement for the year ended 31 March 2016

Subprogramme: 1.4: Human Resource Development									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>5 036</b>	<b>(3 533)</b>	-	<b>1 503</b>	<b>1 503</b>	-	<b>100.0</b>	<b>1 330</b>	<b>1 330</b>
Compensation of employees	-	(15)	-	(15)	(15)	-	100.0	39	39
Salaries and wages	-	(15)	-	(15)	(15)	-	100.0	39	39
Goods and services	5 036	(3 518)	-	1 518	1 518	-	100.0	1 291	1 291
<b>Payments for capital assets</b>	<b>-</b>	<b>49</b>	-	<b>49</b>	<b>49</b>	-	<b>100.0</b>	<b>-</b>	<b>-</b>
Machinery and equipment	-	49	-	49	49	-	100.0	-	-
<b>Total</b>	<b>5 036</b>	<b>(3 484)</b>	-	<b>1 552</b>	<b>1 552</b>	-	<b>100.0</b>	<b>1 330</b>	<b>1 330</b>

Subprogramme: 1.5: Education Management Information System (EMIS)									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>11 682</b>	<b>(638)</b>	-	<b>11 044</b>	<b>11 044</b>	-	<b>100.0</b>	<b>11 031</b>	<b>11 031</b>
Goods and services	11 682	(638)	-	11 044	11 044	-	100.0	11 031	11 031
<b>Transfers and subsidies</b>	<b>19 790</b>	<b>(1)</b>	-	<b>19 789</b>	<b>15 868</b>	<b>3 921</b>	<b>80.2</b>	<b>19 592</b>	<b>19 592</b>
Non-profit institutions	19 787	-	-	19 787	15 866	3 921	80.2	19 592	19 592
Households	3	(1)	-	2	2	-	100.0	-	-
<b>Payments for capital assets</b>	<b>2 800</b>	<b>(306)</b>	-	<b>2 494</b>	<b>2 494</b>	-	<b>100.0</b>	<b>2 293</b>	<b>2 293</b>
Machinery and equipment	2 800	(306)	-	2 494	2 494	-	100.0	2 293	2 293
<b>Total</b>	<b>34 272</b>	<b>(945)</b>	-	<b>33 327</b>	<b>29 406</b>	<b>3 921</b>	<b>88.2</b>	<b>32 916</b>	<b>32 916</b>

## Appropriation Statement for the year ended 31 March 2016

Programme 2: Public Ordinary School Education									
Subprogramme	2015/16							2014/15	
	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. Public Primary Level	7 697 402	105 102	(1 080)	<b>7 801 424</b>	7 771 390	30 034	99.6	7 276 039	7 276 039
2. Public Secondary Level	5 047 234	(114 819)	(58 134)	<b>4 874 281</b>	4 789 855	84 426	98.3	4 489 245	4 489 245
3. Human Resource Development	81 664	-	-	<b>81 664</b>	60 777	20 887	74.4	76 011	76 011
4. Conditional Grants	327 894	9 717	-	<b>337 611</b>	337 575	36	100.0	315 412	315 231
<b>Total</b>	<b>13 154 194</b>	<b>-</b>	<b>(59 214)</b>	<b>13 094 980</b>	<b>12 959 597</b>	<b>135 383</b>	<b>99.0</b>	<b>12 156 707</b>	<b>12 156 526</b>

Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>12 402 682</b>	<b>(95 060)</b>	<b>(60 218)</b>	<b>12 247 404</b>	<b>12 112 056</b>	<b>135 348</b>	<b>98.9</b>	<b>11 123 349</b>	<b>11 123 168</b>
Compensation of employees	11 378 179	(28 099)	(57 000)	<b>11 293 080</b>	11 222 285	70 795	99.4	10 368 483	10 368 302
Salaries and wages	9 934 075	(100 252)	(57 000)	<b>9 776 823</b>	9 706 028	70 795	99.3	9 038 243	9 038 062
Social contributions	1 444 104	72 153	-	<b>1 516 257</b>	1 516 257	-	100.0	1 330 240	1 330 240
Goods and services	1 024 503	(66 961)	(3 218)	<b>954 324</b>	889 771	64 553	93.2	754 866	754 866
Administrative fees	26	(12)	-	<b>14</b>	14	-	100.0	44	44
Advertising	146	1 035	-	<b>1 181</b>	1 181	-	100.0	1 795	1 795
Minor assets	18 194	(17 016)	-	<b>1 178</b>	1 178	-	100.0	381	381
Bursaries: Employees	4 668	-	-	<b>4 668</b>	698	3 970	15.0	2 269	2 269
Catering: Departmental activities	16 267	60	-	<b>16 327</b>	10 074	6 253	61.7	5 841	5 841
Communication (G&S)	179	5	-	<b>184</b>	184	-	100.0	156	156
Computer services	21	(10)	-	<b>11</b>	11	-	100.0	6	6
Consultants: Business and advisory services	170	(23)	-	<b>147</b>	147	-	100.0	1 574	1 574
Contractors	665	224	-	<b>889</b>	889	-	100.0	380	380
Agency and support / outsourced services	253 347	11 973	-	<b>265 320</b>	265 320	-	100.0	258 601	258 601
Fleet services (including government motor transport)	924	338	-	<b>1 262</b>	1 262	-	100.0	1 042	1 042
Inventory: Learner and teacher support material	145 532	1 258	-	<b>146 790</b>	144 266	2 524	98.3	85 138	85 138
Inventory: Materials and supplies	118	8	-	<b>126</b>	126	-	100.0	533	533
Inventory: Other supplies	164 285	(66 396)	(2 977)	<b>94 912</b>	62 820	32 092	66.2	45 736	45 736
Consumable supplies	1 888	15	-	<b>1 903</b>	1 903	-	100.0	2 213	2 213
Consumable: Stationery, printing and office supplies	3 674	191	-	<b>3 865</b>	2 555	1 310	66.1	1 862	1 862
Operating leases	36 992	(9)	-	<b>36 983</b>	34 383	2 600	93.0	34 557	34 557
Property payments	83 740	1 614	(241)	<b>85 113</b>	85 113	-	100.0	67 655	67 655
Transport provided: Departmental activity	268 198	(1 197)	-	<b>267 001</b>	258 714	8 287	96.9	225 097	225 097
Travel and subsistence	10 640	214	-	<b>10 854</b>	6 864	3 990	63.2	6 914	6 914
Training and development	11 182	(1 991)	-	<b>9 191</b>	5 664	3 527	61.6	10 203	10 203
Operating payments	1 140	3 037	-	<b>4 177</b>	4 177	-	100.0	900	900
Venues and facilities	2 385	(325)	-	<b>2 060</b>	2 060	-	100.0	1 840	1 840
Rental and hiring	122	46	-	<b>168</b>	168	-	100.0	129	129
<b>Transfers and subsidies</b>	<b>750 142</b>	<b>94 456</b>	<b>1 004</b>	<b>845 602</b>	<b>845 567</b>	<b>35</b>	<b>100.0</b>	<b>1 024 530</b>	<b>1 024 530</b>
Departmental agencies and accounts	3	(1)	-	<b>2</b>	2	-	100.0	2	2
Departmental agencies (non-business entities)	3	(1)	-	<b>2</b>	2	-	100.0	2	2
Non-profit institutions	724 665	66 220	-	<b>790 885</b>	790 850	35	100.0	952 710	952 710
Households	25 474	28 237	1 004	<b>54 715</b>	54 715	-	100.0	71 818	71 818
Social benefits	25 474	28 197	1 004	<b>54 675</b>	54 675	-	100.0	69 420	69 420
Other transfers to households	-	40	-	<b>40</b>	40	-	100.0	2 398	2 398
<b>Payments for capital assets</b>	<b>1 370</b>	<b>604</b>	<b>-</b>	<b>1 974</b>	<b>1 974</b>	<b>-</b>	<b>100.0</b>	<b>8 828</b>	<b>8 828</b>
Buildings and other fixed structures	8	48	-	<b>56</b>	56	-	100.0	6 796	6 796
Buildings	-	41	-	<b>41</b>	41	-	100.0	-	-
Other fixed structures	8	7	-	<b>15</b>	15	-	100.0	6 796	6 796
Machinery and equipment	1 362	556	-	<b>1 918</b>	1 918	-	100.0	2 032	2 032
Transport equipment	793	416	-	<b>1 209</b>	1 209	-	100.0	1 469	1 469
Other machinery and equipment	569	140	-	<b>709</b>	709	-	100.0	563	563
<b>Total</b>	<b>13 154 194</b>	<b>-</b>	<b>(59 214)</b>	<b>13 094 980</b>	<b>12 959 597</b>	<b>135 383</b>	<b>99.0</b>	<b>12 156 707</b>	<b>12 156 526</b>

## Appropriation Statement for the year ended 31 March 2016

Subprogramme: 2.1: Public Primary Level									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>7 242 987</b>	<b>15 127</b>	<b>(2 084)</b>	<b>7 256 030</b>	<b>7 225 996</b>	<b>30 034</b>	<b>99.6</b>	<b>6 610 336</b>	<b>6 610 336</b>
Compensation of employees	6 846 520	75 715	-	6 922 235	6 922 235	-	100.0	6 383 909	6 383 909
Goods and services	396 467	(60 588)	(2 084)	333 795	303 761	30 034	91.0	226 427	226 427
<b>Transfers and subsidies</b>	<b>454 415</b>	<b>89 975</b>	<b>1 004</b>	<b>545 394</b>	<b>545 394</b>	<b>-</b>	<b>100.0</b>	<b>665 703</b>	<b>665 703</b>
Non-profit institutions	437 014	71 381	-	508 395	508 395	-	100.0	618 817	618 817
Households	17 401	18 594	1 004	36 999	36 999	-	100.0	46 886	46 886
<b>Total</b>	<b>7 697 402</b>	<b>105 102</b>	<b>(1 080)</b>	<b>7 801 424</b>	<b>7 771 390</b>	<b>30 034</b>	<b>99.6</b>	<b>7 276 039</b>	<b>7 276 039</b>

Subprogramme: 2.2: Public Secondary Level									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>4 798 985</b>	<b>(127 198)</b>	<b>(58 134)</b>	<b>4 613 653</b>	<b>4 529 227</b>	<b>84 426</b>	<b>98.2</b>	<b>4 176 499</b>	<b>4 176 499</b>
Compensation of employees	4 512 542	(103 941)	(57 000)	4 351 601	4 281 510	70 091	98.4	3 969 074	3 969 074
Goods and services	286 443	(23 257)	(1 134)	262 052	247 717	14 335	94.5	207 425	207 425
<b>Transfers and subsidies</b>	<b>248 249</b>	<b>12 079</b>	<b>-</b>	<b>260 328</b>	<b>260 328</b>	<b>-</b>	<b>100.0</b>	<b>312 459</b>	<b>312 459</b>
Non-profit institutions	240 194	2 447	-	242 641	242 641	-	100.0	289 958	289 958
Households	8 055	9 632	-	17 687	17 687	-	100.0	22 501	22 501
<b>Payments for capital assets</b>	<b>-</b>	<b>300</b>	<b>-</b>	<b>300</b>	<b>300</b>	<b>-</b>	<b>100.0</b>	<b>287</b>	<b>287</b>
Machinery and equipment	-	300	-	300	300	-	100.0	287	287
<b>Total</b>	<b>5 047 234</b>	<b>(114 819)</b>	<b>(58 134)</b>	<b>4 874 281</b>	<b>4 789 855</b>	<b>84 426</b>	<b>98.3</b>	<b>4 489 245</b>	<b>4 489 425</b>

Subprogramme: 2.3: Human Resource Development									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>73 125</b>	<b>5 601</b>	<b>-</b>	<b>78 726</b>	<b>57 839</b>	<b>20 887</b>	<b>73.5</b>	<b>68 639</b>	<b>68 639</b>
Compensation of employees	11 333	(11)	-	11 322	10 619	703	93.8	9 388	9 388
Goods and services	61 792	5 612	-	67 404	47 220	20 184	70.1	59 251	59 251
<b>Transfers and subsidies</b>	<b>7 929</b>	<b>(5 756)</b>	<b>-</b>	<b>2 173</b>	<b>2 173</b>	<b>-</b>	<b>100.0</b>	<b>6 400</b>	<b>6 400</b>
Departmental agencies and accounts	3	(1)	-	2	2	-	100.0	2	2
Non-profit institutions	7 908	(5 766)	-	2 142	2 142	-	100.0	3 967	3 967
Households	18	11	-	29	29	-	100.0	2 431	2 431
<b>Payments for capital assets</b>	<b>610</b>	<b>155</b>	<b>-</b>	<b>765</b>	<b>765</b>	<b>-</b>	<b>100.0</b>	<b>972</b>	<b>972</b>
Machinery and equipment	610	155	-	765	765	-	100.0	972	972
<b>Total</b>	<b>81 664</b>	<b>-</b>	<b>-</b>	<b>81 664</b>	<b>60 777</b>	<b>20 887</b>	<b>74.4</b>	<b>76 011</b>	<b>76 011</b>

Subprogramme: 2.4: Conditional Grants									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>287 585</b>	<b>11 410</b>	<b>-</b>	<b>298 995</b>	<b>298 994</b>	<b>1</b>	<b>100.0</b>	<b>267 875</b>	<b>267 694</b>
Compensation of employees	7 784	138	-	7 922	7 921	1	100.0	6 112	5 931
Goods and services	279 801	11 272	-	291 073	291 073	-	100.0	261 763	261 763
<b>Transfers and subsidies</b>	<b>39 549</b>	<b>(1 842)</b>	<b>-</b>	<b>37 707</b>	<b>37 672</b>	<b>35</b>	<b>99.9</b>	<b>39 968</b>	<b>39 968</b>
Non-profit institutions	39 549	(1 842)	-	37 707	37 672	35	99.9	39 968	39 968
<b>Payments for capital assets</b>	<b>760</b>	<b>149</b>	<b>-</b>	<b>909</b>	<b>909</b>	<b>-</b>	<b>100.0</b>	<b>7 569</b>	<b>7 569</b>
Buildings and other fixed structures	8	48	-	56	56	-	100.0	6 796	6 796
Machinery and equipment	752	101	-	853	853	-	100.0	773	773
<b>Total</b>	<b>327 894</b>	<b>9 717</b>	<b>-</b>	<b>337 611</b>	<b>337 575</b>	<b>36</b>	<b>100.0</b>	<b>315 412</b>	<b>315 231</b>



## Appropriation Statement for the year ended 31 March 2016

Programme 3: Independent School Subsidies									
Subprogramme	2015/16							2014/15	
	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	52 564	4 916	-	57 480	57 480	-	100.0	49 358	49 358
2. Secondary Level	42 820	(4 916)	-	37 904	37 904	-	100.0	40 487	40 487
<b>Total</b>	<b>95 384</b>	<b>-</b>	<b>-</b>	<b>95 384</b>	<b>95 384</b>	<b>-</b>	<b>100.0</b>	<b>89 845</b>	<b>89 845</b>

Economic classification	2015/16							2014/15	
	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
<b>Transfers and subsidies</b>	<b>95 384</b>	<b>-</b>	<b>-</b>	<b>95 384</b>	<b>95 384</b>	<b>-</b>	<b>100.0</b>	<b>89 845</b>	<b>89 845</b>
Non-profit institutions	95 384	-	-	95 384	95 384	-	100.0	89 845	89 845
<b>Total</b>	<b>95 384</b>	<b>-</b>	<b>-</b>	<b>95 384</b>	<b>95 384</b>	<b>-</b>	<b>100.0</b>	<b>89 845</b>	<b>89 845</b>

Subprogramme: 3.1: Primary Level									
Economic classification	2015/16							2014/15	
	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
<b>Transfers and subsidies</b>	<b>52 564</b>	<b>4 916</b>	<b>-</b>	<b>57 480</b>	<b>57 480</b>	<b>-</b>	<b>100.0</b>	<b>49 358</b>	<b>49 358</b>
Non-profit institutions	52 564	4 916	-	57 480	57 480	-	100.0	49 358	49 358
<b>Total</b>	<b>52 564</b>	<b>4 916</b>	<b>-</b>	<b>57 480</b>	<b>57 480</b>	<b>-</b>	<b>100.0</b>	<b>49 358</b>	<b>49 358</b>

Subprogramme: 3.2: Secondary Level									
Economic classification	2015/16							2014/15	
	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
<b>Transfers and subsidies</b>	<b>42 820</b>	<b>(4 916)</b>	<b>-</b>	<b>37 904</b>	<b>37 904</b>	<b>-</b>	<b>100.0</b>	<b>40 487</b>	<b>40 487</b>
Non-profit institutions	42 820	(4 916)	-	37 904	37 904	-	100.0	40 487	40 487
<b>Total</b>	<b>42 820</b>	<b>(4 916)</b>	<b>-</b>	<b>37 904</b>	<b>37 904</b>	<b>-</b>	<b>100.0</b>	<b>40 487</b>	<b>40 487</b>

## Appropriation Statement for the year ended 31 March 2016

Programme 4: Public Special School Education									
Subprogramme	2015/16							2014/15	
	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. Schools	1 057 920	1	1 247	1 059 168	1 033 921	25 247	97.6	923 247	923 247
2. Human Resource Development	1	(1)	-	-	-	-	-	-	-
3. Conditional Grant	15 852	-	-	15 852	15 852	-	100.0	50 395	50 395
<b>Total</b>	<b>1 073 773</b>	<b>-</b>	<b>1 247</b>	<b>1 075 020</b>	<b>1 049 773</b>	<b>25 247</b>	<b>97.7</b>	<b>973 642</b>	<b>973 642</b>

Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>930 168</b>	<b>1 606</b>	<b>542</b>	<b>932 316</b>	<b>907 704</b>	<b>24 612</b>	<b>97.4</b>	<b>824 991</b>	<b>824 991</b>
Compensation of employees	902 319	(2 133)	-	900 186	875 574	24 612	97.3	799 583	799 583
Salaries and wages	788 108	(3 797)	-	784 311	760 888	23 423	97.0	702 077	702 077
Social contributions	114 211	1 664	-	115 875	114 686	1 189	99.0	97 506	97 506
Goods and services	27 849	3 739	542	32 130	32 130	-	100.0	25 408	25 408
Advertising	-	2	-	2	2	-	100.0	-	-
Catering: Departmental activities	12	85	-	97	97	-	100.0	151	151
Computer services	56	(56)	-	-	-	-	-	-	-
Consultants: Business and advisory services	1 891	(1 133)	-	758	758	-	100.0	3	3
Fleet services (including government motor transport)	5 649	3 199	301	9 149	9 149	-	100.0	8 150	8 150
Inventory: Learner and teacher support material	651	(651)	-	-	-	-	-	664	664
Inventory: Other supplies	3 523	(3 523)	-	-	-	-	-	-	-
Consumable supplies	14	63	-	77	77	-	100.0	57	57
Consumable: Stationery, printing and office supplies	3	(3)	-	-	-	-	-	5	5
Operating leases	15 928	251	-	16 179	16 179	-	100.0	12 778	12 778
Property payments	98	1 729	241	2 068	2 068	-	100.0	461	461
Travel and subsistence	13	236	-	249	249	-	100.0	280	280
Training and development	-	3 281	-	3 281	3 281	-	100.0	2 805	2 805
Operating payments	-	59	-	59	59	-	100.0	45	45
Venues and facilities	11	200	-	211	211	-	100.0	9	9
<b>Transfers and subsidies</b>	<b>140 577</b>	<b>(2 158)</b>	<b>-</b>	<b>138 419</b>	<b>137 784</b>	<b>635</b>	<b>99.5</b>	<b>144 736</b>	<b>144 736</b>
Non-profit institutions	139 025	(4 291)	-	134 734	134 099	635	99.5	139 761	139 761
Households	1 552	2 133	-	3 685	3 685	-	100.0	4 975	4 975
Social benefits	1 552	2 133	-	3 685	3 685	-	100.0	4 975	4 975
<b>Payments for capital assets</b>	<b>3 028</b>	<b>552</b>	<b>705</b>	<b>4 285</b>	<b>4 285</b>	<b>-</b>	<b>100.0</b>	<b>3 915</b>	<b>3 915</b>
Machinery and equipment	3 028	552	705	4 285	4 285	-	100.0	3 915	3 915
Transport equipment	3 028	552	705	4 285	4 285	-	100.0	3 915	3 915
<b>Total</b>	<b>1 073 773</b>	<b>-</b>	<b>1 247</b>	<b>1 075 020</b>	<b>1 049 773</b>	<b>25 247</b>	<b>97.7</b>	<b>973 642</b>	<b>973 642</b>

