File no.:   2/8/1/3/1/1/-WCED2022/23

Reference: 20221124-9299

Annexure A: VOTE 05 WCED In-Year Changes to 2022/23 Annual Performance Plan (APP)

Is this a change to the 2022/23 Annual Performance Plan? ✓ YES ☐ NO

Is the change to the 2020-2025 SP or 2022/23 APP	Provide reference (page number and indicator number) to where changes will be made in current tabled APP	How is it stated in the current tabled APP?	What will it be changed to?	Is the change in response to the PSIP or a Budget adjustment? Please specify.	Provide an explanation of the reason/s for the change
2022/23 APP	Pg. 87 POI 709:	50%	21%	Erratum	This should have been addressed as an erratum
2022/23 APP	Pg. 60 POI 201:	Output Indicators: Annual and Quarterly targets: Annual target = 64%	Output Indicators: Annual and Quarterly targets: Annual target = 70%	Erratum	This should have been addressed as an erratum
2022/23 APP	Pg. 129 POI 302: **(TID)** Section referring to source data	School funding Norms and Standards Database	List of registered independent schools visited for monitoring and support	N/A	This should have been addressed as an erratum

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Is the change to the 2020-2025 SP or 2022/23 APP	Provide reference (page number and indicator number) to where changes will be made in current tabled APP		How is it stated in the current tabled APP?	What will it be changed to?	Is the change in response to the PSIP or a Budget adjustment? Please specify.	Provide an explanation of the reason/s for the change
2022/23 APP	Pg. 110 to Pg.155	**Section in all TIDS of the POI's:** Implementation Data- AOP (Key deliverables and actions)	Found in Directorate Plan	Found in the Annual Operational Plan (AOP)	Correction and clarification of TID details	Incorrect reference inserted.
2022/23 APP	Pg. 52	SOI 103	Target 30.44%	Target 25,67%	N/A	The change was required to bring the target in line with the TIDS of SOI 103 re exclusion of Conditional Grant funding.
2022/23 APP	Pg. 110	POI 101 **(TID)**	**Short Definition:** This measures the number of middle, senior managers and school leadership who have attended courses relating to leadership, behavioural and psychosocial competencies **Key Beneficiaries:** Identified management officials **Method of calculation:** Count the number of middle, senior managers and school leadership who attend Leadership Development Courses	**Short Definition:** This measures the number of management officials (SMS, DCES, CES, ASD and DD) and school leadership (Principal and Deputy Principal) who have attended courses relating to leadership, behavioural and psychosocial competencies **Key Beneficiaries:** Identified management officials (SMS, DCES, CES, ASD and DD) and school leadership (Principal and Deputy Principal) **Method of calculation:** Count the number of management officials (SMS, DCES, CES, ASD and DD), and school leadership (Principal and Deputy Principal) who attend Leadership Development Courses	Correction and clarification of TID details	Clarification of intent required to remove uncertainty caused by ambiguity and misinterpretations.

Is the change to the 2020-2025 SP or 2022/23 APP	Provide reference (page number and indicator number) to where changes will be made in current tabled APP	How is it stated in the current tabled APP?	What will it be changed to?	Is the change in response to the PSIP or a Budget adjustment? Please specify.	Provide an explanation of the reason/s for the change
2022/23 APP	Pg. 122 POI 201 **(TID)**	**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.	**Short Definition**: The measure of degree(%) based on aggregated ASS enrolment data, in Public Ordinary schools, at the beginning of a particular phase compared to the aggregated ASS enrolment data for the exit Grade of the phase (e.g. FET, where Grade 10 is the entry Grade and Grade 12 is the exit Grade).	Correction and clarification of TID details	Clarification of intent required to remove uncertainty caused by ambiguity and misinterpretations.
		Purpose: A higher % of learners remaining 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.	**Purpose:** A higher % of learners that exit the system at Grade 12 leads to an academically better prepared workforce. Better opportunities for learners, access to tertiary education enhanced. Reduces vulnerability amongst learners.		
		Source of data: Provincial database – Annual School Survey OR extracts from ASS	**Source of data:** Annual School Survey (ASS), Grade 10 and Grade 12 enrolment for the applicable year at the time of reporting.		
		Means of Verification: Number of learners in Grade 10 and Grade 12 of cohort corresponding year as per ASS figures.	**Means of Verification:** Aggregated Annual Schools Survey (ASS) enrolment data for Grade 10 (2020) and Grade 12 (2022).		
		Method of Calculation: The number of Grade12 learners divided by the number of Grade10 learners for the same cohort (2 years earlier) expressed as a percentage**.	**Method of Calculation:** The calculation is done using aggregated ASS enrolment data for Grade 10 in 2020 divided by aggregated ASS enrolment data for Grade 12 in 2022.		

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		Assumption More learners will remain in school to complete their Grade 12 NSC examination because of various interventions including mindset and attitude improvements. **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.	**Assumption** Enrolment numbers in the exit grade will improve **Data Limitations** This indicator is applicable to Public Ordinary Schools only. This excludes cohort tracking and analysis, in and out migration of learners and deaths.		
2022/23 APP	Pg. 123 POI 202 **(TID)**	**Short Definition:** Measure of the degree (%) to which learners that enter grade 1 continue to grade 9 in Public Ordinary Schools for the same cohort. **Purpose:** A higher % of learners remaining 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.	**Short Definition:** The measure of degree(%), based on aggregated ASS enrolment data, in Public schools, at the beginning of a particular phase compared to the aggregated ASS enrolment data for the exit Grade of the band (e.g. GET, where Grade 1 is the entry Grade and Grade 9 is the exit Grade). **Purpose:** A higher % of learners that exit the GET band. Reduces vulnerability amongst learners.	Correction and clarification of TID details	Clarification of intent required to remove uncertainty caused by ambiguity and misinterpretations.