Subprogramme: 4.1: Schools									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>914 316</b>	<b>1 606</b>	<b>542</b>	<b>916 464</b>	<b>891 852</b>	<b>24 612</b>	<b>97.3</b>	<b>774 596</b>	<b>774 596</b>
Compensation of employees	886 467	(2 133)	-	884 334	859 722	24 612	97.2	749 188	749 188
Goods and services	27 849	3 739	542	32 130	32 130	-	100.0	25 408	25 408
<b>Transfers and subsidies</b>	<b>140 576</b>	<b>(2 157)</b>	<b>-</b>	<b>138 419</b>	<b>137 784</b>	<b>635</b>	<b>99.5</b>	<b>144 736</b>	<b>144 736</b>
Non-profit institutions	139 024	(4 290)	-	134 734	134 099	635	99.5	139 761	139 761
Households	1 552	2 133	-	3 685	3 685	-	100.0	4 975	4 975
<b>Payments for capital assets</b>	<b>3 028</b>	<b>552</b>	<b>705</b>	<b>4 285</b>	<b>4 285</b>	<b>-</b>	<b>100.0</b>	<b>3 915</b>	<b>3 915</b>
Machinery and equipment	3 028	552	705	4 285	4 285	-	100.0	3 915	3 915
<b>Total</b>	<b>1 057 920</b>	<b>1</b>	<b>1 247</b>	<b>1 059 168</b>	<b>1 033 921</b>	<b>25 247</b>	<b>97.6</b>	<b>923 247</b>	<b>923 247</b>

### Appropriation Statement for the year ended 31 March 2016

Subprogramme: 4.2: Human Resource Development									
	2015/16							2014/15	
	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)	-	-	-	-	-	-	-
<b>Total</b>	<b>1</b>	<b>(1)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Subprogramme: 4.3: Conditional Grant									
	2015/16							2014/15	
	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
<b>Current payments</b>	<b>15 852</b>	<b>-</b>	<b>-</b>	<b>15 852</b>	<b>15 852</b>	<b>-</b>	<b>100.0</b>	<b>50 395</b>	<b>50 395</b>
Compensation of employees	15 852	-	-	15 852	15 852	-	100.0	50 395	50 395
Salaries and wages	15 852	(1 664)	-	14 188	14 188	-	100.0	46 506	46 506
Social contributions	-	1 664	-	1 664	1 664	-	100.0	3 889	3 889
<b>Total</b>	<b>15 852</b>	<b>-</b>	<b>-</b>	<b>15 852</b>	<b>15 852</b>	<b>-</b>	<b>100.0</b>	<b>50 395</b>	<b>50 395</b>

## Appropriation Statement for the year ended 31 March 2016

Programme 5: Early Childhood Development									
Subprogramme	2015/16							2014/15	
	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. Grade R In Public Schools	312 777	(5 156)	(1 305)	306 316	300 875	5 441	98.2	329 697	329 697
2. Grade R In Early Childhood Development Centres	68 207	457	-	68 664	68 664	-	100.0	64 010	64 010
3. Pre-Grade R Training	105 961	4 700	-	110 661	109 801	860	99.2	109 327	109 327
4. Human Resource Development	1	(1)	-	-	-	-	-	-	-
5. Conditional Grants	2 823	-	-	2 823	2 823	-	100.0	8 744	8 744
<b>Total</b>	<b>489 769</b>	<b>-</b>	<b>(1 305)</b>	<b>488 464</b>	<b>482 163</b>	<b>6 301</b>	<b>98.7</b>	<b>511 778</b>	<b>511 778</b>

Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>118 408</b>	<b>-</b>	<b>(301)</b>	<b>118 107</b>	<b>113 084</b>	<b>5 023</b>	<b>95.7</b>	<b>121 311</b>	<b>121 311</b>
Compensation of employees	66 050	-	-	66 050	61 027	5 023	92.4	61 961	61 961
Salaries and wages	54 161	-	-	54 161	52 231	1 930	96.4	53 505	53 505
Social contributions	11 889	-	-	11 889	8 796	3 093	74.0	8 456	8 456
Goods and services	52 358	-	(301)	52 057	52 057	-	100.0	59 350	59 350
Advertising	1	-	-	1	1	-	100.0	3	3
Minor assets	-	-	-	-	-	-	-	(16)	(16)
Catering: Departmental activities	47	(4)	-	43	43	-	100.0	18	18
Communication (G&S)	-	3	-	3	3	-	100.0	-	-
Agency and support / outsourced services	39 545	5 155	-	44 700	44 700	-	100.0	50 708	50 708
Inventory: Learner and teacher support material	5 160	(274)	-	4 886	4 886	-	100.0	315	315
Inventory: Other supplies	-	-	-	-	-	-	-	4 266	4 266
Consumable supplies	6	(2)	-	4	4	-	100.0	1	1
Consumable: Stationery, printing and office supplies	50	(50)	-	-	-	-	-	59	59
Transport provided: Departmental activity	7 430	(4 731)	(301)	2 398	2 398	-	100.0	3 919	3 919
Travel and subsistence	67	(58)	-	9	9	-	100.0	31	31
Training and development	48	(48)	-	-	-	-	-	28	28
Operating payments	3	10	-	13	13	-	100.0	15	15
Venues and facilities	1	(1)	-	-	-	-	-	3	3
<b>Transfers and subsidies</b>	<b>371 361</b>	<b>-</b>	<b>(1 004)</b>	<b>370 357</b>	<b>369 079</b>	<b>1 278</b>	<b>99.7</b>	<b>390 451</b>	<b>390 451</b>
Non-profit institutions	369 706	-	-	369 706	368 428	1 278	99.7	390 139	390 139
Households	1 655	-	(1 004)	651	651	-	100.0	312	312
Social benefits	1 655	-	(1 004)	651	651	-	100.0	312	312
<b>Payments for capital assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16</b>	<b>16</b>
Machinery and equipment	-	-	-	-	-	-	-	16	16
Other machinery and equipment	-	-	-	-	-	-	-	16	16
<b>Total</b>	<b>489 769</b>	<b>-</b>	<b>(1 305)</b>	<b>488 464</b>	<b>482 163</b>	<b>6 301</b>	<b>98.7</b>	<b>511 778</b>	<b>511 778</b>

Subprogramme: 5.1: Grade R In Public Schools									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>80 813</b>	<b>(5 156)</b>	<b>(301)</b>	<b>75 356</b>	<b>70 333</b>	<b>5 023</b>	<b>93.3</b>	<b>72 021</b>	<b>72 021</b>
Compensation of employees	66 050	-	-	66 050	61 027	5 023	92.4	61 961	61 961
Goods and services	14 763	(5 156)	(301)	9 306	9 306	-	100.0	10 060	10 060
<b>Transfers and subsidies</b>	<b>231 964</b>	<b>-</b>	<b>(1 004)</b>	<b>230 960</b>	<b>230 542</b>	<b>418</b>	<b>99.8</b>	<b>257 676</b>	<b>257 676</b>
Non-profit institutions	230 309	-	-	230 309	229 891	418	99.8	257 364	257 364
Households	1 655	-	(1 004)	651	651	-	100.0	312	312
<b>Total</b>	<b>312 777</b>	<b>(5 156)</b>	<b>(1 305)</b>	<b>306 316</b>	<b>300 875</b>	<b>5 441</b>	<b>98.2</b>	<b>329 697</b>	<b>329 697</b>

### Appropriation Statement for the year ended 31 March 2016

Subprogramme: 5.2: Grade R in Early Childhood Development Centres									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	-	-	-	-	-	-	-	(16)	(16)
Goods and services	-	-	-	-	-	-	-	(16)	(16)
<b>Transfers and subsidies</b>	68 207	457	-	68 664	68 664	-	1.0	64 010	64 010
Non-profit institutions	68 207	457	-	68 664	68 664	-	1.0	64 010	64 010
<b>Payments for capital assets</b>	-	-	-	-	-	-	-	16	16
Machinery and equipment	-	-	-	-	-	-	-	16	16
<b>Total</b>	<b>68 207</b>	<b>457</b>	<b>-</b>	<b>68 664</b>	<b>68 664</b>	<b>-</b>	<b>1.0</b>	<b>64 010</b>	<b>64 010</b>

Subprogramme: 5.3: Pre-Grade R Training									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	37 595	5 156	-	42 751	42 751	-	100.0	48 752	48 752
Goods and services	37 595	5 156	-	42 751	42 751	-	100.0	48 752	48 752
<b>Transfers and subsidies</b>	68 366	(456)	-	67 910	67 050	860	98.7	60 575	60 575
Non-profit institutions	68 366	(456)	-	67 910	67 050	860	98.7	60 575	60 575
<b>Total</b>	<b>105 961</b>	<b>4 700</b>	<b>-</b>	<b>110 661</b>	<b>109 801</b>	<b>860</b>	<b>99.2</b>	<b>109 327</b>	<b>109 327</b>

Subprogramme: 5.4: Human Resource Development									
Economic classification	2015/16							2014/15	
	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
<b>Transfers and subsidies</b>	1	(1)	-	-	-	-	-	-	-
Non-profit institutions	1	(1)	-	-	-	-	-	-	-
<b>Total</b>	<b>1</b>	<b>(1)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Subprogramme: 5.5: Conditional Grants									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	-	-	-	-	-	-	-	554	554
Goods and services	-	-	-	-	-	-	-	554	554
<b>Transfers and subsidies</b>	2 823	-	-	2 823	2 823	-	100.0	8 190	8 190
Non-profit institutions	2 823	-	-	2 823	2 823	-	100.0	8 190	8 190
<b>Total</b>	<b>2 823</b>	<b>-</b>	<b>-</b>	<b>2 823</b>	<b>2 823</b>	<b>-</b>	<b>100.0</b>	<b>8 744</b>	<b>8 744</b>

## Appropriation Statement for the year ended 31 March 2016

Programme 6: Infrastructure Development									
Subprogramme	2015/16							2014/15	
	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. Administration	15 724	(5 612)	-	10 112	10 112	-	100.0	10 338	10 338
2. Public Ordinary Schools	1 421 148	(25 382)	59 977	1 455 743	1 455 743	-	100.0	1 399 827	1 385 886
3. Special Schools	29 000	6 657	-	35 657	35 657	-	100.0	8 200	8 200
4. Early Childhood Development	24 110	24 337	-	48 447	48 447	-	100.0	35 067	35 067
<b>Total</b>	<b>1 489 982</b>	<b>-</b>	<b>59 977</b>	<b>1 549 959</b>	<b>1 549 959</b>	<b>-</b>	<b>100.0</b>	<b>1 453 432</b>	<b>1 439 491</b>

Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>464 541</b>	<b>(113 759)</b>	<b>57 000</b>	<b>407 782</b>	<b>407 782</b>	<b>-</b>	<b>100.0</b>	<b>250 970</b>	<b>249 843</b>
Compensation of employees	5 864	531	-	6 395	6 395	-	100.0	6 779	6 779
Salaries and wages	5 864	178	-	6 042	6 042	-	100.0	6 755	6 755
Social contributions	-	353	-	353	353	-	100.0	24	24
Goods and services	458 677	(114 290)	57 000	401 387	401 387	-	100.0	244 191	243 064
Communication (G&S)	-	-	-	-	-	-	-	2	2
Consultants: Business and advisory services	6 658	(6 209)	-	449	449	-	100.0	1 364	1 364
Infrastructure and planning services	-	49 934	-	49 934	49 934	-	100.0	-	-
Inventory: Other supplies	4 500	3 881	-	8 381	8 381	-	100.0	8 893	8 893
Consumable: Stationery, printing and office supplies	64	(64)	-	-	-	-	-	-	-
Operating leases	-	-	-	-	-	-	-	4 082	4 082
Property payments	447 383	(162 370)	57 000	342 013	342 013	-	100.0	229 595	228 468
Travel and subsistence	72	538	-	610	610	-	100.0	255	255
<b>Transfers and subsidies</b>	<b>52 500</b>	<b>14 881</b>	<b>2 084</b>	<b>69 465</b>	<b>69 465</b>	<b>-</b>	<b>100.0</b>	<b>31 654</b>	<b>31 654</b>
Non-profit institutions	52 500	14 881	2 084	69 465	69 465	-	100.0	31 654	31 654
<b>Payments for capital assets</b>	<b>972 941</b>	<b>98 878</b>	<b>893</b>	<b>1 072 712</b>	<b>1 072 712</b>	<b>-</b>	<b>100.0</b>	<b>1 170 808</b>	<b>1 157 994</b>
Buildings and other fixed structures	972 941	98 804	893	1 072 638	1 072 638	-	100.0	1 170 808	1 157 994
Buildings	834 381	68 452	893	903 726	903 726	-	100.0	1 011 205	998 391
Other fixed structures	138 560	30 352	-	168 912	168 912	-	100.0	159 603	159 603
Machinery and equipment	-	74	-	74	74	-	100.0	-	-
Other machinery and equipment	-	74	-	74	74	-	100.0	-	-
<b>Total</b>	<b>1 489 982</b>	<b>-</b>	<b>59 977</b>	<b>1 549 959</b>	<b>1 549 959</b>	<b>-</b>	<b>100.0</b>	<b>1 453 432</b>	<b>1 439 491</b>

Subprogramme: 6.1: Administration									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>12 658</b>	<b>(5 149)</b>	<b>-</b>	<b>7 509</b>	<b>7 509</b>	<b>-</b>	<b>100.0</b>	<b>9 272</b>	<b>9 272</b>
Compensation of employees	5 864	531	-	6 395	6 395	-	100.0	6 779	6 779
Goods and services	6 794	(5 680)	-	1 114	1 114	-	100.0	2 493	2 493
<b>Transfers and subsidies</b>	<b>-</b>	<b>26</b>	<b>-</b>	<b>26</b>	<b>26</b>	<b>-</b>	<b>100.0</b>	<b>-</b>	<b>-</b>
Non-profit institutions	-	26	-	26	26	-	100.0	-	-
<b>Payments for capital assets</b>	<b>3 066</b>	<b>(489)</b>	<b>-</b>	<b>2 577</b>	<b>2 577</b>	<b>-</b>	<b>100.0</b>	<b>1 066</b>	<b>1 066</b>
Buildings and other fixed structures	3 066	(563)	-	2 503	2 503	-	100.0	1 066	1 066
Machinery and equipment	-	74	-	74	74	-	100.0	-	-
<b>Total</b>	<b>15 724</b>	<b>(5 612)</b>	<b>-</b>	<b>10 112</b>	<b>10 112</b>	<b>-</b>	<b>100.0</b>	<b>10 338</b>	<b>10 338</b>

### Appropriation Statement for the year ended 31 March 2016

Subprogramme: 6.2: Public Ordinary Schools									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>451 883</b>	<b>(108 812)</b>	<b>57 000</b>	<b>400 071</b>	<b>400 071</b>	-	<b>100.0</b>	<b>241 460</b>	<b>240 333</b>
Goods and services	451 883	(108 812)	57 000	400 071	400 071	-	100.0	241 460	240 333
<b>Transfers and subsidies</b>	<b>52 500</b>	<b>13 966</b>	<b>2 084</b>	<b>68 550</b>	<b>68 550</b>	-	<b>100.0</b>	<b>31 654</b>	<b>31 654</b>
Non-profit institutions	52 500	13 966	2 084	68 550	68 550	-	100.0	31 654	31 654
<b>Payments for capital assets</b>	<b>916 765</b>	<b>69 464</b>	<b>893</b>	<b>987 122</b>	<b>987 122</b>	-	<b>100.0</b>	<b>1 126 713</b>	<b>1 113 899</b>
Buildings and other fixed structures	916 765	69 464	893	987 122	987 122	-	100.0	1 126 713	1 113 899
<b>Total</b>	<b>1 421 148</b>	<b>(25 382)</b>	<b>59 977</b>	<b>1 455 743</b>	<b>1 455 743</b>	-	<b>100.0</b>	<b>1 399 827</b>	<b>1 385 886</b>

Subprogramme: 6.3: Special Schools									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	-	<b>202</b>	-	<b>202</b>	<b>202</b>	-	<b>100.0</b>	<b>238</b>	<b>238</b>
Goods and services	-	202	-	202	202	-	100.0	238	238
<b>Transfers and subsidies</b>	-	<b>889</b>	-	<b>889</b>	<b>889</b>	-	<b>100.0</b>	-	-
Non-profit institutions	-	889	-	889	889	-	100.0	-	-
<b>Payments for capital assets</b>	<b>29 000</b>	<b>5 566</b>	-	<b>34 566</b>	<b>34 566</b>	-	<b>100.0</b>	<b>7 962</b>	<b>7 962</b>
Buildings and other fixed structures	29 000	5 566	-	34 566	34 566	-	100.0	7 962	7 962
<b>Total</b>	<b>29 000</b>	<b>6 657</b>	-	<b>35 657</b>	<b>35 657</b>	-	<b>100.0</b>	<b>8 200</b>	<b>8 200</b>

Subprogramme: 6.4: Early Childhood Development									
Economic classification	2015/16							2014/15	
	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
<b>Payments for capital assets</b>	<b>24 110</b>	<b>24 337</b>	-	<b>48 447</b>	<b>48 447</b>	-	<b>100.0</b>	<b>35 067</b>	<b>35 067</b>
Buildings and other fixed structures	24 110	24 337	-	48 447	48 447	-	100.0	35 067	35 067
<b>Total</b>	<b>24 110</b>	<b>24 337</b>	-	<b>48 447</b>	<b>48 447</b>	-	<b>100.0</b>	<b>35 067</b>	<b>35 067</b>

## Appropriation Statement for the year ended 31 March 2016

Programme 7: Examination and Education Related Services									
Subprogramme	2015/16							2014/15	
	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. Payments to SETA	6 450	-	-	6 450	6 450	-	100.0	6 096	6 096
2. Professional Services	28 994	-	410	29 404	29 404	-	100.0	533 921	530 087
3. External Examinations	183 664	6 599	(705)	189 558	189 558	-	100.0	172 851	172 851
4. Special Projects	39 746	(6 599)	-	33 147	24 735	8 412	74.6	29 146	29 146
5. Conditional Grant	19 631	-	-	19 631	19 631	-	100.0	17 731	17 690
<b>Total</b>	<b>278 485</b>	<b>-</b>	<b>(295)</b>	<b>278 190</b>	<b>269 778</b>	<b>8 412</b>	<b>97.0</b>	<b>759 745</b>	<b>755 870</b>

Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	<b>237 437</b>	<b>(3 912)</b>	<b>410</b>	<b>233 935</b>	<b>231 075</b>	<b>2 860</b>	<b>98.8</b>	<b>699 795</b>	<b>695 920</b>
Compensation of employees	157 632	(444)	-	157 188	154 328	2 860	98.2	573 737	569 862
Salaries and wages	150 624	(6 278)	-	144 346	141 486	2 860	98.0	510 428	506 553
Social contributions	7 008	5 834	-	12 842	12 842	-	100.0	63 309	63 309
Goods and services	79 805	(3 468)	410	76 747	76 747	-	100.0	126 058	126 058
Administrative fees	210	(200)	-	10	10	-	100.0	10	10
Advertising	60	7	1	68	68	-	100.0	334	334
Minor assets	5 863	(780)	77	5 160	5 160	-	100.0	2 906	2 906
Catering: Departmental activities	10 576	(7 417)	31	3 190	3 190	-	100.0	6 486	6 486
Communication (G&S)	1 553	(425)	18	1 146	1 146	-	100.0	5 807	5 807
Computer services	-	3	112	115	115	-	100.0	157	157
Consultants: Business and advisory services	-	-	-	-	-	-	-	7	7
Contractors	2 000	3	12	2 015	2 015	-	100.0	3 602	3 602
Agency and support / outsourced services	2 553	(1 557)	34	1 030	1 030	-	100.0	1 687	1 687
Entertainment	2	-	1	3	3	-	100.0	8	8
Fleet services (including government motor transport)	1 282	231	-	1 513	1 513	-	100.0	15 661	15 661
Inventory: Learner and teacher support material	2 000	(222)	-	1 778	1 778	-	100.0	2 493	2 493
Inventory: Materials and supplies	-	3	2	5	5	-	100.0	497	497
Inventory: Other supplies	55	7	-	62	62	-	100.0	1 125	1 125
Consumable supplies	750	392	8	1 150	1 150	-	100.0	1 746	1 746
Consumable: Stationery, printing and office supplies	10 171	(3 887)	106	6 390	6 390	-	100.0	12 709	12 709
Operating leases	4 354	1 380	53	5 787	5 787	-	100.0	6 525	6 525
Property payments	3 140	(1 874)	102	1 368	1 368	-	100.0	11 585	11 585
Transport provided: Departmental activity	3	(1)	-	2	2	-	100.0	975	975
Travel and subsistence	3 256	6 319	(268)	9 307	9 307	-	100.0	14 192	14 192
Training and development	3 137	1 704	14	4 855	4 855	-	100.0	12 489	12 489
Operating payments	21 831	3 194	107	25 132	25 132	-	100.0	13 326	13 326
Venues and facilities	5 040	(4 860)	-	180	180	-	100.0	9 638	9 638
Rental and hiring	1 969	4 512	-	6 481	6 481	-	100.0	2 093	2 093
<b>Transfers and subsidies</b>	<b>37 093</b>	<b>3 912</b>	<b>-</b>	<b>41 005</b>	<b>35 453</b>	<b>5 552</b>	<b>86.5</b>	<b>36 301</b>	<b>36 301</b>
Departmental agencies and accounts	6 450	-	-	6 450	6 450	-	100.0	6 102	6 102
Departmental agencies (non-business entities)	6 450	-	-	6 450	6 450	-	100.0	6 102	6 102
Non-profit institutions	29 070	3 241	-	32 311	26 759	5 552	82.8	24 233	24 233
Households	1 573	671	-	2 244	2 244	-	100.0	5 966	5 966
Social benefits	73	584	-	657	657	-	100.0	5 966	5 966
Other transfers to households	1 500	87	-	1 587	1 587	-	100.0	-	-
<b>Payments for capital assets</b>	<b>3 955</b>	<b>-</b>	<b>(705)</b>	<b>3 250</b>	<b>3 250</b>	<b>-</b>	<b>100.0</b>	<b>23 649</b>	<b>23 649</b>
Machinery and equipment	3 955	-	(705)	3 250	3 250	-	100.0	23 649	23 649
Transport equipment	-	(217)	-	(217)	(217)	-	100.0	13 682	13 682
Other machinery and equipment	3 955	217	(705)	3 467	3 467	-	100.0	9 967	9 967
<b>Total</b>	<b>278 485</b>	<b>-</b>	<b>(295)</b>	<b>278 190</b>	<b>269 778</b>	<b>8 412</b>	<b>97.0</b>	<b>759 745</b>	<b>755 870</b>



### Appropriation Statement for the year ended 31 March 2016

Subprogramme: 7.1: Payments to SETA									
	2015/16							2014/15	
	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	6 450	-	-	6 450	6 450	-	100.0	6 096	6 096
Departmental agencies and accounts	6 450	-	-	6 450	6 450	-	100.0	6 096	6 096
<b>Total</b>	<b>6 450</b>	<b>-</b>	<b>-</b>	<b>6 450</b>	<b>6 450</b>	<b>-</b>	<b>100.0</b>	<b>6 096</b>	<b>6 096</b>

Subprogramme: 7.2: Professional Services									
	2015/16							2014/15	
	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
<b>Current payments</b>	<b>28 994</b>	<b>-</b>	<b>410</b>	<b>29 404</b>	<b>29 404</b>	<b>-</b>	<b>100.0</b>	<b>513 542</b>	<b>509 708</b>
Compensation of employees	28 994	-	-	28 994	28 994	-	100.0	461 075	457 241
Goods and services	-	-	410	410	410	-	100.0	52 467	52 467
<b>Transfers and subsidies</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5 620</b>	<b>5 620</b>
Departmental agencies and accounts	-	-	-	-	-	-	-	6	6
Households	-	-	-	-	-	-	-	5 614	5 614
<b>Payments for capital assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>14 759</b>	<b>14 759</b>
Machinery and equipment	-	-	-	-	-	-	-	14 759	14 759
<b>Total</b>	<b>28 994</b>	<b>-</b>	<b>410</b>	<b>29 404</b>	<b>29 404</b>	<b>-</b>	<b>100.0</b>	<b>533 921</b>	<b>530 087</b>

Subprogramme: 7.3: External Examinations									
	2015/16							2014/15	
	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
<b>Current payments</b>	<b>179 162</b>	<b>945</b>	<b>-</b>	<b>180 107</b>	<b>180 107</b>	<b>-</b>	<b>100.0</b>	<b>163 191</b>	<b>163 191</b>
Compensation of employees	118 134	4 189	-	122 323	122 323	-	100.0	109 982	109 982
Goods and services	61 028	(3 244)	-	57 784	57 784	-	100.0	53 209	53 209
<b>Transfers and subsidies</b>	<b>547</b>	<b>5 654</b>	<b>-</b>	<b>6 201</b>	<b>6 201</b>	<b>-</b>	<b>100.0</b>	<b>770</b>	<b>770</b>
Non-profit institutions	474	5 023	-	5 497	5 497	-	100.0	418	418
Households	73	631	-	704	704	-	100.0	352	352
<b>Payments for capital assets</b>	<b>3 955</b>	<b>-</b>	<b>(705)</b>	<b>3 250</b>	<b>3 250</b>	<b>-</b>	<b>100.0</b>	<b>8 890</b>	<b>8 890</b>
Machinery and equipment	3 955	-	(705)	3 250	3 250	-	100.0	8 890	8 890
<b>Total</b>	<b>183 664</b>	<b>6 599</b>	<b>(705)</b>	<b>189 558</b>	<b>189 558</b>	<b>-</b>	<b>100.0</b>	<b>172 851</b>	<b>172 851</b>

Subprogramme: 7.4: Special Projects									
	2015/16							2014/15	
	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
<b>Current payments</b>	<b>9 650</b>	<b>(4 857)</b>	<b>-</b>	<b>4 793</b>	<b>1 933</b>	<b>2 860</b>	<b>40.3</b>	<b>5 331</b>	<b>5 331</b>
Compensation of employees	9 650	(4 860)	-	4 790	1 930	2 860	40.3	2 125	2 125
Goods and services	-	3	-	3	3	-	100.0	3 206	3 206
<b>Transfers and subsidies</b>	<b>30 096</b>	<b>(1 742)</b>	<b>-</b>	<b>28 354</b>	<b>22 802</b>	<b>5 552</b>	<b>80.4</b>	<b>23 815</b>	<b>23 815</b>
Non-profit institutions	28 596	(1 782)	-	26 814	21 262	5 552	79.3	23 815	23 815
Households	1 500	40	-	1 540	1 540	-	100.0	-	-
<b>Total</b>	<b>39 746</b>	<b>(6 599)</b>	<b>-</b>	<b>33 147</b>	<b>24 735</b>	<b>8 412</b>	<b>74.6</b>	<b>29 146</b>	<b>29 146</b>

Subprogramme: 7.5: Conditional Grant									
	2015/16							2014/15	
	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
<b>Current payments</b>	<b>19 631</b>	<b>-</b>	<b>-</b>	<b>19 631</b>	<b>19 631</b>	<b>-</b>	<b>100.0</b>	<b>17 731</b>	<b>17 690</b>
Compensation of employees	854	227	-	1 081	1 081	-	100.0	555	514
Goods and services	18 777	(227)	-	18 550	18 550	-	100.0	17 176	17 176
<b>Total</b>	<b>19 631</b>	<b>-</b>	<b>-</b>	<b>19 631</b>	<b>19 631</b>	<b>-</b>	<b>100.0</b>	<b>17 731</b>	<b>17 690</b>

## Appropriation Statement for the year ended 31 March 2016

Programme 8: Further Education and Training									
Subprogramme	2015/16							2014/15	
	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 Institutions	-	-	-	-	-	-	-	377 913	377 865
<b>Total</b>	-	-	-	-	-	-	-	<b>377 913</b>	<b>377 865</b>

Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	-	-	-	-	-	-	-	<b>292 359</b>	<b>292 358</b>
Compensation of employees	-	-	-	-	-	-	-	292 359	292 358
Salaries and wages	-	-	-	-	-	-	-	253 580	253 579
Social contributions	-	-	-	-	-	-	-	38 779	38 779
<b>Transfers and subsidies</b>	-	-	-	-	-	-	-	<b>85 554</b>	<b>85 507</b>
Non-profit institutions	-	-	-	-	-	-	-	85 307	85 307
Households	-	-	-	-	-	-	-	247	200
Social benefits	-	-	-	-	-	-	-	247	200
<b>Total</b>	-	-	-	-	-	-	-	<b>377 913</b>	<b>377 865</b>

Subprogramme: 8.1: Public Institutions									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	-	-	-	-	-	-	-	<b>292 359</b>	<b>292 358</b>
Compensation of employees	-	-	-	-	-	-	-	292 359	292 358
<b>Transfers and subsidies</b>	-	-	-	-	-	-	-	<b>85 554</b>	<b>85 507</b>
Non-profit institutions	-	-	-	-	-	-	-	85 307	85 307
Households	-	-	-	-	-	-	-	247	200
<b>Total</b>	-	-	-	-	-	-	-	<b>377 913</b>	<b>377 865</b>

## Appropriation Statement for the year ended 31 March 2016

Programme 9: Adult Basic Education and Training									
Subprogramme	2015/16							2014/15	
	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. Public Centres	-	-	-	-	-	-	-	5 408	3 432
2. Subsidies to Private Centres	-	-	-	-	-	-	-	31 201	31 201
<b>Total</b>	-	-	-	-	-	-	-	<b>36 609</b>	<b>34 633</b>

Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	-	-	-	-	-	-	-	<b>5 427</b>	<b>3 451</b>
Compensation of employees	-	-	-	-	-	-	-	4 503	2 527
Salaries and wages	-	-	-	-	-	-	-	4 289	2 313
Social contributions	-	-	-	-	-	-	-	214	214
Goods and services	-	-	-	-	-	-	-	924	924
Catering; Departmental activities	-	-	-	-	-	-	-	81	81
Operating leases	-	-	-	-	-	-	-	811	811
Travel and subsistence	-	-	-	-	-	-	-	23	23
Operating payments	-	-	-	-	-	-	-	3	3
Venues and facilities	-	-	-	-	-	-	-	6	6
<b>Transfers and subsidies</b>	-	-	-	-	-	-	-	<b>31 182</b>	<b>31 182</b>
Non-profit institutions	-	-	-	-	-	-	-	31 182	31 182
<b>Total</b>	-	-	-	-	-	-	-	<b>36 609</b>	<b>34 633</b>

Subprogramme: 9.1: Public Centres									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	-	-	-	-	-	-	-	<b>5 408</b>	<b>3 432</b>
Compensation of employees	-	-	-	-	-	-	-	4 503	2 527
Goods and services	-	-	-	-	-	-	-	905	905
<b>Total</b>	-	-	-	-	-	-	-	<b>5 408</b>	<b>3 432</b>

Subprogramme: 9.2: Subsidies to Private Centres									
Economic classification	2015/16							2014/15	
	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
<b>Current payments</b>	-	-	-	-	-	-	-	<b>19</b>	<b>19</b>
Goods and services	-	-	-	-	-	-	-	19	19
<b>Transfers and subsidies</b>	-	-	-	-	-	-	-	<b>31 182</b>	<b>31 182</b>
Non-profit institutions	-	-	-	-	-	-	-	31 182	31 182
<b>Total</b>	-	-	-	-	-	-	-	<b>31 201</b>	<b>31 201</b>

## Notes to the Appropriation Statement for the year ended 31 March 2016

### 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, disclosure notes and Annexure 1 (A-C) 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	1 317 372	1 230 688	86 684	6.6%
The under-spending can mainly be attributed to: <ul style="list-style-type: none"> <li>• Compensation of employees               <ul style="list-style-type: none"> <li>- Lower than anticipated housing implementation; and</li> <li>- Slow rate of filling of vacancies; and</li> <li>- Earmarked funding on MOD centres for graduate tutors not utilised and were paid over to Provincial Treasury.</li> </ul> </li> <li>• Goods and services               <ul style="list-style-type: none"> <li>- ICT expenditure which could not be completed before financial year end, for which rollovers have been requested.</li> <li>- Targeted cost containment measures and operational cost efficiencies.</li> </ul> </li> <li>• Transfers and subsidies               <ul style="list-style-type: none"> <li>- Reduced connectivity subsidy transferred to schools due to the e-Education LAN rollout at schools.</li> <li>- LITNUM awards due to cost containment measures.</li> </ul> </li> </ul>				
Public Ordinary School Education	13 094 980	12 959 597	135 383	1.0%
The under-spending can mainly be attributed to: <ul style="list-style-type: none"> <li>• Compensation of employees               <ul style="list-style-type: none"> <li>- Lower than anticipated temporary appointments (during the months of July and January), vacancies across educators;</li> <li>- Public servants vacancies within the department due to slow filling of vacant posts; and</li> <li>- Savings from allowances paid to lower level employees acting in higher vacant posts.</li> </ul> </li> <li>• Goods and services               <ul style="list-style-type: none"> <li>- Delivery of furniture which could not be completed before financial year end, for which rollovers have been requested.</li> <li>- Targeted cost containment measures and operational cost efficiencies.</li> </ul> </li> </ul>				
Independent School Subsidies	95 384	95 384	-	0.0%
This programme is in budget.				
Public Special School Education	1 075 020	1 049 773	25 247	2.3%
The under-spending can mainly be attributed to: <ul style="list-style-type: none"> <li>• Compensation of employees:               <ul style="list-style-type: none"> <li>- Lower than anticipated housing implementation; and</li> <li>- Slow rate of filling of vacancies.</li> </ul> </li> </ul>				

**Notes to the Appropriation Statement  
for the year ended 31 March 2016**

<b>Per programme</b>	<b>Final Appropriation R'000</b>	<b>Actual Expenditure R'000</b>	<b>Variance R'000</b>	<b>Variance as a % of Final Appropriation R'000</b>
Early Childhood Development	488 464	482 163	6 301	1.3%
The under-spending can mainly be attributed to: <ul style="list-style-type: none"> <li>• Compensation of employees:               <ul style="list-style-type: none"> <li>- Due to teachers leaving the system.</li> </ul> </li> <li>• Transfers and Subsidies:               <ul style="list-style-type: none"> <li>- Due to fewer subsidy claims received from schools.</li> </ul> </li> </ul>				
Infrastructure Development	1 549 959	1 549 959	-	0.0%
This programme is in budget after application of virements.				
Examination and Education Related Services	278 190	269 778	8 412	3.0%
The under-spending can mainly be attributed to: <ul style="list-style-type: none"> <li>• Transfers and Subsidies:               <ul style="list-style-type: none"> <li>- Fewer claims paid for the youth focus programme.</li> </ul> </li> </ul>				

**4.2 Per economic classification**

<b>Per economic classification:</b>	<b>Final Appropriation R'000</b>	<b>Actual Expenditure R'000</b>	<b>Variance R'000</b>	<b>Variance as a % of Final Appropriation R'000</b>
<b>Current expenditure</b>				
Compensation of employees	13 245 124	13 117 244	127 880	1.0%
Goods and services	1 887 150	1 769 966	117 184	6.2%
<b>Transfers and subsidies</b>				
Departmental agencies and accounts	6 461	6 461	-	0.0%
Non-profit institutions	1 542 901	1 525 938	16 963	1.1%
Households	91 209	91 209	-	0.0%
<b>Payments for capital assets</b>				
Buildings and other fixed structures	1 072 694	1 072 694	-	0.0%
Machinery and equipment	46 517	46 517	-	0.0%
Software and other intangible assets	1 876	1 876	-	0.0%
<b>Payments for financial assets</b>	5 437	5 437	-	0.0%

The under-spending can mainly be attributed to:

- Compensation of employees
  - The saving is efficiencies regarding compensation of employees, unspent earmarked funding on MOD centres for graduate tutors which would be paid over to Provincial Treasury and conditional grant Social Sector EPWP which would be paid over to National Treasury via Provincial Treasury.
  - Re-allocation of the savings have been requested in terms of Treasury Circular No. 14/2016 to be utilised for:
    - > The higher than anticipated cost of living adjustment during 2016/17
    - > Relief of financial pressure on public ordinary schools. Four main areas identified i.e. Textbooks, School Nutrition, Norms and Standards and Municipal Services.
- Goods and services
  - ICT e-Education and delivery of furniture at public ordinary schools that could not be completed by financial year-end. Roll-overs have been requested for both.
  - Targeted cost containment measures and operational cost efficiencies.
- Transfers and Subsidies
  - Reduced connectivity subsidy transferred to schools due to the e-Education LAN rollout at schools.
  - LITNUM awards due to cost containment measures.
  - Fewer Grade R subsidy claims received.
  - Fewer claims paid for the youth focus programme.

**Notes to the Appropriation Statement  
for the year ended 31 March 2016**

**4.3 Per conditional grant**

	<b>Final Appropriation</b>	<b>Actual Expenditure</b>	<b>Variance</b>	<b>Variance as a % of Final Appropriation</b>
<b>Per conditional grant</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
Education Infrastructure Grant	1 094 992	1 094 992	-	0.0%
EPWP Integrated Grant for Provinces	2 818	2 818	-	0.0%
HIV/AIDS (Life-skills Education) Grant	19 631	19 631	-	0.0%
Maths, Science & Technology Grant	26 535	26 535	-	0.0%
National School Nutrition Programme Grant	299 435	299 400	35	0.0%
Occupational Specific Dispensation for Education Sector Therapists Grant	15 852	15 852	-	0.0%
Social sector EPWP Incentive Grant to Provinces	4 747	4 746	1	0.0%

No significant variances reported.