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		Source of data: Provincial database – Annual School Survey OR extracts from ASS	**Source of data:** Annual School Survey (ASS), Grade 1 and Grade 9 enrolment for the applicable year at the time of reporting.		
		Method of Calculation: The number of Grade 9 learners divided by the number of Grade1 learners for the same cohort expressed as a percentage.	**Method of Calculation:** The calculation is done using aggregated ASS enrolment data for Grade 1 in 2014 divided by aggregated ASS enrolment data for Grade 9 in 2022.		
		Assumptions: Education opportunity and resources will be available as more learners remain in system due to various interventions and enhanced learning opportunities and mindset change.	**Assumptions:** Enrolment numbers in the exit grade will improve		
		Means of Verification: Number of learners in Grade 1 and Grade 9 of cohort corresponding year as per ASS figures.	**Means of Verification:** Aggregated Annual Schools Survey (ASS) enrolment data for Grade 1 (2014) and Grade 9 (2022).		
		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	**Data Limitations:** This indicator is applicable to Public Ordinary Schools only. This excludes cohort tracking and analysis, in and out migration of learners and deaths.		

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Is the change to the 2020-2025 SP or 2022/23 APP	Provide reference (page number and indicator number) to where changes will be made in current tabled APP	How is it stated in the current tabled APP?	What will it be changed to?	Is the change in response to the PSIP or a Budget adjustment? Please specify.	Provide an explanation of the reason/s for the change
2022/23 APP	Pg.125 POI 204 **(TID)**	**Short Definition:** This indicator will track the number of schools enabled with wireless Local Area Networks (LANs) **Key Beneficiaries:** Schools receiving LAN **Purpose:** The rollout of connectivity and equipment to schools will deliver the greater impact when classrooms are equipped to access internet and inter-connectivity as an integral part of eLearning. **Source of data** 1. School sign-off and commissioning documentation. 2. Database of schools of LANs provided **Spatial transformation:** Across province learners have access to practical subjects – as listed. **Means of Verification:** List of schools provided with LANs, including proof of delivery or other means as defined at provincial level.	**Short Definition:** This indicator will measure the number of schools installed with Local Area Networks (LANs) within the financial year. **Key Beneficiaries:** Schools installed with LAN **Purpose:** The provision of a LAN environment within a school enables the distribution of available connectivity to classrooms for teaching and learning. **Source of data** 1. School sign-off commissioning documentation. 2. Database of school's LANs (provided within the financial year.) **Spatial transformation:** Across province **Means of Verification:** List of schools provided with LANs, including proof of delivery as indicated through sign-off commissioning documentation.	Correction and clarification of TID details	Clarification of intent required to remove uncertainty caused by ambiguity and misinterpretations.
2022/23 APP	Pg. 126 POI 205 **(TID)**	**Short Definition**: This indicator will track the number of computer lab refreshes for the subjects CAT, IT and EGD	**Short Definition:** This indicator will measure the number of computer lab refreshes for the subjects CAT, IT and EGD within the financial year.	Correction and clarification of TID details	Clarification of intent required to remove uncertainty caused by ambiguity and misinterpretations

Is the change to the 2020-2025 SP or 2022/23 APP	Provide reference (page number and indicator number) to where changes will be made in current tabled APP	How is it stated in the current tabled APP?	What will it be changed to?	Is the change in response to the PSIP or a Budget adjustment? Please specify.	Provide an explanation of the reason/s for the change
		Source of data: 1. School sign-off and commissioning documentation. 2. Database of schools with subject specific lab refreshes	**Source of data:** 1. School sign-off and commissioning documentation. 2. Database of schools with subject-specific lab refreshes (provided within the financial year.)		
		Means of Verification: List of schools provided with computer lab technology for CAT, IT and EGD, including proof of delivery or other means as defined at provincial level.	**Means of Verification:** List of schools provided with requisite technology for CAT, IT and EGD, including proof of delivery or other means as defined at provincial level.		
2022/23 APP	Pg. 127 POI 206 **(TID)**	**Short Definition:** This indicator will track the classrooms provided with technology (Smart Classrooms)	**Short Definition:** This indicator will measure the number of classrooms provided with technology (Smart Classrooms) within the financial year.	Correction and clarification of TID details	Clarification of intent required to remove uncertainty caused by ambiguity and misinterpretations
		Source of data: Provincial eLearning database	**Source of data**: 1. School sign-off and commissioning documentation. 2. Database of schools with smart classroom technology (provided within the financial year.)		
		Method of calculation: Count number of smart classrooms provided	**Method of calculation:** Count the number of technology-enabled classrooms (Smart Classrooms) provided.		

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		Means of Verification: Proof of delivery OR School sign-off OR Payment schedule OR other means. List of schools on smart-classroom project	**Means of Verification**: List of schools on smart-classroom project within the financial year. Proof of delivery notes provided. School sign-off and commissioning documentation		

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