**Statement of Financial Performance  
for the year ended 31 March 2016**

	<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>Revenue</b>			
Annual appropriation	1	17 899 369	17 026 330
Departmental revenue	2	22 833	6 462
<b>Total Revenue</b>		<b>17 922 202</b>	<b>17 032 792</b>
<b>Expenditure</b>			
<b>Current expenditure</b>			
Compensation of employees	3	13 117 244	12 427 327
Goods and services	4	1 769 964	1 454 478
<b>Total current expenditure</b>		<b>14 887 208</b>	<b>13 881 805</b>
<b>Transfers and subsidies</b>			
Transfers and subsidies	6	1 623 608	1 897 133
<b>Total transfers and subsidies</b>		<b>1 623 608</b>	<b>1 897 133</b>
<b>Expenditure for capital assets</b>			
Tangible assets	7	1 119 213	1 212 365
Intangible assets	7	1 876	19
<b>Total expenditure for capital assets</b>		<b>1 121 089</b>	<b>1 212 384</b>
<b>Payments for financial assets</b>	5	5 437	9 949
<b>Total Expenditure</b>		<b>17 637 342</b>	<b>17 001 271</b>
<b>Surplus For The Year</b>		<b>284 860</b>	<b>31 521</b>
<b>Reconciliation of Net Surplus for the year</b>			
Voted Funds		262 027	25 059
Annual appropriation		262 027	25 059
Departmental revenue and PRF Receipts	13	22 833	6 462
<b>Surplus For The Year</b>		<b>284 860</b>	<b>31 521</b>

**Statement of Financial Position  
as at 31 March 2016**

	Note	2015/16 R'000	2014/15 R'000
<b>Assets</b>			
<b>Current Assets</b>		<b>232 917</b>	<b>12 518</b>
Cash and cash equivalents	8	220 112	-
Prepayments and advances	9	-	1
Receivables	10	12 805	12 517
<b>Non-Current Assets</b>		<b>73 581</b>	<b>72 671</b>
Investments	11	17 879	16 745
Receivables	10	55 702	55 926
<b>Total Assets</b>		<b>306 498</b>	<b>85 189</b>
<b>Liabilities</b>			
<b>Current Liabilities</b>		<b>254 653</b>	<b>33 274</b>
Voted funds to be surrendered to the Revenue Fund	12	249 246	25 059
Departmental revenue and PRF Receipts to be surrendered to the Revenue Fund	13	2 036	6 408
Payables	14	3 371	1 807
<b>Non-Current Liabilities</b>			
<b>Total Liabilities</b>		<b>254 653</b>	<b>33 274</b>
<b>Net Assets</b>		<b>51 845</b>	<b>51 915</b>
<b>Represented by:</b>			
Capitalisation reserve		17 879	16 745
Recoverable revenue		33 966	35 170
<b>Total</b>		<b>51 845</b>	<b>51 915</b>



**Statement of Changes in Net Assets  
as at 31 March 2016**

	<b>Note</b>	<b>2015/16</b>	<b>2014/15</b>
		<b>R'000</b>	<b>R'000</b>
<b>Net Assets</b>			
Opening balance		16 745	15 752
Transfers:			
Movement in Operational Funds		1 134	993
Closing balance		<b>17 879</b>	<b>16 745</b>
<b>Recoverable revenue</b>			
Opening balance		35 170	49 245
Transfers		(1 204)	(14 075)
Irrecoverable amounts written off	5.2	(5 162)	(8 837)
Debts recovered (included in departmental receipts)		-	(5 238)
Debts raised		3 958	-
Closing balance		33 966	35 170
<b>Total</b>		<b>51 845</b>	<b>51 915</b>

**Cash Flow Statement  
for the year ended 31 March 2016**

	<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>Cash Flows from Operating Activities</b>			
Receipts		17 909 421	17 061 019
Annual appropriated funds received	1.1	17 886 588	17 026 330
Departmental revenue received	2.1, 2.2, 2.4	21 816	32 473
Interest received	2.3	1 017	2 216
Decrease in working capital		1 501	15 439
Surrendered to Revenue Fund		(52 264)	(196 981)
Current payments		(14 887 208)	(13 881 805)
Payments for financial assets		(5 437)	(9 949)
Transfers and subsidies paid		(1 623 608)	(1 897 133)
<b>Net cash flow available from operating activities</b>	<b>15</b>	<b>1 342 405</b>	<b>1 090 590</b>
<b>Cash Flows from Investing Activities</b>			
Payments for capital assets	7	(1 121 089)	(1 212 384)
(Increase) in investments		(1 134)	(993)
<b>Net cash flows from investing activities</b>		<b>(1 122 223)</b>	<b>(1 213 377)</b>
<b>Cash Flows from Financing Activities</b>			
(Decrease) in net assets		(70)	(13 082)
<b>Net cash flows from financing activities</b>		<b>(70)</b>	<b>(13 082)</b>
Net increase in cash and cash equivalents		220 112	(135 869)
Cash and cash equivalents at beginning of period		-	135 869
<b>Cash and cash equivalents at end of period</b>	<b>16</b>	<b>220 112</b>	<b>-</b>

## **Accounting Policies for the year ended 31 March 2016**

### **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.

#### **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 2016**

**7. Revenue**

**7.1 Appropriated funds**

Appropriated funds comprises 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.

**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.

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**Accounting Policies  
for the year ended 31 March 2016**

**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.

**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 Accrued expenditure payable**

Accrued expenditure payable is recorded in the notes to the financial statements when the goods are received or, in the case of services, when they are rendered to the department or in the case of transfers and subsidies when they are due and payable.

Accrued expenditure payable is measured at cost.

**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.

**Accounting Policies  
for the year ended 31 March 2016**

**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.

**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.

**Accounting Policies  
for the year ended 31 March 2016**

**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.

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**

Loans and payables are recognised in the statement of financial position at cost.

**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 reliably, the immovable capital assets are measured at R1 unless the fair value of the asset has been reliably estimated, in which case the fair value is used.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

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.

**Accounting Policies  
for the year ended 31 March 2016**

**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 is added to the cost of the asset at the end of the capital project unless the movable asset is recorded by another department/entity in which case the completed project costs are transferred to that department.

**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.

Intangible 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 intangible asset is recorded by another department/entity in which case the completed project costs are transferred to that department.



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**Accounting Policies  
for the year ended 31 March 2016**

**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.

**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.

**Accounting Policies  
for the year ended 31 March 2016**

**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.

**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.

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**Accounting Policies  
for the year ended 31 March 2016**

**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.

**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 recorded at cost price in the notes to the financial statements

Where inventories are acquired as part of a non-exchange transaction, the cost of inventory is its fair value at the date of acquisition.

Inventories are subsequently measured at the lower of cost and net realisable value or the lower of cost and current replacement value.

### Notes to the Annual Financial Statements for the year ended 31 March 2016

#### 1. Appropriation

##### 1.1 Annual Appropriation

Programmes	2015/16			2014/15	
	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	1 317 372	1 304 591	12 781	666 659	706 485
Public Ordinary School Education	13 094 980	13 094 980	-	12 156 707	12 083 075
Independent School Subsidies	95 384	95 384	-	89 845	90 326
Public Special School Education	1 075 020	1 075 020	-	973 642	1 045 531
Early Childhood Development	488 464	488 464	-	511 778	515 449
Infrastructure Development	1 549 959	1 549 959	-	1 453 432	1 397 772
Examination and Education Related Services	278 190	278 190	-	759 745	769 986
Further Education and Training	-	-	-	377 913	377 913
Adult Basic Education And Training	-	-	-	36 609	39 793
<b>Total</b>	<b>17 899 369</b>	<b>17 886 588</b>	<b>12 781</b>	<b>17 026 330</b>	<b>17 026 330</b>

The functions of Further Education and Training (FET) and Adult Basic Education and Training (ABET) were transferred to the Department of Higher Education and Training with effect from 1 April 2015.

	Note	2015/16 R'000	2014/15 R'000
<b>1.2 Conditional Grants**</b>	33		
Total grants received		1 464 010	1 794 093
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)

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>2. Departmental Revenue</b>			
Sales of goods and services other than capital assets	2.1	12 100	11 762
Fines, penalties and forfeits	2.2	1 175	1 185
Interest, dividends and rent on land	2.3	1 017	2 216
Transactions in financial assets and liabilities	2.4	8 541	19 526
<b>Total revenue collected</b>		<b>22 833</b>	<b>34 689</b>
Less: Own revenue included in appropriation	13	-	28 227
<b>Departmental revenue collected</b>		<b>22 833</b>	<b>6 462</b>
<b>2.1 Sales of goods and services other than capital assets</b>	<b>2</b>		
Sales of goods and services produced by the department		<b>11 602</b>	<b>11 492</b>
Sales by market establishment		11 602	11 492
Sales of scrap, waste and other used current goods		498	270
<b>Total</b>		<b>12 100</b>	<b>11 762</b>
<b>2.2 Fines, penalties and forfeits</b>	<b>2</b>		
Fines		1 175	1 185
<b>Total</b>		<b>1 175</b>	<b>1 185</b>
<b>2.3 Interest, dividends and rent on land</b>	<b>2</b>		
Interest		1 017	2 216
<b>Total</b>		<b>1 017</b>	<b>2 216</b>
<b>2.4 Transactions in financial assets and liabilities</b>	<b>2</b>		
Receivables		8 581	12 034
Other receipts including Recoverable Revenue		(40)	7 492
<b>Total</b>		<b>8 541</b>	<b>19 526</b>

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>3. Compensation of employees</b>			
<b>3.1 Salaries and wages</b>			
Basic Salary		9 773 421	9 324 145
Performance award		23 686	26 426
Service Based		20 650	22 587
Compensative/circumstantial		163 010	149 880
Periodic payments		14 752	14 372
Other non-pensionable allowances		1 365 093	1 310 936
<b>Total</b>		<b>11 360 612</b>	<b>10 848 346</b>
<b>3.2 Social contributions</b>			
<b>Employer contributions</b>			
Pension		1 163 993	1 105 631
Medical		589 642	470 379
UIF		-	3
Bargaining council		1 040	989
Official unions and associations		1 957	1 979
<b>Total</b>		<b>1 756 632</b>	<b>1 578 981</b>
<b>Total compensation of employees</b>		<b>13 117 244</b>	<b>12 427 327</b>
Average number of employees		40 300	41 137

The difference in employee numbers is mainly due to the transfer of the FET and ABET functions to the Department of Higher Education and Training.

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>4. Goods and services</b>			
Administrative fees		677	763
Advertising		9 111	7 600
Minor assets	4.1	9 995	9 619
Bursaries (employees)		1 114	2 868
Catering		20 978	13 526
Communication		11 893	11 316
Computer services	4.2	17 618	19 989
Consultants: Business and advisory services		39 014	37 930
Infrastructure and planning services**		49 934	-
Legal services		3 742	4 803
Contractors		11 349	11 766
Agency and support / outsourced services		314 774	317 552
Entertainment		44	22
Audit cost – external	4.3	18 653	12 985
Fleet services		31 950	28 817
Inventory	4.4	344 990	263 038
Consumables	4.5	22 424	23 368
Operating leases		58 916	59 743
Property payments	4.6	445 254	308 629
Rental and hiring		6 966	2 278
Transport provided as part of the departmental activities		262 795	230 619
Travel and subsistence	4.7	31 841	29 662
Venues and facilities		4 234	11 980
Training and development		16 217	26 428
Other operating expenditure	4.8	35 481	19 177
<b>Total</b>		<b>1 769 964</b>	<b>1 454 478</b>

\*\*Infrastructure and planning services is a SCOA re-classification which previously formed part of Infrastructure Capital Expenditure.

<b>4.1 Minor Assets</b>	<b>4</b>		
<b>Tangible assets</b>		9 983	9 614
Machinery and equipment		9 983	9 614
<b>Intangible assets</b>		12	5
Software		12	5
<b>Total</b>		<b>9 995</b>	<b>9 619</b>

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	Note	2015/16 R'000	2014/15 R'000
<b>4.2 Computer Services</b>	4		
SITA computer services		11 219	11 434
External computer service providers		6 399	8 555
<b>Total</b>		<b>17 618</b>	<b>19 989</b>
<b>4.3 Audit cost – external</b>	4		
Regularity audits		16 478	10 018
Performance audits		1 272	1 986
Computer audits		903	981
<b>Total</b>		<b>18 653</b>	<b>12 985</b>
The difference between the expenditure for 2014/15 and 2015/16 is due to the timing of invoices.			
<b>4.4 Inventory</b>	4		
Learning and teaching support material		152 964	88 909
Materials and supplies		503	1 055
Other supplies	4.4.1	191 523	173 074
<b>Total</b>		<b>344 990</b>	<b>263 038</b>
<b>4.4.1 Inventory</b>	4		
Assets for distributions		191 523	173 074
Machinery and equipment		191 523	173 073
Library material		-	1
<b>Total</b>		<b>191 523</b>	<b>173 074</b>
The above increase is due to the rollout of LAN to Public Schools.			
<b>4.5 Consumables</b>	4		
Consumable supplies		4 214	4 231
Uniform and clothing		154	115
Household supplies		1 184	1 742
Communication accessories		4	17
IT consumables		396	467
Other consumables		2 476	1 890
Stationery, printing and office supplies		18 210	19 137
<b>Total</b>		<b>22 424</b>	<b>23 368</b>
<b>4.6 Property payments</b>	4		
Municipal services		53 043	50 391
Property maintenance and repairs		383 477	248 817
Other		8 734	9 421
<b>Total</b>		<b>445 254</b>	<b>308 629</b>



**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>4.7 Travel and subsistence</b>	<b>4</b>		
Local		31 760	29 564
Foreign		81	98
<b>Total</b>		<b>31 841</b>	<b>29 662</b>
<b>4.8 Other operating expenditure</b>	<b>4</b>		
Professional bodies, membership and subscription fees		763	932
Resettlement costs		2 265	2 139
Other		32 453	16 106
<b>Total</b>		<b>35 481</b>	<b>19 177</b>
The increase for "Other" is mainly due to the higher costs relating to printing and reprographic services at the Examinations Directorate.			
<b>5. Payments for financial assets</b>			
Other material losses written off	5.1	275	1 112
Debts written off	5.2	5 162	8 837
<b>Total</b>		<b>5 437</b>	<b>9 949</b>
<b>5.1 Minor Assets</b>	<b>5</b>		
<b>Nature of losses</b>			
GG Accidents		72	293
Fruitless and wasted expenditure		203	819
<b>Total</b>		<b>275</b>	<b>1 112</b>
<b>5.2 Debts written off</b>	<b>5</b>		
<b>Nature of debts written off</b>			
Other debt written off:			
Employee tax		391	214
Salary overpayments		3 176	4 380
Bursaries		650	2 123
Other		234	349
Interest on debts		711	1 771
<b>Total</b>		<b>5 162</b>	<b>8 837</b>
<b>Total debts written off</b>		<b>5 162</b>	<b>8 837</b>
<b>6. Transfers and subsidies</b>			
Departmental agencies and accounts	Annexure 1A	6 461	6 107
Non-profit institutions	Annexure 1B	1 525 938	1 791 958
Households	Annexure 1C	91 209	99 068
<b>Total</b>		<b>1 623 608</b>	<b>1 897 133</b>

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>7. Expenditure for capital assets</b>			
<b>Tangible assets</b>		<b>1 119 213</b>	<b>1 212 365</b>
Buildings and other fixed structures	29.1	1 072 694	1 164 790
Machinery and equipment	27.1	46 519	47 575
<b>Intangible assets</b>	28.1	<b>1 876</b>	<b>19</b>
Software		1 876	19
<b>Total</b>		<b>1 121 089</b>	<b>1 212 384</b>
<b>7.1 Analysis of funds utilised to acquire capital assets – 2015/16</b>			
	<b>Voted Funds</b>	<b>Aid assistance</b>	<b>Total</b>
<b>Tangible assets</b>	<b>1 119 213</b>	<b>-</b>	<b>1 119 213</b>
Buildings and other fixed structures	1 072 694	-	1 072 694
Machinery and equipment	46 519	-	46 519
<b>Intangible assets</b>	<b>1 876</b>	<b>-</b>	<b>1 876</b>
Software	1 876	-	1 876
<b>Total</b>	<b>1 121 089</b>	<b>-</b>	<b>1 121 089</b>
<b>7.2 Analysis of funds utilised to acquire capital assets – 2014/15</b>			
	<b>Voted Funds</b>	<b>Aid assistance</b>	<b>Total</b>
<b>Tangible assets</b>	<b>1 212 365</b>	<b>-</b>	<b>1 212 365</b>
Buildings and other fixed structures	1 164 790	-	1 164 790
Machinery and equipment	47 575	-	47 575
<b>Intangible assets</b>	<b>19</b>	<b>-</b>	<b>19</b>
Software	19	-	19
<b>Total</b>	<b>1 212 384</b>	<b>-</b>	<b>1 212 384</b>
	<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>7.3 Finance lease expenditure included in expenditure for capital assets</b>			
<b>Tangible assets</b>			
Machinery and equipment		26 339	22 445
<b>Total</b>		<b>26 339</b>	<b>22 445</b>
<b>8. Cash and cash equivalents</b>			
Consolidated Paymaster General Account		220 112	-
<b>Total</b>		<b>220 112</b>	<b>-</b>

The balance in the PMG Account relates mainly to the surplus on voted funds.

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

		<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>9. Prepayments and advances</b>				
Travel and subsistence			-	1
<b>Total</b>			<b>-</b>	<b>1</b>
<b>10. Receivables</b>				
			<b>2015/16</b>	<b>2014/15</b>
			<b>Current</b>	<b>Current</b>
			<b>Non-current</b>	<b>Non-current</b>
			<b>Total</b>	<b>Total</b>
	<b>Note</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
Claims recoverable	10.1	304	1 002	1 306
Recoverable expenditure	10.2	2 656	563	3 219
Staff debt	10.3	4 423	16 564	20 987
Other debtors	10.4	5 422	37 573	42 995
<b>Total</b>		<b>12 805</b>	<b>55 702</b>	<b>68 507</b>
			<b>2015/16</b>	<b>2014/15</b>
			<b>Current</b>	<b>Current</b>
			<b>Non-current</b>	<b>Non-current</b>
			<b>Total</b>	<b>Total</b>
	<b>Note</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
Claims recoverable	10.1	304	1 002	1 306
Recoverable expenditure	10.2	2 656	563	3 219
Staff debt	10.3	4 423	16 564	20 987
Other debtors	10.4	5 422	37 573	42 995
<b>Total</b>		<b>12 805</b>	<b>55 702</b>	<b>68 507</b>
			<b>2015/16</b>	<b>2014/15</b>
			<b>Current</b>	<b>Current</b>
			<b>Non-current</b>	<b>Non-current</b>
			<b>Total</b>	<b>Total</b>
	<b>Note</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
<b>10.1 Claims recoverable</b>				
National Departments			-	13
Provincial Departments			89	147
Private Enterprises			332	447
Household and non-profit institutions			885	714
<b>Total</b>			<b>1 306</b>	<b>1 321</b>
<b>10.2 Recoverable expenditure (disallowance accounts)</b>				
Disallowance accounts			966	864
Salary: Reversal Control			1 268	532
Salary: Tax debt			985	1 284
Salary: Garnishee order			-	19
<b>Total</b>			<b>3 219</b>	<b>2 699</b>
<b>10.3 Staff debt</b>				
Debt account			20 987	22 999
<b>Total</b>			<b>20 987</b>	<b>22 999</b>
<b>10.4 Other debtors</b>				
Breach of contract			2 868	4 068
Ex employees			36 493	33 848
State guarantees			31	283
Criminal acts			37	311
Miscellaneous			3 566	2 879
Clearing accounts			-	35
<b>Total</b>			<b>42 995</b>	<b>41 424</b>

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	Note	2015/16 R'000	2014/15 R'000
<b>10.5 Impairment of receivables</b>			
Estimate of impairment of receivables		61 490	61 931
<b>Total</b>		<b>61 490</b>	<b>61 931</b>
<b>11. Investments</b>			
<b>Non-current</b>			
<b>Shares and other equity</b>			
School Building Fund		17 879	16 745
<b>Total</b>		<b>17 879</b>	<b>16 745</b>
<b>Total non-current</b>		<b>17 879</b>	<b>16 745</b>
<b>Analysis of non-current investments</b>			
Opening balance		16 745	15 752
Additions in cash		1 134	993
<b>Total</b>		<b>17 879</b>	<b>16 745</b>
<b>12. Voted funds to be surrendered to the Revenue Fund</b>			
Opening balance		25 059	166 589
As restated		25 059	166 589
Transfer from statement of financial performance (as restated)		262 027	25 059
Voted funds not requested/not received	1.1	(12 781)	-
Paid during the year		(25 059)	(166 589)
<b>Closing balance</b>		<b>249 246</b>	<b>25 059</b>
<b>13. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund</b>			
Opening balance		6 408	2 111
As restated		6 408	2 111
Transfer from statement of financial performance (as restated)		22 833	6 462
Own revenue included in appropriation		-	28 227
Paid during the year		(27 205)	(30 392)
<b>Closing balance</b>		<b>2 036</b>	<b>6 408</b>
<b>14. Payables – current</b>			
Clearing accounts	14.1	3 170	1 095
Other payables	14.2	201	712
<b>Total</b>		<b>3 371</b>	<b>1 807</b>

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>14.1 Payables – clearing accounts</b>	14		
Sal: ACB recalls		1 794	1 033
Sal: Income tax		488	5
Sal: Pension fund		55	9
Sal: Medical aid		23	21
Other deduction accounts		89	14
Sal: Tax debt		133	-
Sal deduction: Disallowance		-	13
Adv: Public entities		588	-
<b>Total</b>		<b>3 170</b>	<b>1 095</b>
<b>14.2 Payables – other payables</b>	14		
Debt account credits		201	712
<b>Total</b>		<b>201</b>	<b>712</b>
<b>15. Net cash flow available from operating activities</b>			
Net surplus as per Statement of Financial Performance		284 860	31 521
Add back non cash/cash movements not deemed operating activities		<b>1 057 545</b>	<b>1 059 069</b>
(Increase) in receivables – current		(64)	15 665
Decrease in prepayments and advances		1	(1)
Increase in payables – current		1 564	(225)
Expenditure on capital assets		1 121 089	1 212 384
Surrenders to Revenue Fund		(52 264)	(196 981)
Voted funds not requested/not received		(12 781)	-
Own revenue included in appropriation		-	28 227
<b>Net cash flow generated from operating activities</b>		<b>1 342 405</b>	<b>1 090 590</b>
<b>16. Reconciliation of cash and cash equivalents for cash flow purposes</b>			
Consolidated Paymaster General account		220 112	-
<b>Total</b>		<b>220 112</b>	<b>-</b>

The balance in the PMG Account relates mainly to the surplus on voted funds.

**17. Contingent liabilities and contingent assets**

**17.1 Contingent liabilities**

<b>Liable to</b>	<b>Nature</b>			
Housing loans guarantees	Employees	Annexure 2A	312	361
Claims against the department		Annexure 2B	103 195	96 105
Intergovernmental payables (unconfirmed balances)		Annexure 4	1 726	837
Other		Annexure 2B	92 151	67 999
<b>Total</b>			<b>197 384</b>	<b>165 302</b>

The validity of the claims against the department as above, which are with the office of the State Attorney, cannot be confirmed with certainty.

## Notes to the Annual Financial Statements for the year ended 31 March 2016

### 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:

1. A total of 508 stockpile-cases were evaluated by and received back from the Health Risk Manager (HRM) during the reporting period.
2. At the end of the reporting period, 76 stockpile-cases were still outstanding.

The implementation of the policy & procedure on incapacity Leave & Ill-health Retirement (PILIR) was suspended for part of the financial year. PILIR provided for the appointment of a panel of accredited Health Risk Managers by the Department. Department of Public Service & Administration (DPSA), as service providers available to the department to investigate and assess the applications made by employees. The appointment of these service providers was delayed due to a legal challenge brought to the High Court against the appointment process. Therefore for the first half of the financial year, no decision could be made on the validity of the incapacity and/or ill-health retirement applications received from employees. Although a panel was established on 1 November 2013, there is a possibility that amounts paid to employees on incapacity and/or ill-health retirement may become recoverable if the applications made in the first part of the financial year are not subsequently recommended by the service providers.

	Note	2015/16 R'000	2014/15 R'000
<b>18. Commitments</b>			
<b>Current expenditure</b>		<b>1 803 746</b>	<b>787 721</b>
Approved and contracted		1 803 746	787 721
<b>Capital expenditure</b>		<b>695 486</b>	<b>875 507</b>
Approved and contracted		680 565	875 507
Approved but not yet contracted		14 921	-
<b>Total commitments</b>		<b>2 499 232</b>	<b>1 663 228</b>

Current commitments are mainly represented by contracts for learner transport and LAN installation at Public Schools that were concluded for a five year period. Capital commitments represent contracts for the building of schools which are for longer than a year. The comparative figures for 2014/15 in respect of "current, approved and contracted" and "capital, approved and contracted" have been restated and reduced with professional fees on infrastructure projects.

			2015/16 R'000	2014/15 R'000
19.	Accruals and payables not recognised			
19.1	Accruals			
	Listed by economic classification	30 days	30+ days	Total
	Goods and services	19 501	3 240	22 741
	Transfers and subsidies	-	1	1
	Capital assets	14 689	219	14 908
	Other	137	-	137
	Total	34 327	3 460	37 787
	Listed by programme level			
	Programme 1			10 580
	Programme 2			5 464
	Programme 4			-
	Programme 5			2
	Programme 6			19 732
	Programme 7			2 009
	Total			37 787
				42 263

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	Note	2015/16 R'000	2014/15 R'000
<b>19.2 Payables not recognised</b>			
<b>Listed by economic classification</b>			
	<b>30 days</b>	<b>30+ days</b>	<b>Total</b>
Goods and services	28 999	6 039	35 038
Transfers and subsidies	465	214	679
Capital assets	15 664	2 484	18 148
Other	12	-	12
<b>Total</b>	<b>45 140</b>	<b>8 737</b>	<b>53 877</b>
		<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>Listed by programme level</b>			
Programme 1		1 191	2 775
Programme 2		2 280	17 953
Programme 4		-	247
Programme 5		22	85
Programme 6		50 243	26 184
Programme 7		141	2 003
<b>Total</b>		<b>53 877</b>	<b>49 247</b>

The comparatives for the above i.r.o. 2014/15 were reclassified as Accruals & Payables. An amount of R81 000 was erroneously included in Accruals for 2014/15 which is included in the prior period error note.

	Note	2015/16 R'000	2014/15 R'000
<b>Included in the above totals are the following</b>			
Confirmed balances with departments	Annexure 4	12	2 531
<b>Total</b>		<b>12</b>	<b>2 531</b>

The amount of R2,531 in respect of confirmed balances with department's for 2014/15 as above, is now included as payables for 2014/15. This has been included in the prior period error note.

<b>20. Employee benefits</b>			
Leave entitlement		51 011	56 087
Service bonus (thirteenth cheque)		383 774	370 465
Performance awards		16 288	15 027
Capped leave commitments		939 734	970 653
Other		115 438	58 662
<b>Total</b>		<b>1 506 245</b>	<b>1 470 894</b>

At this stage the department is not able to reliably measure the long term portion of the long service awards. The figure in respect of leave entitlement for 2014/15 has been restated. This has been included in the prior period error note.

### Notes to the Annual Financial Statements for the year ended 31 March 2016

#### 21. Lease commitments

##### 21.1 Operating leases expenditure

	Specialised military assets	Land	Buildings and other fixed structures	Machinery and equipment	Total
2015/16	R'000	R'000	R'000	R'000	R'000
Not later than a year	-	-	56 247	7 136	63 383
Later than 1 year and not later than 5 years	-	-	103 213	9 063	112 276
Later than 5 years	-	-	38 243	900	39 143
<b>Total lease commitments</b>	<b>-</b>	<b>-</b>	<b>197 703</b>	<b>17 099</b>	<b>214 802</b>
	Specialised military assets	Land	Buildings and other fixed structures	Machinery and equipment	Total
2014/15	R'000	R'000	R'000	R'000	R'000
Not later than a year	-	-	47 229	4 742	51 971
Later than 1 year and not later than 5 years	-	-	112 515	1 225	113 740
Later than 5 years	-	-	55 357	1 043	56 400
<b>Total lease commitments</b>	<b>-</b>	<b>-</b>	<b>215 101</b>	<b>7 010</b>	<b>222 111</b>

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.

##### 21.2 Finance leases expenditure

	Specialised military assets	Land	Buildings and other fixed structures	Machinery and equipment	Total
2015/16	R'000	R'000	R'000	R'000	R'000
Not later than a year	-	-	-	25 777	25 777
Later than 1 year and not later than 5 years	-	-	-	73 027	73 027
Later than 5 years	-	-	-	2 728	2 728
<b>Total lease commitments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>101 532</b>	<b>101 532</b>
	Specialised military assets	Land	Buildings and other fixed structures	Machinery and equipment	Total
2014/15	R'000	R'000	R'000	R'000	R'000
Not later than a year	-	-	-	24 381	24 381
Later than 1 year and not later than 5 years	-	-	-	83 465	83 465
Later than 5 years	-	-	-	6 285	6 285
<b>Total lease commitments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>114 131</b>	<b>114 131</b>

The department of Education leased 521 vehicles from GMT during 2015/16. 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.



**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>22. Accrued departmental revenue</b>			
Tax revenue		-	-
Sales of goods and services other than capital assets		-	-
Fines, penalties and forfeits		-	-
Interest, dividends and rent on land		-	-
Sale of capital assets		-	-
Transaction in financial assets and liabilities		-	-
Transfers received		-	-
Other		-	-
<b>Total</b>	<b>22.1</b>	<b>-</b>	<b>-</b>
<b>22.1 Analysis of accrued departmental revenue</b>			
Opening balance		-	9
Less: Amounts received		-	9
<b>Closing balance</b>		<b>-</b>	<b>-</b>
<b>23. Irregular expenditure</b>			
<b>23.1 Reconciliation of irregular expenditure</b>			
Opening balance		-	2 736
As restated		-	2 736
Add: Irregular expenditure – relating to prior year		18	156
Add: Irregular expenditure – relating to current year		-	105
Less: Prior year amounts condoned		(18)	(2 892)
Less: Current year amounts condoned		-	(105)
<b>Irregular expenditure awaiting condonation</b>		<b>-</b>	<b>-</b>
<b>23.2 Details of irregular expenditure condoned</b>			<b>2015/16 R'000</b>
<b>Incident</b>	<b>Condoned by (condoning authority)</b>		
Insufficient quotes	Accounting Officer		18
			<b>18</b>
<b>23.3 Details of irregular expenditure under investigation (not included in main note)</b>			<b>2015/16 R'000</b>
<b>Incident</b>			
Alleged fraudulent activities (1 case)			11
Company suspended (58 cases)			4 729
Contract management (92 cases)			4 203
Insufficient quotes (161 cases)			5 411
Other (32 cases)			517
			<b>14 871</b>

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	Note	2015/16 R'000	2014/15 R'000
<b>24. Fruitless and wasteful expenditure</b>			
<b>24.1 Reconciliation of fruitless and wasteful expenditure</b>			
Opening balance		269	45
As restated		269	45
Fruitless and wasteful expenditure – relating to prior year		3	487
Fruitless and wasteful expenditure – relating to current year		8	526
Less: Amounts resolved		(20)	(789)
<b>Closing balance</b>		<b>260</b>	<b>269</b>
<b>24.2 Analysis of awaiting resolution per economic classification</b>			
Current		219	228
Capital		41	41
<b>Total</b>		<b>260</b>	<b>269</b>
<b>24.3 Analysis of current year's fruitless and wasteful expenditure</b>			
			<b>2015/16 R'000</b>
<b>Incident</b>			
Interest paid to GEPP			8
<b>Total</b>			<b>8</b>
<b>24.4 Details of fruitless and wasteful expenditure under investigation (not included in main note)</b>			
			<b>2015/16 R'000</b>
<b>Incident</b>			
Catering expenses not in line with circular (132 cases)			2 983
Contract overpayment (11 cases)			15
Incorrect calculation in respect of learner transport (106 cases)			3 110
Interest paid on overdue accounts (36 cases)			149
Supplier not a valid vendor (18 cases)			79
Other (78 cases)			306
<b>Total</b>			<b>6 642</b>

## Notes to the Annual Financial Statements for the year ended 31 March 2016

### 25 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 arms 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.

### 26. Key management personnel

	No of individuals	2015/16 R'000	2014/15 R'000
Political office bearers	1	2 044	1 777
Level 15 to 16	6	7 489	7 556
Level 14	9	8 383	10 706
Family members of key management personnel	10	3 518	4 537
<b>Total</b>		<b>21 434</b>	<b>24 576</b>

### 27. Moveable Tangible Capital Assets

#### Movement in moveable tangible capital assets per asset register for the year ended 31 March 2016

	Opening balance R'000	Value adjustments R'000	Additions R'000	Disposals R'000	Closing balance R'000
<b>Machinery and equipment</b>	<b>159 099</b>	<b>-</b>	<b>32 083</b>	<b>(18 749)</b>	<b>172 433</b>
Transport assets	75 154	-	12 058	(8 776)	78 436
Computer equipment	48 956	-	11 940	(7 667)	53 229
Furniture and office equipment	29 310	-	6 202	(2 255)	33 257
Other machinery and equipment	5 679	-	1 883	(51)	7 511
<b>Total moveable tangible capital assets</b>	<b>159 099</b>	<b>-</b>	<b>32 083</b>	<b>(18 749)</b>	<b>172 433</b>

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

**27.1 Additions**

**Additions to movable tangible capital assets per asset register for the year ended 31 March 2016**

	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
<b>Machinery and equipment</b>	<b>46 519</b>	<b>11 903</b>	<b>(26 339)</b>	<b>-</b>	<b>32 083</b>
Transport assets	26 494	11 903	(26 339)	-	12 058
Computer equipment	11 940	-	-	-	11 940
Furniture and office equipment	6 202	-	-	-	6 202
Other machinery and equipment	1 883	-	-	-	1 883
<b>Total additions to movable tangible capital assets</b>	<b>46 519</b>	<b>11 903</b>	<b>(26 339)</b>	<b>-</b>	<b>32 083</b>

**27.2 Disposals**

**Disposals of movable tangible capital assets per asset register for the year ended 31 March 2016**

	Sold for cash	Non-cash disposal	Total disposals	Cash received actual
	R'000	R'000	R'000	R'000
<b>Machinery and equipment</b>	<b>-</b>	<b>18 749</b>	<b>(18 749)</b>	<b>-</b>
Transport assets	-	(8 776)	(8 776)	-
Computer equipment	-	(7 667)	(7 667)	-
Furniture and office equipment	-	(2 255)	(2 255)	-
Other machinery and equipment	-	(51)	(51)	-
<b>Total disposal of movable tangible capital assets</b>	<b>-</b>	<b>(18 749)</b>	<b>(18 749)</b>	<b>-</b>

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

**27.3 Movement for 2014/15**

**Movement in movable tangible capital assets per asset register for the year ended 31 March 2015**

	Opening balance R'000	Prior period error R'000	Additions R'000	Disposals R'000	Closing balance R'000
<b>Machinery and equipment</b>	<b>137 265</b>	<b>(18)</b>	<b>39 781</b>	<b>(17 929)</b>	<b>159 099</b>
Transport assets	69 985	(18)	14 671	(9 484)	75 154
Computer equipment	41 713	-	15 095	(7 852)	48 956
Furniture and office equipment	19 898	-	10 005	(593)	29 310
Other machinery and equipment	5 669	-	10	-	5 679
<b>Total movable tangible capital assets</b>	<b>137 265</b>	<b>(18)</b>	<b>39 781</b>	<b>(17 929)</b>	<b>159 099</b>

**27.3.1 Prior period error**

**2014/15**

**R'000**

**Nature of prior period error**

Relating to 2010/11 affecting opening balance

(18)

GG vehicle value adjustment

(18)

**Total**

**(18)**

**27.4 Minor assets**

**Movement in minor assets per the asset register for the year ended 31 March 2016**

	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
Opening balance	-	1 378	-	59 817	-	61 195
Additions	-	12	-	11 644	-	11 656
Disposals	-	-	-	(5 099)	-	(5 099)
<b>Total minor assets</b>	<b>-</b>	<b>1 390</b>	<b>-</b>	<b>66 362</b>	<b>-</b>	<b>67 752</b>

	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
Number of R1 minor assets	-	-	-	47 680	-	47 680
Number of minor assets at cost	-	325	-	191 760	-	192 085
<b>Total number of minor assets</b>	<b>-</b>	<b>325</b>	<b>-</b>	<b>239 440</b>	<b>-</b>	<b>239 765</b>

### Notes to the Annual Financial Statements for the year ended 31 March 2016

#### Minor assets

##### Movement in minor assets per the asset register for the year ended 31 March 2015

	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	-	1 372	-	53 811	-	55 183
Prior period error	-	-	-	(101)	-	(101)
Additions	-	6	-	11 669	-	11 675
Disposals	-	-	-	(5 562)	-	(5 562)
<b>Total minor assets</b>	<b>-</b>	<b>1 378</b>	<b>-</b>	<b>59 817</b>	<b>-</b>	<b>61 195</b>

	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
Number of R1 minor assets	-	317	-	97 135	-	97 452
Number of minor assets at cost	-	-	-	148 637	-	148 637
<b>Total number of minor assets</b>	<b>-</b>	<b>317</b>	<b>-</b>	<b>245 772</b>	<b>-</b>	<b>246 089</b>

#### 27.4.1 Prior period error

##### Nature of prior period error

Relating to 2013/14 & prior – re-evaluation of library materials

##### Total

2014/15  
R'000

(101)

(101)

(101)

#### 27.5 Movable assets written off

##### Movable assets written off for the year ended 31 March 2016

	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
Assets written off	-	-	-	7 683	-	7 683
<b>Total movable assets written off</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7 683</b>	<b>-</b>	<b>7 683</b>

##### Movable assets written off for the year ended 31 March 2015

	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
Assets written off	-	-	-	7 536	-	7 536
<b>Total movable assets written off</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7 536</b>	<b>-</b>	<b>7 536</b>

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

**28. Intangible Capital Assets**

**Movement in intangible capital assets per asset register for the year ended 31 March 2016**

	Opening balance	Value adjustments	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Software	19 721	-	1 876	-	21 597
<b>Total intangible capital assets</b>	<b>19 721</b>	<b>-</b>	<b>1 876</b>	<b>-</b>	<b>21 597</b>

**28.1 Additions to intangible capital assets per asset register for the year ended 31 March 2016**

	Cash	Non-Cash	(Development 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	1 876	-	-	-	1 876
<b>Total additions to intangible capital assets</b>	<b>1 876</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1 876</b>

**28.2 Movement for 2014/15**

**Movement in intangible capital assets per asset register for the year ended 31 March 2015**

	Opening balance	Prior Period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Software	19 702	-	19	-	19 721
<b>Total intangible capital assets</b>	<b>19 702</b>	<b>-</b>	<b>19</b>	<b>-</b>	<b>19 721</b>

**29. Immovable tangible capital assets**

**Movement in immovable tangible capital assets per asset register for the year ended 31 March 2016**

	Opening balance	Value adjustments	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
<b>Buildings and other fixed structures</b>	<b>944 585</b>	<b>-</b>	<b>438 475</b>	<b>(4 141)</b>	<b>1 378 919</b>
Non-residential buildings	944 585	-	438 475	(4 141)	1 378 919
<b>Total immovable tangible capital assets</b>	<b>944 585</b>	<b>-</b>	<b>438 475</b>	<b>(4 141)</b>	<b>1 378 919</b>

**29.1 Additions**

**Additions to immovable tangible capital assets per asset register for the year ended 31 March 2016**

	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
<b>Buildings and other fixed structures</b>	<b>1 072 694</b>	<b>444 016</b>	<b>(1 072 694)</b>	<b>(5 541)</b>	<b>438 475</b>
Non-residential buildings	1 072 694	444 016	(1 072 694)	(5 541)	438 475
<b>Total additions to immovable tangible capital assets</b>	<b>1 072 694</b>	<b>444 016</b>	<b>(1 072 694)</b>	<b>(5 541)</b>	<b>438 475</b>

## Notes to the Annual Financial Statements for the year ended 31 March 2016

### 29.2 Disposals

#### Disposals of immovable tangible capital assets per asset register for the year ended 31 March 2016

	Sold for cash	Non-cash disposal	Total disposals	Cash received actual
	R'000	R'000	R'000	R'000
<b>Buildings and other fixed structures</b>	-	(4 141)	(4 141)	-
Non-residential buildings	-	(4 141)	(4 141)	-
<b>Total disposal of movable tangible capital assets</b>	-	(4 141)	(4 141)	-

### 29.3 Movement for 2014/15

#### Movement in immovable tangible capital assets per asset register for the year ended 31 March 2015

	Opening balance	Prior Period error	Additions	Closing balance
	R'000	R'000	R'000	R'000
<b>Buildings and other fixed structures</b>	299 030	-	645 555	944 585
Non-residential buildings	299 030	-	645 555	944 585
<b>Total disposal of movable tangible capital assets</b>	299 030	-	645 555	944 585

### 29.4 Immovable assets written off

#### Movable assets written off for the year ended 31 March 2016

	Buildings and other fixed structures	Heritage assets	Land and subsoil assets	Total
	R'000	R'000	R'000	R'000
Immovable assets written off	237	-	-	237
<b>Total</b>	237	-	-	237

Note

2014/15  
R'000

### 30. Prior period errors

#### 30.1 Correction of prior period errors

##### **Assets: (e.g. Receivables, Investments, Accrued departmental revenue, Movable tangible capital assets, etc.)**

GG vehicle adjustment – relating to 2010/11	(18)
Relating to 2013/14 & prior – re-evaluation of library material	(101)
<b>Net effect</b>	<b>(119)</b>

##### **Liabilities: (e.g. Payables current, Voted funds to be surrendered, Commitments, Provisions, etc.)**

Accruals for 2014/15 – This amount was in respect of overtime claimed for April 2015.	(81)
Leave entitlement – This amount was overstated in 2014/15	(64 414)
Commitments – current, approved and contracted	(11 062)
Commitments – capital, approved and contracted	(141 893)
Payables – Confirmed balances with departments 2014/15 – is a new addition	2 531
<b>Net effect</b>	<b>(214 919)</b>



**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

	<b>Note</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>31. Inventory</b>			
Inventory	Annexure 5		
Add: Additions/Purchases – Cash		344 990	263 038
(Less): Issues		(344 990)	(263 038)
<b>Closing balance</b>		<b>-</b>	<b>-</b>

**32. Transfer of functions**

The functions of Further Education and Training (FET) and Adult Basic Education and Training (ABET) were transferred to the Department of National Education and Training with effect from 1 April 2015, together with the FET Colleges and ABET Centres which are linked to these functions.

**32.1 Statement of Financial Position**

	<b>Note</b>	<b>Balance per department 2014/15 AFS before transfer 2014/15 R'000</b>	<b>FET 2014/15 R'000</b>	<b>ABET 2014/15 R'000</b>	<b>2014/15 Balance after transfer 2014/15 R'000</b>
<b>Assets</b>					
<b>Current Assets</b>		12 518	-	-	12 518
Prepayments and advances		1	-	-	1
Receivables		12 517	-	-	12 517
<b>Non-Current Assets</b>		72 671	-	-	72 671
Investments		16 745	-	-	16 745
Receivables		55 926	-	-	55 926
<b>Total assets</b>		<b>85 189</b>	<b>-</b>	<b>-</b>	<b>85 189</b>
<b>Liabilities</b>					
<b>Current Liabilities</b>		33 274	-	-	33 274
Voted funds to be surrendered to the Revenue Fund		25 059	-	-	25 059
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund		6 408	-	-	6 408
Payables		1 807	-	-	1 807
<b>Total liabilities</b>		<b>33 274</b>	<b>-</b>	<b>-</b>	<b>33 274</b>
<b>Net assets</b>		<b>51 915</b>	<b>-</b>	<b>-</b>	<b>51 915</b>

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

**32.2 Disclosure notes**

	Balance per department 2014/15 AFS before transfer 2014/15 R'000	FET 2014/15 R'000	ABET 2014/15 R'000	2014/15 Balance after transfer 2014/15 R'000
Contingent liabilities	165 302	-	-	165 302
Commitments	1 816 183	-	-	1 816 183
Accruals	42 264	-	-	42 264
Payables not recognised	49 247	-	-	49 247
Employee benefits	1 470 894	-	-	1 470 894
Lease commitments - operating lease	222 111	-	-	222 111
Lease commitments - finance lease	114 131	-	-	114 131
Fruitless and wasteful expenditure	269	-	-	269
Provisions	145 647	-	-	145 647
Movable tangible capital assets	159 117	-	-	159 117
Immovable tangible capital assets	944 585	-	-	944 585
Intangible capital assets	19 721	-	-	19 721

Transfers of assets and liabilities between the two departments has not yet been finalised, therefore the impact is currently reflected as zero.

**Notes to the Annual Financial Statements  
for the year ended 31 March 2016**

**33. Statement of Conditional Grants received**

Name of Grant	Grant Allocation					Spent				2014/15	
	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
Dinaledi Schools Grant**	-	-	-	-	-	-	-	-	-	10 673	10 673
Education Infrastructure Grant	1 032 237	12 755	-	50 000	1 094 992	1 094 992	1 094 992	-	100%	1 021 334	1 008 579
EPWP Integrated Grant for Provinces	2 818	-	(1 127)	1 127	2 818	2 818	2 818	-	100%	2 564	1 437
Further Education Training	-	-	-	-	-	-	-	-	-	377 913	377 865
HIV/AIDS (Life-skills Educ) grant	19 631	-	(41)	41	19 631	19 631	19 631	-	100%	17 731	17 690
Maths, Science & Technology Grant **	26 535	-	-	-	26 535	26 535	26 535	-	100%	-	-
National School Nutrition Programme Grant	299 435	-	(20)	20	299 435	299 435	299 400	35	100%	282 486	282 466
Occupational Specific Dispensation for Education Sector Therapists Grant	15 852	-	-	-	15 852	15 852	15 852	-	100%	50 395	50 395
Social sector EPWP Incentive Grant to Provinces	4 747	-	(161)	161	4 747	4 747	4 746	1	100%	13 354	13 193
Technical Secondary School Recapitalisation Grant**	-	-	-	-	-	-	-	-	-	17 643	17 643
	<b>1 401 255</b>	<b>12 755</b>	<b>(1 349)</b>	<b>51 349</b>	<b>1 464 010</b>	<b>1 464 010</b>	<b>1 463 974</b>	<b>36</b>		<b>1 794 093</b>	<b>1 779 941</b>

With regards to the national conditional grants unspent balances of the 2014/15 financial year, National Treasury implemented Section 22(4) of the Division of Revenue Act and off-set the amount against the 2015/16 allocations of the respective grants above.

\*\*The Dinaledi School's Grant and Technical Secondary School's Recapitalisation Grant are now combined as the Mathematics, Science and Technology Grant with effect from 1 April 2015.

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2016**

**Annexure 1A**

**Statement of transfers to Departmental Agencies and Accounts**

	Transfer Allocation				Transfer		2014/15
	Adjusted appropriation	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
Department/Agency/Account	R'000	R'000	R'000	R'000	R'000	%	R'000
SETA	6 450	-	-	6 450	6 450	100%	6 096
SABC TV licence	9	-	2	11	11	100%	11
<b>Total</b>	<b>6 459</b>	<b>-</b>	<b>2</b>	<b>6 461</b>	<b>6 461</b>		<b>6 107</b>

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2016**

**Annexure 1B  
Statement of transfers to non-profit institutions**

	Transfer Allocation				Expenditure		2014/15
	Adjusted appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
<b>Non-Profit Institutions</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>%</b>	<b>R'000</b>
<b>Transfers</b>							
Public Ordinary schools	808 059	-	134 112	942 171	927 121	98%	1 055 709
Independent schools	95 384	-	-	95 384	95 384	100%	89 845
Schools for learners with special education needs	139 025	-	(3 402)	135 623	134 988	100%	139 761
Further education and training colleges	-	-	-	-	-		85 307
ABET: Private centres	-	-	-	-	-		31 182
ECD: Gr R Public Schools	230 309	-	-	230 309	229 891	100%	257 364
ECD: Gr R Community Centres	68 208	-	456	68 664	68 664	100%	60 575
ECD: Learnerships	71 189	-	(456)	70 733	69 873	99%	72 200
WCED Soccer Club	-	-	17	17	17	100%	15
<b>Total</b>	<b>1 412 174</b>	<b>-</b>	<b>130 727</b>	<b>1 542 901</b>	<b>1 525 938</b>		<b>1 791 958</b>

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2016**

**Annexure 1C  
Statement of transfers to households**

	TRANSFER ALLOCATION				EXPENDITURE		2014/15
	Adjusted appropriation Act	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Appropriation Act
Household	R'000	R'000	R'000	R'000	R'000	%	R'000
<b>Transfers</b>							
H/H employee service benefit: injury on duty	1 190	-	(1 190)	-	-		-
H/H employee service benefit: leave gratuity	28 650	-	45 226	73 876	73 876	100%	83 462
H/H employee service benefit: PST retirement benefit	5 599	-	(5 581)	18	18	100%	27
H/H employee service benefit: Severance Package	10 000	-	4 325	14 325	14 325	100%	2 368
H/H employee service benefit: Bursaries (non-employees)	1 500	-	40	1 540	1 540	100%	2 397
H/H: claims against the state (cash)	-	-	1 450	1 450	1 450	100%	10 814
<b>Total</b>	<b>46 939</b>	<b>-</b>	<b>44 270</b>	<b>91 209</b>	<b>91 209</b>		<b>99 068</b>

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2016**

**Annexure 1D  
Statement of Gifts, Donations and Sponsorships Received.**

<b>Name of Organisation</b>	<b>Nature of Gift, Donation or Sponsorship</b>	<b>2015/16 R'000</b>	<b>2014/15 R'000</b>
<b>Received in kind</b>			
Cape Peninsula University of Technology	Data projectors, camera & printer	-	22
Communication 2000	Television sets	-	30
MTN Foundation	Compujectors	-	105
Faculty Training Institute	Office tables & chairs	-	3
Biblionet & The Rotary	Afrikaans library material	-	63
<b>Total</b>			<b>223</b>

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2016**

**Annexure 2A**

**Statement of Financial Guarantees Issued as at 31 March 2016 – Local**

Guarantor Institution	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2015	Guarantees draw downs during the year	Guaranteed repayments/ cancelled/ reduced/ released during the year	Revaluations	Closing balance 31 March 2016	Guaranteed interest for year ended 31 March 2016	Realised losses not recoverable i.e. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>Housing</b>									
0001 - Standard Bank of S.A. Limited		-	83	-	-	-	83	-	-
0004 - Firststrand Bank Limited: First Na		-	198	-	(49)	-	149	-	-
0017 - Absa		-	80	-	-	-	80	-	-
<b>Total</b>		<b>-</b>	<b>361</b>	<b>-</b>	<b>(49)</b>	<b>-</b>	<b>312</b>	<b>-</b>	<b>-</b>



**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2016**

**Annexure 2B  
Statement of Contingent Liabilities as at 31 March 2016**

Nature of liability	Opening balance 1 April 2015 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 2016 R'000
<b>Claims against the department</b>					
Various claims	96 105	13 864	(6 774)	-	103 195
<b>Subtotal</b>	96 105	13 864	(6 774)	-	103 195
<b>Other</b>					
Municipal accounts *	67 999	218 316	(194 164)	-	92 151
<b>Subtotal</b>	67 999	218 316	(194 164)	-	92 151
<b>Total</b>	<b>164 104</b>	<b>232 180</b>	<b>(200 938)</b>	<b>-</b>	<b>195 346</b>

\*The closing balance represents the total of outstanding municipal service accounts of schools as at 31 March 2016. 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 2016**

**Annexure 3  
Claims Recoverable**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2015/16	
	31/03/2016	31/03/2015	31/03/2016	31/03/2015	31/03/2016	31/03/2015	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
<b>Departments</b>								
Dept of Education - Gauteng (JED)	-	-	-	98	-	98	-	-
Dept of Education - North West (NWE)	-	-	42	42	42	42	-	-
Dept of Premier (WAM)	-	-	1	-	1	-	-	-
Dept of Health (WHW)	-	-	25	7	25	7	-	-
Dept of Education - Kwazulu Natal (ZED)	-	-	21	-	21	-	-	-
SA Police Services (SAPS)	-	-	-	13	-	13	-	-
	-	-	<b>89</b>	<b>160</b>	<b>89</b>	<b>160</b>	-	-
<b>Other Government Entities</b>								
Cape Teachers Professional Association (CTPA)	-	-	332	332	332	332	-	-
Government Employees Pension Fund (GEPPF)	-	-	885	714	885	714	-	-
Die Burger	-	-	-	115	-	115	-	-
	-	-	<b>1 217</b>	<b>1 161</b>	<b>1 217</b>	<b>1 161</b>	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>1 306</b>	<b>1 321</b>	<b>1 306</b>	<b>1 321</b>	<b>-</b>	<b>-</b>

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2016**

**Annexure 4  
Inter-Government Payables**

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash in transit at year end 2015/16	
	31/03/2016	31/03/2015	31/03/2016	31/03/2015	31/03/2016	31/03/2015	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
<b>Departments</b>								
<b>Current</b>								
Department of Justice & Constitutional Development	-	-	1 468	547	1 468	547	-	-
Department of the Premier WC	-	-	-	218	-	218	-	-
WC Provincial Treasury	-	120	-	-	-	120	-	-
Free State Education Department	-	-	45	-	45	-	-	-
Government Motor Transport	-	2 344	197	-	197	2 344	-	-
Department of Health WC	-	13	-	-	-	13	-	-
National Department of Basic Education	-	-	-	2	-	2	-	-
Department of Home Affairs	-	54	-	70	-	124	-	-
Department of Social Development Kwazulu Natal	-	-	16	-	16	-	-	-
Depart. of Economic Development & Tourism WC	12	-	-	-	12	-	-	-
<b>Total Departments</b>	<b>12</b>	<b>2 531</b>	<b>1 726</b>	<b>837</b>	<b>1 738</b>	<b>3 368</b>		<b>-</b>

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2016**

**Annexure 5  
Inventories**

Note	2015/16		2014/15	
	Quantity	R'000	Quantity	R'000
<b>Inventory</b>				
Opening balance				
Add: Additions/Purchases - Cash	-	344 990		263 038
(Less): Issues	-	(344 990)	-	(263 038)
<b>Closing balance</b>	-	-	-	-

These items include stationery, text books, school furniture and IT equipment which vary in price. Therefore it is not meaningful to give quantities.

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS**  
**for the year ended 31 March 2016**

**Annexure 6**  
**Movement in Capital Work-in-Progress**

**Movement in Capital Work-in-Progress for the year ended 31 March 2016**

	Opening balance R'000	Current Year Capital WIP R'000	Completed Assets R'000	Closing balance R'000
<b>Buildings and other Fixed Structures</b>	1 969 095	1 072 694	(444 016)	2 597 773
Non-residential buildings	1 969 095	1 072 694	(444 016)	2 597 773
<b>Total</b>	<b>1 969 095</b>	<b>1 072 694</b>	<b>(444 016)</b>	<b>2 597 773</b>





# Appendices





## Appendix A: Action Plan to 2019 and Delivery Agreement Indicators (National)

The Department of Basic Education will provide provinces with information on this section. The provision of information on indicators 15.2 to 27.2 is dependent on the availability of findings from a school monitoring survey conducted by the Department of Basic Education. The Department will update information on these indicators as information becomes available.

Indicator number	Indicator title	Source of data	Provincial Performance (most recent)
1.1	Percentage of Grade 3 learners performing at the required <i>literacy</i> level according to the country's Annual National Assessments.	ANA	57.9
1.2	Percentage of Grade 3 learners performing at the required <i>numeracy</i> level according to the country's Annual National Assessments.	ANA	60.5
2.1	Percentage of Grade 6 learners performing at the required <i>language</i> level according to the country's Annual National Assessments.	ANA	64.8
2.2	Percentage of Grade 6 learners performing at the required <i>mathematics</i> level according to the country's Annual National Assessments.	ANA	50.9
3.1	Percentage of Grade 9 learners performing at the required <i>language</i> level according to the country's Annual National Assessments.	ANA	49.5
3.2	Percentage of Grade 9 learners performing at the required <i>mathematics</i> level according to the country's Annual National Assessments.	ANA	13
4	Number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.	NSC database	22 379
5	Number of Grade 12 learners passing <i>mathematics</i> .	NSC database	12 397
6	Number of Grade 12 learners passing <i>physical science</i> .	NSC database	8 813
7	Average score obtained in Grade 6 in <i>language</i> in the SACMEQ assessment.	SACMEQ database	583 (2007)
8	Average score obtained in Grade 6 in <i>mathematics</i> in the SACMEQ assessment.	SACMEQ database	566 (2007)
9	Average Grade 8 mathematics score obtained in TIMSS. SA score 348.	TIMSS database	404 (2011)
10	Percentage of 7 to 15 year olds attending education institutions.	GHS	91.9%
11.1	The percentage of Grade 1 learners who have received formal Grade R.	ASS	69.13%
11.2	The enrolment ratio of children aged 3 to 5. (This is an indicator of concern to DBE and DSD.)	GHS	62.4
12.1	The percentage of children aged 9 at the start of the year who are in Grade 4 or above.	ASS/GHS	68.42%
12.2	The percentage of children aged 12 at the start of the year who are in Grade 7 or above.	ASS/GHS	61.76%
13.1	The percentage of youths who obtain a National Senior Certificate from a school.	GHS	46.1%
13.2	The percentage of youths who obtain any FET qualification. (This is an indicator of concern to DBE and DHET.)	GHS	Not available
14	The number of qualified teachers aged 30 and below entering the public service as teachers for first time during the past year.	PERSAL	764
15.1	The percentage of classes with no more than 45 learners.	ASS	86.4

Data on the indicators below is provided through a national sample survey conducted by the Department of Basic Education.

		<b>WC</b>	<b>National</b>
15.2	The percentage of schools where allocated teaching posts are all filled.	71%	69%
16.1	The average hours per year spent by teachers on professional development activities.	60	38
16.2	The percentage of teachers who are able to attain minimum standards in anonymous and sample-based assessments of their subject knowledge.	Not available	Not available
17	The percentage of teachers absent from school on an average day.	3.4%	6.1%
18	The percentage of learners who cover everything in the curriculum for their current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners.	Not available	Not available
19	The percentage of learners having access to the required textbooks and workbooks for the entire school year.	Not available	Not available
20	The percentage of learners in schools with a library or media centre fulfilling certain minimum standards.	Prim 89% High 89%	Prim 59% High 53%
21	The percentage of schools producing the minimum set of management documents at a required standard, for instance a school budget, a school development plan, an annual report, attendance rosters and learner mark schedules.	68%	58%
22	The percentage of schools where the School Governing Body meets minimum criteria in terms of effectiveness.	67%	48%
23.1	The percentage of learners in schools that are funded at the minimum level.	89%	47%
23.2	The percentage of schools which have acquired the full set of financial management responsibilities on the basis of an assessment of their financial management capacity.	86%	74%
24.1	The percentage of schools which comply with nationally determined <i>minimum</i> physical infrastructure standards.	85%	55%
24.2	The percentage of schools which comply with nationally determined <i>optimum</i> physical infrastructure standards.	Not available	Not available
25	The percentage of children who enjoy a publicly funded school lunch every school day.	71%	85%
26	The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs.	87%	70%
27.1	The percentage of schools visited at least twice a year by district officials for monitoring and support purposes.	99%	87%
27.2	The percentage of school principals rating the support services of districts as being satisfactory.	63%	34%

## Appendix B: Statistical Table

Items linked to the Medium Term Strategic Framework are in bold.

	Programme 1	Current Data at February 2015 (used for planning purposes)	Data at March 31 2016
ST101:	<b>Percentage of learners in schools that are funded at a minimum level</b>	100%	100%
ST102:	<b>Percentage of schools with full set of financial management responsibilities on the basis of assessment</b>	80.25%	79.82%
ST103:	Percentage of women in SMS positions. (Percentage of office based women in Senior Management Service)	39.60%	30.43%
ST104:	Percentage of women in Principalship posts.	27.80%	29.15%
ST105:	Percentage of women employees	66.10%	66.8%
ST105:	Number of schools compensated in terms of the fee exemption policy	570	548
	Programme 2	Current Data at February 2015 (used for planning purposes)	Data at March 31 2016
ST201:	Number of learners enrolled in public ordinary schools (Grades 1 – 12 including learners with special needs)	964 840	985 315
ST202:	Number of educators employed in public ordinary schools	28 613	28 284
ST203:	Number of non-educator staff employed in public ordinary schools	6 069	6 093
ST205:	Number of learners with access to the National School Nutrition Programme (NSNP).	454 855	469 721
ST206:	Number of learners eligible to benefit from learner transport	52 065	57 517
ST207:	Number of learners with special education needs identified in public ordinary schools	5 398	4 880
ST208:	<b>Number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time</b>	747	764
ST209:	Percentage of learners who are in classes with no more than 45 learners	85.62%	86.44%
ST210:	The percentage of youths who obtained a National Senior Certificate from a school	Not available	76.3% (StatsSA data used for denominator)
ST211:	The percentage of learners in schools with at least one educator with specialist training on inclusion*	Not available	Not available
ST212:	<b>Percentage of learners having **access to workbooks per grade</b>	100%	100%
ST213:	<b>Percentage of schools where allocated teaching posts are all filled</b>	34% current	82% (includes permanent and contract)
ST214:	<b>Percentage of learners having **access to the required textbooks in all grades and all subjects</b>	100%	100%
ST215:	Number of secondary schools with an overall pass rate for the school of 60 and above in ANA (excluding Grade 12)	8	n/a
ST216:	<b>Number of learners screened through the Integrated School Health Programme</b>	Not available	147 189 (responsibility of Dept of Health)

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	<b>Programme 4 (Special Schools)</b>	<b>Current Data at February 2015 (used for planning purposes)</b>	<b>Data at March 31 2016</b>
ST401:	Number of learners enrolled in public special schools	18 702	18 783
ST402:	Number of educators employed in public special schools	1 823	1 840
ST403:	Number of professional support staff employed in public special schools	Pending	38 (Nurses)
ST404	Number of non-professional and non-educator staff employed in public special schools	966	948
ST405	Number of special schools	71	72
ST406	Number of learners in special schools provided with*** assistive devices	Not available	Not available
	<b>Programme 5 (ECD)</b>	<b>Current Data at February 2015 (used for planning purposes)</b>	<b>Data at March 31 2016</b>
ST501:	Number of learners enrolled in Grade R in public schools	64 140	65 183
ST502	Number of Grade R practitioners employed in public ordinary schools per quarter	Employed by SGB and not by the WCED	Employed by SGB and not by the WCED
ST503	Number of ECD practitioners trained	2 055	805 (Level 5 graduates)
ST504	Number of learners enrolled in Pre-grade R	12 393	1 663 (Public Schools only)
	<b>Programme 7 (Auxiliary Services)</b>	<b>Current Data at February 2015 (used for planning purposes)</b>	<b>Data at March 31 2016</b>
ST701	Number of learners in Grade 12 who wrote National Senior Certificate (NSC) examinations	47 636	53 721
ST702	Number of learners who passed National Senior Certificate (NSC)	39 237	45 496
ST703	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC)	18 524	22 379
ST704	Number of learners who passed Maths in the NSC examinations	11 265	12 397
ST705	Number of Grade 12 achieving 50% or more in Mathematics	6 453	6 982
ST706	Number of learners who passed Physical Science in the NSC examinations	7 845	8 813
ST707	Number of Grade 12 achieving 50% or more in Physical Science	4 138	4 840
ST708	Number of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	56 243	n/a
ST709	Number of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	59 634	n/a
ST710	Number of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	45 946	n/a
ST711	Number of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	36 117	n/a
ST712	Number of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	25 317	n/a
ST713	Number of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	4 441	n/a
<p>*Definition of relevant qualifications is not yet finalised at a national level.</p> <p>**For this item the following definition is used for "access" freedom or ability to obtain or make use of something" (Merriam Webster). Schools have books in stock. While there may sometimes be temporary cases where not each learner has every book in his/her possession it is correct to state that all learners have access through stocks held at the school under the management of the teacher.</p> <p>***Learners make use of assistive devices that are available in classrooms or on loan. These are purchased through norms and standards funding by schools themselves. Braille computers were purchased centrally in 2014/15 but no new ones were required in 2015/16.</p>			

## Appendix C: Programme Performance Measures (National) – Technical Indicators

<b>A. Programme 1: Administration</b>	
<b>Indicator title</b>	<b>PPM101: Number of public schools that use the schools administration and management systems to electronically provide data to the national learner tracking system</b>
Short definition	The South African Schools Administration and Management System (SA-SAMS) was introduced to assist schools in managing their administrative systems. Public schools in all provinces are expected to phase in usage of the system to record and report on their data. The system could include third party or other providers. This performance indicator measures the number of public schools that use electronic systems to provide data to the national learner tracking system. <b>Public Schools:</b> Refers to ordinary and special schools. It excludes independent schools
Purpose/ importance	To measure improvement in the provision of data from schools.
Policy linked to	Education Information Policy Act
Source/collection of data	Provincial EMIS database
Means of verification	Snapshot of schools providing information to LURITS <b>(This should include EMIS no., District and name of schools).</b>
Method of calculation	Total number of public schools that use schools administration and management systems to provide data to learner tracking system.
Data limitations	None
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
Indicator responsibility	EMIS Directorate (province may insert the more relevant Responsibility Manager)
<b>Indicator title</b>	<b>PPM102: Number of public schools that can be contacted electronically (e-mail)</b>
Short definition	Number of public schools that can be contacted electronically particularly through emails. <b>Public Schools:</b> 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.
Policy linked to	Education Information Policy Act
Source/collection of data	Provincial EMIS database
Means of verification	EMIS No, Name of a schools and email address
<b>Indicator title</b>	<b>PPM102: Number of public schools that can be contacted electronically (e-mail)</b>
Method of calculation	Record total number of public schools that can be contacted electronically
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.
Indicator responsibility	EMIS directorate / IT Directorate (province may insert the more relevant Responsibility Manager)

<b>A. Programme 1: Administration</b>	
<b>Indicator title</b>	<b>PPM103: Percentage of education current expenditure going towards non-personnel items</b>
Short definition	Total expenditure (budget) on non-personnel items expressed as a percentage of total current expenditure in education. <b>Education Current Expenditure:</b> Refers to all government non-capital education expenditure (inclusive of all sub-sectors of education including special schools, independent schools and conditional grants). This indicator looks at the total budget.
Purpose/ importance	To measure education expenditure on non-personnel items.
Policy linked to	PFMA
Source/collection of data	Basic Account System (BAS) system
Means of verification	Annual Financial Reports
Method of calculation	Divide the total education expenditure (budget) on non-personnel items by the total current expenditure 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.
Indicator responsibility	Responsible Manager (Finance Section) (province may insert the more relevant Responsibility Manager)
<b>Indicator title</b>	<b>PPM104: Number of schools visited by district officials for monitoring and support purposes.</b>
Short definition	Number of schools visited by Circuit Managers and Subject Advisors in a quarter for monitoring, support and liaison. This includes visits to public ordinary schools, special schools and excludes visits to independent schools. <b>Circuit Manager:</b> this is a manager who oversees and supports a cluster/group of schools on behalf of the District manager. Therefore, <b>district officials</b> include all officials from education district office and circuits visiting schools for monitoring support purpose.
Purpose/ importance	To measure support given to schools by the district officials including Circuit Managers and Subject Advisors
Policy linked to	SASA and MTSF
Source/collection of data	Circuit Managers and Subject Advisors signed schools schedule and schools visitor records or schools visit form.
Means of verification	Quarterly reports (on the number of schools visited by district officials including the Circuit Managers and Subject advisers)
Method of calculation	Record total number of schools that were visited by circuit managers per quarter for support, monitoring and liaison.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools that need assistance to be visited per quarter by Circuit Managers for monitoring, support and liaison purposes.
Indicator responsibility	Institutional Support Management and Governance (province may insert the more relevant Responsibility Manager)

<b>B. Programme 2: Public Ordinary School Education</b>	
<b>Indicator title</b>	<b>PPM201: Number of full service schools servicing learners with learning barriers</b>
Short definition	Number of public ordinary schools that are full service schools. <b>Full-service schools:</b> 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
Policy linked to	White Paper 6
Source/collection of data	Inclusive Education schools database
Means of verification	List of public ordinary schools converted to full service schools or public schools provided with assistive devices or appropriate infrastructure.
Method of calculation	Count the total number of full service schools
<b>Indicator title</b>	<b>PPM201: Number of full service schools servicing learners with learning barriers</b>
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 schooling system and that selected public ordinary schools are able to accommodate these learners.
Indicator responsibility	Inclusive Education Directorate (province may insert the more relevant Responsibility Manager)
<b>Indicator title</b>	<b>PPM202: Number of primary schools with an overall pass rate in ANA of 50% and above</b>
Short definition	Total number of primary public ordinary schools that have achieved an average pass rate of 50% and above in the Annual National Assessment (ANA). The Annual National Assessment (ANA) is a South African literacy and numeracy assessment. It was initiated by the Department in an attempt to improve literacy and numeracy in the country's schools. The tests are administered to all Grades 1-6 and 9 learners in public schools nationally.
Purpose/ importance	This indicator measures the quality aspects of the provision of education in the schooling system with special focus on learner competency in language and numeracy skills.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	National Assessments, ANA database and ANA Technical Report
Means of verification	ANA database
Method of calculation	Record the number of primary schools with an average pass rate of 50% and above in the ANA examinations.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All primary ordinary schools to perform at 50% and above in the Annual National Assessment (ANA).
Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate (province may insert the more relevant Responsibility Manager)

<b>B. Programme 2: Public Ordinary School Education</b>	
<b>Indicator title</b>	<b>PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above</b>
Short definition	Total number of secondary schools that has achieved an average passes of 40% and above in the Annual National Assessment (ANA). The Annual National Assessment (ANA) is a South African literacy and numeracy assessment. It was initiated by the Department's in an attempt to improve literacy and numeracy in the country's schools. The tests are administered to all Grades 1-6 and 9 learners in public schools nationally.
Purpose/ importance	This indicator measures the quality aspects of the provision of education in the schooling system with special focus on learner competency in language and numeracy skills.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	National Assessments, ANA database and ANA Technical Report
Means of verification	ANA database
Method of calculation	Record the number of secondary schools with an average passes of 40% and above in the ANA examinations.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All secondary ordinary schools to perform at 40% and above in the Annual National Assessment (ANA).
Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate (province may insert the more relevant Responsibility Manager)
<b>Indicator title</b>	<b>PPM204: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above</b>
Short definition	Total number of secondary schools that has achieved an average passes 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 a NSC qualification.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	National Examinations and Assessment Database
Means of verification	National Senior Certificate database
Method of calculation	Record the total number of schools with an average pass of 60% and above in the NSC examinations.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
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)



<b>B. Programme 2: Public Ordinary School Education</b>	
<b>Indicator title</b>	<b>PPM205: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)</b>
Short definition	The appropriate age for children enrolled in Grade 4 is 10 year olds. Therefore 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. Data on the grade attained and age of learners has been available for many years, through EMIS. Stats SA surveys such as the General Household Survey has started to collected information on grade enrolment from 2009.
Policy linked to	SASA and MTSF
Source/collection of data	EMIS Annual Schools Survey (ASS)
Means of verification	Snapshot 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.
Data limitations	Lack of accurate date of birth
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
Indicator responsibility	EMIS Directorate (province may insert the more relevant Responsibility Manager)
<b>Indicator title</b>	<b>PPM 206: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)</b>
Short definition	The appropriate age for children enrolled in Grade 7 is 13 year old. Therefore number of learners who turned 12 in the previous year, are 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. Data on the grade attained and age of learners has been available for many years, through EMIS.
Policy linked to	SASA and MTSF
Source/collection of data	EMIS Annual Schools Survey (ASS)
Means of verification	Snapshot 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 by the total number of 13 year old learners attending these schools regardless of grade and multiply by 100.
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
Indicator responsibility	EMIS Directorate (provinces may insert the more relevant Responsibility Manager)

<b>B. Programme 2: Public Ordinary School Education</b>	
<b>Indicator title</b>	<b>PPM207: Number of schools provided with media resources</b>
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. This is particularly important in poorer communities, where such materials are not readily available at home. Without access to, for instance, children's encyclopaedias, the learning experience becomes severely limited.
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.
Policy linked to	SASA and Library Information Service
Source/collection of data	Library Information Service database or NEIMS
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 media resources
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All schools to be provided with media resources
Indicator responsibility	Curriculum Branch (provinces may insert the more relevant Responsibility Manager)
<b>Indicator title</b>	<b>PPM208: Learner absenteeism rate</b>
Short definition	Learner absenteeism is defined as a situation where a learner is not at schools for an entire day.
Purpose/ importance	This indicator examines the systems to identify the extent of learner absenteeism and ensure that systems exist to monitor and reduce learner absenteeism. The aim is to measure the number of learning days lost within a quarter.
Policy linked to	SASA
Source/collection of data	Database of learners absent from schools, according to the data capture method available in that province
Means of verification	Reportage from the schools (summary of totals only)
Method of calculation	Divide the total number of working days lost due learners absenteeism by the number of schools days in a quarter and multiply by 100
Data limitations	Delay in the submission of the summary list of absent learners by schools without internet connections
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	High percentage of learners to attend schools regularly
Indicator responsibility	EMIS Directorate (provinces may insert the more relevant Responsibility Manager)

<b>B. Programme 2: Public Ordinary School Education</b>	
<b>Indicator title</b>	<b>PPM209: Teachers absenteeism rate</b>
Short definition	Absence may be due to authorised leave of absence due to sickness or family responsibility or it may be that the teachers is 'present' but not in the schools because she may be undertaking official duties.
Purpose/ importance	To measure the extent of teachers 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.
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 PERSAL leave forms submitted)
Method of calculation	Divide the total number of working days lost due to teachers absenteeism by the total number of possible working days in a quarter and multiply by 100.
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	Yes
Desired performance	High percentage of teachers to be on time and teaching at schools during schools hours
Indicator responsibility	Human Resource Management and Provisioning ((provinces may insert the more relevant Responsibility Manager)
<b>Indicator title</b>	<b>PPM210: Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy</b>
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 Schools" 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
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 all learners that are not paying schools fees 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
Indicator responsibility	Budget Manager (provinces may insert the more relevant Responsibility Manager)

<b>B. Programme 2: Public Ordinary School Education</b>	
<b>Indicator title</b>	<b>PPM211: Number of educators trained in Literacy/Language content and methodology</b>
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.
Purpose/ importance	Targets for teachers 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.
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 in content and methodology in Literacy/Language
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All teachers in all phases, notably Foundation and Intermediate to be trained in Literacy/Language content and methodology
Indicator responsibility	Curriculum and Human Resource Management Branches (provinces may insert the more relevant Responsibility Manager)
<b>Indicator title</b>	<b>PPM212: Number of educators trained in Numeracy/Mathematics content and methodology</b>
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.
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.
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 Literacy/Language
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All teachers in all phases to be trained in Numeracy/Mathematics content and methodology
Indicator responsibility	Curriculum and Human Resource Management Branches (provinces may insert the more relevant Responsibility Manager)

<b>C. Programme 3 : Independent School Subsidies</b>	
<b>Indicator title</b>	<b>PPM301: Number of subsidised learners in registered independent schools</b>
Short definition	<b>Independent Schools:</b> 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 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
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners in qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating Independent schools.
Indicator responsibility	Institutional Support Management and Governance: Independent Schools or Independent Schools Programme Manager
<b>Indicator title</b>	<b>PPM302: Percentage of registered independent schools receiving subsidies</b>
Short definition	Number of registered independent schools that are subsidised expressed as a percentage of the total number of registered independent schools. <b>Independent Schools:</b> 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 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	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating Independent schools.
Indicator responsibility	Institutional Support Management and Governance: Independent Schools or Independent Schools Programme Manager

<b>C. Programme 3 : Independent School Subsidies</b>	
<b>Indicator title</b>	<b>PPM303: Percentage of registered independent schools visited for monitoring and support</b>
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 schools visits by Circuit Mangers, Subject Advisors and any official from the Department for monitoring, support and liaison
Purpose/ importance	To measure monitoring and oversight of independent schools by provincial education departments.
Policy linked to	SASA and MTSF
Source/collection of data	Provincial education department officials, Circuit Managers and Subject Advisers 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

<b>D. Programme 4 : Public Special School Education</b>	
<b>Indicator title</b>	<b>PPM401: Percentage of learners with special needs in special schools retained in schools until age 16</b>
Short definition	According to the Constitution and SASA, Education in South Africa is mandatory between the ages of 7 and 15, this includes Grades 1 to 9 and the government aims to ensure that no child is denied this right.
Purpose/ importance	To measure access to education for special needs children and retention of these learners in the schooling system.
Policy linked to	White Paper 6
Source/collection of data	EMIS database Annual Schools Survey for Special Schools
Means of verification	Signed-off of declaration by Principal and District manager (electronic or hardcopy)
Method of calculation	Divide the total number of 7 to 16 year old learners enrolled in public Special Schools by the 7 to 16 year old learners with disability in the population and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners with disabilities of compulsory schools going age to attend some form of educational institution.
Indicator responsibility	Inclusive Education Programme Manager (provinces may insert the more relevant Responsibility Manager)

<b>D. Programme 4 : Public Special School Education</b>	
<b>Indicator title</b>	<b>PPM402: Percentage of special schools serving as Resource Centres</b>
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 schools resource centres that provided special support to neighboring 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.
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
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
Indicator responsibility	Inclusive Education Directorate (provinces may insert the more relevant Responsibility Manager)

<b>E. Programme 5 : Early Childhood Development</b>	
<b>Indicator title</b>	<b>PPM501: Number of public schools that offer Grade R</b>
Short definition	Total number of public schools (ordinary and special) that offer Grade R.
Purpose/ importance	To measure the expansion and provision of Grade R in public schools.
Policy linked to	White Paper 5
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Principal and District Manager (electronic or hardcopy)
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
<b>Indicator title</b>	<b>PPM502: Percentage of Grade 1 learners who have received formal Grade R education</b>
Short definition	Number of Grade 1 learners who have attended Grade R expressed as a percentage of total number of learner enrolled in Grade 1 for the first time excluding learners who are repeating.
Purpose/ importance	This indicator measures the readiness of learners entering the schooling system and assesses children who are exposed to Early Childhood Development stimuli.
Policy linked to	White Paper 5 and MTSF
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Principal and District Manager(electronic or hardcopy)
Method of calculation	Divide the number of learners enrolled in public ordinary schools in Grade R by the total number of learners enrolled in Grade 1 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
Indicator responsibility	EMIS Directorate

<b>E. Programme 5 : Early Childhood Development</b>	
<b>Indicator title</b>	<b>PPM503: Percentage of employed ECD Practitioners with NQF level 4 and above</b>
Short definition	Number of ECD practitioners with NQF level 4 and above employed expressed as a total number of ECD practitioners employed in public schools. National Qualification Framework (NQF) level 4 is equivalent to the ECD practitioners with at least National Senior Certificate (NSC).
Purpose/importance	To measure some quality aspects of the provision of early childhood development education.
Policy linked to	MTSF and White Paper 5
Source/collection of data	ECD Programme Manager
Means of verification	Database of ECD practitioners and their qualifications
Method of calculation	Divide the number of ECD practitioners that have level 4 (NSC Certificate) and above by the total number of ECD practitioners employed in the public ECD Centres and multiply by 100.
Data limitations	Some ECD practitioners are not in the PERSAL system
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All ECD practitioners to have NQF level 4 and above
Indicator responsibility	Early Childhood Development Programme Manager
<b>F. Programme 6: Infrastructure Development</b>	
<b>Indicator title</b>	<b>PPM601: Number of public ordinary schools provided with water supply</b>
Short definition	Total number of public ordinary schools provided with water. This includes water tanks or boreholes or tap water. This measure applies to existing schools and excludes new schools.
Purpose/ importance	To measure the plan to provide access to water in the year concerned
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion certificates
Method of calculation	Record all public ordinary schools that do not have access to running water.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative ( <i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i> )
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to running water
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit
<b>Indicator title</b>	<b>PPM602: Number of public ordinary schools provided with electricity supply</b>
Short definition	Total number of public ordinary schools provided with electricity. This measure applies to existing schools and excludes new schools. <b>Definition:</b> Schools with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators.
Purpose/ importance	To measure access to electricity in the year concerned.
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS/Infrastructure database
Means of verification	Completion certificate
Method of calculation	Record all public ordinary schools that were provided with electricity.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative ( <i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i> )
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to electricity.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit



<b>G. Programme 6: Infrastructure Development</b>	
<b>Indicator title</b>	<b>PPM603: Number of public ordinary schools supplied with sanitation facilities</b>
Short definition	Total number of public ordinary schools provided with sanitation facilities. This measure applies to existing schools and excludes new schools. <b>Sanitation facility:</b> 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 access to sanitation facilities in the year concerned.
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion certificate
Method of calculation	Record all public ordinary schools provided with sanitation facilities
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative ( <i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i> )
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to sanitation facilities.
Indicator responsibility	Schools Infrastructure Directorate/ Infrastructure Development Unit
<b>Indicator title</b>	<b>PPM604: Number of classrooms built in public ordinary schools</b>
Short definition	Number of classrooms built and provided to public ordinary schools. These include additional classrooms or mobile classes in existing schools and new schools. <b>Classrooms:</b> Rooms where teaching and learning occurs, but which are not designed for special instructional activities. This indicator excludes specialist rooms.
Purpose/importance	To measure access to the appropriate learning environment and infrastructure in schools
Policy linked to	Guidelines on Schools Infrastructure (to be updated)
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion certificate
Method of calculation	Record the total number of classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative ( <i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i> )
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have adequate classrooms.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit
<b>Indicator title</b>	<b>PPM605: Number of specialist rooms built in public ordinary schools</b>
Short definition	Total number of specialist rooms built in public ordinary schools. These include additional specialist rooms in the existing schools and new schools. <b>Specialised room</b> is defined as a room equipped according to the requirements of the curriculum. Examples: technical drawing room, music room, metalwork room. It excludes administrative offices and classrooms (as defined in PPM 604) and includes rooms such as laboratories.
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.
Policy linked to	Guidelines on Schools Infrastructure (to be updated)
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion Certificate
Method of calculation	Record the total number of specialist rooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative ( <i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i> )
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have libraries, resource centre etc.
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit

<b>G. Programme 6: Infrastructure Development</b>	
<b>Indicator title</b>	<b>PPM606: Number of new schools completed and ready for occupation (includes replacement schools)</b>
Short definition	Total number of public ordinary schools built in a given year. These include both new and replacement schools built and completed through Accelerated Schools Infrastructure Development Initiative (ASIDI) programme.
Purpose/importance	To measure access to education through provision of appropriate schools infrastructure.
Policy linked to	Guidelines on Schools Infrastructure
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion Certificate
Method of calculation	Count the total number of new schools completed
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative ( <i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i> )
Reporting cycle	Annual
New indicator	Yes
Desired performance	All children to have access to public ordinary schools with basic services and appropriate infrastructure
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit
<b>Indicator title</b>	<b>PPM607: Number of new schools under construction (includes replacement schools)</b>
Short definition	Total number of public ordinary schools under construction includes replacement schools and schools being built through Accelerated Schools Infrastructure Development Initiative (ASIDI) programme.
Purpose/ importance	To measure availability and provision of education through provision of more schools in order to provide the appropriate learning and teaching.
Policy linked to	Guidelines on Schools Infrastructure
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Supply Chain Management Documents/Procurement Documents
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 ( <i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i> )
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit
<b>Indicator title</b>	<b>PPM608: Number of Grade R classrooms built</b>
Short definition	Total number of classrooms built to accommodate Grade R learners.
Purpose/ importance	To measure expansion of the provision of early childhood development
Policy linked to	Guidelines on Schools Infrastructure
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion Certificate
Method of calculation	Record the total number of Grade R classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	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

<b>H. Programme 6: Infrastructure Development</b>	
<b>Indicator title</b>	<b>PPM609: Number of hostels built</b>
Short definition	Number of hostels built in the public ordinary schools; these include refurbishment of the old hostels in public ordinary schools.
Purpose/ importance	To measure access to education for learners who travel long distances
Policy linked to	Guidelines on Schools Infrastructure
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion Certificate
Method of calculation	Count the total number of hostels built in public ordinary schools
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All children to have access to education regardless of geographical location
Indicator responsibility	Schools Infrastructure Directorate / Infrastructure Development Unit
<b>Indicator title</b>	<b>PPM610: Number of schools undergoing scheduled maintenance</b>
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 schools property and buildings and grounds occupied by the schools, including schools hostels.
Purpose/ importance	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.
Policy linked to	SASA
Source/collection of data	NEIMS/Schools Infrastructure
Means of verification	Database of schools undergoing scheduled maintenance
Method of calculation	Record total number of schools undergoing scheduled maintenance
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
<b>I. Programme 7: Examination and Education Related Services</b>	
<b>Indicator title</b>	<b>PPM 701: Percentage of learners who passed National Senior Certificate (NSC)</b>
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
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	NSC database and technical reports
Means of verification	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) and multiply by 100.
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 that are passing the NSC examinations.
Indicator responsibility	Examinations and Assessments Directorate

<b>J. Programme 7: Examination and Education Related Services</b>	
<b>Indicator title</b>	<b>PPM 702: Percentage of Grade 12 learners passing at bachelor level</b>
Short definition	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC). Bachelor passes enables NSC graduates to enroll 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
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	NSC database
Means of verification	List of NSC 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.
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
<b>Indicator title</b>	<b>PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics</b>
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.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	NSC database
Means of verification	List of NSC 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.
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
<b>Indicator title</b>	<b>PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science</b>
Short definition	Number of Grade 12 learners passing Physical Science with 50% or more in the NSC examinations expressed as a percentage of the total number of learners who wrote Physical Science in the NSC examinations.
Purpose/ importance	To measure efficiency in the schooling system with a focus on Physical Science as a key gateway subject.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	NSC database
Means of verification	List of NSC learners
Method of calculation	Divide number of Grade 12 learners who passed Physical Science 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.
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 Science at 50% and above
Indicator responsibility	Examinations and Assessment Directorate

<b>I. Programme 7: Examination and Education Related Services</b>	
<b>Indicator title</b>	<b>PPM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)</b>
Short definition	Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 3 learners who wrote ANA language test.
Purpose/ importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 3 learners who passed ANA Language examinations at 50% and above by the total number of learners who wrote ANA Language test and multiply by 100.
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 3 learners who are passing ANA Language examinations.
Indicator responsibility	Examinations and Assessment Directorate
<b>Indicator title</b>	<b>PPM 706: Percentage of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)</b>
Short definition	Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 3 learners who wrote ANA Mathematics test.
Purpose/ importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 3 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote ANA Mathematics test and multiply by 100.
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 3 learners who are passing ANA Maths examinations.
Indicator responsibility	Examinations and Assessment Directorate
<b>Indicator title</b>	<b>PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)</b>
Short definition	Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Languages as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 6 learners who wrote ANA Language test.
Purpose/ importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 6 learners who passed ANA Language examinations at 50% and above by the total number of learners who wrote Grade 6 ANA Language test and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative

<b>I. Programme 7: Examination and Education Related Services</b>	
<b>Indicator title</b>	<b>PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)</b>
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 6 learners who are passing ANA Language examinations.
Indicator responsibility	Examinations and Assessment Directorate
<b>Indicator title</b>	<b>PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)</b>
Short definition	Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 6 learners who wrote ANA Mathematics test. .
Purpose/ importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 6 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 6 ANA Mathematics test and multiply by 100.
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 6 learners who are passing ANA Mathematics examinations.
Indicator responsibility	Examinations and Assessment Directorate
<b>Indicator title</b>	<b>PPM 709: Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)</b>
Short definition	Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 9 learners who wrote ANA Language test.
Purpose/ importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linked to	MTSF and Examinations and Assessments
Means of verification	List of learners who passed ANA tests
Source/collection of data	ANA database
Method of calculation	Divide the number of Grade 9 learners who passed ANA Language examinations by the total number of Grade 9 learners who wrote ANA Language test and multiply by 100.
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 9 learners who are passing ANA Home Language examinations.
Indicator responsibility	Examinations and Assessment Directorate

<b>I. Programme 7: Examination and Education Related Services</b>	
<b>Indicator title</b>	<b>PPM 710: Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)</b>
Short definition	Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a percentage of the total number of Grade 9 learners who wrote ANA Mathematics test.
Purpose/ importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 9 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 9 ANA Mathematics test and multiply by 100.
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 9 learners who are passing ANA Mathematics examinations.
Indicator responsibility	Examinations and Assessment Directorate

**Appendix D: Programme Performance Indicators (Provincial) – Technical Indicators**

<b>Programme 2</b>	
<b>Indicator title</b>	<b>PPI 2.1. Percentage of learners retained in the school system from Grades 10 – 12</b>
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 % 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. More efficient deployment of support (social)
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 DKM; Collaborative effort including many role players.

<b>Programme 7</b>	
<b>Indicator title</b>	<b>PPI 7.1 % of learners in Grade 3 attaining acceptable outcomes in Language</b>
Short definition	This measures the proportion of learners participating in the Grade 3 systemic tests (Language), who are able to 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 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. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test. Directorate: Research 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 less than 5 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	Lower 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.



<b>Programme 7</b>	
<b>Indicator title</b>	<b>PPI 7.2. % of learners in Grade 3 attaining acceptable outcomes in Mathematics</b>
Short definition	This measures the proportion of learners participating in the Grade 3 systemic tests (Mathematics), who are able to 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 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. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test. Directorate: Research 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 less than 5 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	Lower 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.
<b>Indicator title</b>	<b>PPI 7.3. % of learners in Grade 6 attaining acceptable outcomes in Language</b>
Short definition	This measures the proportion of learners participating in the Grade 6 systemic tests (Language), who are able to 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 intermediate 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. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test. Directorate: Research 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 less than 5 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	Lower 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.

<b>Programme 7</b>	
<b>Indicator title</b>	<b>PPI 7.4. % of learners in Grade 6 attaining acceptable outcomes in Mathematics</b>
Short definition	This measures the proportion of learners participating in the Grade 6 systemic tests (Mathematics), who are able to 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 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. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test. Directorate: Research 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 less than 5 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	Lower 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.
<b>Indicator title</b>	<b>PPI 7.5. % of learners in Grade 9 attaining acceptable outcomes in Languages</b>
Short definition	This measures the proportion of learners participating in the Grade 9 systemic tests (Language), who are able to 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 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. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test. Directorate: Research 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 less than 5 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	Lower 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.

Programme 7	
<b>Indicator title</b>	<b>PPI 7.6. % of learners in Grade 9 attaining acceptable outcomes in Mathematics</b>
Short definition	This measures the proportion of learners participating in the Grade 9 systemic tests (Mathematics), who are able to 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 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. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test. Directorate: Research 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 less than 5 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	Lower 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.

**Appendix E: Technical Indicators for Annual Targets for Five Year Strategic Objectives**

<b>Indicator title SO 1.1.1.</b>	<b>Development and Implementation of Teacher Development Plan</b>
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 progress of a new Teacher Development Plan. This indicator is important as it measures the inception of a plan that links with the functions of a newly re-defined Chief Directorate and the period of consolation 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.
Source/collection of data	The plan will be filed once it is developed and approved. Implementation steps will be noted and tracked. Evidence of the implementation steps will be kept on file.
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.
<b>Indicator title SO 1.1.2.</b>	<b>Teachers attending two week courses at the Cape Teaching and Leadership Institute</b>
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
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
<b>Indicator title SO 1.2.</b>	<b>Number of schools using online management services to conduct business</b>
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 is important as it 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). The annual Customer Satisfaction Survey focuses on the services rendered by the department and assesses where there is room for improvement accordingly.
Source/collection of data	CEMIS sign-offs.
Method of calculation	Evidence obtainable 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
Desired performance	Compliance. On target.
Indicator responsibility	Director: Knowledge and Information Management

<b>Indicator title SO 2.1.</b>	<b>Curriculum management strategies developed and implemented</b>
Short definition	A set of new strategies and interventions is proposed to ensure the revitalisation of teaching and the achievement of the 3 Goals of the WCED.
Purpose/ importance	6. The indicator will track the inception, initiation, implementation, review, and refresh (over the 5 year period) of <ul style="list-style-type: none"> <li>i. A provincial Language Strategy with specified focuses and targets.</li> <li>ii. A provincial Mathematics strategy with specified focuses and targets</li> <li>iii. A curriculum management plan for the development of Science and Technical subjects</li> <li>iv. A curriculum management plan to address specific needs in the Foundation and Intermediate Phases.</li> <li>v. A plan of action to support schools in the planning of curriculum offerings.</li> </ul> <p>This indicator is important as it specifies and ensures an encompassing and 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.</p>
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 reportage.
Source/collection of data	Copies of plans and records of implementation processes eg 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.
<b>Indicator title SO 2.2.</b>	<b>Number of schools visited quarterly for management support</b>
Short definition	Officials will visit schools to provide management support based on the tracking of 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 is important as it tracks support on management matters – this will include curriculum management. The measure corresponds with national Programme Performance Measure <b>PPM104: Number of schools visited by district officials for monitoring and support purposes</b> . It will support 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)
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, accumulatively 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 an Institutional Management and Governance Manager and/or a Curriculum or Administrative support official
Indicator responsibility	Chief Director: Districts

<b>Indicator title SO 2.3.</b>	<b>Number of schools benefiting from E-learning rollout</b>
Short definition	To benefit from the provincial Wide Area Network (WAN) the WCED will be rolling out Local Area Network (LAN) support and arranging for SMART classrooms. Apart from the provision of buildings, texts, teachers, funds, parental support and other social partnerships this is a specific innovation/gamechanger that will impact on achieving the three goals of the WCED.
Purpose/importance	The Objective is <b>Ensure optimal education provision for all with a special focus on the most needy</b> . "Provision" encompasses a range of elements from infrastructure and resources to subjects 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 <b>PPM207: Number of schools provided with media resources</b> ) 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 is important as it measures the rollout of a systematic programme to enhance teaching and learning in schools.
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	Director: FET Curriculum (including e-learning)
<b>Indicator title SO 2.4.1.</b>	<b>Funds spent on MOD Centres and Youth Development support</b>
Short definition	The indicator will report on the funds assigned by the WCED to Youth Development (gamechanger)
Purpose/importance	The indicator will track the support to be provided to Youth Development through 180 MOD Centres and to the youth who would be repeating Grade 9 for a third time that are accommodated in a tailor-made course at a TVET college or an AET Centre. This indicator is important as it measures the support by the WCED for a systematic and funded programme to provide opportunities for youth development.
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	Financial records
Source/collection of data	Project managers and the Directorate Management Accounting.
Method of calculation	Evidence maintained on file and through receipts and transfers.
Data limitations	The number of learners to be supported in the Youth Development Programme will vary according to their school record and their individual decisions - for example to continue with their education or not. Thus targets will be approximate.
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Funds assigned according to need and on the basis of performance
Indicator responsibility	Director: Cape Teaching and Leadership Institute

<b>Indicator title SO 2.4.2.</b>	<b>Provide social and financial support for schools</b>
Short definition	Ensure support for "No Fee" schools, fee exemptions and safe schools
Purpose/importance	The indicator will track the funding and social support provided to schools to strengthen the focus on learners and schools in need. This indicator is important as it measures the explicit support provided to ensure access to education and a safe environment for teaching and learning.
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	This corresponds with PPM <b>PPM210: Number of learners in public ordinary schools benefiting from the "No Fee School" policy</b> . Records of transfers in support of the fee-exemption candidates. Records of interventions in schools in support of safety.
Source/collection of data	Directorate records (Funds: Management Accounting and Safety; Institutional Management and Governance Planning)
Method of calculation	Evidence maintained on directorate records
Data limitations	None. The number of applicants for fee exemption cannot be predicted accurately as this is a factor of need and of enrolment. Scheduled safety interventions will be reflected and not ad hoc ones.
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Compliance
Indicator responsibility	Funds: Management Accounting Safety: Institutional Management and Governance Planning
<b>Indicator title SO 3</b>	<b>See PPM302: Percentage of registered independent schools receiving subsidies</b>
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 and that subsidised independent schools must adhere to minimum standards for regulating Independent schools.
Indicator responsibility	Institutional Management and Governance Planning

<b>Indicator title SO 4</b>	<b>See PPM201: Number of full service schools servicing learners with learning barriers</b>
Short definition	Number of public ordinary schools that are full service schools. <b>Full-service schools:</b> 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 signifier of effectiveness of the programme overall.
Policy linkage	White Paper 6
Means of verification	Inclusive Education schools 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 schooling and that selected public ordinary schools are able to accommodate these learners.
Indicator responsibility	Inclusive Education Directorate
<b>Indicator title SO 5</b>	<b>See PPM501: Number of public schools that offer Grade R</b>
Short definition	Total number of public schools (ordinary and special) that offer Grade R.
Purpose/importance	To measure the expansion and provision of Grade R in public schools. Although this objective has a number of other elements this one has been chosen as an important signifier 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)
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
<b>Indicator title SO 6</b>	<b>See PPM604: Number of classrooms built in public ordinary schools</b>
Short definition	Number of classrooms expected built and provided to public ordinary schools. These include additional classrooms or mobile classes in existing schools and new schools. <b>Classrooms:</b> Rooms where teaching and learning occurs, but which are not designed for special instructional activities. This indicator excludes specialist rooms.
Purpose/importance	To measure access to the appropriate learning environment and infrastructure in schools. Although this objective has a number of other elements this one has been chosen as an important signifier 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
Method of calculation	Record the total number of classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative ( <i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i> )
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have adequate classrooms.
Indicator responsibility	School Infrastructure Directorate / Infrastructure Development Unit



<b>Indicator title SO 7</b>	<b>See PPM 701: Percentage of learners who passed National Senior Certificate (NSC)</b>
Short definition	Total number of NSC learners who passed in 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 objective has a number of other elements this one has been chosen as an important signifier 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 that are passing the NSC examinations.
Indicator responsibility	Examinations and Assessments Directorate